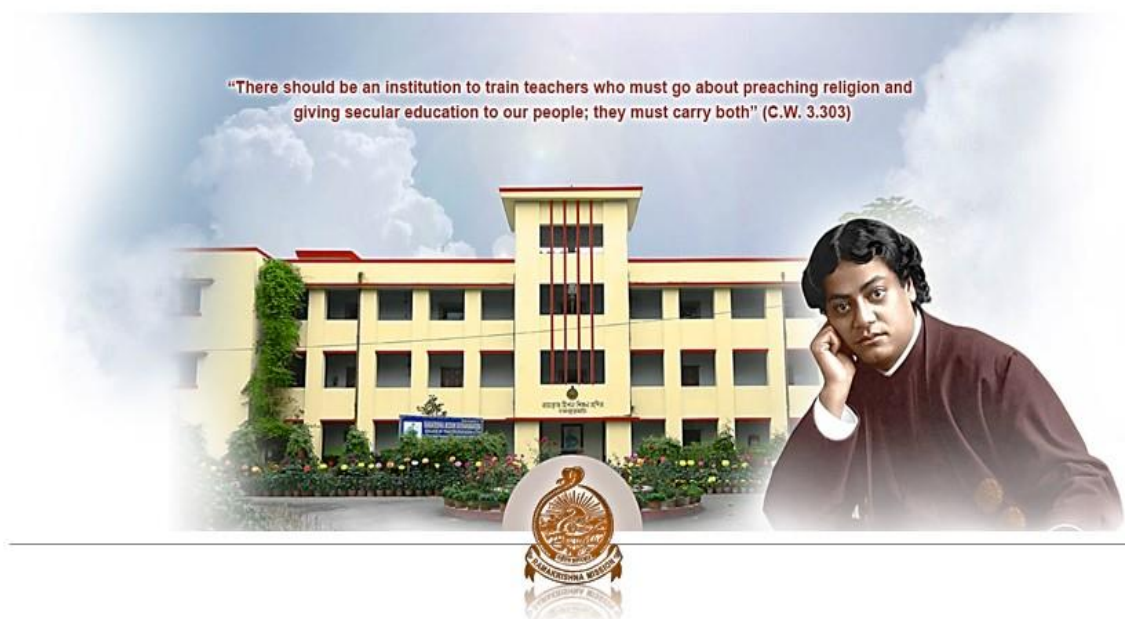


SELF-APPRAISAL REPORT
FOR
RE-ASSESSMENT AND RE-ACCREDITATION
2014
Submitted to NAAC
Nagarbhavi, Bangalore – 560 072

"There should be an institution to train teachers who must go about preaching religion and giving secular education to our people; they must carry both" (C.W. 3.303)



Ramakrishna Mission Sikshanamandira

An Autonomous Residential NCTE Recognized Post-Graduate College of Teacher Education (CTE) & Swami Vivekananda Multidisciplinary Research Centre for Educational Studies (SVMRCES) under the University of Calcutta

Phone: (033) 2654-6081/9281/1635 Fax: (033) 2654-4412

Email: rkmsmc@gmail.com, rkmsm@rediffmail.com

Website: www.rkmsm.org

Belur Math, Howrah-711202, West Bengal, India

July, 2014
Preface

The Ramakrishna Mission Sikshanamandira, which is situated in the midst of peaceful and beautiful campus in the proximity of the sacred precincts of Belur Math in the district of Howrah, West Bengal at a distance of about one furlong to the west of the famous river Ganga and about two furlongs to the east of Grand Trunk Road, was founded in 1958 as the third Teachers' Training College in West Bengal for male students sponsored by the Govt. of West Bengal and affiliated to the University of Calcutta. The Government of India gave the institution the status of College of Teacher Education (CTE) and it was recognized by The National Council for Teacher Education (NCTE).

The guiding principle of our College is the ideal of education as enunciated by Swami Vivekananda, the inspirational and dynamic disciple of Sri Ramakrishna, with its emphasis on 'man-making and character-building assimilation of ideas' and 'the manifestation of the perfection already in man'. Swamiji envisioned a residential system of education where teachers and trainees would meet on a common platform of shared ethos and where education would be a joyous activity no less than a potent instrument of inner transformation.

If we are to point out the distinctive features of our College, we would certainly stress its completely residential character, its tranquil and soothing environs, the sustained level of its excellence in academic as well as extra- academic activities, the highly pleasing work culture prevailing here, and above all, the practical application of the idea of education as set forth by Swami Vivekananda. Furthermore, the infrastructure for co-curricular activities like cultural meets and competitions and games and sports –that we have access to is adequate and ideal by any standards and we put it to optimal use.

We are, of course, encouraged by the words of praise that the general public no less than academics of repute in the field of Teacher Education have always had for our College. Much as we value these words of appreciation, we felt that recognition should come our way in a more concrete manner – in the shape of well-considered appraisal and judgment by a duly constituted and distinguished academic body whose opinion would carry the weight of authority. We duly recognize the desirability and importance of such quality assurance.

There is another reason why we go in for re-assessment by NAAC after assessed and accredited by NAAC in 2007. Self- assessment is undoubtedly an important yardstick for an institution to measure its effectiveness and efficiency. The scheme of assessment and accreditation is expected to help institutions to carry out their strength, weakness, opportunity and challenges (SWOC) analysis and in making their programmes more effective towards the all-round development of the trainees and Scholars. Above all, the assessment and accreditation by NAAC is expected to act as an instrument for raising the quality of the Teacher Education system as a whole and help the institutions in using their physical and instructional infrastructure optimally and professionally. It is here that a distinguished body like NAAC whose credentials are beyond doubt, comes end. While it is important for us to know how we stand in our own lights, it is no less important to know our position vis-à-vis other institutions, where we stand out where our weaknesses lie. NAAC can shed a searchlight on these areas and enlighten us.

We conveyed our decision to be re-assessed to NAAC Headquarters in Bangalore through a letter of intent, which was accepted. The next was the formation of a NAAC Steering Committee (approved by the Teachers' Council), with the Principal as its Chairman and Dr. Abhijit Guha as its Coordinator, and Swami Divyagunananda as its Assistant Coordinator to facilitate co-ordination of collection, analysis of data relating to the various aspects of the functioning of our institution and organization of the facts and results into a well-integrated, logical and cohesive report. The formation of the Steering Committee was duly ratified by the Governing Body of the College at its next meeting. Then, to impress upon one and all associated with our college – its teaching and non-teaching staff – the need for assessment by NAAC in the context of the fast-changing education scenario of our country, a General Meeting was held, when the general outlines of the different items of the format supplied to us by NAAC were briefly dwelt upon and an all-out involvement of the teaching, non-teaching and administrative personnel was urged. To expedite the process of filling in of the criteria-wise inputs, the Steering Committee next formed several sub-committees involving all the members of the teaching staff and some members of the non-teaching staff. For the report to be full-proof, collection of data was of paramount importance. The Steering Committee, therefore, set about preparing a data bank which would include data from various sources like the library, personal information sheets of the teaching staff and office personnel, Department of Sports and Culture, all the individual Departments and the Alumni Association. After the necessary data had been collected, the different sub-committees were asked to fill in the criteria-wise inputs with the information from the general data bank prepared by the Steering Committee. This being done, the members of the Steering Committee sat together for days, discussing different aspects of the report to be prepared, analyzing collating the data gathered. Then a draft copy of the report was uploaded on the College Web-site on 22nd June, 2014. After a further session of threadbare deliberations on this draft copy, the final report was prepared and approved by the Steering Committee for submission to NAAC.

It is a matter of satisfaction that we could mobilize all the human resources available with us and that our entire personnel - teaching and non-teaching, the administration and even a few students threw their full weight into the job. In the following pages we have tried as best we could to identify our strengths as well as our weaknesses. NAAC will form its own judgment of the record before sending its Peer Team on a visit to our institution, to which we eagerly look forward. We have great pleasure in presenting this self-study report to the National Assessment and Accreditation Council.

19.07.2014

Swami Tattwasarananda
Principal

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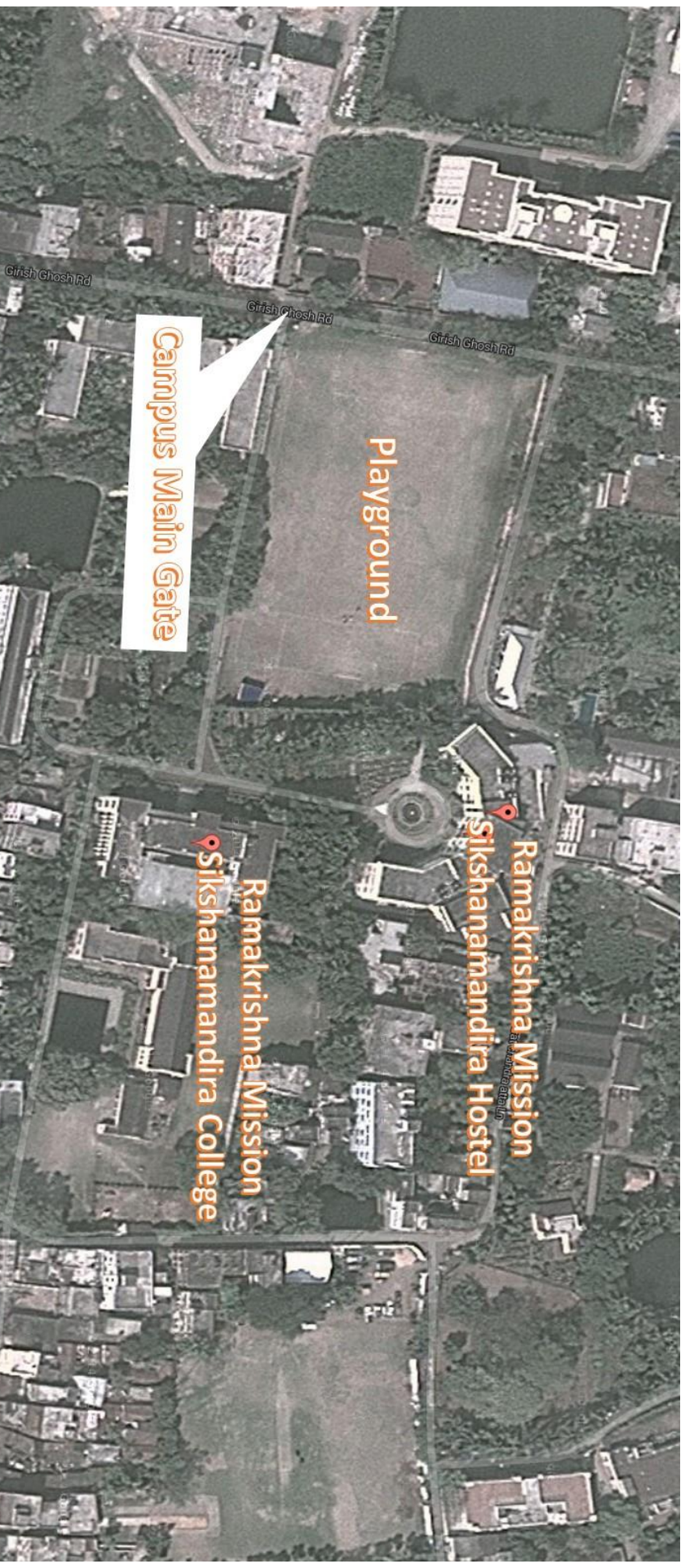
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An Aerial View of Ramakrishna Mission Sikshanamandira, Belur Math, Howrah – 711 202

PART-1

THE INSTITUTIONAL DATA



Ramakrishna Mission Sikshanamandira

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Website: www.rkmsm.org

Belur Math, Howrah-711202, West Bengal, India

A. Profile of the Institution

1. Name and address of the institution: **RAMAKRISHNA
MISSION SIKSHANAMANDIRA, BELUR MATH,
HOWRAH – 711 202. WEST BENGAL.**

2. Website URL: www.rkmsm.org

3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Swami Tattwasarananda (Principal)	09432378986	033 2654-4412	swamitattwasarananda@gmail.com
Dr. Abhijit Guha (NAAC Coordinator)	09433159125	033 2654-4412	abhi.guha68@gmail.com
Swami Divyagunananda (NAAC Assistant Coordinator)	09748580334	033 2654-4412	divyagunananda@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Swami Tattwasarananda (Principal)	033 2654-6081	09432378986
Dr. Abhijit Guha (NAAC Coordinator)	033 2654-6081	09433159125
Swami Divyagunananda (NAAC Assistant Coordinator)	033 2654-1635	09748580334

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐Any other (Specify and indicate) ☐

5. Campus area in acres:

1.2 acres

6. Is it a recognized minority institution?

Yes ☐No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
08	1958

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

The University of Calcutta, West Bengal

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

Month & Year

2f

MM	YYYY
June, 24	1975

Month & Year

12B

MM	YYYY
June, 24	1975

10. Type of Institution:

a. By funding

i. Government ☐ii. Grant-in-aid ☒iii. Constituent ☐iv. Self-financed ☐v. Any other (Specify and indicate) ☐

b. By Gender

i. Only for Men

☒

ii. Only for Women

☐

iii. Co-education

☐

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☒

iv. Affiliated College

☒

v. Constituent College

☐

vi. Dept. of Education of Composite

College

☐

vii. CTE

☒

viii. Any other (specify and indicate)

☒**Research Centre recognized by C.U.**

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		
		D.El.Ed.(O DL), A Study Centre of WBPBE	10+2 (H.S.)	Diploma	01 Year	Bengali/English
				Degree		
iii.	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduation	Degree	01 Year	Bengali/English
		B.Ed. (ODL), A Study Centre of NSOU	Graduation	Degree	02 Year	Bengali/English
iv.	Post Graduate	Guidance & Counseling	Graduation	Diploma	01 Year	Bengali/English
		M.Ed.	Masters & B.Ed.	Degree	01 Year	Bengali/English
v.	Other (specify)	CTE (In- Service training, Sponsored by MHRD)	In-service teaching for Govt., Govt. aided & Govt. sponsore d school teacher	Certificate	01 week (for each method subject)	Bengali/English
				Diploma		
		M.Phil in Education	M.A. in Education/ M.Ed.	Degree	02 Years	English/Bengali
		Ph.D.	As per UGC Norms	Degree		English

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

Level	Programme	Order No. & Date	Valid up-to	Sanctioned Intake
Pre-primary				
Primary/Elementary				

Secondary/ Sr.secondary	B.Ed.	ERC/7-35(ER-35.4.1)/2003/1047 of June 3, 2003	Permanent recognition	150
Post Graduate	M.Ed.	ERC/7-88.6(1).14/2008/12811 of August 30, 2008	Next Inspection	35
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?

01

- b) Fee charged per programme

Rs. 7,000/-

Yes

3. Are there programmes with semester system
4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	√	No	
-----	---	----	--

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

11

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

B.Ed.

13 Methods/ 06 Elective

M.Ed. (Full Time)

08 Elective Options

Any other (specify and indicate) **22 Research areas in M.Phil. in Education**

6. Are there Programmes offered in modular form

Yes	√	No	
-----	---	----	--

Number	B.Ed. - 24 & M.Ed.- 14
--------	-----------------------------------

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

Yes	√	No	
-----	---	----	--

Number	03
--------	-----------

8. Are there Programmes with faculty exchange/visiting faculty

Yes	√	No	
-----	---	----	--

Number	04
--------	-----------

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

- Heads of practice teaching schools

Yes	✓	No	
-----	---	----	--

- Academic peers

Yes	✓	No	
-----	---	----	--

- Alumni

Yes	✓	No	
-----	---	----	--

- Students

Yes	✓	No	
-----	---	----	--

- Employers

Yes	✓	No	
-----	---	----	--

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

As and when required by BoS, Ac, IQAC and above all the GB of the College

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

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

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

Yes	✓	No	
-----	---	----	--

Number	02
--------	----

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-2012-13):

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

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.	150	-	150	48	-	48	102	-	102
M.Ed. (Full Time)	35	-	35	11	-	11	24	-	24
M.Phil.	12	-	12	05	-	05	07	-	07

4. Are there any overseas students?

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

If yes, how many?

01

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

Rs.11590/-

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

Rs.73,400/-

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.	83.64%	66.14%	60%	45%
M.Ed. (Full Time)	76.23%	61.23%	60%	50%

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
B.Ed.	42.5%	10%	47.5%
M.Ed. (Full Time)	50%	5%	45%

M.Phil.	48%	-	52%
PGDGC	45%	-	55%

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days	0	8
b) Minimum number of pre-practice teaching lessons given by each student	1	2

11. Practice Teaching at School

a) Number of schools identified for practice teaching	0	6
b) Total number of practice teaching days	4	0
c) Minimum number of practice teaching lessons given by each student	8	0

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

No. of Lessons In simulation	8	No. of Lessons Pre-practice teaching	4
------------------------------	---	--------------------------------------	---

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
B.Ed.	50.35%	49.65%

M.Ed. (Full Time)	57.70%	42.30%
M.Phil.	42.5%	57.5%

16. Examinations

a) Number of sessional tests held for each paper

0	1
---	---

b) Number of assignments for each paper

0	1
---	---

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	✓	
Projectors	✓	
Document Camera	✓	
Interactive Smart-board	✓	

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

Yes	✓	No	
-----	---	----	--

Number	05
--------	----

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

Number	0	8	40%
--------	---	---	-----

2. Does the Institution have ongoing research projects?

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

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

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC-MRP	1,45,000/-	2 yrs.	
UGC-MRP	1,15,000/-	2 yrs.	

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

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

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 and Physical Support ☒
- ☐ Enhanced Library Access ☒

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
National journals – referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Non referred papers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Any other (specify and indicate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

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

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

Number	<input type="text" value="7"/>
--------	--------------------------------

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

National seminars

Faculty

Students

International seminars

Any other academic forum

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

03

16. Does the institution provide consultancy services?

Yes

☒

No

☐

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

Rs. 6, 00,000/-

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

Local level	Yes
State level	Yes
National level	Yes
International level	Yes

Criterion IV: Infrastructure and Learning Resources

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

4021sq. mts.

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?

90

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

₹ 220000/-

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

₹ 1,87,080/-

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year? ₹ 11,87,193/-

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/ financial year? ₹ 4,08,000/-

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

Yes

☒

No

☐

9. Total number of posts sanctioned

Open

Reserved

Teaching

Non-teaching (college)

M	F	M	F
16	-	04	-
12	-	11	-

Non-teaching (Hostel)

M	F	M	F
7	-	4	-

10. Total number of posts vacant

Open

Reserved

Teaching

Non-teaching

M	F	M	F
01	-	04	
02	-	01	-

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

Assistant professor

M	F	M	F
08	-	03	-

Readers

M	F	M	F
04	-	-	-

Professors

M	F	M	F
-	-	-	-

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

Open

Reserved

Ad-hoc	M	F	M	F
	03	-	-	-

Part-time	M	F	M	F
	01	-	01	-

Guest lecturer	M	F	M	F
	03	-	-	-

c. Number of teachers from	Same state	19
	Other states	01

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
B.Ed.	15:1
M.Ed. (Full Time)	7:1

13. a. Non-teaching staff

Permanent	Open		Reserved	
	M	F	M	F
	21	-	05	-

Temporary	M	F	M	F
	03	-	02	-

b. Technical Assistants	Permanent	M	F	M	F
		02	-	01	-

Temporary	M	F	M	F
	-	-	-	-

14. Ratio of Teaching – non-teaching staff

3:5

-

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

31.68%

16. Is there an advisory committee for the library?

Yes



No

☐

17. Working hours of the Library

On working days

On holidays

During examinations

10.30am to 5.00 p.m

11am to 4p.m

18. Does the library have an Open access facility

Yes



No

Partially in Research Center Library

19. Total collection of the following in the library

a. Books

25900

- Textbooks

3,500

- Reference books

2000

b. Magazines

7

e. Journals subscribed

- Indian journals

6

- Foreign journals

9

f. Peer reviewed journals

5

g. Back volumes of journals

Many

Since the College is registered with INFLIBNET it has access to many more journals online

h. E-information resources

- Online journals/e-journals

8

110

- CDs/ DVDs
- Databases
- Video Cassettes
- Audio Cassettes

3
0
150

20. Mention the

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

400sqm t

Seating capacity of the Reading room

100

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☐

Fully automated

☒

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

Circulation

☒

Clipping

☒

Bibliographic compilation

☒

Reference

☒

Information display and notification

☒

Book Bank

☒

Photocopying

☒

Computer and Printer

☒

Internet

☒

Online access facility

☒

Inter-library borrowing

☒

Power back up

☒

User orientation / information literacy

☒

Any other (pleases Specify and indicate)

☐

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.

	2011-12		2012-13		2013-14	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	528	12434/-	689	444839/-	618	348032/-
Other books						
Journals/ Periodicals	13	83065/-	15	95882/-	16	155696/-
Any others specify and indicate						

Criterion V: Student Support and Progression

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

Programmes	2010-11	2011-12	2012-13
B.Ed.	5	1	2
M.Ed. (Full Time)	0	0	2

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?

10/15

3. Does the institution offer Remedial instruction?

Yes	√	No	
-----	---	----	--

4. Does the institution offer Bridge courses?

Yes	√	No	
-----	---	----	--

In collaboration with WBBPE.**5. Examination Results during past three years (provide year wise data)**

	B.Ed.			M.Ed.			M. Phil
Academic Years	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2013-14
Pass percentage	99.31%	100%	100%	100%	100%	100%	100%
Number of first classes	144	149	148	35	35	33	11
Number of distinctions	3	3	3	3	3	3	-
Exemplary performances (Gold Medal and university ranks)	1	1	1	1	1	1	01

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

Year	NET/SET/SLET	GATE	M.Phil.	Ph.D.	Publication(s)	Passed competitive examinations
2010-11	40	3	7	1	52	72
2011-12	37	5	8	2	50	67
2012-13	35	4	6	3	45	55
2013-14	39	7	4	2	62	32

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

Financial Aid	2011-12		2012--13		2013-14	
	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.
Merit Scholarship	36	19	28	9	25	10
Merit-cum-means scholarship						
Fee concession						
Any other specify and indicate			UGC Rajib Gandhi Fellowship availed by 4 M.Phil. Scholars			
Total number of students	55		41		39	

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

Yes	✓	No	
-----	---	----	--

9. Does the institution provide Residential accommodation for:

Faculty	Yes	✓	No	
Non-teaching staff	Yes	✓	No	

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

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men	197
Women	-

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

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
	Yes	✓	No	

Gymnasium

12. Availability of rest rooms for Women

Yes	✓	No	
-----	---	----	--

13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
-----	---	----	--

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

Yes	✓	No	
-----	---	----	--

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

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓		1	✓		1
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	1	-
Regional	-	-
National	-	-

International	-	-
---------------	---	---

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

2006 to be read with 2014

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

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

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

	2010-11		2011-12		2012-13	
	(%)		(%)		(%)	
	B.Ed.	M.Ed.	B.Ed.	M.Ed.	B.Ed.	M.Ed.
Higher studies	30%	25%	32%	27%	35%	35%
Employment (Total)	60%	100%	63%	100%	65%	100%
Teaching	85%	95%	80%	94%	80%	95%
Non-teaching	15%	5%	20%	6%	20%	5%

23. Is there a placement cell in the institution?

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

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

Course	Number of students
B.Ed.	90
M.Ed.	103

24. Does the institution provide the following guidance and counseling services to students?

- | | Yes | No |
|------------------------------------|-------------------------------------|--------------------------|
| • Academic guidance and Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Personal Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Career Counseling | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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: (2013-14)

Board of Studies (BoS)	7
Academic Council	6
M.Phil Committee	3
Research Ph.D committee	1
Finance committee	2
Teachers council	3
IQAC	2
Hostel committee	2
P.F committee	5
Building committee	1

Governing Body	2
----------------	---

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

Yes	✓	No	
-----	---	----	--

Loan facility

Medical assistance

Yes	✓	No	
-----	---	----	--

Insurance/P.F/G.P.F

Yes	✓	No	
-----	---	----	--

Other (specify and indicate)

Yes		No	
-----	--	----	--

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

0	0	7
---	---	---

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

10

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

National

0	8	
---	---	--

International

-	-	-
---	---	---

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

0	0	2
---	---	---

- d. Number of Seminars/ workshops/symposia on curricular development,

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

0	2	1
---	---	---

- e. Research development programmes attended by the faculty

0	0	5
---	---	---

- f. Invited/endowment lectures at the institution

0	1	5
---	---	---

Any other area (specify the programme and indicate)

--	--	--

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

a. Self-appraisal

Yes	✓	No	
-----	---	----	--

b. Student assessment of faculty performance

Yes	✓	No	
-----	---	----	--

c. Expert assessment of faculty performance

Yes	✓	No	
-----	---	----	--

d. Combination of one or more of the above

Yes	✓	No	
-----	---	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
-----	---	----	--

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

10 Hours

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

Grant-in-aid	27853559/-
Fees	23,88,196/-
Donation	NIL
Self-funded courses	NIL
Any other (Specify and indicate)	NIL

9. Expenditure statement (for last two years)

	2011-12	2012-13
Total sanctioned Budget	1,34,30,000/-	1,24,75000/-
% spent on the salary of faculty	17.96	22.46

% spent on the salary of non-teaching employees	13.06	13.57
% spent on books and journals	2.11	0.95
% spent on developmental activities (expansion of building)	4.82	43.81
% spent on telephone, electricity and water	1.67	2.30
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	1.35	2.66
% spent on maintenance of equipment, teaching aids, contingency etc.	1.77	1.02
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	5.23	0.73
% spent on travel	0.835	1.75
Any other (specify and indicate)		
Total expenditure incurred	1,53,57,827/-	1,11,33,938/-

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.
2011-12	50,000/-	
2012-13	1,00,000/-	
2013-14	2,50,000/-	

11. Is there an internal financial audit mechanism?

Yes ☒ No ☐

12. Is there an external financial audit mechanism?

Yes ☒ No ☐

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

Administration

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

Finance

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

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

Student Records

Career Counselling

Yes	✓	No	
-----	---	----	--

Aptitude Testing

Yes	✓	No	
-----	---	----	--

Examinations/Evaluation/
Assessment

Yes	✓	No	
-----	---	----	--

Yes	✓	No	
-----	---	----	--

Any other (specify and indicate)

Yes		No	
-----	--	----	--

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

Yes ☒ No ☐

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

a) For teachers

☒

b) For students

☒

c) For non - teaching staff

☒

19. Are there any on-going 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	47	31.33		
b	ST	10	6.66		
c	OBC	23	15.33		
d	Physically challenged	4	2.66		
e	General Category	66	44.00		
f	Rural	111	74		
g	Urban	39	26		
h	Any other (specify)				

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

	Category	Teaching staff	%	Non-teaching staff	%

a	SC	2	10	4	14.70
b	ST	0	0	1	2.94
c	OBC	2	10	2	5.88
d	Women	-	-	-	
e	Physically challenged	-	-	1	2.9
f	General Category	16	80	23	67.64
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	
	B.Ed.	M.Ed.	B.Ed.	M.Ed.
SC	20%	22%	30%	35%
ST	8%	4%	11%	6%
OBC	10%	11%	15%	16%
Physically challenged	3%	2%	5%	4%
General Category	35%	40%	60%	70%
Rural	40%	42%	70%	75%
Urban	42%	45%	72%	79%
Any other (specify)				

PART-2

THE EVALUATIVE REPORT



Ramakrishna Mission Sikshanamandira

An Autonomous Residential NCTE Recognized Post-Graduate College of Teacher Education (CTE) & Swami Vivekananda Multidisciplinary Research Centre for Educational Studies (SVMRCES) under the University of Calcutta

Phone: (033) 2654-6081/9281/1635 Fax: (033) 2654-4412

Email: rkmsmc@gmail.com, rkmsm@rediffmail.com

Website: www.rkmsm.org

Belur Math, Howrah-711202, West Bengal, India

Executive Summary

Ramakrishna Mission Sikshanamandira came into being in August 4, 1958 as the third Teacher Education College of West Bengal. The first Prospectus of the institution depicts in its own language, the aim of the college:

“To train teachers so as to make them fit instrument for imparting right type of education to the younger generation. The enterprise is a step towards the realization of a big educational scheme of the Ramakrishna Mission. The Sikshanamandira has been made wholly residential to enable the trainees to leave a community life for imbibing a spirit of service and mutual co-operation, learn self-help and pay individual attention to their studies”.

So, to meet this aim the Ramakrishna Mission Sikshanamandira was framed as a residential college for the teaching community to be nurtured with Swami Vivekananda’s ideas on education, because it is needless to say that Swami Vivekananda is often referred as the ‘condensed India’ and the responsibility goes solemnly with the teachers to train the future generation of a race up of our country.

The Milestones of the College

- ❖ Established in 1958 by Swami Vimuktanandaji Maharaj (one of the architects of the Ramakrishna Order for actualizing the educational vision of Swami Vivekananda), as a Residential Teachers’ Training College for male students sponsored by the Govt. of West Bengal and affiliated to the University of Calcutta.
- ❖ Recognized by the National Council for Teacher Education (NCTE) in the year 2002-03 with the intake capacity 150 for the B.Ed. course.
- ❖ Upgraded to a College of Teacher Education (CTE) by the Ministry of Human Resource Development, Govt. of India in the year 2001. At present it is one of the six CTEs of West Bengal.
- ❖ Accredited by the National Assessment and Accreditation Council (NAAC) in 2007 with an ‘A’ grade.
- ❖ Upgraded into a Post Graduate College by the National Council for Teacher Education (NCTE) with the intake capacity 25 for the M.Ed. course in the year 2008 and the capacity later increased to 35 in 2010.
- ❖ On the recommendations of the University Grants Commission, the University of Calcutta conferred the status of Autonomy to the College in 2008.
- ❖ M.Phil. in Education was initiated in the year 2012 (Intake 12).

- ❖ Post Graduate Diploma Course in Guidance and Counseling introduced in the year 2013.
- ❖ The college emerged as a Research Centre for Doctorate Programme in Education as well as other Sponsored or Freelance Research Programmes on the occasion of the Sesquicentenary Celebration of Swami Vivekananda in 2013-14 under the: 'Swami Vivekananda Multidisciplinary Research Centre for Educational Studies'.

The Sikshanamandira is situated in the midst of a peaceful and beautiful campus in the proximity of the sacred precincts of Belur Math. The site is at a distance of about one furlong to the west of the Ganges and about two furlongs to the east of the Grand Trunk Road (NH 2), which links the Howrah Station and the Dunlop Bridge by regular bus services through it. It is easily accessible by two local rail stations (Belur Math & Belur stations) and by the regular ferry service on the Hooghly (Ganga) River.

The college being run by the Ramakrishna Mission has the advantages of using and sharing all the civic facilities owned by the Organization. Thus it avails services like water supply, sewerage and electrification with provision of high powered soundless generators to ensure uninterrupted electric supply, intercom system, hostel and residential complex.

With a vision to prepare teachers who should integrate national identity with modern scientific and technological outlook in education to excel others in their profession and prove to be worthy citizens of India the college has been pursuing the twin policy of expanding vertically as well as horizontally. Expansion in either direction has, of course, never been attempted at the cost of quality. Additions, innovations and expansions have been made in the relevant infrastructural facilities as well in the domain of Curriculum, Evaluation System and Research in keeping with the norms and standards fixed by the UGC, NCTE and the University of Calcutta to which the institution is affiliated.

The faculty members are assets of the college for providing sound academic inputs blended with organizations of both International and National Seminars, Conferences, Workshops, Symposium and various in-service orientation programmes towards promotion of innovative practices and Research culture within the periphery of the institution and the outer section of academic world as well. This institute upholds an environment which is fully conducive to all sorts of academic pursuits while offering

various faculty development schemes for the teachers to participate in national and international conferences.

The institution follows a fair and transparent process of admission. The intake procedure includes academic background merit based screening and counselling. Reservation Policy is strictly adhered to throughout the process of admission. The stakeholders are notified and informed step by step without any ambiguity through institutional and web-oriented notice and information sharing. The relation between the students and the institution highlights a special admiring genre. The students get exposed enough academically as they are always inspired by the faculty to express and present their academic findings before national and international forums. They are also initiated in the bend of servant leadership paradigm which the institution inherits traditionally from the sway of Swami Vivekananda. The alumni association adds a sense of fullness, feedback as well as forte to the institutional stature up.

Apart from imparting instruction to the students, the institution also pays special attention to inculcate human as well as universal spiritual values, ethics, culture and grooming within its students for a bright and dedicated career. It continuously strives to develop students realize their potential while acquiring professional knowledge. The institution's vivid and enriched practice of researches in all the course-curriculum offers the students to grow within systematic, structured and methodical addressability and approach to any problem to both individual and institutional scenarios when they are put in the real world of education. It embraces Research as for both

The institution's quest for excellence during the last few years started with the followings:

- A.** Establishment of IQAC in 2007 and establishment of NAAC Steering Committee on 23.12.2013.
- B.** Pursuing SWCO analysis as follows:
 - **Strength:**
 1. Value based spiritual ambiance.
 2. Qualified, motivated and enthusiastic faculty and staff.
 3. Sophisticated physical infrastructure.
 4. Residential nature of the institution.
 5. Conferment and exercise of Autonomy.

6. Swami Vivekananda Multidisciplinary Research Centre for Educational Studies.
7. Placement rate of the students.
8. National & International exposures.
9. Institution's publications.
10. Use of renewable energy in the hostels.
11. Sending students and scholars to attend Seminars and Conferences.

• **Weakness:**

1. Autonomy enjoyed only in terms of academics but not in terms of finance and administration.
2. Paucity of Govt. grant for running In-Service training programme.
3. Red-tapism regarding filling up teaching posts timely.
4. Inadequate funding for research and extension.
5. Qualified Librarian not in position.
6. Inability to generate fund through donations.

• **Challenges:**

1. To change the general perception of teacher education in West Bengal.
2. Linking research with extension services.
3. Relating institutional experiences with community services.
4. Optimization of researches leading to preparing policy perspectives.
5. Procurement of experimental school.
6. Motivating student-teachers to take a shift from traditional to constructivist paradigm.

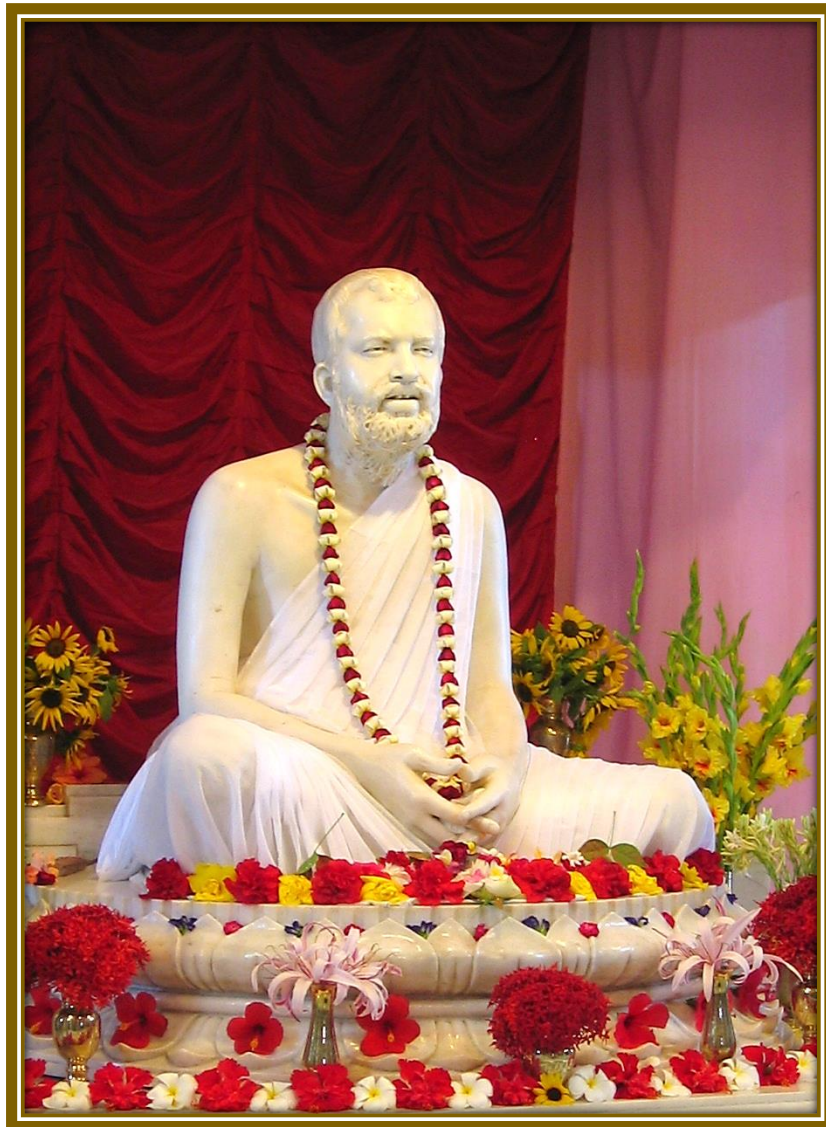
• **Opportunity:**

1. To be under the lofty ideals of the Ramakrishna Mission.
2. Visionary leadership.
3. Availability of full-time monastic faculty and staff.
4. Huge repository of school level data accumulated through action research and school study projects.
5. Depository of ICT generated TLM prepared by the trainees.
6. Diversified Flora & Fauna of the Campus.
7. Different Subject based Resource Centres.

B. Future plans:

1. To strengthen 'Vivekananda Study Circle' for disseminating community outreach programmes.
2. To establish centres for 'Epoch Making Thinkers'.

3. To pursue multidisciplinary research in education.
4. To initiate more certificate and diploma courses.
5. To initiate B.Sc-Ed, B.A.-Ed. Courses.
6. To develop the college as a centre for excellence.



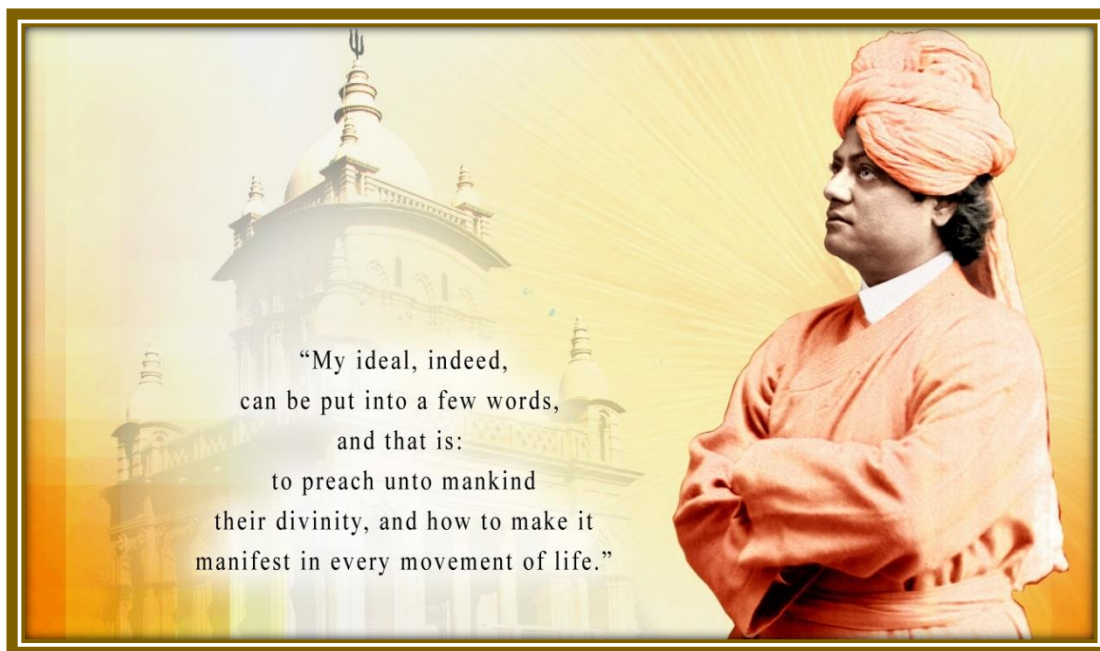
Sri Ramakrishna's Image in the Holy Shrine at Belur Math

Criterion I - Curricular Aspect

1.1. Curriculum Design and Planning:

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 curriculum designed and transacted by the Ramakrishna Mission Sikshanamandira, an autonomous post-graduate college of Teacher Education, during the last few years is befittingly aligned with the avowed Vision, Mission, Goals, and Objectives (which are as follows) of the Institution.



Swami Vivekananda

- **Goals and Objectives:**

1. To develop curricula reflecting modern outlook combined together with Indian cultural and spiritual values.
2. To develop new courses and revise current programmes to keep pace with the changing scenario of the world.
3. To promote and conduct educational researches, experimentation of innovative ideas and practices.
4. To create ICT infrastructure that is supportive of academic and administrative needs.
5. To develop the teaching aptitude of the trainees.

6. To conduct in-service teacher training programmes to upgrade teaching efficiency of in-service teachers.
7. To develop and exhibit learning- teaching materials and ICT materials.
8. To promote computer competency for students, faculty and staff.
9. To provide consultancy & counselling services to those who require them.
10. To increase awareness among the students about student support services, policies and the campus events.
11. To support & encourage staff for personal academic growth& skill enrichment.
12. To promote healthy practices such as community services, extension activities, co-curricular activities, projects for the benefit of the society.
13. To maintain an administrative information system that would be useful, integrated and user-friendly.
14. To promote communication, cooperation and shared decision making among administrative and academic departments.
15. To ensure and sustain the institutional standards to highest level.



The College

Major considerations in this regard include:

❖ **Intellectual:**

1. Intellectual and academic training through class room studies as well as through practical exposure in real time teaching at schools through teaching practice schedules.
2. Introduction of Research orientation and related rigorous syllabi.
3. Ensuring inspiration for participation in the Seminar, Symposium, Workshops.

4. Providing room for presenting papers in the organized Seminar, Symposium, Workshops.
5. Publication of standard journals and teaching learning materials for accommodating thoughtful reflections.
6. Interactive idea-sharing participation in the in-service training programmes.

❖ **Academic:**

1. Mapping exactness and accuracy in the respective subjects through entrance test and viva-voce.
2. Use of ICT for acquiring of proficiency in teaching-learning procedure.
3. Updating syllabi after taking feedback.
4. Invitation and arrangement of Scholastic personalities' meet and lectures.
5. Incorporation of Grade and Credit system in the Evaluation procedure.
6. Remedial and Follow-up coaching system.
7. Maintaining of a rich Library with sufficient collection of National and International books and journals and 12X7 hrs. access to the Library.
8. Registering in INFLIBNET-ENLIST programme.



Use of ICT in the classroom

❖ Training:

1. Organizing In-service teacher training and orientation programmes.
2. Developing aural-oral communication skill.
3. Providing Feedback notebook and audio-visual feedback in the time of the practice teaching period.
4. Improving competency in the use of various teaching skills.
5. Undertaking of diverse types of assignments and projects and ensuring student-teachers' rigorous participation.
6. Participation in the various co-curricular activities.
7. Preparation, use and presentation of both manual and ICT based teaching aids.
8. Research orientation and Research Methodology oriented training schedule.

❖ Access to Disadvantages:

1. Providing friendly environment to the disadvantaged teacher-students.
2. Residential campus.
3. Building up of necessary modern infrastructure and teaching learning materials.
4. Inclusive classroom situation and setting up a specially Inclusive Computerized Learning and practice room.
5. Physical support system through Brailled directory.
6. Providing Amanuenses and extra time during examination.
7. Introduction of Guidance and Counseling Programme & Cell.

❖ Equity:

1. Strict commitment to justice and fair play with the student-teachers.
2. Proper understanding of the different ethnic, racial, cultural and socio-economic background of the student-teachers.
3. Practicing of sameness through a hostel life.
4. Offering diversified elective subjects to the student-teachers.
5. Maintaining catholic and at the same time rational outlook to the problems of the life.
6. By believing in the universal and objective nature of logic and scientific language.

❖ Self-Development:

1. Motivating to face the problems of life with positivity.
2. Stressing of Personality and Character development through value based training.

3. Introducing the student-teachers to the real life situations and challenges.
4. Inspiring to be up to date in the line of global trends through advance curriculum.
5. Encourageparticipating in manual work programmes.
6. Inculcating the values of dignity of labour.
7. Developing aesthetic sense within the teacher-students.
8. Through proper guiding and counseling programme.
9. Training and suggestive routine programmes for utilizing the leisure time creatively.

❖ **Community and National Development:**

1. Encouraging zeal and sensitizing about the solemnity of the teaching as a service and profession.
2. Educating about the National Identity.
3. Introducing to the ideas and ideals of the great Indian educationalists and thinkers and their visions about the bright future of India.
4. Providing understanding about the relationship between the Society and Education.
5. Inculcating servant leadership attitude.
6. Opening the student-teachers to the Research Works.
7. Introducing a Study programme on a school to properly understand its functionaries and relation to the community.
8. Incorporating various developmental topics regarding the community and nation in the curriculum through various Community Outreach programmes.



National Flag Hoisting on the Republic Day

❖ Issue of Ecology and Environment:

1. Through various projects and survey programmes on Ecological Issues.
2. Introducing Environment and Population related matters in the curriculum.
3. Introducing various Work Education related programmes and gardening activities.
4. Orienting through a residential life and sensitizing the importance of plain living and high thinking.
5. Incorporating Environmental Awareness programme within the curriculum.



Flower Garden in the Campus

❖ Value Orientation:

1. Truth in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom of thought and expression.
3. Respect for diversity and the dignity of the individual.
4. Responsibility as towards of the environment and citizens of the world.
5. Integrity in character and knowledge.
6. Innovation in thinking and application.

7. The institution being run by the Ramakrishna Mission cannot even think Education without values. The very ideal of the Organization is “for the good of many, for the happiness of many.” The students are nurtured in the ideal with the aid of purely Ashrama-routine for the goal of subliming their lives to an ideal teacher’s or academician’s.



Procession on Communal Harmony

❖ **Employment:**

1. By establishing a wide and varied range of network with the other institutions.
2. Introducing a placement cell within the institution.
3. By providing information to the student about various employment opportunities.
4. Through Guidance and Career Counselling Cell.
5. Adopting advance and scientific curriculum for achieving better professionalism.
6. Maintaining a trustworthy interface of the institution by providing quality education to its students and open and clear evaluation system.
7. Providing quality coaching for NET/SET and other National and State level Scholarship Examinations.

❖ Global Trends and Demands:

1. Exposing the student-teachers to the research facilities.
2. Introducing updated topics regarding problems and access to Education.
3. Innovative and creative learning.
4. Activity based learning.
5. Sensitization toward environmental education.
6. Inclusive education.
7. Incorporating highly mechanized infrastructure and facility for teaching-learning system.
8. Spreading computer and ICT literacy.
9. Exposing student-teachers through educational tours and project programmes to various National and International Centers and Bureaus.
10. Establishing linkage with national and international institutes.

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).

❖ Need Assessment

- The curriculum for the teacher education courses is being developed by the college after it was upgraded as an autonomous institution.
 - The College has its own Board of Studies and Academic Council duly recognized by the University of Calcutta since 2009.
 - Feedback from faculty members, students and other prominent bodies helps the institution for taking decisions for every academic and administrative function. It is also useful for identifying the people for the assignment of important responsibilities and the improvement areas to work on.
1. Feedback is taken every year from faculty members, students, alumni and other stakeholders for all over betterment of the institution and students.
 2. Discussion Forums are organized on the curriculum where renowned academicians provide their reflections on the same.

3. Guidelines on curriculum provided by important National level Bodies like the NCTE are consulted regularly.
4. The institution maintains a close touch with the Global think tanks about the new inventions regarding the teaching-learning process or up to date line of thinking on Teacher Education or Education as a discipline.

❖ **Development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts:**

The institution has records of information database pertaining to the feedback from faculty, Students, Alumni, Employers and Academic Experts regarding development of curriculum. Feedback is taken every year from faculty members, students, alumni, other employers, academic experts and analyzed to catch improvement areas in all respects to develop the curriculum and modify the teaching methods/techniques.

❖ **Formalizing the decisions In Statutory Academic Bodies:**

Institution has various committees like its own Board of Studies (BoS), Academic Council (AC), M.Phil. Committee, Ph. D. Committee and after all Governing Body for finalizing the actions against the improvement areas came out of the need assessment and analysis of the feedback. The Committees and Boards have powers and jurisdiction to comment upon or adopt any suggestion for the incorporation within or change towards the development of the curriculum. The decisions taken in the forums are accepted with immediate effect and action. The Affiliating University gives enormous respect to the decisions of the aforesaid Committees or Boards or the Body because the institution is an Autonomous one in nature and accepts the updated syllabi or curriculum for the interest of the institution.



Joint Meeting of Board of Studies & Academic Council

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

The curriculum for the courses or programmes are being developed by the Board of Studies (BoS), Academic Council (AC), M.Phil. Committee or Ph.D. Committee in keeping in mind for the modern aspects of teacher education like ICT, Environmental education, Population education, Inclusive education, Activity based learning, Computer education, other latest developmental programmes in education sector etc. The aforesaid bodies make necessary modifications in the course curriculum from time to time as per UGC/NCTE guidelines and emerging technological scenario. Some of the examples how the global trends in teacher education reflected in the curriculum are as follows:

❖ Activity based learning:

To give effect to activity based learning the curriculum intrudes every students to take up two method papers and every method paper (even the so called non-practical subjects too) has its practical constituent (comprising of 50 marks each) which goes as follows:

Practical in Bengali Method (50 Marks):

- | | |
|--|--------|
| 1. Listening Comprehensions Test | 10 |
| 2. Reading (aloud) – Drama (pass) | 10 |
| Pronunciation | |
| Stress | |
| Modulation | |
| Objectives of silence | |
| Meaningfulness | |
| 3. Close-Test (Reading comprehension silent Reading) | 10 |
| 4. Creative writing (250 words) free writing from own choice | 10 |
| 5. Reading of a passage (10 lines above) | 10 |
| Rewritten, having no gaps in between words, no punctuation | Marks. |

Practical in English Method (50 Marks):

- | | |
|---|----|
| 1. Listening comprehension Test from recorded text | 10 |
| 2. Reading (aloud) – Extract from any drama | |
| – Pronunciation, stress, modulation, suggestive pause, meaningfulness | 10 |
| 3. Creative writing (in 250 words) – Free writing – any one | 20 |
| Topic out of five. | |
| 4. Reading comprehension Test (silent reading) – A text will | 10 |
| be supplied with gaps – students will be asked to fill in the gaps either from accurate word from the text, or relevant word. | |
| Categories: (a) accurate (b) Relevant (c) inaccurate. | |

Practical in Sanskrit Method (50 Marks):

1. Listening and speaking comprehension test (both Listening and speaking skill). 10
2. Reading aloud – Dramatization (Proper stress, accent, modulation, Punctuation, pause, meaningfulness). 10
3. Typing a text in Sanskrit software named *Baraha*–Power-point presentation in Sanskrit 10
4. Creative writing (in 250 words) – free writing – any-one out of five. 10
5. Correction of spelling mistake with the help of proper pronunciation (specimen should be collected from modern Bengali words for correction and justification).

Practical in Mathematics Method (50 Marks):

1. To verify the sum of 1st n numbers.
2. To verify the Pythagoras Theorem.
3. To verify the angles in the same segment of a circle are equal.
4. To verify the value of Π
5. To make a cone with given slant-height and circumference.
6. To make cylinder with given circumference and height.
7. Construction of a parabola.
8. To measure height of an object.
9. To make a mathematical vocabulary.
10. Frequency of letters/ words in a text (graphical)
11. Percentage opens space calculation of a room.

Practical in History Method (50 Marks):

1. Numismatics:
(Name of the dynasty, nature of coin, issuer, metal used and weight, name of the ruler, Time, mint name, if any, Calligraphy, comments etc.) 10
2. Inscription studies:
(Brahmee, Kharastee, Greek, Arabic, Urdu, Proto –Bengali etc.) 10
3. Project on Local History 20
4. Preparation of Time-Line, Time-Graph and History maps. 10

Practical in Education Method (50 Marks):

1. Team Teaching activity
2. Literacy survey
3. Development of TLM.

Practical in Political Science Method (Marks – 50).

1. Local self-government with special reference to Panchayati Raj in West Bengal.
2. Local self-government with special reference to Municipal System in West Bengal.

3. Judiciary with Special reference to Kolkata High Court.
4. Legislature with special reference to Legislative Assembly of West Bengal.

Practical in Accountancy and Book Keeping (Marks – 50).

1. Project on related areas of School Syllabus.
2. Application of Financial Accounting Software (FAS) in the Accounting system of profit seeking and non-profit seeking organization.
3. Application of Software for preparing PPT (Power Point Presentation), Statistical Chart, Graph and Diagrams.

Details of Practical of Physical Science, Life science, Geography, Computer and Work Education have not been mentioned here.

- ❖ **Action Research, School Study Project and Dissertation.**
- ❖ **Inclusive Education.**
- ❖ **Use of Information Communication Technology** is one of the global trends in teacher education. The College orients and encourages pupil-teachers to develop their skill in the use of Computers, Internet and e-resources. Special emphasis is given on Practical Teaching Subjects. Teachers deliver their lectures through electronic presentation; Model Lessons on Microteaching are also demonstrated through L.C.D. Projector. College has allocated adequate time to pupil-teachers in their Time Table to use computers in college Computer Laboratory. Facility of Video Conferencing is available (on experimental basis) and sometimes used to teach classes in this college. College Language Laboratory is also fully equipped.
- ❖ The College puts proper emphasis to resolve Language barriers among the pupil-teachers to make them proficient for global demands. The College has its own fully equipped language laboratory. Pupil-teachers' communication skills are sharpened by the use of latest language learning gadgets and tools.
- ❖ The college has various Resource Centers to meet the modern demands of the subjects and orientation for the student-teachers.
- ❖ The curriculum has room for research orientation for each course or programme.
- ❖ There is a fair balance between theory and practice in each course or programme syllabus.
- ❖ The curriculums in M.Ed. course and M.Phil.-Ph.D. Programmes have incorporated Seminars, Workshops, Projects, Exposure visits, Dissertation etc.

- ❖ Thus the institution has ventured to incorporate even most up to date trends and emerging fields of Teacher Education and Education as a Discipline in the curricula.

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

The institution ensures that the curriculum bears some thrust on national issues like environment, value education and ICT by the following ways:

- ❖ **Environmental Education** (Full marks 50) is offered as a compulsory optional paper to the trainees of B.Ed. course with Bio-science background and the objectives of this paper is to make trainees know:
 1. Different terms, rules, acts, agencies, summits related to environment.
 2. Present status of environment of the world, country and the region, and their history.
 3. Role of teachers and other institution in different process for the development of Environment and transaction of environmental education.
 4. Understand –
 - a. the cause of environmental degradation and pollution,
 - b. the different measures for prevention and remedy.
 - c. the efficacy of different methods of environmental education applies the knowledge of different aspects of the environment for the teaching learning of environment, its hazards and protection and its sustainable development.
- ❖ Environmental Education is offered as a broad research area in M.Phil., Ph.D. and M.Ed.
- ❖ **Population Education** (Full marks 50) is offered as a compulsory optional paper to the trainees of B.Ed. course with Geography background.
- ❖ The College is well aware about the national issues like environment, pollution and illiteracy. Equal importance is given on Cleanliness, Environment education and other similar activities. From time to time workshops on Environment and Its related Issues are held in the college. Experts from different institutions are invited for the purpose.
- ❖ A Tree Plantation Campaign is also organized in the college to make the people aware about the importance of trees and increasing adverse effects of global warming. Special emphasis is given on protection of Medicinal Plants.

- ❖ Preparation of Projects (Marks 30) on the basis of exposure tour to Water Plant, Solid Waste Management Project in Howrah and Kolkata respectively (**M.Ed. course**).
- ❖ **Value education:** B.Ed. curriculum includes “Education in the Light of Swami Vivekananda” (Marks 50) which bears specific thrust on value education.
- ❖ Most important aspects of education i.e. value education and spiritual education is imparted by inviting renowned scholars of the field. Instead of only teaching values to the pupil-teachers, teacher educators of the institution try to lead an ideal life. The daily Ashrama residential routine of students is the greatest source of such education.
- ❖ Our every session starts with Vidyarthi Vrata Havana Ritual, in which each and every stakeholder from top level to bottom level remains present in that spiritual gathering. Such activities are also organized on other occasions to boost holistic values and religious knowledge of pupil-teachers. The College arranges for special lectures by competent persons on Yoga, Meditation, and Stress Management to make daily life simple and comfortable.
- ❖ **ICT:** Besides offering Computer Studies as a Method paper (Theoretical 100 Marks + Practicum 200) in B.Ed. course, ICT is a compulsory component of B.Ed. curriculum (marks 50) which includes the followings:

1. Creating a Workbook
2. Inserting and Deleting and moving sheets in a workbook
3. Enter Data: numbers, text, date , time, formula, function, logic
4. Formatting with Borders, Patterns and colour
5. Cell Range: Select / Edit / Delete
6. AutoFill / Entering formula
7. Inserting + Deleting Rows and Columns
8. Freezing Titles
9. Conditional Formatting
10. Chart: Bar / Line / Pie
11. Data: Shorting / Data Validation
12. Working with Excel Function
13. Ms – Power-point 2007 + Animation + Project
14. Developing and Presenting Teaching Learning Materials through networking and internet& various Software.

1.1.5. Does the institution make the use of ICT in curriculum planning? If yes, give details?

Yes, Curriculum planning is most important part of educational process. ICT is used to collect new ideas from other colleges and universities. The College has developed good relations with other colleges and institutions. Experts are invited to seek advice on curriculum development. Each and every computer of the College has internet connection with dedicated access. Latest information regarding curriculum, activities carried out in other institutions, prospects for our intentions, current needs and aspirations of the society, views and ideas of other competent person etc., are obtained from internet and used in our routine teaching learning process.

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?

❖ **B.Ed:** The Coloured portions of B.Ed. curriculum below shows how much emphasis is given to make teaching a reflective practice:

1 st Semester			
Course / Paper	Title/Subjects	Full Marks	Credit
I	Foundation of Education & Education in the light of Swami Vivekananda	100	3
II	Psychology of Learning and Instruction	100	3
III	Teaching Evaluation & Management in school Education	100	3
VII	Pedagogical Analysis of Contents and Methods of Teaching	100	3
VIII	Pedagogical Analysis of Contents and Methods of Teaching	100	3
IX	Lesson Plan (25) + Achievement Test (25) (Two Method Papers)	2×50 = 100	2
XI	Simulated Teaching Practical (Two Method Subjects)	50+50 =100	3

XIV A	Project on Community Orientation with reference to Education (School Study Project)	50	2
Total (1st Semester)		750	22
2nd Semester			
Course / Paper	Title/Subjects	Full Marks	Credit
IV	Inclusive Education & Education of Child With Special needs	100	3
V	Development of Education in Post-Independent India & Guidance and Counseling	100	3
VI	Subject of Special Interest (EAMBE/EDTE/MEVE/POEE/ENVE)	50	2
X	Lab. Practical [Project/Experiment (50)] (Two Method Papers)	50+50 =100	2
XII	Teaching Practical (Two Method Subjects)	100	3
XIII	Practical on Psychology & Computer Application	50+50 =100	2
XIVB	Action Research	50	2
XV	Practice Teaching Supervision (Two Method Papers) & Co-curricular Activities	(2×15)+20 = 50	1
Total (2nd Semester)		650	18

- ❖ **M.Ed:** The Coloured portions of M.Ed. curriculum below shows how much emphasis is given to make teaching a reflective practice:

1st Semester

Paper	Title	Seminar/ Assignment/ Project etc.	Theoretical	Total Marks	Credit
A) Core Courses(Compulsory)					
CC 01	Education as a Field of Study	30	70	100	3
CC 02	Learner and the Learning Process	30	70	100	3

CC 03	Methodology of Educational Research	30	70	100	3
B) Specialization					
SP-11	Teacher Education	30	70	100	3
Any One from the following:					
SP-12a	Science Education	30	70	100	3
SP-12b	Mathematics Education	30	70	100	
SP-12c	Language Education	30	70	100	
SP-12d	Social Science Education	30	70	100	
C) Formulation of Research Proposal				50	2
D) Sessional Teaching & Final Teaching (Internship)			25	25	1
	Total of 1st Semester			575	18

2nd Semester

Paper	Title	Seminar/ Assignment/ Project etc.	Theoretical	Total Marks	Credit
A) Core Courses(Compulsory)					
CC 04	Process of Education	30	70	100	3
CC 05	Psychology for Individual and Social Development	30	70	100	3
CC 06	Statistical Methods for Data Analysis	30	70	100	3
B) Specialization (Any Two from the following)					
SP-21	Inclusive Education	30	70	100	3+3=6
SP-23	Educational Technology	30	70	100	
SP-17	Educational Guidance and Counseling	30	70	100	
C) Dissertation		150		150	6

Viva Voce for Dissertation		50		50	
D) Observation of B.Ed. Practice Teaching		25		25	1
	Total of 2nd Semester			725	22
	Total of 1st Semester			575	18
	Grand Total of 1st& 2nd Semesters			575+725 =1300	40

❖ **M.Phil:** The Coloured portions of M.Phil. curriculum below shows how much emphasis is given to make teaching a reflective practice:

1 Philosophy of Educational Research (80 Theoretical + 20 Seminar) = 100
(1st Semester)

2. Trends in Educational Research (80 Theoretical + 20 Seminar) = 100
(1st Semester)

3. Research Methodology (80 Theoretical + 20 Project) = 100
(1st Semester)

4. Data Analysis in Educational Research (Qualitative and Quantitative)
(50 Theoretical + 50 Computation) = 100
(2nd Semester)

5. Compulsory elective (Anyone to be opted): (80 Theoretical + 20 Seminar/ Assignment) = 100 (2nd Semester)

(50 Viva Voce + 150 by internal as well as external examiner) 50+100= 200
(4th Semester)

Total = 800 Marks

Curriculum can be made relevant and functional, if it possesses practical facility for students. Before starting Micro Teaching Classes, Teacher Educators demonstrate a Model Lesson with ICT equipment. After Micro Teaching session Pupil teachers are sent for Practice Teaching in different schools to turn theoretical experience into practical. It takes 40 days to teach Real students in schools. Projects are given to the students in different theory papers, with objectives of learning by doing, enhancing confidence, encourage

self-dependence and dignity of labour. In work experience and education pupil teachers do manual work and learn different skills of art and craft, chalk board writing and preparing.

Thus, full time is provided to pupil teachers to make teaching a reflective practice. The college arranges special lectures of pupil teachers even after the completion of real teaching practice in order to remain in regular contact of the practicing school. This practice also strengthens the links with educational community and makes the teaching a reflective practice.

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 campus and the field?

1. The College has very liberal policies to enable the pupil teachers to acquire varied learning experiences. Pupil teachers are allowed to attend all types of Workshops, Seminars, Talks and Conferences organized within the campus or in other institutions. To motivate them to participate in these programmes all sort of financial help is extended to them. College allows pupil-teachers to participate in different events and competitions to provide them varied learning experiences.
2. The campus life itself is a mine of value and spiritual learning which we may say that not directly connected with the curriculum. The college is surrounded by a galaxy of other educational institutions which always cater to the diverse need of the students through their various organized programmes attended by the trainees formally or informally.
3. Various projects, practical works and field works are directly related with the curriculum like Projects within the respective subjects of the student-teachers, for Project on a Museum or On Local History for the History Method students; School Study Project, Action Research Project, Inclusive Education Project and Guidance and Counselling Project. The trainees and students are to gather the required information by physical participation for the course related subjects and works. Thus they have ample scope for flexible and varied operational curriculum related learning experiences which the college considers as the complimentary knowledge bank for the formal curriculum transaction.

The following table shows how the institution provides for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students:

	Method Papers offered		To be Selected	Optional Papers offered	To be Selected
B.Ed.	1. Bengali 2. English 3. Sanskrit 4. Mathematics 5. Life science 6. Physical Science 7. History 8. Geography 9. Political Science 10. Accountancy and Book Keeping 11. Education 12. Computer Studies 13. Work Education		Any Two	1. Education in Ancient, Medieval and British India 2. Educational Technology 3. Measurement and Evaluation in Education 4. Population Education 5. Environmental Education	Any One
M.Ed.	Special papers Offered				
	1st Semester	1. Language Education 2. Science Education 3. Mathematics Education 4. Social Science Education	Any One		
	2nd Semester	1. Guidance & Counseling 2. Inclusive Education 3. Educational Technology	Any One		
	Special papers / Broad Research area Offered				
	1. Contemporary Problems				

M.Phil. & Ph.D.	and Issues in Education		Any One		
	2. Teacher Education				
	3. Sociology of Education				
	4. Psychology of Education				
	5. Philosophy of Education				
	6. History of Education				
	7. Comparative Education				
	8. Economics of Education				
	9. Guidance and Counseling				
	10. Measurement and Evaluation in Education				
	11. Curriculum Studies				
	12. Language Education				
	13. Mathematics Education				
	14. Social Sciences Education				
	15. Science Education				
	16. Educational Technology				
	17. Management and Administration in Education				
	18. Non-formal Education				
	19. Adult Education				
	20. Elementary Education				
	21. Inclusive Education				
	22. Higher Education				
	23. Research Methodology				

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 and written), ICT skills, life skills, community orientation, social responsibility etc.

During the last four years the college has introduced several value added aspect of contents in the academic calendar. Programmes to develop **communication skills** both verbal and written have been introduced in the form of:

- Participation in the departmental seminars and presentation on the theme
- Participation in the Extempore organized by the various departments
- Participation in literary panel discussion
- Participation in the departmental debate competition
- Writing Projects
- Laboratory Practical for all method subjects
- Participation various programmes organized by the Cultural Committee of the college like 'Puja Social'
- Wall magazines are brought out on various occasions and topics

ICT skills:

- The subject Computer Science is both a compulsory paper for all and given as an optional paper for advance learning in the field
- Use of ICT is a general and common practice for classroom teaching for every subject
- Project on ICT is must for student-teachers
- ICT is used during Micro teaching practice by the students
- Different practices of ICT consists part of Work Education
- Developing teaching-learning material through use of ICT is mandatory for every one
- In-service training is held on ICT orientation
- Computation of Data and Statistical analysis through computer are compulsory papers in Research Coursework

Life skills:

- The college is of residential nature. The residential pattern and routine in the Hostel is purely ashram-centric and therefore host a beautiful life and character building attitude
- The most important part of the life skill practice followed in the college and the Hostel is to utilize the leisure time fruitfully and creatively

- Prayer and Meditation is the integral part of the life of a student
- Participation in the various programmes organized by the Ramakrishna Mission on Personality Development is a rare opportunities for the students
- The daily routine of an inmate generally followed is considered by many thinkers as ideal for the formation and strengthening of life for any student



Universal Prayer in the Hostel Prayer Hall

Community Orientation:

- The college has established linkage with the local community in order to appraise pupil teachers with the existing conditions and local issues and problems.
- Meeting with School Principals
- Meeting of faculty representatives of other College of Education.
- Collection of funds for natural calamities
- Cooking and serving food to approximately 30,000 people is observed every year by the students on the occasion of Jagadhatri Puja organized by the Organization

- Active participation is ensured several times a year in the programmes organized by the Ramakrishna Mission for the community

Social Responsibility:

- Blood donation camp is organized every year and at least 100 students are to donate blood – is a common practice
- Participation in various Relief works organized by the Ramakrishna Mission
- **PG Diploma course in Guidance and Counselling** are to bring out qualified and efficient counselor for the welfare of their respective schools in the form of a competent counsellor.

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

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

❖ Interdisciplinary/Multidisciplinary:

Education as a discipline is Interdisciplinary and Multidisciplinary in nature. Interdisciplinary/ Multidisciplinary approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like philosophy of education, psychology of teaching and learning, education and school management, educational technology etc. entail interdisciplinary approach.

Members of the faculty have variety in their specializations, which enables them to use inter-disciplinary/ Multidisciplinary approach in teaching. The cognate or allied combination in their specializations forms a distinctive mark of the faculty which is reflected in their teaching. This fact is indicated from the following combinations of specialization:

- Social Studies and Education
- Physical Sciences and Education
- Biology and Education
- Mathematics and Education
- Commerce and Education
- Social Studies, Work Education and Education
- English and Education

- Geography and Education

Apart from some of Interdisciplinary/Multidisciplinary aspects that come automatically in the process of curriculum transactions in the classroom situation by the faculties the college also ensures the matter in the following ways:

- The curriculum for the B. Ed course there are incorporations of Philosophy, Sociology, Psychology of Teaching, Psychology of Learning, Statistics, Management and Administration, History, Action Research, Project Orientation, Laboratory Practical for all method subjects, Extensive ICT Orientation, Computer Literacy and Practical, Making of Learning and Teaching Materials (LTM), the concept of Team Teaching and Peer Teaching etc. Without the help of knowledge in another discipline the student-teachers cannot proceed in reality in case of teaching of his own discipline – this is the message conveyed through the curriculum.
- The syllabi for the M. Ed. Course is suggested by the NCTE which has been revised by the college is an embodiment of the concept of Interdisciplinary/Multidisciplinary nature of Education and what more is that it argues for the establishment of the fact the Education is a separate Discipline by itself with the tinge of aforesaid favour.
- The Research Wing of the college bears the identity in the name because it is 'Swami Vivekananda Multidisciplinary Research Centre for Educational Studies'. It is resolute to host and incorporate Researches from all the allied fields of Education. The syllabi of the coursework for both the M. Phil. and Ph. D. Programmes have provisions of Computation of Data and Statistical Calculation learning for students from all the disciplines.



National Workshop on Research Methodology



Research Centre of the College

❖ Multi-Skill Development:

College emphasizes on Multi Skill development of the students by paying attention on the following subjects:

- Physical Development
- Personality Development
- Social Development
- Emotional Development
- Knowledge of Interior Decoration
- House Keeping
- Personal Hygiene
- Photography
- Drama, Recitation, Mime etc.
- Fabric Painting, Phenyl Preparation
- Computer Literacy
- Gardening
- Preparing charts and models
- Preparing teaching aids

❖ Inclusive Education:

- ✓ Identification of Learners with Special Educational Need
- ✓ Use of Assistive Devices for Learners with SEN
- ✓ Special Inclusive Room for Visually impaired students
- ✓ Educational Concessions and Facilities
- ✓ Amanuenses Facilities for Evaluation Criteria
- ✓ Practice of Classroom Management in Inclusive Education.
- ✓ Peer Learning, Whole Class Teaching, Collaborative Teaching

❖ Practice Teaching/ Internship:

After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro teaching and macro teaching in simulation, pupil teachers (B.Ed.) go for practice teaching in local schools for 40 working days.

During internship in teaching, pupil teachers prepare the school plan report in which they study the school from different aspects. The pupil teacher gain knowledge of various administrative jobs. They know how to maintain various records like fee record, students and teachers attendance registers, unit test and examination results etc. Pupil teachers also participate in the programmes organized by the college related to schools (educational needs of schools) from time to time.

M. Ed. Students also undergo Internship procedure as Teacher Educators for supervision of practice teaching of the B. Ed. Students. They also undergo same situation on another occasion as teachers of B. Ed. students in the real classroom situation as they give classes for the later as their practice teaching.

❖ Work Experience/ SUPW:

B.Ed. curriculum includes work education as a method paper with the following objectives:

1. To make a teacher-trainee aware of the modern of the approaches to teaching of Work Education in the perspectives of its development from traditional approaches.
2. To enable the teacher-trainee with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.
3. To make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.
4. To make the teacher trainees of ways and means managing class-room from the stand inclusive education.

List of **hand on experiences** gained by the student-teachers are as follows:

- i. Growing of Vegetables/ Fruit / Flower
- ii. Household wiring and Electrical gadgets repairing
- iii. Tailoring and Needle Work
- iv. Bamboo Work and Wood craft
- v. Tie-Dye and Butik Printing
- vi. Clay Modeling
- vii. Fruit preservation
- viii. Cardboard Work and Book Binding
- ix. Soap, Phenyl and Detergent making
- x. Wallet mast making
- xi. Paper making and paper cutting work
- xii. Bicycle repairing



Activities in the Work Education Class

❖ **Any Other (Specify and Give Details):**

As per the mission and goals of the college, the following aspects are also reflected in the curriculum:

- Competency building in teaching & management through practice of teaching skills under micro teaching, mega teaching and communication skills through interactive sessions.
- Commitment towards teaching profession through written material/quotes on professional commitment

- Sensitivity to local/ national concerns/ issues through extension lectures.
- Development of human values in response to the changing process by holding prayers, yogic practice and meditation.
- Building a new vision of a human society through articulation on Vision, Mission and Goals of college.

(A List of Programmes/Courses to present the above aspects has been incorporated).

SI. No.	Course/Programme	Nature
1	B. Ed.	Regular
2	M. Ed.	Regular
3	Post-graduate Diploma in Guidance and Counselling	Regular
4	M. Phil.	Regular
5	Ph. D.	Regular
6	D. Ed. One Year Bridge Course in ODL Mode	Extension
7	B. Ed. Course in ODL Mode	MoU
8	CTE Orientation Programmes	Sponsored

1.3 Feedback on Curriculum

1.3.1. How does the institution encourage feedback and communication from the students, alumni, employers, community, academic peers and other stake holders with reference to the curriculum?

The College has adopted a well-tried Mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular programmes being run in the College. For getting feedback, following practices are in vogue.

From Students:

- The college has set up the students' committees and communicates with them to get feedback about curriculum of various teacher education courses.
- Secondly, a self-made questionnaire regarding the curriculum is filled by the pupil teachers. The questionnaire comprises of questions regarding Aims and objectives, syllabus, Methods of teaching, Examination and Evaluation techniques, Feedback system, Micro-Teaching & Practice teaching, Various activities done during practice teaching, feedback by the school students & school teachers or Heads of the Schools, various competitions like Drawing & Painting, Chart making, Chalk board writing, skill-in- Teaching, Collage making, Speech, Poem Recitation, Quiz, Flower arrangement, Holi, Slogan writing etc., Games and Sports and Other Academic Programmes etc. are conducted.
- The college Website also has the provision to post Feedback for the students on various curricular aspects.

Teaching Staff:

- The members of the faculty meet after every activity to review and discuss the strengths and weaknesses and necessary measures are adopted for the improvement.
- Teachers' Council Meetings are held from time to time to check the existing functioning of college related to curriculum.
- Teachers play an active role in the tutorial session to solve students' problems regarding curriculum.
- Class Tests and Semester examinations are conducted.

Community:

- The College organizes a meeting with Principals of nearby schools related with present curriculum problems
- The College has established extension linkages with local Educational Institutions - Practicing Schools.
- The College invites various Institutions in every function organized by the College.
- The College invites the teachers of various schools to orient and refresh their knowledge and skills about latest developments in the field of Education.
- The College invites School Teachers, Parents and other Community members, to attend Exhibitions/Competitions, Cultural activities, Sports meet etc. and to record their feedbacks.

- The Real Teaching Practice is carried out at local Schools and feedbacks are received from the School Teachers and Head of the School. The list of Practice Teaching Schools is as follows:

Sl. No.	Name of the School
1	Belur High School, Howrah
2	Uttarpara Govt. High School, Hooghly
3	Uttarpara Amarendra Vidyapith, Hooghly
4	Konnagar Rajendra Smriti Vidyapith, Hooghly
5	Kotrang Bhupendra Smriti Vidyalaya, Hooghly
6	Makla High School, Hooghly
7	Bhadrakali High School, Hooghly

- The College has adopted practicing Schools for conducting various research activities like Action Research, School Study, Case Study, Field Work and other related activities.
- The College has set up EVG Cell in order to extend professional guidance.
- The Pupil Teachers distribute their Teaching Aids to the Local Schools and the schools adopted by them during Real Teaching Practice.

Academic Peers:

The College has adopted a well tried mechanism of getting feedback and exchange of information with regard to the curricular and co-curricular programmes being run in the college. For getting feedback and exchange of Information, the following practices are in vogue:

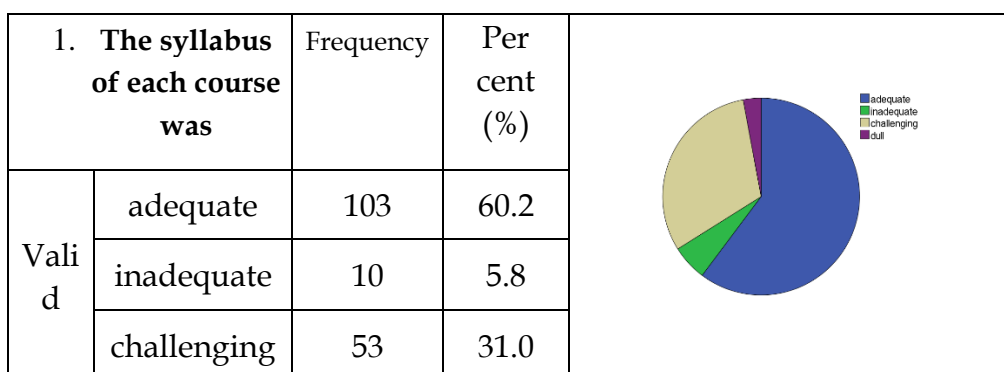
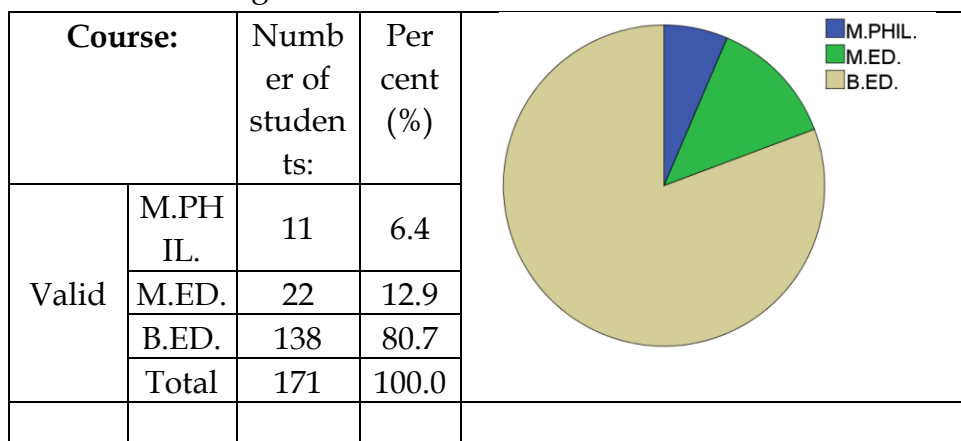
1. A Teaching staff meeting is held from time to time to check the existing functioning of college related to curriculum and to discuss other problems related to students and the teachers.
2. The College has several publications including International Journals which are subscribed by the other institutions enthusiastically.
3. The lessons delivered by the pupil teachers during the Practice Teaching are observed and commented on by the M.Ed. students
4. The examination papers are evaluated by the external examiners which consists eventually 70% of the evaluation protocol and put their remarks on the attached feedback sheet.

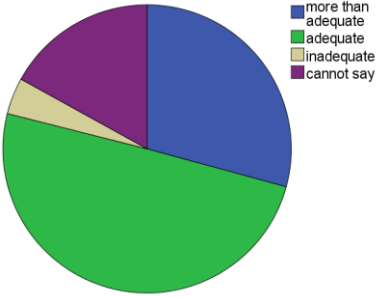
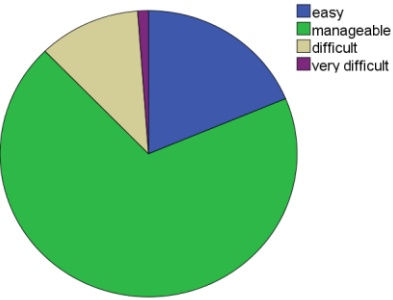
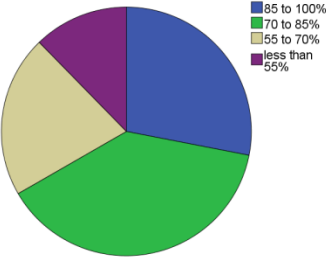
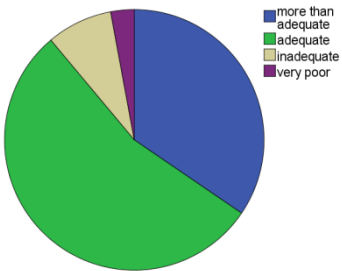
1.3.2. Is there any mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and changes to be brought in the curriculum? If yes, give details on the same.

Yes.

1. Mechanism for analysis and use of the outcome from the feedback to review and identify areas for Improvement and changes to be brought in the curriculum is present very much in practice.
2. To improve the students' skills, creative and critical thinking through book reviews, creative writing, competitions and classroom discussions are used time to time.
3. Students' views are taken on the present curriculum and suggestions given by them to analyze the whole curriculum of B. Ed. and M.Ed.
4. Teachers' Council Meeting is held time to time for revising and identifying the areas to need changes in the curriculum based on the direct feedback and classroom curriculum transaction experiences

B.Ed., M.Ed. and M.Phil. students of this college gave their responses (during 2012-13 sessions) in a four point rating scale (very good, good, satisfactory, and unsatisfactory) through close-ended questionnaire on overall evaluation of the programme and teaching proposed by NAAC. The questionnaire contains 17 items. Responses were analyzed through SPSS 20.00 version and the findings are as follows:

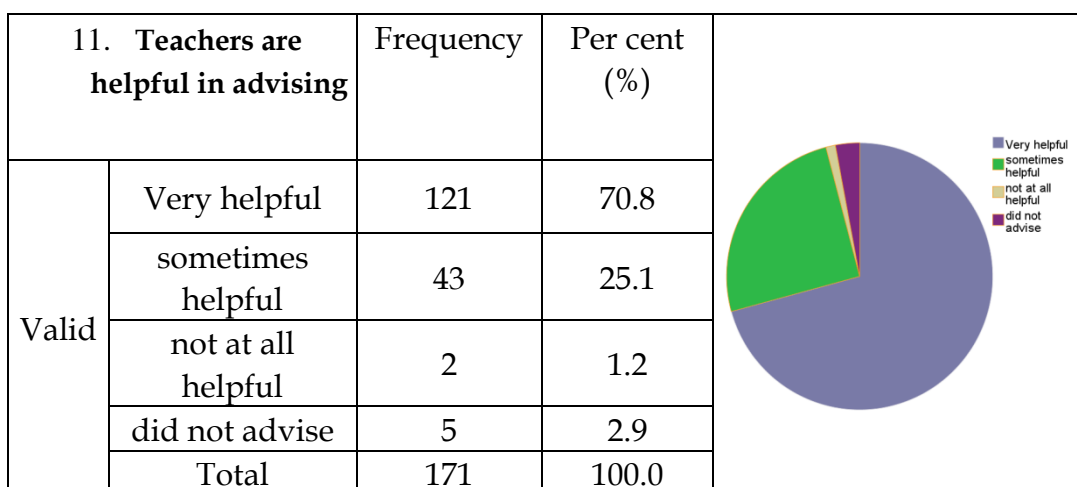
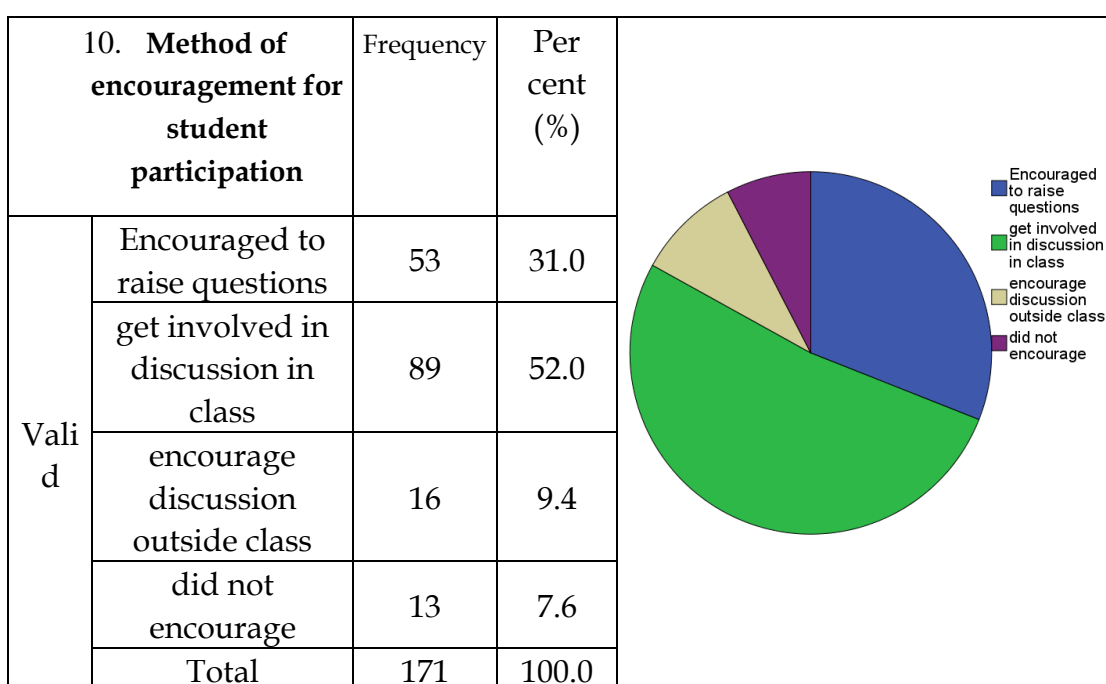
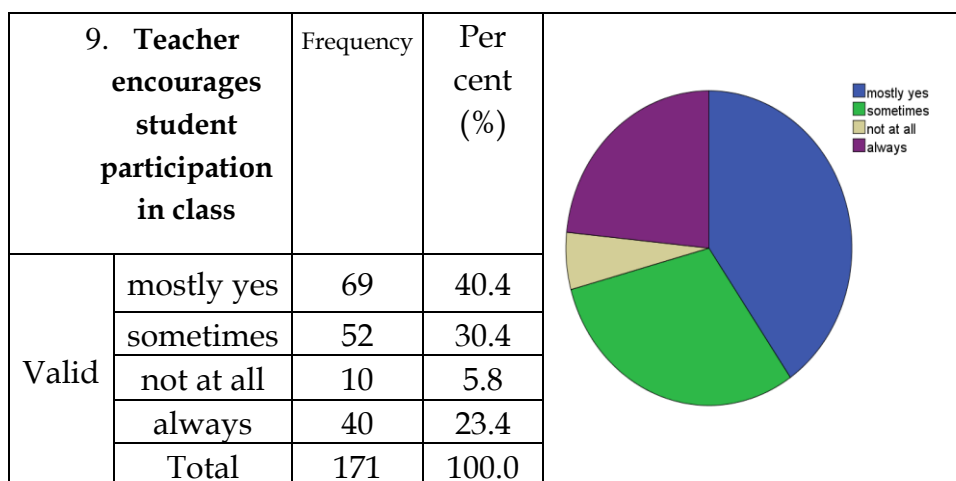


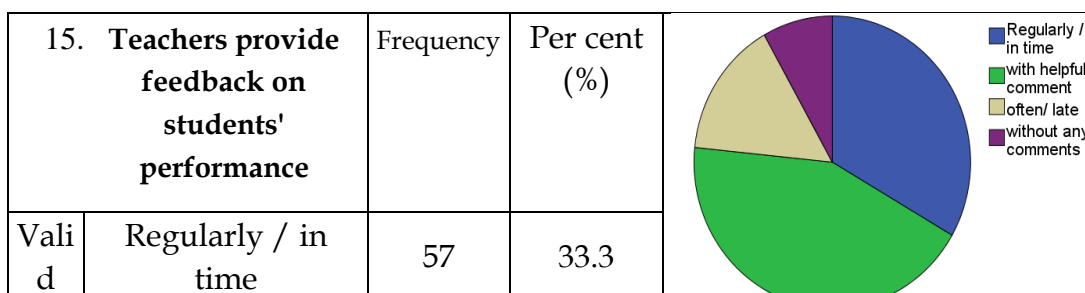
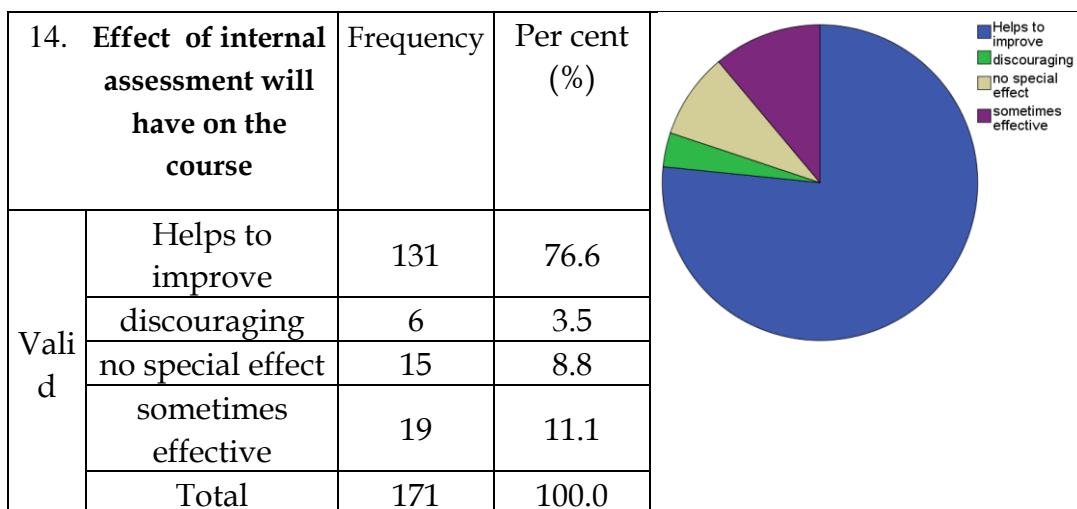
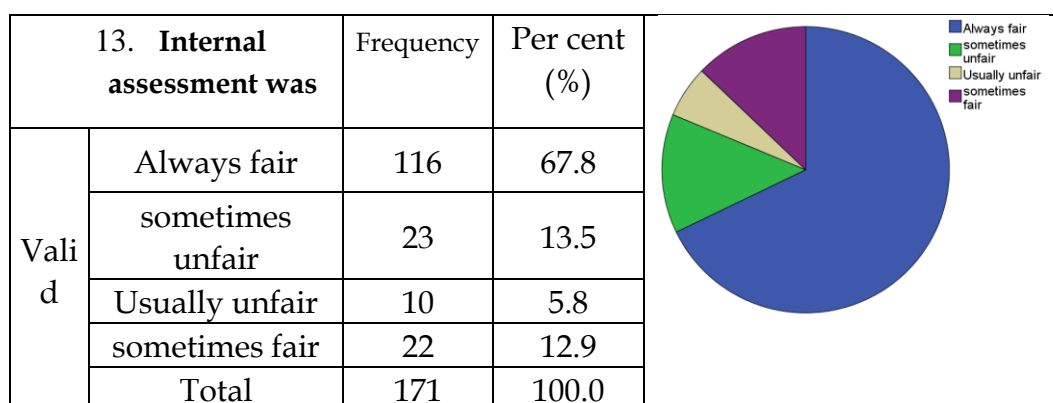
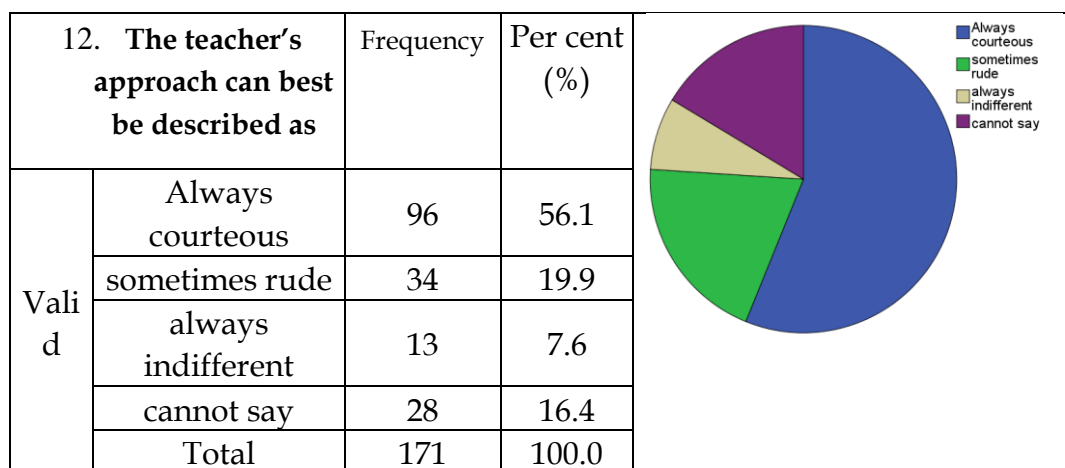
	dull	5	2.9	
	Total	171	100.0	
2. Background for benefiting from the course was		Frequency	Per cent (%)	
Valid	more than adequate	50	29.2	
	adequate	85	49.7	
	inadequate	7	4.1	
	cannot say	29	17.0	
	Total	171	100.0	
3. Understanding of the course by the students		Frequency	Per cent (%)	
Valid	easy	32	18.7	
	manageable	118	69.0	
	difficult	19	11.1	
	very difficult	2	1.2	
	Total	171	100.0	
4. Syllabus was covered in the class-		Frequency	Per cent (%)	
Valid	85 to 100%	48	28.1	
	70 to 85%	66	38.6	
	55 to 70%	36	21.1	
	less than 55%	21	12.3	
	Total	171	100.0	
5. Opinion about the library material and facilities for the course		Frequency	Per cent (%)	
Valid	more than adequate	59	34.5	
	adequate	93	54.4	
	inadequate	14	8.2	
	very poor	5	2.9	
	Total	171	100.0	

6. Students able to get material for the prescribed readings		Frequency	Per cent (%)	
Valid	Easily	72	42.1	
	with some difficulty	79	46.2	
	not available at all	10	5.8	
	with great difficulty	10	5.8	
	Total	171	100.0	

7. Teacher prepare for the classes		Frequency	Per cent (%)	
Valid	thoroughly	22	12.9	
	satisfactorily	123	71.9	
	poorly	14	8.2	
	indifferently	12	7.0	
	Total	171	100.0	

8. Teacher able to communicate		Frequency	Per cent (%)	
Valid	Always effective	95	55.6	
	sometimes effective	52	30.4	
	Just satisfactorily	15	8.8	
	generally ineffective	9	5.3	
	Total	171	100.0	





	with helpful comment	74	43.3	
	often/ late	26	15.2	
	without any comments	14	8.2	
	Total	171	100.0	

16. Assignments discussed with the students		Frequency	Per cent (%)	
Valid	Yes, fully	74	43.3	
	yes, partly	58	33.9	
	not discussed at all	15	8.8	
	sometimes discussed	24	14.0	
	Total	171	100.0	

17. Providing a course-contributory lecture at the beginning		Frequency	Per cent (%)	<p>providing a course contributory lecture too at the beginning</p>
Valid	yes	134	78.4	
	no	37	21.6	
	Total	171	100.0	

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

An Institution is known by the richness of the curriculum offered to its learners. The underlying principles of a dynamic curriculum are variety, diversity, flexibility, feasibility and adaptability to emerging needs and situations. Definitely autonomy for an institution is the prerequisite to achieve

this end especially for an affiliated one. The responsibility for formation and development of the curriculum goes outright with the college for it is an Autonomous Institution in nature. It has framed and developed its own curriculum for the courses like B. Ed., M. Ed., M. Phil. and Postgraduate Diploma in Guidance and Counselling. These curriculums are revised and updated every year regularly by the BoS, AC by the College and finally endorsed by the College GB.

Besides, the following faculties are engaged in curriculum designing in other Universities, Institutions and West Bengal as follows:

❖ **Swami Tattwasarananda (Principal):**

- Member, Committee of Expert formed in connection with the Scheme for Model School under PPP Model, vide Memo No. 1552(11)-SE(S)/S-10M-69/2010, dated 14.12.2011 of Govt. of west Bengal.
- Member, Committee of Experts to examine entire aspects of curriculum, syllabus and textbooks for primary, secondary and higher secondary courses, vide Memo No. 853(21)SE(S)ES/S/10M-64/11, dated 21st July, 2011, of Govt. of West Bengal.
- Member, Syndicate, University of Calcutta, vide letter no. Met/02/70 dated 20th April, 2012.
- Member, BoS for B.Ed. Programme, Netaji Subhas Open University, vide Memo No. SoE/32 dated 16.09.2013.
- Ex-Chairman, Board of Studies in Teacher Education (B.Ed.), West Bengal State University, Barasat, Vide Memo No. WBSU/Reg./BOS/B.Ed./1517/13 dated 29.08.2013.
- Member, Academic Council & Research Committee, Ramakrishna Mission Vidyamandira, Belur Math (Autonomous Post Graduation College running research courses).

❖ **Swami Divyagunananda:**

- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

❖ **Goutam Bandyopadhyay:**

- Member, BoS for B.Ed. Programme, University of Calcutta.
- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

❖ Hitasish Bhowmik:

- Prepared Mathematics Module of the D.El.Ed. Course run by the West Bengal Board of Primary education.
- A regular consultant of the Education Department, Netaji Subhas Open University, Rabindra Bharati University and IGNOU.

❖ Pradip Kumar Sengupta:

- Member, Evaluating Team of the West Bengal Council for Higher Education.

❖ Abhijit Guha:

- Prepared Module on Special Education of the Agartala University, Tripura.
- A regular consultant of the Education Department, University of Calcutta & Netaji Subhas Open University.

❖ Debi Prasanna Mukhopadhyay:

- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

❖ Kamal Krishna De:

- Coordinator, 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.
- Member, Board of Studies-Vidyasagar University and Calcutta University (Special Education).

1.4 Curriculum Update:

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

The college is being an Autonomous College has framed the curriculum and done revision extensively for the following courses:

Sl.No.	Course/Programme	Nature
1	B. Ed.	Regular
2	M. Ed.	Regular
3	Post-graduate Diploma in Guidance and Counselling	
4	M. Phil.	Regular
5	Ph. D.	

- Incorporation of Action Research gives the students a research orientation and provides them a tool to solve the real life, professional and professional problems.
- School Study Project enables students to know a school from various angles effectively.
- Guidance and Counselling orientation makes a student useful and resourceful enough for the school as well as the society.
- The advance syllabi help the students pertaining knowledge to qualify the competitive examinations like SSC, TET, NET, SET, Rajiv Gandhi Fellowship etc.
- Research programmes opens up further avenues for the students of higher studies.
- The curriculum gives the students an all-round expertise in modern methods and techniques of teaching-learning through effective use of ICT.

1.4.2. What are the strategies adopted by the institution for curriculum revision and update?

Following strategies are followed by the institution for curriculum revision and update.

- ✓ Organization of syllabi revision workshops
- ✓ Meeting of Educationists for the curriculum update in the College Campus.
- ✓ Feedback from the practicing schools (Teachers, Principals and students)
- ✓ Feedback from students regularly
- ✓ Alumni Meet
- ✓ Fostering action research of the College by the students

1.5 Best Practices in Curricular Aspects:**1.5.1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?**

Following Quality Sustenance and Quality Enhancement measures undertaken by the Institution during the last five years in curricular aspects:

- Computer Education
- Socially Relevant Programmes
- Use of ICT
- Vocational Education
- Academic Skills
- Value Education
- Personality Development
- Choice Based Curriculum or flexibility
- e-Learning
- Teaching Practice Committee
- Projects work
- Peer Learning
- Internet Center
- Resource Centers
- Co-operation with community
- Link with foreign educational centers
- Counseling
- Publication of International Journals
- Research
- Remedial Classes
- Environmental Education

1.5.2. What innovations/ best practices in "curricular aspects" have been planned/ implemented by the institution?**Planned/done on the following aspects:**

- Project Work
- PG Diploma Courses introduced.
- Research Activities
- Thorough ICT orientation
- Research Methodology Workshops
- Adoption of Method Papers in the form Commerce and Political Science.

Implemented Practices:

- Project Work
- More Certificate and Diploma Courses to be introduced.
- Research Activities
- Thorough ICT orientation
- Research Methodology Workshops
- Adoption of Method Papers in the form Commerce and Political Science

Additional information to be provided by institutions opting for re-accreditation / re-assessment:

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

Kindly see the answer of the next question given below.

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

The previous NAAC recommendations and the measures undertaken since the last assessment and accreditation are as follows:

SL. No	Observation of NAAC in first assessment paper	Measures undertaken
1.	The institution conducts only 30 days of teaching practice instead of 40 days as prescribed in the NCTE norms.	The institution conducts practice teaching of 40 days as prescribed in the NCTE norms.
2.	Evaluation is to be continuous and comprehensive.	Since the institution has been upgraded as an autonomous one, evaluation has been made continuous and comprehensive.
3.	Internal evaluation may have 40% weightage	Internal is above 40% weightage.

4.	ICT should form a part of the curriculum.	ICT is a part and parcel of curriculum at B.Ed., M.Ed., M.Phil., Ph.D. and P.G Diploma levels.
5.	The faculty further be motivated to take up research/ Action research and publish research papers.	<ul style="list-style-type: none"> Action research, School study project is a part of the curriculum. All the faculty members are engaged in research as well as publication activities.
6.	It would be desirable to have a trained counselor for proper professional guidance and counseling.	<ul style="list-style-type: none"> The institution has recently appointed a trained counselor (Brahmachari Suhas, M.A., M.Phil. (Education), PG Diploma in Psychological Counseling). PG Diploma in Guidance and Counseling has been initiated to produce efficient and skillful counselors in the educational field.



Ariel View of the College

Criterion II: Teaching-Learning and Evaluation

2.1. Admission Process and Student Profile:

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

For B.Ed. and M.Ed. courses, Ramakrishna Mission Sikshanamandira adheres strictly to the norms given by the NCTE regarding admission. Course and programme wise admission processes and admission policy of the institution are as follows:

B.Ed. (No. of total seats = 150): For B.Ed. Programme, candidates with at least 50% marks in Bachelor's Degree / Master's Degree or any other qualification equivalent thereto, are eligible to apply for admission in B.Ed. Programme. In pursuance of the NCTE norm and the University & Govt. Rules, the BoS, AC and above all the GB of the College prepare the admission policy of this autonomous institution.

There is relaxation of marks for candidates belonging to reserved categories and physically challenged categories as per the Rules of the Government of West Bengal.

Approved graduate teachers, deputed by recognized secondary schools of W.B. and the D.I. of Schools of the district concerned, are eligible for admission. Non-teacher graduates are also eligible, if they are below 35 years of age.

A Merit list is prepared on the basis of the following academic score:

Madhyamik Pariksha (Class X) –	10
Higher Secondary (Class XII) –	10
Graduation (Hons.) -	30
Graduation (Pass) -	10
Post-Graduation -	30
M.Phil. -	05
Ph.D. -	05
Total =	90

A list of candidates selected for interview is put on the College Notice Board and the web-site of the College. Selected applicants are asked for an interview thereafter (containing 10 Marks).

Final Merit List is prepared on the basis of the academic score and interview combined together.

50% of the total seats (i.e.75) are reserved for the students of the University of Calcutta and the rest 50% (i.e. 75) are kept open for the students of other universities including the University of Calcutta.

M.Ed. (No. of total seats 35): The College adheres strictly to the norms given by the NCTE regarding admission in M.Ed. Candidates with at least 50% marks in Master's Degree (with 3 years Honours Course) and at least 55% marks in B.Ed. are eligible to apply for admission to the programme. There is relaxation of marks for candidates belonging to SC/ST/ and physically challenged categories as per the Rules of the Government of West Bengal.

A list of candidates selected (on merit basis, as is followed by the University of Calcutta and as has been approved in the BoS, AC and GB of the College) for interview is put up on the College Notice Board and College Web-site. Selected applicants are asked for an interview thereafter.

Final Merit List is prepared on the basis of the following:

Madhyamik Pariksha (Class X) -	05
Higher Secondary (Class XII) -	05
Graduation (Hons.) -	20
Post-Graduation -	20
B.Ed. -	10
M.Phil. -	05
Ph.D. -	10
NET/ SET -	05
Written Test -	10
Interview -	10
<hr/>	
Total Score =	100

M.Phil in Education (No. of total seats 12): Candidates with at least 55% marks in M.A. in Education /M.Ed., are eligible to apply for admission to the programme.

There shall be relaxation of marks for candidates belonging to SC/ST categories as per the Rules of the Government of West Bengal. Candidates having NET/SET/SLET are exempted from written test but are to appear for the interview.

The applicants are to appear in written admission test comprising of 100 marks (Both objective and essay type questions) and interview. Final selection will be based on the basis of consolidated performance of the appeared candidates (academic score, written test and interview).

As per the decision of the M.Phil. Committee of this College, Final Merit List is prepared on the basis of the following:

M.P.	–	10
H.S.	–	10
UG	-	20
PG in Education	-	30
NET/SET/SLET	-	10
Interview	-	20
<hr/>		
Total	=	100

PG Diploma in Guidance and Counseling (No. of total seats = 70): The minimum qualification for admission to first semester of the course shall be (a) A Bachelor's/Postgraduate degree in any discipline of any UGC recognized University

or (b) a degree of any other University which has been recognized as equivalent thereto.

Ph.D. in Education (No. of seats for 2014 - 22): Applications are invited from eligible candidates (Male Only) willing to pursue Ph.D. in Education at *Swami Vivekananda Multidisciplinary Research Centre for Educational Studies*.

Eligibility for appearing in RET (Full Marks = 150. Qualifying Marks (General) = 75. Qualifying Marks (Reserved Category) = 68). = 55% Marks in M.A. in Education/ M.Ed. from a UGC recognized University/ Institution (5% relaxation for reserved category).

Exempted from appearing in RET =

- Candidates who have qualified **UGC-NET/SET/SLET in Education**.
- Candidates who have completed **M.Phil. in Education** according to **Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree, UGC Regulation 2009**.
- Exempted candidates are to directly appear in the Viva-voce (Marks 50).



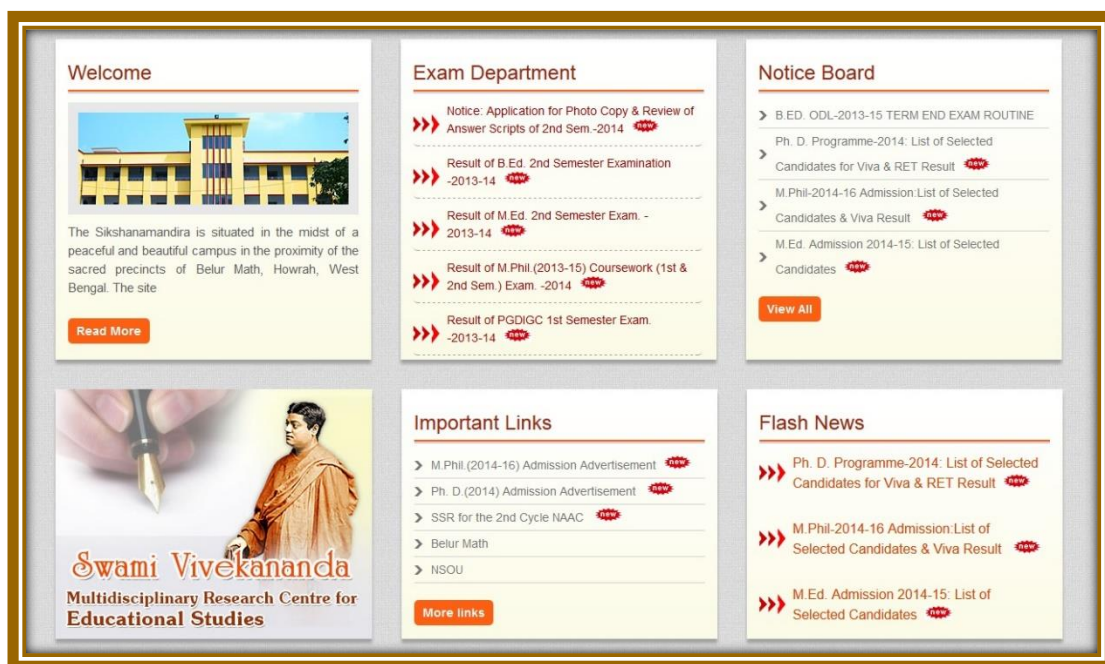
Students in the Exam Hall

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

The programmes related to admission are advertised in a leading daily newspaper published from Kolkata, on the College notice Board and College Website.

The information regarding eligibility for admission, total no. of seats, the nature of this institution (i.e. fully residential and only for male candidates), last date for submission of application forms, papers and methods available are mentioned in the advertisements.

In the prospectuses a brief introduction about the institution, its mission, vision, objectives, goals, values, admission procedure, admission criteria, courses of study, prizes to be offered for excellence in terminal examinations (with a special prize for the student securing the highest marks in geography), debate, elocution, games and sports, general proficiency and good attendance are all mentioned. The rules and regulations of the College and the hostel and information about the members of BoS, AC, M.Phil. Committee, Ph.D. Committee, Members of Faculty and non-teaching staff are also given in the prospectus.



Admission Advertisement in the College Website Homepage

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

After the completion of submission of forms the applicants of various subjects are segregated and their qualifications are scrutinized. Then, following the norms of NCTE,UGC, the University of Calcutta, the reservation policy of the Government with respect to SC/ST/OBC/PH categories along with the regulations of our institution, the list of candidates selected for interview according to merit is published on the College Web-site and in the college notice board mentioning the marks against each candidate. It is important to mention here that the candidates are selected according to the number of seats reserved for specific subjects as follows:

B.Ed. = Bengali – 16, English – 20, Sanskrit – 10, Mathematics – 17, L. Science – 16, Physical Science – 15, History – 16, Geography – 15, Political Science – 4, Education – 10, Computer Studies – 5, Accountancy and Book Keeping – 6 = 150.

M.Ed. = Bengali – 4, English – 4, Sanskrit – 4, Mathematics – 4, Physical Science – 4, Life Science – 4, History – 4, Geography – 4, Other – 3 = 35.

The selection committees (for taking interview) are constituted in the manner as follows:

B.Ed. = The Principal, the Secretary of Teachers' Council and the subject teacher (variable according to the subject).

M.Ed. = Four Boards are constituted

- Language Education (All faculty members belonging to language group).
- Science Education (All faculty members belonging to Science group).
- Social Science Education (All faculty members belonging to Social Science group).
- Mathematics Education: (All faculty members belonging to Mathematics group).

M.Phil in Education = Few members of the M.Phil. Committee including the Principal.

Ph.D. = Few members of the Ph.D. Committee including the Chairman and the Convener.

After the interview is over, 'finally -selected' list along with a 'waiting list' are published and the selected candidates are asked to take admission on the prospective stipulated days (which have been declared beforehand in the prospectus).

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, backgrounds and physically challenged)

A diverse range of students, irrespective of their varied economic, cultural, religious, linguistic, backgrounds (including physically challenged students) are admitted in our institution every year. It is interesting to note that students from almost all the districts of West Bengal and also from other states are admitted in our college. Since the institution is meant only for male candidates from its very inception as per the decision of the Ramakrishna Mission Authority, therefore the question of gender diversity does not arise.

To retain the diverse student population, the College strictly adheres to the Reservation Policy of the Government of West Bengal and the Norms followed by the University of Calcutta which go as follows:

B.Ed. - SC 22%, ST - 7%, PH - 3%.

M.Ed. - SC 22%, ST - 7%, PH - 3%.

PG Diploma in Guidance and Counseling - SC 22%, ST - 7%, PH - 3%.

M.Phil. in Education - SC 22%, ST - 7%, OBC A - 10%, OBC B - 7%, PH - 3%.

Ph.D. in Education - SC 22%, ST - 7%, OBC A - 10%, OBC B - 7%, PH - 3%.

The rural: urban ratio for the last three academic sessions as enumerated below depicts the institution's concern for the individuals coming from different socio-economic and cultural backgrounds.

B.Ed. Students - location wise distribution:

Session	Rural	Percentage	Urban	Percentage	Total
2011-12	111	74%	39	26%	150
2012-13	112	74.66%	38	25.33%	150
2013-14	109	72.66%	41	27.34%	150

M.Ed. Students - location wise distribution:

Session	Rural	Percentage	Urban	Percentage	Total
2011-12	29	82.85%	6	17.14%	35
2012-13	28	80%	7	20%	35
2013-14	28	80%	7	20%	35

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, for B.Ed. programme, the institution regularly assess the students' knowledge/ needs and skills twice a session (at the entry point and once the training is over). For example the study conducted by Sri Ujjwal Paul and Dr. Abhijit Guha of this College may be referred as follows.

In that study, 102 trainees who took admission to the B.Ed. course in RKMSM in the session 2012-13 were selected randomly from out of 150 trainees as sample.

Deputed Trainee (N=49)		Fresher Trainee Student teacher (N= 53)		TOTAL
Arts	Science	Arts	Science	N=
30	19	38	15	102

Dahiya & Singh Teaching Aptitude Test (DSTAT) was used in this study for measuring teaching aptitude of the sample. The test consists of 50 items. Each item has four multiple choice answers among which one is correct. Each correct answer bears score 1 (one), thus maximum possible score, one can obtain is 50 as raw score. The raw scores can be transformed into standard score according to the norms given in the test.

DSTAT was administered twice to the sample, first administration was done within one month of the commencement of the training course and second administration was done on the last day of the course. Two sets of scores were received and recorded as pre training score and post training score respectively. The collected data were analysed through SPSS 19.0 version.

It was found from the study that after receiving the training programme, the teaching aptitude was improved in all groups of trainees such as deputed, fresher, arts and science discipline. So, the impact of training on the trainees can be mentionable and satisfactory. Insignificantly and undesirably few trainees' post training score was lower than the pre training score; it implies that effect of training on them was negative. With the help of telephonic interview and face to face interview, the researchers tried to understand the causes of negative impact over them and it was found that negligence by the trainees, inattentiveness, absence, feeling of less interest and casual approach to training classes might be the probable causes of the negative impact over them (Vide, Paul & Guha (2013). *Do the trainees of Ramakrishna Mission Sikshanamandira really improve in teaching aptitude after receiving training?* Sikshachintan, Vol. 7, ISSN 0973-5461).

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?

The unique virtues of discipline, punctuality, dutifulness, cleanliness, brotherhood, co-operative attitude and the spiritual motivation developed and inculcated by the monks, teaching and non-teaching staff and hostel staff associated with the institution of Ramakrishna Mission are appropriate towards creating an overall environment, conducive to learning and development of the students. Besides, the BoS, AC, IQAC, M.Phil and other committees of the College take appropriate steps to address the challenges of Teacher Education in general.



M. Phil Programme (2012-14) Batch Group Photo

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

The institution caters to the diverse learning needs of the students by undertaking the following measures:

- Reservation policy is scrupulously followed.
- Stipend arranged for the reserved category students during the following years as follows:

Scholarship given to B.Ed. students year wise:

Sessions	SC	ST	OBC	Minority	Total
2011-12	21	05	10	00	36
2012-13	22	03	00	03	28
2013-14	16	01	01	07	25

Scholarship given to M.Ed. students year wise:

Sessions	SC	ST	OBC	Minority	Total
2011-12	10	00	08	01	19
2012-13	08	00	00	01	09
2013-14	08	00	01	01	10

- Pecuniary help provided (in the Hostel) to the economically disadvantaged students during the last six years is as follows:

Sessions	No. of students	Amount spent (In Rupees)
2008-09	17	₹ 33854/-
2009-10	23	₹ 57400/-
2010-11	10	₹ 52200/-
2011-12	09	₹ 33400/-
2012-13	06	₹ 37000/-
2013-14	09	₹ 61500/-

- UGC-Rajib Gandhi Fellowship given to 4 M.Phil. scholars.
- UGC grants spent for remedial coaching, entry in service and coaching for NET/SET for SC/ ST/ OBC and Minority students:

Sessions	Amount Spent for Remedial coaching (in Rupees)	Amount spent for Coaching for entry in service (in Rupees)
2010-11	₹ 3,30,396/-	₹ 5,04,398/-
2011-12	₹ 23,700/-	₹ 4,23,600/-
2012-13	₹ 37,000/-	₹ 1,17,700/-

- The differently abled students (viz. HI, VI and OH) are taught in our institution amidst a set-up which tends to be inclusive by all possible means as follows:
 - Resource Room (including talking book, tape recorder, brail book, etc.) for special learners in the ground floor.
 - Lift (under construction).
 - Arrangement of amanuensis for VI students.
 - Brail based indicators all over the building.
 - Arrangement of wheel chair for OH students.
- Remedial teaching sessions are conducted for those few students who can't keep pace with the progress of the curriculum and advanced learners are provided the scope to access:
 - The chosen web links of e-magazines (subscribed by the College)
 - Reference books and foreign journals.

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?

Ventures made in the curriculum for student teachers to understand the role of diversity and equity in teaching learning processes are as follows:

- B.Ed. curriculum** includes one **full-length compulsory paper** entitled **'Inclusive Education & Education of Children with Special needs'** (F.M. 100) which officially aims to make the trainees acquainted with:

- i) The background ideas of exceptionality, inclusive education and educational placement of special children.
 - ii) Policies, legislation and provisions in contemporary India with regard to special needs.
 - iii) Developmental characteristics of children with special needs.
 - iv) Educational management for inclusive setting.
- II.** B.Ed. curriculum further compulsorily includes Action Research Project (Marks 50) which enables the student-teacher to:
- i) Identify the Meaningful problems in Education especially in Schools.
 - ii) Be engaged in the inquiry into the problems.
 - iii) Develop a plan of action for the solution of the problem.
 - iv) Have a firsthand experience for conducting a research and its reporting.
- Each student- teacher is to prepare a research report after conducting the action research based on his survey and participatory observations.
- III.** One Paper (CODE: SP-21. F.M. 100) in **M.Ed. Programme**, entitled 'Inclusive Education for Children with Diverse Needs' includes Transactional Mode and sessional activities like Discussion and group work, field visit to get first hand experiences of the children of diverse context and each one of them is to prepare a Project Report (Marks 30) on those experiences. Every year they are taken to different Centre/ Institute (for example Blind Boys' School in Narendrapur, NIHH/NIOH in Kolkata).
- IV.** There is another paper in **M.Ed. Programme**, entitled Educational Guidance and Counseling (CODE: SP-17. F.M. 100) which further includes preparation of Project (Marks 30) on any visit to any counselling centre (for example **Advanced Neuro Psychiatry Institute** in Joka, Kolkata). In the previous one year the M.Ed. trainees had to prepare projects on conducting a survey on the problems that are most prevalent in schools and which need immediate attention of a guidance counsellor.

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

The institution gives ample opportunity to its teacher educators to make them knowledgeable and sensitive to cater to the diverse student need by undertaking the following measures:

- i. Faculty members (for example Dr. Abhijit Guha) have been sent to RIE, Bhubaneswar and like reputed institutions for undergoing special training/ course orientation on inclusive education.
- ii. Course Module on 'Special Education' has been prepared by Dr. Abhijit Guha for M.A. in Education through Distance Mode of Tripura University (a central University) in Agartala.

- iii. One faculty member (Dr. Abhijit Guha) was nominated by Professor Sanat Kumar Ghosh under the NUEPA-MHRD Project in West Bengal as a District Coordinator in the Birbhum district for assessing schooling facilities of the elementary stage of education in Muslim predominant areas. Dr. Guha was supported by the selected B.Ed. as well as M.Ed. trainees (2012-13) of this institution.
- iv. Sufficient books on Inclusive Education have been made available in the Library.
- v. The teacher educators ensure that the differently abled trainees may pursue their practice teaching in the nearest schools.
- vi. The teacher educators give special attention to the VI and HI students to enable them
 - Using Tape recorder etc. inside the class room.
 - Hearing comfortably by using microphones in moderate speed.
 - To sit in the front rows for having clear audio experience.
 - Having clear visual experiences by using high resolution power point presentation.
- vii. The institution encourages pursuing researches on inclusive education.



Students in the Guidance & Counselling Project Activity

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

Here are some mentionable practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations, during the last few years are as follows:

- One M.Phil. Dissertation (2014) has been conducted on 'A study on job satisfaction of schedule caste teachers and their attitude towards infrastructural facilities and curriculum at primary level'.
- One M.Ed. Dissertation was conducted on the 'Attitude of special educators of West Bengal towards overcoming the problems of inclusive education and their job-satisfaction' in 2014.
- Another M.Ed. Dissertation was conducted on the basis of the survey under NUEPA-MHRD Project (as stated in 2.2.4) on 'An analytic study of equality of educational opportunities at elementary stage in Muslim community'.
- Few other studies have been conducted on the educational development of the SC/ST people in West Bengal.
- Student teachers of M.Ed. programme gain first hand experiences of diversity and inclusion while visiting different institutions (for preparing project) like NIOH, NIHH, Narendrapur Blind Boys Academy, Advanced Neuro Psychiatry Institute and other like institutions.
- Student teachers of both B.Ed. and M.Ed. programmes are made acquainted with the inclusive facilities available in the College.
- B.Ed. trainees are encouraged to carry out action research on the problems related to marginalized students to resolve the problem of marginalization.



Students in the Inclusive Education Project

2.3. Teaching-Learning Process

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

The teaching programme schedule and methodologies are planned and organized in advance in such a way that students are engaged in active learning automatically.

- Library: Library which remains open for students from 8.00 a.m. to 8.00 p.m., facilitates active learning by providing reference books in reading section, internet and computer accessibility for developing self-instructional material and auto learning.
- Web-site: Blog is provided with learning materials by one faculty member (<http://abhijit-rkm.blogspot.in/>) which helps students to take part in interactive learning.
 - ❖ The College has been registered in INFLIBNET-ENLIST programme.
 - ❖ The web-site of the College provides free download facility from different important teaching-learning materials.
 - ❖ It has important links with UGC, NCTE, MHRD etc. which contribute some portion of the curriculum.
 - ❖ It makes available the important information as regards the assignments, examinations etc.
- Focus Group: Before undertaking the practical part of the syllabi (it may be mentioned that all the method papers of B.Ed. curricula include practical) the focus group discussion and analysis is held for enriching the students' activities.
- Individual project:
 - ❖ In B.Ed. programme the Student-teacher is to study a school (School Study Project – Marks 50) of his locality and submit a project report (along with a proforma supplied by the college and duly signed by the Head of the Institution).
 - ❖ Subject practical in B.Ed. include individual projects such as teaching learning material development & study of literacy rate of student-teacher's locality especially in rural areas (in Education), writing local history and numismatic exploration (in History), life specimen survey in zoo garden (in Life Science), survey on pollution in local area (in Geography), Clay Modeling, Cardboard Work and Book Binding, Wallet mask making, Paper making and Paper Cutting work (in work education) etc. (all individual subject comprising of 50 Marks).

- ❖ Simulation: Student–Teacher are to demonstrate Simulated Lessons (one for each method paper) in examination for which they are to practice six principal teaching skills during the 1st Semester in B.Ed.
- ❖ Peer teaching: Students undertake peer teaching for enhancement of learning for backward peers.
- ❖ Internship-practicum – Practice teaching sessions are held in internship practicum mode for 40 days for B.Ed. and 7 days for M.Ed. with full participation and active involvement in all school based activities.

2.3.2. How ‘learning’ is 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?

The following credit allotment matrix of the institution shows how much weightage is given to student centered learning –

Programme	Theory		Practice Teaching		Practicum	
	Credit*	Percentage	Credit	Percentage	Credit	Percentage
B.Ed.	17	42.5%	4	10%	19	47.5%
M.Ed.	20	50%	2	5%	18	45%
M.Phil.		48%				52%
PG Diploma in GC	18	45%			22	55%

*1 Credit = 18 hours for B.Ed. & M.Ed. 1 credit = 15 hours in PGDGC.

A list of the participatory learning activities adopted by the Institution is given below:

B.Ed. Programme:

1. Pedagogical Analysis of Contents and Methods of Teaching in classroom participated by all trainees.
2. Practice of Simulated Teaching in Method papers by the peers.
3. Practical Work in both the Method Papers.
4. Computer application as compulsory activity for preparing LTM.
5. Development of tools for data collection in school study project and action research.
6. Framing of achievement test and administering it during practice teaching.
7. Reporting of activities regarding community participation.

M.Ed. Programme:

- i. Seminar,
- ii. Assignment.
- iii. Preparation of Project.
- iv. Supervision of B.Ed. practice teaching.
- v. Teaching of B.Ed. trainees.

- vi. Dissertation.

M.Phil. Programme:

- i. Seminar,
- ii. Assignment.
- iii. Preparation of Project.
- iv. Dissertation.

PG Diploma in Guidance and Counseling:

- i. Seminar,
- ii. Assignment.
- iii. Preparation of Project.

All these tasks are actively accomplished by the trainees that require their fullest participation and which in turn enhance their knowledge and skills in respective areas.

2.3.3. What are the instructional approaches and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Direct and Indirect instructional approaches are adopted for enriching the students. In classroom teaching the difficult portions are directly instructed and discussed by the teachers.

To enhance the capacity of the trainees in terms of knowledge and skills and to ensure activity of the students' indirect instruction like focus group discussion, participatory learning, web-based instruction, ICT based learning are adopted.

A new approach has been adopted in M.Ed. & M.Phil. (as they are mature and not new comers in Education) programme which may be called as **self-regulatory learning**. In this approach no prior instruction is given but probable problems in the form of questions are placed before them. Students are asked to solve the questions and frame answers accordingly. They are only provided with the required information regarding resources. Students are to identify the resources, frame the answers and get it evaluated by the teacher.

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.

Models of teaching are discussed theoretically and how the teaching can be done by adopting these models are explained in the theoretical classes.

The institution further has a provision of training in models of teaching.

The different method subject teachers exhibit the following models of teaching to our students who also practice the same under the guidance of the respective subject teachers:

- (a) Herbartian Model of Teaching
- (b) Concept Attainment Model of Teaching
- (c) Advance Organiser Model of Teaching
- (d) Icon Model for teaching
- (e) Functional Communication Approach
- (f) Psycholinguistic approach.

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

Yes, our student-teachers use micro-teaching technique for developing teaching skills, while practicing the simulated lesson. The following skills are practiced by the students:

- a) Skill of introducing lesson
- b) Skill of explaining
- c) Skill of questioning
- d) Skill of using blackboard
- e) Skill of reinforcement.
- f) Skill of closure

Six lessons are given by the student-teachers (one on each skill) in simulation and these are considered as the pre-practice teaching lessons.



Practice Teaching Examination

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

The details of the process of practice teaching in schools are:

B.Ed:

A student teacher has to give two to four lessons per day.

- The teacher educators observe 4 to 8 lessons per day by wandering from one class to another. The institution long back developed Feed Back Format for providing feedback on practice teaching.
- Regular supervision by the Head teacher and other teachers of the practice teaching schools is done and during the last week of practice teaching teachers are asked to provide feedback in the prescribed format.
- Each peer observes two lessons in two method subjects of the peers in the prescribed proforma.
- Two lessons of each trainee are observed by the school teachers in two method subjects in the prescribed proforma.

- M.Ed. trainees also provide feedback on practice teaching of B.Ed. trainees.
- Feedback of Practice Teaching is obtained by the faculty members, the Principal of our college, and the peers in the prescribed proforma by giving suggestions and comments for their improvement in teaching. It is remarkably observed that through the practice teaching for the period of forty days the trainees show unique improvement in teaching techniques which are reflected on the day of Final Teaching Practical Examination as is evident from the assessment scores done by the External Examiner.
- The monitoring of the lesson plans is conducted by the faculty members before and after the practice teaching school hours. The students prepare their lesson plans in the prescribed format and submit the same to their respective subject teachers for correction as well as approval. The teachers carefully read and verify each and every item of the lesson plan, viz. the objectives, teaching strategies, teaching aids to be used, the board work, the probing questions, the criterion referenced test items etc. and make necessary corrections and the students modify their lesson plans accordingly. Then they prepare their fair lesson plans which are finally approved by the respective subject teachers. The students keep their approved lessons plans along with the feedback note book at the back bench of the class and the teacher educator/ Head Teacher / Assistant Teacher of the respective school visit the classes and comment on their teaching techniques. Finally the lesson plans are to be signed either by teacher educator or the Headmaster of the practice teaching as a proof of execution of lesson.
- One innovative practice of Practice Teaching in accordance with CCE process is that each student teacher is evaluated with respect to his performance in classroom teaching and the weightage is 15 marks per method subject.
- Final teaching practical examination (conducted jointly by the internal and external examiner) is conducted once the practice teaching is over and the weightage of this examination for each method paper is 35 marks.

M.Ed:

- Practice teaching of M.Ed. trainees is held in our college. Each one of them is to take 5 classes in B.Ed. course according to the syllabus. After completion of this practice teaching students are evaluated by the external examiner and the weightage of this examination is 25 marks.
- To enhance the capability of lesson supervision by the M.Ed. trainee, they are sent to practice teaching schools for supervision of B.Ed. trainees and they are to supervise at least 5 lessons and to provide feedback on them.

These feedback reports are further evaluated by teacher educators as part of CCE and the weightage allotted for these supervision activities is 25 marks.

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

Block Teaching is yet to be introduced in the B.Ed. Programme, but the 40 days Practice Teaching itself includes Internship and covers the activities of trainees in the participation of all school based activities like, annual sports, annual exhibition, cultural programmes etc. besides regular teaching.

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

Yes, the practice teaching plans are developed cooperatively involving the school staff.

First of all, the faculty members design the practice teaching plan in the meeting of the Teachers' Council. When the teacher educators and the trainees go to the practice teaching schools the school staff and mentor teachers of the respective schools assist them in framing the time table, in suggesting the syllabus for practice teaching, in supplying text books and teaching aids, if available.

The number of student teachers per practice teaching schools is determined on the ratio of 3 student teachers per section or unit of a class. For example, if there is one section/ unit in each class from class V-IX in a school, 15 student teachers are allotted to that school.

The method of allotment of the student teachers comprises of the following steps:

- First of all the number of trainees per method is calculated.
- Then the number of total units in the respective schools is determined.
- The graduate and post graduate student teachers are segregated subject wise to different schools.
- On the basis of above considerations it is tried to match the trainee with the need of the respective institutions.
- Regular consultation and feedback about the practice teaching are sought from the Headmaster by the College authority.

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

- The faculty members of this institution teach the student teachers to follow a democratic spirit through which they try to form a relationship with the students and to impart teaching by knowing their various learning needs. They are specially instructed about the provisions of RTE Act, 2009 so that they can be more acquainted with the classroom needs.
- The Papers like Psychology of Learning and Instruction, Philosophical and Sociological bases of education, Teaching, Evaluation and Management of School Education (in B.Ed. Programme) orient student teachers about the learning needs of diversified students in schools.

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

- Most of the practice teaching schools are usually not technologically equipped. But, wherever ICT is available, student teachers use it widely since they are skilful enough to use it (Computer Application is a compulsory part of B.Ed. Curriculum. Marks 50).
- However, as our institution possesses various technology based devices such as computers, L.C.D. projector, O.H.P., tape recorder etc., we train them to use those devices in the schools where they serve or will serve in future.
- The College allows student trainees to use Laptops and LCD projector (Portable) as and when required by them in classroom teaching.



Students in the Computer Laboratory

2.4 Teacher Quality:

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

Yes, the practice teaching plans are developed cooperatively involving the school staff and the mentor teachers.

First of all, the faculty members design the practice teaching plan in the meeting of the Teachers' Council. When the trainees go to the practice teaching schools the school staff and mentor teachers of the respective schools share their guidance with the trainees by assisting them in framing the time table, in suggesting the syllabus for practice teaching, in supplying text books and teaching aids, if available.

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

The number of student teachers per practice teaching schools is determined on the ratio of 3 student teachers per section or unit of a class. For example, if there is one section/ unit in each class from class V-IX in a school, 15 student teachers are allotted to that school.

The method of allotment of the student teachers comprises of the following steps:

- First of all the number of trainees per method is calculated.
- Then the number of total units in the respective schools is determined.
- The graduate and post graduate student teachers are segregated subject wise to different schools.
- On the basis of above considerations it is tried to match the trainee with the respective institutions.

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

The details of the mechanism of feedback during practice teaching in schools are:

- A student gives two to four lessons per day.
- The teacher educators observe ten to fifteen lessons per day by wandering from one class to another. The institution supplies the prescribed note book to our students for feed-back on practice teaching.
- Each peer observes two lessons in two method subjects of the peers in the prescribed proforma.
- Two lessons of each trainee are observed by the school teachers in two method subjects in the prescribed proforma.
- Feedback of Practice Teaching is conducted by the faculty members, the Principal of our college, the Head teacher and other teachers of the practice teaching schools and the peers in the prescribed proforma by giving suggestions and comments for their improvement in teaching. It is remarkably observed that through the practice teaching for the period of four weeks the trainees show unique improvement in teaching techniques which are reflected on the day of Final Teaching

practical examination as is evident from the assessment scores done by the External Examiner.

- The monitoring of the lesson plans are conducted by the faculty members before and after the practice teaching school hours. The students prepare their lesson plans in the prescribed format and submit the same to their respective subject teachers. The teachers carefully read and verify each and every item of the lesson plan, viz. the objectives, teaching strategies, teaching aids to be used, the board work, the probing questions, the criterion referenced test items etc. and make necessary corrections and the students modify their lesson plans accordingly. Then they prepare their fair lesson plans which are finally approved by the respective subject teachers. The students keep their approved lessons plans along with the feedback note book at the back bench of the class and the subject teachers visit the classes and comment on their teaching techniques. Finally the lesson plans are to be signed either by the supervisor teacher educator or the practice teaching school teachers.

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

The institution always keeps the student teachers updated by informing them on the latest government circulars & policies regarding school service published in the latest Headmasters' Manual, Parshad Barta (Secondary Education), Samsad Parichiti (Higher Secondary Education).

Different higher authorities of W.B.B.S.E., W.B.C.H.S.E., Directorate of School Education, W.B.S.S.C., & Secretary W.B.C.H.S.E., Secretary served the institution for two years.

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

The Principal of this college is a member of the high powered Expert Committee constituted by the Government of West Bengal to revamp and restructure the school education curriculum and syllabi of the state. Other faculty members are also a part of such other committees that are involved in improving and updating the school syllabi. Such exposures benefit not only

the individuals alone but the entire institution gains acquaintance with the latest trends in school subjects. The introduction of M. Phil. and Ph. D. programmes in the college has provided a great exposure to the teachers as well as the students thereby improving their knowledge base in the present area as well.

The college regularly organizes in service teacher orientation programmes and the feedback obtained there from keeps the faculty updated about the trends and developments at the school level. The teachers' participation in orientation programmes and refresher courses also help in getting acquainted with the new developments. Experts in the field are invited to the college during various programmes and seminars that enrich the students and the faculty immensely. The college library subscribes various educational journals and magazines which are also great resources for knowing about the latest teaching methodologies.

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

The teaching staffs of the college regularly attend various workshops, seminars and symposiums and present papers and research articles in such forums. On many occasions the college sponsors their participation in such programmes thereby encouraging further such initiatives on their part. This contributes to a great extent to the qualitative as well as career development of the faculty members. The members of the faculty also attend refresher courses and orientation programmes from time to time which provide a positive boost to their quality and career. The introduction of M. Phil. and Ph. D. Courses in the college has given a great boost to the members of the faculty to seek more knowledge and has opened up additional career advancement scopes for them.

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

As a matter of policy the institution actively supports and encourages the members of the faculty to participate in various workshops, seminars and symposiums across the country. Many a time the institution sponsors such participation by the teachers (and even the students). The achievements of the

faculty members in such national and international level platforms are duly recognized by the college authorities thereby inspiring them carry on with such initiatives replicate the success in this regard. The young members of the faculty are provided with financial incentives so as to further motivate and reward them for their concerted efforts all through the year.

2.5 Evaluation Process and Reforms:

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

The barriers are identified in two ways:

- i. Feedback obtained by the teacher educators from the students.
- ii. Feedback obtained by College authority from the students.

The teacher educators continuously interact with the students to identify their learning gaps.

The College authority continuously takes feedback from the students formally and informally and tries to address them accordingly.

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

According to the Regulations of the College, the details of various assessment/evaluation processes of different programmes are as follows:

- ❖ Evaluation in M.Ed. program is done through continuous internal assessment (CIA) policy as well as by an end semester examination and both these evaluations are consolidated hereafter. These components for

CIA are: Assignment (15% marks), Seminar /Project (15% marks) for each paper (F.M. 100).

- ❖ For B.Ed., each compulsory paper comprises two halves; one half is evaluated by external examiner and other by internal examiner. All method papers are evaluated externally. All practical papers are evaluated by external & internal examiners jointly.
- ❖ For M.Ed., usually half of the theory papers is evaluated externally and rest internally. All practical papers are evaluated by external & internal examiners jointly.
- ❖ The College has adapted seven point grading system for evaluation, which goes follows:

Performance	%	Letter Grade	Grade Points
Outstanding	90-100	S	10
Excellent	80-89.99	A	9
Very Good	70-79.99	B	8
Good	60-69.99	C	7
Average	50-59.99	D	6
Fair	40-49.99	E	5
Failed	Below 40	F	0

- ❖ Eligibility for appearing in semester exams: To be eligible for filling up forms of a semester the candidates shall be required to attend at least 75% of lecture classes/seminars and practical classes. Condonation is granted to the extent of 10% in exceptional cases. This clause is applicable for all semester exams.

8.1 In addition to the above clause, for B.Ed., to be eligible for filling up forms for 2nd semester examination a candidate should compulsorily complete 40 days of internship program.

8.2 Submission of all the components of internal assessment (assignments, projects etc.) is the essential precondition for appearing semester end examinations under normal circumstances.

9. Promotion to the next semester:

9.1 The student will automatically be promoted to the next and subsequent semester immediately after completion of one semester course irrespective of the performance at the examination concerned provided he has appeared in the preceding semester examinations or filled up the form for that particular semester examination.

10. Rules for Review:

Candidates seeking review may apply to the Institution in a prescribed form along with requisite fees within 7 working days from the date of issue of mark-sheet subject to the following conditions:

- a. Application for review shall be restricted to theoretical papers only, and no application for re-examination in any practical / oral / internal assessment / dissertation / project / seminar/field work, etc. , shall be entertained.
- b. A candidate will have the option of getting his answer scripts reviewed in not more than one full paper or not more than two half papers of a semester if he secures at least 40% of the total marks in remaining papers/half papers of that semester.

10.1. In case marks awarded in a paper on review exceeds the original marks obtained by more than 15% of the total marks in the paper or falls more than 15% of the original marks in the paper, the script will be referred to a third examiner and the candidate will be awarded based on the average of the best two of the marks awarded by the two examiners.

11. Rules and procedure for providing the Photo copy/ies of assessed answer book/s:

- a. The facility of showing Photo copy/ies of assessed answer-book/s by the examinee is extended with a view to bring transparency in the examination system and ensure its credibility.
- b. This facility shall be applicable for theory papers only.
- c. The prescribed application form for showing Photo copy/ies of answer books shall have to be filled and signed by the applicant examinee only.
- d. Collection & submission of application form along with requisite fees should be within seven working days from the declaration of results

12. Supplementary Examination:

12.1. If a candidate is unsuccessful at the examination on account of failure to secure pass marks or is unfit for appearing the examination for unforeseen situation, there will be a provision of supplementary examination. If the candidate obtains pass marks in the subject(s) at the supplementary examination he shall be declared to have passed the examination as a whole. For seeking supplementary examination candidate should apply to the Controller of Examinations, Sikshanamandira, in a prescribed form along with requisite fees.

12.2. If a candidate is unsuccessful at the 1st semester examination he can apply for supplementary examination held during 2nd semester examination provided he has obtained at least 40% marks in the aggregate of other theoretical papers (Passed) excluding the marks of failed subjects. If the candidate is unsuccessful at the 2nd semester examination then he can apply for appearing in the special semester examination which will be held within two months from the publication of results. If he passes in it he shall be declared to have passed the examination as a whole without losing his year but he shall lose his rank of merit.

12.3. If a candidate is again unsuccessful in 1st semester supplementary examination then he can apply for appearing special semester examination and if he passes in it he shall be declared to pass the examination as a whole without losing his year but his rank of merit shall be lost.

12.4 If a candidate unsuccessful in special semester examination he will apply for appearing supplementary examination which will be held along with: 1st sem. Exam in next session for 1st sem. Course/papers and 2nd sem. Exam in next session for 2nd sem. Course/papers.

12.5. The candidate shall be required to clear all back papers within four academic years from the year of the admission into the program. If however, those who fail to clear within the above period, they shall be required to appear all the papers in subsequent years as per the rules and regulation prevalent during that period but their internal assessment marks shall be carried over.

12.6. If a candidate is unsuccessful in any practical paper(s) in first semester examination he can apply for supplementary examination held along with next semester end examination. His previous semester end examination marks shall be carried over in such case. If he is unsuccessful in the same paper(s) in second semester examination he can apply for appearing in special semester examination for that papers which will be held within two months from the publication of result.

13. Rules for the Tabulation of Results:

The candidates who have failed in one or more subjects for deficiency of one mark only or missed to obtain 60% (1st class) or 55% in aggregate(1st & 2nd semester) by one mark only, be given one mark and allowed to pass in the subject/s or be placed in the aforesaid status. One mark should be added by plus sign in the subject/s or in the aggregate in the tabulation sheet but in the mark-sheet only totalized marks should be shown. The same shall be applicable for SC/ST candidates only, who have missed to obtain 50% makes in aggregate by one mark only.

14. Issuance of Diploma: After declaration of final result of the B.Ed. & M.Ed. program each successful candidate shall receive a Diploma/Certificate in prescribed format with the seal and signature of the Vice-Chancellor, University of Calcutta, on the occasion of Convocation ceremony to be held at Sikshanamandira, Belur Math.

15. Convocation ceremony: Sikshanamandira shall organize convocation ceremony for giving diplomas/certificates in various programmes conducted by it.

16. Revision of regulation and Curriculum:

The Sikshanamandira may from time to time revise, amend and change the regulations and the curriculum, if found necessary.



Convocation Ceremony – 2013

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

The assessment/evaluation outcomes are communicated to all concerned through the college website, notice board, prospectus and also in certain cases through emails and telephone as per requirement. The feedback obtained from various stakeholders is circulated among the members of the respective committees as a prior measure and the

same are subsequently discussed and deliberated upon in the appropriate committees. The aforesaid measure has a definite and positive influence in the improvement of curriculum transaction.

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

The office of the Controller of Examinations of the college is well equipped with computers, Wi-Fi, networking system and related accessories so that the entire process of conduction of examinations beginning with the printing of question papers to the publication of results may be done entirely with the aid of ICT. The results of the examinations are also disseminated electronically through the college website.

2.6 Best Practices in Teaching -Learning and Evaluation Process

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

The significant initiatives taken by the institution in this regard may be noted as follows:

For B.Ed Course:

- a. In order to make all the subjects activity based, subject wise practical marks have been allotted for all subjects including the so called non-lab based ones.
- b. School study project and Action Research have been made an integral part of the B.Ed course.
- c. Weightage has been allotted for co-curricular activities.
- d. Psychology practical has been made a compulsory component of the course.
- e. Computer Practical has been made a mandatory component of the course.

For M.Ed. Course:

- a. Practice Teaching has been made a compulsory part of the M.Ed course.
- b. Supervision of B.Ed practice teaching is mandatory.
- c. Trainees must invariably write a dissertation.

- d. Attending seminars and workshops is a must.
- e. Analysis of data through computer is an integral part of the course.

For M.Phil & Ph.D:

Trends of Educational Research and Philosophy of Educational Research, two very novel and yet vital aspects for research in Education, have been incorporated in the coursework syllabus.

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

The institution tries to frame its best practices while trying to update and to keep up with the constant changes that are continuously taking place in the field of education. Delivery of instruction is also modified accordingly as a part of this continuous change. The college on its part always tries to use the latest technology available as regards the delivery of instruction within its own financial capacity.

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

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

Observations/Suggestions in NAAC Assessment Report	How acted upon
The institution conducts only 30 days of teaching practice instead of 40 days as prescribed in the NCTE norms	Practice Teaching of a minimum period of 40 days has been allotted to the student teachers in every subsequent session.
Evaluation is to be comprehensive and continuous	Semester method has been introduced in order to make the evaluation comprehensive and continuous
Internal evaluation may have 40% weightage	The weightage for internal evaluation has been subsequently increased and at present the weightage allotted for the same is about 52%.
ICT should form a part of the curriculum	Computer Practical (compulsory paper) and Computer (method paper) have been introduced.

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

The measures adopted by the college as per the recommendations of the last NAAC peer team (as stated immediately above) may all be considered as quality sustenance and enhancement measures.



Internship by a M. Ed. Student

Criterion III: Research, Consultancy and Extension

3.1. Promotion of Research

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

The College has already created a research ambiance by initiating research in M.Ed. (in the form of dissertation comprising of 250 Marks), action research in B.Ed. (comprising of 50 Marks), school study project (Research based inquiry to know school situation-50 marks) and introducing M.Phil. and Ph.D. programme in Education.

For motivating its teachers to be engaged in researches:

- a. The autonomous College has established “Swami Vivekananda Multidisciplinary Research Centre for Educational Studies” which is duly approved by the University of Calcutta and which has come into effect upon the fulfilment of the conditions to be laid down by the University, Provisions of the University Act, Statute, Ordinances and regulation in force and to be amended from time to time (vide letter no. 965/UCAC/CU dated 07.03.2014).
- b. A Ph.D./Research Committee has been established with eminent educationists.
- c. The College has very recently constructed a 3 storied annex building with individual cubicles for each teacher with computer and internet facility in each cubicle.
- d. There are sufficient numbers of Psychological tests in the Psychology Laboratory and books and Indian/Foreign Journal on all aspects of education in general and on research in particular in the Library and the Research Centre Library.
- e. The College Library has been connected with INFLIBNET.
- f. Institution facilitates faculty to undertake research by providing research funds and the research committee of the College encourages faculty members to undertake various Minor and Major projects to be sponsored by the UGC, ICSSR, ICHR, ICPR and such other sponsoring research centres.
- g. The research centre takes initiatives to bring out worth publishing research works by its faculty members.
- h. Teaching work load remission and opportunities for attending seminar conferences within West Bengal and outside the state are natural practices of the institution. Memoranda of Understanding have been signed with Vinay Bhawan Viswa-Bharati University), Faculty of Peace Studies, Spirituality and

Culture, Durban, South Africa, West Bengal Netaji Subhas Open University and West Bengal Board of Primary Education for ensuring various types of exchanges for ensuring research ambience.

- i. Mentionable numbers of faculty members have been recognized as research guides in M.Phil. and Ph.D.



Ph.D. Committee Meeting

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

The “Swami Vivekananda Multidisciplinary Research Centre for Educational Studies” which was set up on the occasion of the 150th Birth Anniversary of Swami Vivekananda, a Research Centre for paying tribute to this Prophet of Humanity to undertake independent research endeavours having endowed with the potential of original flavour in Educational philosophy of Swami Vivekananda and other Educationists, Value Education, Teacher Education and other research problems enabling the centre to be a multidisciplinary centre.

A List of Research Areas itemized in the M.Phil. Syllabi and Ph.D. course work indicates the thrust areas of research prioritized by the College at present as follows.

1. Philosophy of Education
2. Sociology of Education
3. History of Education
4. Comparative Education
5. Economics of Education
6. Psychology of Education
7. Guidance and Counseling
8. Measurement and Evaluation in Education
9. Curriculum Studies
10. Language Education
11. Mathematics Education
12. Social Sciences Education
13. Science Education
14. Educational Technology
15. Teacher Education
16. Management and Administration in Education
17. Non-formal Education
18. Adult Education
19. Elementary Education
20. Inclusive Education
21. Higher Education
22. Research Methodology

**PRESENT STATUS OF THE RESEARCH TRENDS IN M.Ed. COURSE
DURING THE LAST FOUR YEARS**

SL.NO.	AREA OF STUDY IN EDUCATION	NUMBER OF STUDIES CONDUCTED			
		2010-11	2011-12	2012-2013	2013-14
1	SCIENCE EDUCATION	6	9	8	1
2.	SOCIAL SCIENCE	7	6	3	1
3.	PHILOSOPHY OF EDUCATION	6	5	5	
4.	TEACHER EDUCATION	4	2	5	1
5.	LANGUAGE EDUCATION	4	3	4	8
6.	MATHEMATICS		2		
6.	HISTORY OF EDUCATION	5	4	3	4
7.	PSYCHOLOGY OF EDUCATION	2	3	2	
8.	HIGHER EDUCATION			1	
9.	POPULATION EDUCATION	1	1	1	
10.	WOMEN EDUCATION			1	
11.	CURRICULUM STUDIES				2
12.	INCLUSIVE EDUCATION				1
13.	ENVIRONMENTAL EDUCATION				2
14.	EDUCATIONAL				

	TECHNOLOGY				
	TOTAL	35	33	33	22

An overview of Research Problems in M.Phil Dissertations 2012-14

<u>Sl. No.</u>	<u>RESEARCHER</u>	<u>TITLE</u>
1	Anujit Patra	A Study of the Status of Primary Education in West Bengal with Special Reference to RTE Act - 2009.
2	Krishnendu Halder	<i>Nirmitivader Aloke Paschim Bangar Prathamik Stare Bangla Pathakramer Youktikata Vichar O Sarvik Mulyayan: Anusandhani Anudhyan</i> [in Bengali]
3	Anup Biswas	<i>Prathamik Starer Bangla Bhasha Pathyapustake Manavik Mulyavodher Pratiphalan: Ekti Anusandhan</i> [in Bengali]
4	Chimoy Das	A Study of the Attitude of the Schedule Tribe Parents towards Education of their School going Children.
5	Biswajit Chatterjee	A Study of the Social Motives and Attitude towards Teaching Profession of the Secondary School Teachers in West Bengal.
6	Subhrajit Sarkar	A Study on Job Satisfaction of Scheduled Caste Teachers and their Attitude towards Infrastructural Facilities and Curriculum at Primary Level.
7	Ujjwal Paul	A Study on Secondary School Teachers' Attitude towards Constructivist Approach in Relation to Teacher Effectiveness and Self Efficacy.
8	Biswajit Patra	A Study of Achievement in Reading Comprehension of Bengali Language among Students of Standard IX of different Secondary Schools of North 24 Parganas, West Bengal.
9	Ujjwal Chowdhury	The Secondary Education Language Curriculum 2011-2012 of WBBSE (IX-X) and that of NCERT: A Comparative Analysis.
10	Anindya Das Bairagya	Attitude of the D.El.Ed. Trainees towards Teaching Profession in Relation to their Perception in RTE Act, 2009.
11	Bikram Maiti	Internet Usage and Addiction in Relation to Personality Factors and Academic Achievement of Higher Secondary Students.

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

Yes, Action Research (weightage 50 Marks) and School Study Project (weightage 50 Marks) are compulsory parts of B.Ed. course since 2009-10 academic sessions i.e. one year after the College was upgraded as an autonomous institution. Hence, the number of action researches conducted by the B.Ed. trainees (sessions 2009-10 = 141, 2010-11 = 145, 2011-12 = 149, 2012-13 = 148, 2013-14 = 140) as on date is 723.

Being intimately engaged in these action researches the student-teachers are oriented to:

- v) Identify the Meaningful problems in Education especially in Schools.
- vi) Become equipped to be engaged in the inquiry into the problems.
- vii) Develop a plan of action for the solution of the problem.

- viii) Have a firsthand experience for conducting a research and its reporting.

Student- teachers are to prepare research reports after conducting action research based on education.

The student teachers try to intimate the findings of the action researches conducted by them to the schools concerned. Moreover, many of the student teachers have developed a practice of conducting action research for identifying & solving the immediate problems in education after their joining their respective schools.

The college has taken initiative to publish the excerpts of those action researches in phased manner and distribute them amongst different schools.

FOCUSING THE PROBLEMS OF INATTENTIVENESS
BEFORE AND AFTER MID DAY MEAL : A CASE STUDY
IN UTTARPARA AMARENDRA VIDYAPITH (H.S),
HOOGHLY.

Supervised by:
PROF. ABHIJIT GUHA

Submitted by:
ANISH CHAKRABORTY
ROLL NO : F - 59
REGISTRATION NO : 45303 OF 2007-2008
BACHELOR OF EDUCATION
2nd SEMESTER EXAMINATION
SESSION : 2013-14

RAMAKRISHNA MISSION SIKSHANAMANDIRA
(A NCTE Recognized Autonomous Residential Post-Graduate College under the University of Calcutta)
COLLEGE OF TEACHER EDUCATION (CTE)
SWAMI VIVEKANANDA MULTIDISCIPLINARY RESEARCH CENTRE FOR
EDUCATIONAL STUDIES (SVMRCES)
BELUR MATH, HOWRAH – 711202

27/6/14
EXAMINE

Action Research done by a Student

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

Besides the widely attended seminars/ conferences/ workshops by the faculty members, here is a list of seminars etc. organized by the institution as follows:

Sl. No.	Year	Duration	Title	Sponsoring Authority	Collaboration (If any)	Coordinator/ Joint-Coordinator
1.	2007	8 th September, 2007	Education in the New Millennium	UGC Sponsored Regional Seminar	N.A.	Prof. Hitasish Bhowmik & Prof. Abhijit Guha
2.	2008	18 th September, 2008	Sepoy Mutiny In Literature, Periodicals & History	UGC Sponsored International Seminar	N.A.	Dr. Subimal Misra & Prof. Pradip Kumar Sengupta
3.	2008	19 th September, 2008	National Integration & Democratization of Education	UGC Sponsored State Level Seminar	N.A.	Prof. Abhijit Guha
4.	2008	22 nd September, 2008	Global Approach to Teacher Education in Mathematics: Perspectives and Strategies	UGC Sponsored National Seminar on Mathematics	N.A.	Prof. Hitasish Bhowmik
5.	2009	10 th February, 2010	Workshop on National Curriculum Framework for Teacher Education	UGC	N.A.	Prof. Abhijit Guha
6.	2009	5 th and 6 th March, 2009	Quest for Quality sustenance and Quality enhancement in Teacher Education	NAAC	IQAC	Prof. Goutam Bandyopadhyay
7.	2009	12 th & 13 th December, 2009	Education: Indian & Global Perspectives	UGC Sponsored International Conference	RKM Vivekananda University & Indian Association of Productivity, Quality and Reliability	Swami Tattwasarananda
8.	2010	14 th & 15 th September, 2010	Human Rights Education in Global Perspective	UGC Sponsored National Level Seminar	N.A.	Prof. Abhijit Guha

9.	2011	21 st & 22 nd February, 2011	Professionalism in Teacher Education	UGC Sponsored National Level Seminar	Collaborated with St. Xavier's College (Autonomous), Kolkata.	
11.	2011	25 th November, 2011	উত্তরাধু দে আ রবীন্দ্র শিক্ষা বিশ্লে	UGC Sponsored National Seminar	Shimurali Sachinandan College of Education, Nadia	Prof. Pradip Kumar Sengupta
12.	2011	22 nd & 23 rd December, 2011	User attitude in the changing world of Digital era – Teachers'' role	UGC Sponsored National Seminar	Collaborated with Satyapriya Roy College of Education, Kolkata.	
13.	2012	6 th & 7 th March, 2012	Constructivist Approach in School Learning	UGC Sponsored National Seminar	Satyapriya Roy College of Education, Kolkata	Prof. Goutam Bandyopadhyay
14.	2012	13 th & 14 th March	Education in the 21 st Century	UGC Sponsored National Seminar	Collaborated with Shimurali Sachinandan College of Education	
15.	2012	14 th & 15 th March, 2012	Mathematical Self Efficacy	UGC Sponsored National Seminar	GCM College of Education, New- Barrackpore	Prof. Hitasish Bhowmik
16.	2012	16 th & 17 th March, 2012	“Towards an Educational Philosophy in the 21 st Century: Perspectives from Swami Vivekananda”	UGC Sponsored National Seminar	Institute of Education for Women(P.G.) Chandannagar Hooghly	Dr. Satyajit Kar
17.	2012	19 th 25 th March, 2012	Methodology Of Research in Education- Qualitative and Quantitative	UGC Sponsored National Workshop	Rabindra Bharati University, Kolkata	Prof. Abhijit Guha
18.	2013	13 th & 14 th September, 2013	A retrospective analysis of the life and works of Sir Ashutosh Mukhopadhyay	ICHR		Prof. Ajoy Ghosh & Prof. Shantanu Biswas.
19.	2013	1 st & 3 rd October, 2013	Teaching- Learning Strategy in 21 st Century Classroom	UGC Sponsored State Level Workshop	Collaborated with Ulberia College, B.Ed. Department, Howrah.	

20.	2014	21 st & 22 nd February, 2014	Swami Vivekananda's ideas and our times: A retrospect on His 150 th Birth Anniversary	UGC Sponsored National Seminar	Collaborated with RKM Vidyamandira, Belur Math	
21.	2014	27 th & 28 th March, 2014	Yuganayak Swami Vivekananda, The educationist per excellence, a luminary of modern times	UGC Sponsored National Conference	Collaborated with Union Christian Training College, Murshidabad, West Bengal	

Besides the above the faculty members widely participate in numerous national/ international/ state level Seminars, Symposiums, Workshops etc. as resource persons as well as paper presenters and participants.

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 five years.

Instructional Materials developed by the College for the Training of the Teachers and Teacher-Trainees:

Proceedings of the CTE programmes	48
CTE publications by the faculties	12
Proceedings of the Seminars/ Symposiums/ Workshops	15
International Standard Journals on Education (Sikshachintan)	08
International Standard Journals on Sanskrit (Sanskritachintan)	01
Modules on Computer Studies and Mathematics	02

Digital Module developed	03
Publication on Value Education in Joint Collaboration with Ramakrishna Mission, Belur Math. A. Parents and Teachers in Value Education B. I. SanmargDarshi (For Class VII) II. VijnanSarathi (For Class VIII) III. Atma Bikash (For Class IX) IV. Subho's Adventure (For age group 14-16 years) V. Arunoday (For age group 14-16 years)	06
90	

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

The institution avails the following facilities:

1. Ninety (90) functional computers.
2. Ubuntu (Linux) Based Server with four (4) TB NAS storage system.
3. 8 GB internet plan for all the systems.
4. High Multifunction & Colour Printers, Photocopier and Copier Machines as well as Scanners.
5. Total Wi-Fi Campus.
6. 8 LCD High Definition Projectors.
7. Local Area Networking (LAN) for all the systems.
8. Highly mechanized Computer Lab with 10.1 Surround Sound System.
9. Software like Adobe Premiere, Audacity, and Flash Professional CC for video, Audio & Multimedia related creation and editing.
10. Document Camera Viewer and Interactive Smart Board.

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

Preparation of ICT based teaching learning material is a part of our B.Ed. curriculum. Here only an excerpt of ICT/technology related instructional materials prepared during the last years is presented as follows:

**Excerpts of ICT based Instructional materials prepared by the B.Ed. trainees
2013-14**

Sl.No.	Roll No.	Name of the students	Topics
1.	D-1	Anirudhya Sarkar	150 th Birth Anniversary of Swamiji
2.	D-2	Debprosad Gain	Mangalyan Mission of India
3.	D-3	Prasenjit Barman	Academic Dishonesty
4.	D-4	Kuntal Manna	Air Pollution
5.	D-5	Sandip Bhattacharya	Academic Dishonesty
6.	D-6	Shantabir Chakraborty	Global Warming
7.	D-7	Prasenjit Bhattacharyya	Natural Calamities
8.	D-8	Amitava Sarkar	Online Education
9.	D-10	Krishna Pada Roy	Table P.C. : Future of Computer
10.	D-11	Avijit Mandal	150 th Birth Anniversary of Swamiji
11.	D-12	Bidhan Chandra Naskar	Mangalyan Mission of India
12.	D-13	Manabendra Roy	Academic Dishonesty
13.	D-14	Subhendu Bag	Air Pollution
14.	D-15	Prasenjit Mistri	Child Labour
15.	D-16	Basudev Sardar	Global warming
16.	D-17	Pijush Ghosh	Natural Calamities
17.	D-18	Dilip Kumar Purkait	Online Education
18.	D-19	Koushik Karmakar	Stress on Students
19.	D-20	Arunava Biswas	Table P.C. : Future of Computer

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

b. Organized by the institution-

- i) Workshop conducted for pedagogical analysis of contents.
- ii) Work Education Workshop.
- iii) Workshop conducted for development of T.L.M (Ref. NSOU ODL Workshop)

- c. Attended by the staff** – Almost all the faculty members have participated in some sort of workshop conducted on the preparation of TLM.

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

Details as regards the publications of the faculty members are as follows:

I. Swami Tattwasarananda:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Kunti	Prbhubddha Bharat, Advaita Ashrama	2008	ISSN 0032-6178
2.	Quest for a new paradigm in researches in philosophy of education in India	Sikshachintan, RKMSM	2009	ISSN 0973-5461
3.	A critical appraisal of the researches in philosophy of education in the last two decades.	Sikshachintan, RKMSM	2009	ISSN 0973-5461
4.	“A Critical Study of the Genesis of the ‘Four Pillars of Education’: A Vivekananda Perspective” <i>written jointly with Ajoy Ghosh</i>	Educatum	2011	Vol. 5. No. 1. June 11, ISSN 0975-2641
5.	Genesis of the Educational Philosophy of Tagore	Research Views Institute of Educational Research & Studies	2011	Vol. IV March 2011
6.	<i>Jabat banchi tabat sikhi</i> (In Bengali)	Udbodhan	2012	ISSN 00318191
7.	Vivekananda’s Idea of Nationhood and Religiosity in India	Swami Vivekananda & National Integration, Edited by Dr. Prajit Kumar Palit, Delta Book World, New Delhi.	2013	ISBN978-81-926244-2-6
8.	In pursuit of Methodology for ‘Doing’ Philosophical Research in Education	Sikshachintan, RKMSM	2013	ISSN 0973-5461

II. Swami Suratmananda:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	“Development of Pupil Teachers’	Sikshachintan,	2013	ISSN

	'attitude towards teaching' in autonomous and non-autonomous teachers' training colleges of W.B. in relation to the 'Teacher Education Programme' in those institutions: A comparative study" written jointly with Prof. K. K. De.	RKMSM		0973-5461
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III. Swami Divyagunananda:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Vivekananda's Thoughts and its Implementation in Higher Education	Mugberia Gangadharpur Mahavidyalaya	2013	978-93-82623-27-4

IV. Debi Prasanna Mukhopadhyay:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Adult Education and Non-Formal Education (In Bengali)	West Bengal State Book Board	2011	ISBN-81/247-0644
2.	Comparative Education (In Bengali)	West Bengal State Book Board	2012	ISBN-81-247-0635-2
3.	Tagore's Visva-Bharati - A University with a difference	Bharatiya Vidya Bhawan's Journal	2012	Vol. 59 No. 7. November
6.	The Language of Language	Journal of Education, University of Calcutta	2012	2012 Issue
5.	Tagore's enterprise on Rural Reconstruction (Sriniketan)	Bharatiya Vidya Bhawan's Journal	2012	Vol. 58 No. 29. July
6.	Goutam Buddha	The Peripatetic Philanthropist	2014	Vol. 60. No. 11. January14

V. Kamal Krishna De:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Method of Teaching Physical Science for B Ed students		6 th edition, 2010; reprint 2013	
2.	A Study on the Present Position of Mathematics Education of the Girls of Lower Socio-Economic Status” in Sikshachintan	Sikshachintan, RKMSM	2010	Vol-4, Sept, 2010, ISSN0973-5461
3.	A comparative Study on the Self –Concept of Visually impaired and Sighted Secondary Students in relation to Their Adjustment Problems in Schools.	Sikshachintan, RKMSM	2011	Vol-5, August, 2011 ISSN0973-5461
4.	A Study on the Attitude of the VH Students Towards the School Subjects in relation to Their Scholastic Achievement	DDEVALOKE (DISPER College of Education, Deoghar, Jharkhand	2012	Vol-4, Oct 2012, ISSN2250-2254
5.	Construction of Concepts in Geography	Sikshachintan, RKMSM	2013	Vol-6, 2013 ISSN0973-5461
	Teaching as a profession* *With S.Bhatt.	Aheli Publishers	2014	ISBN81-89169-70

VI. Goutam Bandyopadhyay:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Let the world enter into the	Sikshachintan	2009	ISSN0973-

	classroom: A twenty first century imperative on Global Education			5461
2.	The impact of cultural milieu in developing second language awareness: Towards an intercultural shelter of mind	Sikshachintan	2010	ISSN0973-5461
3.	Interpreting reflective teaching as a crucial means of developing teacher education: An analysis to discover a teacher as self-observer	Sikshachintan	2011	ISSN0973-5461
4.	The relevance of Swami Vivekananda's uses of English Language in Today's Teaching Learning situation - A socio-linguistic enquiry (Jointly written with Samir Kumar Mahato)	Sikshachintan	2013	ISSN0973-5461

VII. Pradip Kumar Sengupta:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Nirbachito Probandha (Selected Essays)	Sahitya Sangi, Kolkata, W.B.	2013	ISBN NO-836-92-827679-31-1.
2.	Galpo Hekim Saheb (Criticism on Dramatist Manoj Mitra through the Play)	Pragya Bikash, Kolkata, W.B.	2014	ISBN NO-403-94-71324-34-4
3.	Rabindra Kavyanatoker Anubadak Rabindranath,	Dey publication, Kolkata, W.B.	2013	ISBN NO-978-93-81679-30-2
4.	Tagore's sporadic ideas on Adult and Mass Education	Sikshachintan	2009	ISSN0973-5461

5.	Swami Vivekananda and his unique Educational Ideas	Anwesa	2011	ISSN NO-0973-5895
6.	Analysis of DijendraLal Roy's Talent in the Light of his songs of love	Sreejan a literary quarterly from West Midnapore. W.B.	2013	ISSN NO-2278-8680.
7.	Swami Vivekananda and his opinions on Westernization, ISSN NO-2349-7990.	Issue-85-88, July-Sept-Kolkata. Shailindhra, W.B.	2013	ISSN NO-2349-7990

VIII. Hitasish Bhowmik:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Influence of Socio Economic condition on students achievement in Geography.	Educatum	August 2013	ISSN 0975-2641
2.	Ecological influence on Mathematical Learning.	Sikshachintan, Vol.-5	August 2011	ISSN.0973-5461
3.	Impact of Linguistics in Mathematical Learning.	Sikshachintan, Vol. 4	September 2010	ISSN 0973-5461
4.	Preliminary Ideas on Diagnostic and Achievement Tests in Mathematics	Glimpse, SSCE Publication No. 04	September 2012	ISBN 978-81-922902-3-2
5.	Integration of Technology and Eco linguistics in Mathematics Education; Abstracts: National Seminar on Uses of technology in Mathematics Education	Organised by SimuraliSachinandan College of Education	September 2012	Seminar Proceeding.
6.	Enhancing Teaching and Learning Mathematics with Digitalised Resources.	Organised by Satyapriya Roy College of education,Kolkata.	January 21-22, 2012	Seminar Proceeding.

7.	Translator of the course material entitled Mathematics Part-I & Part-II for Two year D.El.Ed. course for in service teachers(ODL)-2012.	West Bengal Board of Primary Education.	2013	Edited Book

IX. Abhijit Guha:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	<i>Strategies in Creating Learning Centred Classroom and its Management. pp.57-64</i>	Sikshachintan	2008	ISSN-0973-5461
2.	<i>Classroom Management: Let us Adopt Proactive Strategies for enhancing Learning in Classroom.(pp.107-115)</i>	Sikshachintan	2009	ISSN-0973-5461
3.	<i>From Improvement to Development- the Challenges before School and the Role of Transformational Leadership to Encounter with. (pp.51-60)</i>	Sikshachintan	2010	ISSN-0973-5461
4.	<i>The internationalist classroom management - a way to reduce the behaviour problems in the classroom. (pp79-89)</i>	Sikshachintan	2011	ISSN-0973-5461
5.	<i>Classroom management: Attitude and belief of secondary school teachers. (pp.175-182)</i>	Sikshachintan	2012	(ISSN-0973-5461)
6.	<i>The Extent of using audio – visual aids in classroom teaching: A comparison of experiences between urban and rural students (pp128-136)</i>	Evolving Horizon	2012	ISSN 2319-6521

7.	<i>Do the Trainees of Ramakrishna Mission Sikshanamandira Really improve in Teaching Aptitude after receiving Training? (pp.197-205)</i>	Sikshachintan	2013	ISSN-0973-5461
8.	<i>The extent and efficacy of use of ict: belief of teacher educators and school teachers(pp-152-164)</i>	Indian Journal of Educational Research	2013	ISSN-2277-3819
9.	Bringing gender equality: the pedagogy for girls education (pp248-259)	Education For The New Millennium	2012	ISBN-9788192700212
10.	The information behaviour- evolution, dimensions, sub processes, motivation and attitude, pp-130-137	UGC Sponsored National seminar on Users' attitude in the changing world: teachers' role dt 21-22 Jan'12 at Satyapriya Ray College of Education, Kolkata	2012	ISBN -978-81-924009-0-7
11.	The knowledge management in higher education in the era of globalization, pp74-77.	UGC Sponsored National seminar on "Education in the 21 st century", dt.13-14 March'12 At Shimurali Sachinandan college of Education, Nadia	2012	ISBN-978-81-922902-2-5
12.	Qualitative research – concept, types and data analysis, pp.40-48.	UGC-ASC sponsored refresher course (national level) 23 rd Nov-14 th Dec'12 at Deptt. Of Education , CU	2012	MHRD Sponsored Programme.
13.	The Peace Situation among the secondary school students and their Attitude towards School – a study on their existence and relationship.pp.357-370	UGC sponsored National Seminar on 'Peace Education' 12-13 April'13 at Sponsored teachers' training College, Purulia.	2013	ISBN – 978-81-927386-0-4
14.	Revisiting the 'PEACE' approach to prevent violence and restore peace in schools –The teachers' role. Pp. 236-244.	UGC sponsored National Seminar on 'Peace Education' 12-13 April'13 at Sponsored teachers' training College, Purulia.	2013	ISBN – 978-81-927386-0-4
15.	Peer Conflict and Aggressive Behavior of Adolescent Students in west Bengal (pp.29-32)	UGC sponsored National seminar Cum workshop on "Teaching learning Strategies in 21st Century Classrooms" at	2013	ISBN-978-81-922305-8-0

		Uluberia College, 1 st and 3 rd Oct,2013		
16.	A study on the existence of classroom communication barriers and the comparison of experiences of secondary students facing the communication barriers.	UGC sponsored National seminar Cum workshop on “Teaching learning Strategies in 21st Century Classrooms” at Uluberia College, 1 st and 3 rd Oct,2013	2013	ISBN-978-81-922305-8-0
17.	The Interactionalist Classroom Management-ensuring child’s right to learn in the classroom by complying the provisions of RTE Act,2009’ (pp.10-19)	International Education Conference- 2014 on “ Education as a Right across levels: Challenges, Opportunities and strategies” 10-11 March,2014 at Faculty of Education, Jamia Millia Islamia, New Delhi	2013	ISBN-9788130924728
18.	Ensuring the right to food and nutrition – the education imperative.	UGC Sponsored National seminar on “In pursuit of Justice: Asserting the Human Right to food in India” at Savitri Girls’ College, Kolkata, dt 17-18 th Jan,2012	2012	ISBN- 978-93-82549-18-5

X. Satyajit Kar:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	<i>Optical and Structural Properties of Lead Iodide (PbI₂) Thin Films Prepared by Thermal Evaporation Method</i>	<i>Cryst. Res. Technol.</i> 43, (9) Jointly written with T. Ghosh, S. Bandyopadhyay, K.K. Ray, A. K. Lahiri, A. K. Maiti and K. Goswami	2008	ISSN: 1521-4079.
2.	<i>Kinetic Behaviour of F-Centres Under Thermal Stress</i>	<i>FIZIKA A (Zagreb)</i> Jointly written with S. Bandyopadhyay, T. Ghosh, K.K. Ray, A. K. Lahiri, A. K. Maiti and K. Goswami. Vol.18	2009	ISSN 1333-9125.

3.	<i>Nitrogen and boron doped diamond like carbon thin films synthesis by electrodeposition from organic liquids and their characterization</i>	<i>Advances in Materials Physics and Chemistry, Vol. 3. Jointly written with Sunita Kundoo</i>	2013	ISSN 2162-5328
4.	<i>Education of Exceptional Children in India in Context of Indian Constitutions</i>	<i>Sikshachintan, Vol. 3 (2011)</i>	2011	ISSN-0973-5461
5.	Optical and Structural Studies of Binary Compounds by Explosive Laser Irradiation and Heat Treatment	<i>Nanocomposites with Unique Properties and Applications in Medicine and Industry</i> ; Edited by John Cuppoletti; InTech publisher	2011	ISBN: 1-59454-541-3

XI. Pradip Sarkar:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Construction of Concepts in Geography	Sikshachintan, Vol. 7 : 25-28	December, 2013	ISSN - 0973-5461
2.	Wetland Education: A Case Study Of "Bariti-Malati Bills" in the District of North 24 Parganas, West Bengal	A CTE Publication, Vol-XXI, Sponsored by: MHRD, Govt. of India.	2010-2011	
3.	Methods of Teaching in Geography: Glimpse.	SSCE Publication No.04.		ISBN :978-81-922902-3-2.
4.	A study on the Vocabulary of Geography in relation to Achievement in the Subject at Secondary Level in West Bengal.	Sikshachintan Vol.8	June, 2014	ISSN-0973-5461

5.	Construction and Standardization of a Concept Test for Comparing The Concepts of the Secondary School Students in Geography.	The Light Of Education.	September,2013	ISSN-2277-4556.
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XII. Rajiba Lochan Mohapatra:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	The Essence of Spiritual Intelligence in Fourth Wave of Education	Sikshachintan RKMSM	2010	ISSN NO-0973-5461, VOL-4, Sept
2.	Radicalising the System of Education in Colonial India: An Experiment at Satyavadi	Sikshachintan RKMSM	2011	ISSN NO-0973-5461, VOL-5, Aug
3.	Indian Higher Education: Can A Metamorphosis be Possible?	Eduquest	2012	ISSN NO-2277-3614,vol-1,ISSUE-1
4.	Rabindranath and Education: A Post Modern Perspective	Analysis of Rabindranath's Educational Thought in the Light of Post-Modernism	2011	Proceedings of UGC Seminar held on 26 Nov.
5.	The Issue of Learner Autonomy in ODL	Open and Distance Learning: Issues and Challenges (Chapter Edited)	2012	ISBN NO-978-93-82112-01-3, Page-199-208, NSOU
6.	Including the Excluded: The Fundamentals of Future Living	Education of the Marginalised Children: Constraints and Strategies (Chapter Edited)	2011	ISBN NO-978-81-87891-49-9, Page-185-194, READERS' SERVICE,
7.	The philosophical Basis of Values: An Inter-Religious Inquiry and their Implication on Education	Value Education: Dimensions and Approaches (Chapter Edited)	2013	ISBN NO-978-81-922957-2-5, S. B Enterprise

8.	From Tears to Smiles: A Journey from Segregation to Inclusion	Education in the Twenty First Century (seminar proceedings)	2012	ISBN NO-978-81-922902-2-5, SCCE Publication No. 3
9.	Vivekinisation of Education: Initiating A New Paradigm	Thoughts and Ideas of Swami Vivekananda on Education (proceedings of International Seminar)	2013	ISBN NO: 978-81-924088-0-4
10.	Redefining Swami Vivekananda As A Post-Colonial Thinker: Impacts On Education	ANWESHA: A Journal of Education	2011	ISSN -0973-5895, Vol-6,

XIII. Arindam Bhattacharyay:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	Integrating Information and Communication Technology for Advancement of Teacher Education Programme	Sikshachintan RKMSM	2009	ISSN 0973-5461
2.	Contextualising Internship in Teacher Education Program of India: an Analysis	Sikshachintan RKMSM	2011	ISSN 0973-5461
3.	Value Patterns of M.Ed. Students in Relation to Their Sex and Educational Specialization	Sikshachintan RKMSM	2012	ISSN 0973-5461
4.	A Comparative Study on Usage of ICT Tools by Teacher Educators in West Bengal	Sikshachintan RKMSM	2013	ISSN 0973-5461
5.	Enhancing Teacher Education Through Integration of ICT : Some Aspects	UGC Sponsored National Seminar on "Education in the 21 st Century" in Shimurali Sachinandan College of Education, Nadia,	2012	ISBN 978-81-922902-2-5

		West Bengal.		
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XIV. Ajoy Ghosh:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	“A Critical Study of the Genesis of the ‘Four Pillars of Education’: A Vivekananda Perspective” <i>written jointly with Swami Tattwasarananda</i>	Educatum	2011	Vol. 5. No. 1. June 11, ISSN 0975-2641
2.	A critical study of the Tagore perspective on historiography and Indian history	National level seminar. Organised by RKMSM	2012	Seminar Proceedings
3.	Notion of Indian History: Perspectives from Vivekananda	Swami Vivekananda & National Integration, Edited by Dr. Prajit Kumar Palit, Delta Book World, New Delhi.	2013	ISBN978-81-926244-2-6

XV. Ujjwal Paul:

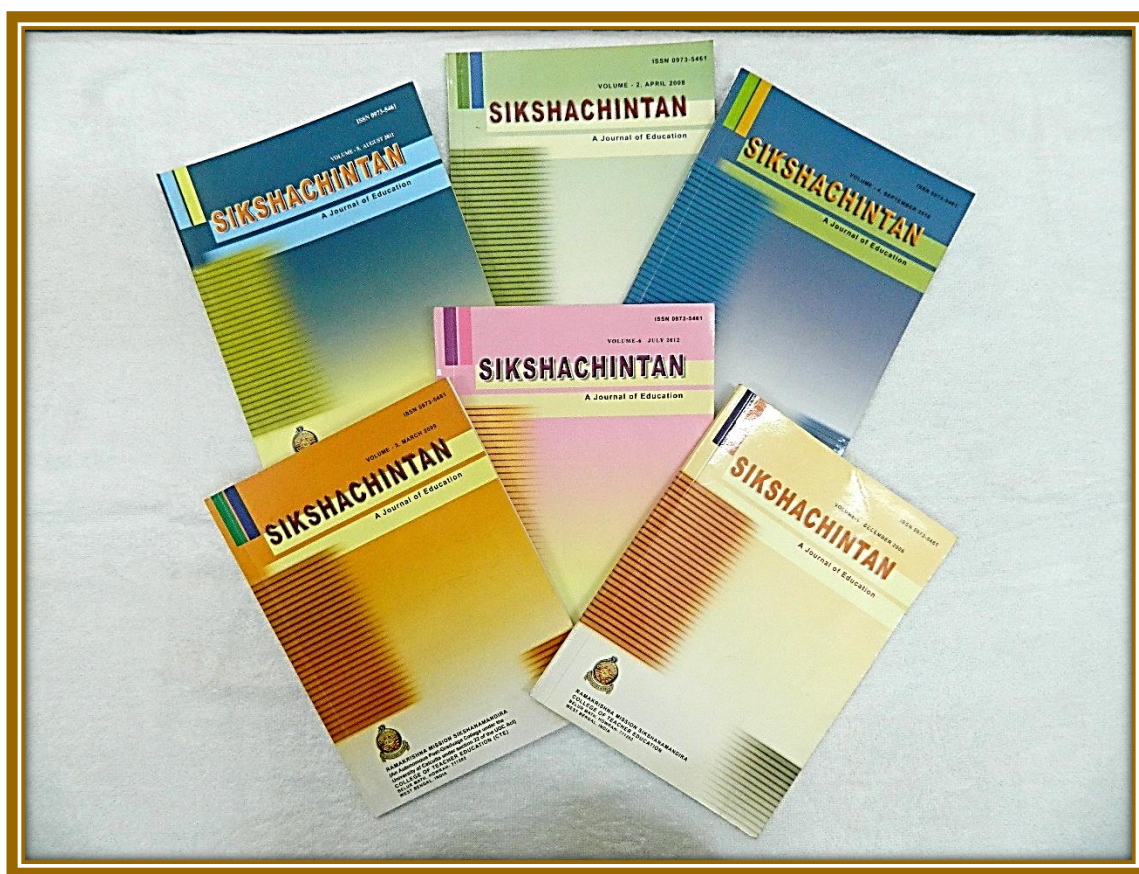
Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	The Peace Situation among the Secondary School Students and their Attitude towards School – A Study on their Existence and Relationship.	National Seminar. Edited Book	2013	ISBN:987-810927386-0-4
2.	Ensuring Child Rights and maintaining Peace in Schools: the pre-requisites for Educational Sustainability	International conference	2013	ISBN : 978-81-909935-6-2

3.	Do the trainees of Ramakrishna Mission Sikshanamandira really improve in teaching aptitude after receiving training?	National Journal: Sikshachintan, Vol. VII	2013	ISSN : 0973-5461
4.	Constructivist Approach In Science Teaching – An Innovative Practice In Science Classroom At School level In India.	National seminar, organised by Ramakrishna Mission Sikshanamandira.	2012	Seminar proceedings.
5.	Attitude towards Constructivist Approach and Teacher Effectiveness: perspective of Secondary School teacher.	National Journal: Sikshachintan	2014	ISSN : 0973-5461
6.	Sir Asutosh Mukhopadhyay: A Constructivist Educational Reformer.	National seminar, organised by Ramakrishna Mission Sikshanamandira.	2013	Seminar proceedings.

XVI. Surajit Banerjee:

Sl. No.	Title	Published by	Year	ISSN/ ISBN
1.	<i>KalatishayipramanyamNaradasya:</i>	Digdarshini March-June	2009	Regd. No.- 34194/79
2.	<i>Pedagogical Analysis in Sanskrit:</i>	IASE Publication, David Hare Training College	2010	Vol-iii, Series-1-5, Sponsored by HRD, Govt. Of India, p.p-114-120.
3.	<i>Sanskrit Lesson to Impart- Not Imposition but Interaction</i>	Sikshachintan	2010	ISSN- 0973-5461
4.	<i>Sanskrit And Indian Culture:</i>	Anwesa- A Journal of Education. Vol-	2011	ISSN- 0973-5895

		4, p.p-73-78		
5.	<i>Panini-as in Classroom:</i>	Sikshachintan	2012	ISSN-0973-5461
6.	<i>Employee Management In Arthaśāstra And its Present Day Context:</i>	International Journal of Multidisciplinary Research , Vol-3, Issue-2(5),	2014	ISSN-2277-7881
7.	<i>Innovative Sanskrit Teaching via Team Teaching Method & It's Values:</i>	International Journal of Multidisciplinary Research Vol-3, Issue-4, Apr	2014	ISSN-2277-7881
8.	<i>Pancamahayajnairmokshopayanam - vaijnanikamalocanamekam</i>	Anviksha, Department of Sanskrit, Jadavpur University	2014	ISSN-0587-1646



International Publications of the College

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

Details of awards, honors received by our faculty members in last 5 years are as follows:

- i. Ph.D. in Education awarded to Swami Tattwasarananda for his Thesis “A critique of the researches in philosophy of education and quest for a new paradigm”.
- ii. Swami Tattwasarananda has been nominated by the MHRD, Govt. of India for going to USA under USAID programme.
- iii. Ph.D. in Education awarded to Abhijit Guha for his Thesis.
- iv. Ph.D. in Education awarded to Rajiba Lochan Mohapatra for his Thesis
- v. Abhijit Guha stood 1st in M.Phil. in Education.
- vi. Goutam Bandyopadhyay received the honour of the ‘Teacher of the year’ from the Bank of India.
- vii. Ujjwal Paul won the gold medal for standing first in M.Phil in Education.
- viii. Professor Satyajit Kar has been nominated as referee in one foreign journal.
- ix. Several faculty members have been nominated as adjudicators of Ph.D. thesis by some Universities.
- x. Swami Tattwasarananda was invited from five European countries, South Africa and Dubai.

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

During the last 5 years 10 UGC Sponsored Minor Research Projects have been completed (one transferred to another College) by the Faculty Members and 2 Projects are on-going. Details of these Projects are as follows:

- a. **Swami Tattwasarananda** (2007) - UGC Minor Research Project - Search for an Indian identity in education in a postmodern world: A Vivekananda Perspective (Submitted in 2010).
- b. **Goutam Bandyopadhyay** (2007) - UGC Minor Research Project - Looking Back into Functional Communicative Approach in Search of a More Humanizing Pedagogy: An Analysis in the Context of West Bengal (Submitted in 2010).

- c. **Dr. Debi Prasad Nag Chowdhury** - UGC Minor Research Project – Studies on evolution and commercial importance of asymmetrical flat fishes. (Submitted in 2008).
- d. **Dr. Hannan Mondal** (2006) - UGC Minor Research Project – Development and application of a nonperturbative time-local effective Hamiltonian method to study the sub dynamics of the quantum systems (Transferred to *Naihati Bankim College* in 2008).
- e. **Hitasish Bhowmik** - UGC Minor Research Project – Ecology of Mathematical Learning. (Submitted in 2013).
- f. **Pradip Kumar Sengupta** - UGC Minor Research Project - On Bengali spelling (*in Bengali*). (Submitted in 2013).
- g. **Dr. Abhijit Guha** - UGC Minor Research Project - Study of Classroom Management strategies applied by the teachers of Secondary Schools of West Bengal. (Submitted in 2011).
- h. **Pradip Sarkar** - UGC Minor Research Project -Wetland Environment and Development of Bariti-Malati Bills (In the District of North 24 Parganas, West Bengal with Special Reference to its Socio-Ecology. (Submitted in 2013).
- i. **Dr. Satyajit Kar** - UGC Minor Research Project – Synthesis and Characterization of Undoped and Doped Tin-Oxide NANO-Particles by sol-Gel Methods. (Submitted in 2013).
- j. **Brahmachari Shyamalachaitanya & Dr. Kamal Krishna De** - UGC Minor Research Project - *Attitude towards Teaching'* in the Autonomous and Non-Autonomous Teachers' Training Colleges of W.B, in relation to the '*Teacher Education Programme'* in those institutions. - A Comparative Study (Submitted in 2013).

On-going research activities/ programme

- a. **Ajoy Ghosh** - UGC Minor Research Project (2013) – Quest for an Indian philosophy of education and pedagogy in the 21st century (on going).
- b. **Ujjwal Paul** (2013) - UGC Minor Research Project – The present scenario of Constructivist approach in teaching learning process and its improvement: Awareness and attitude of Secondary School Teachers of West Bengal (on going).

Besides the above several other Minor & Major research projects are being prepared to be submitted to ICPR, ICSSR and the UGC for their approval.

3.3. Consultancy

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

Besides acting as resource persons in several seminars, workshops, and symposiums etc. the faculty members of the College have been rendering consultancy services to various Governmental agencies, College, Universities and different strata of the society in different manner and the capacities, excerpts of which are as follow:

i. Swami Tattwasarananda:

- Member, Committee of Expert formed in connection with the Scheme for Model School under PPP Model, vide Memo No. 1552(11)-SE(S)/S-10M-69/2010, dated 14.12.2011 of Govt. of west Bengal.
- Member, Committee of Experts to examine entire aspects of curriculum, syllabus and textbooks for primary, secondary and higher secondary courses, vide Memo No. 853(21)SE(S)ES/S/10M-64/11, dated 21st July, 2011, of Govt. of West Bengal.
- Member, Syndicate, University of Calcutta, vide letter no. Met/02/70 dated 20th April, 2012.
- Member, BoS for B.Ed. Programme, Netaji Subhas Open University, vide Memo No. SoE/32 dated 16.09.2013.
- Ex-Chairman, Board of Studies in Teacher Education (B.Ed.), West Bengal State University, Barasat, Vide Memo No. WBSU/Reg./BOS/B.Ed./1517/13 dated 29.08.2013.
- Member, Working Committee, Ramakrishna Mission, Belur Math since 2012.
- Member, Academic Council & Research Committee, Ramakrishna Mission Vidyamandira, Belur Math (General Degree College running Post Graduation and research courses).
- Resource person of Radio Counseling Programme in Gyan-Vani F.M. Radio (105.4 MHz).
- Invited to a few countries in Europe and South Africa for rendering consultancy service.
- Widely known through internet for his lectures in Bengali uploaded in U-Tube.

ii. Swami Divyagunananda:

- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

iii. Goutam Bandyopadhyay:

- Member, BoS for B.Ed. Programme, University of Calcutta.
- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

iv. Hitasish Bhowmik:

- Prepared Mathematics Module of the D.El.Ed. Course run by the West Bengal Board of Primary education. .
- A regular consultant of the Education Department, Netaji Subhas Open University, Rabindra Bharati University and IGNOU.

v. Pradip Kumar Sengupta:

- Member, Evaluating Team of the West Bengal Council for Higher Education.
- Took active part in the process of recruitment of Asst. Teacher in Bengali by the West Bengal School Service Commission.

vi. Abhijit Guha:

- Prepared Education Module of the Tripura University, Agartala.
- Took active part in the process of recruitment of Asst. Teacher in Education by the West Bengal School Service Commission.
- A regular consultant of the Education Department, University of Calcutta & Netaji Subhas Open University.
- A regular honorary consultant in the field of quantitative research methodology especially in SPSS package.
- A regular consultant of psychology and value education programme held in Baranagar RKM.
- An honorary consultant of Qualitative data analysis for Ph.D programme.
- Extended services for data collection for M.Ed trainee of Hong Kong University.

vii. Pradip Sarkar:

- Took active part in the process of recruitment in Geography by the West Bengal School Service Commission.

viii. Satyajit Kar:

- Life member of Indian Physical Society. (IPS)
- Life member of materials Research Society of India. (MRSI)
- Member of Research gate (Jadavpur University)

ix. Debi Prasanna Mukhopadhyay:

- Member, Committee constituted for framing the syllabi of 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.

x. Kamal Krishna De:

- Coordinator, 2 years D.El.Ed. Course run by the West Bengal Board of Primary Education.
- Member, Board of Studies-Vidyasagar University and Calcutta University.

xi. Rajiba Lochan Mohapatra:

- A regular consultant of the Education Department, Burdwan University, IGNOU & Netaji Subhas Open University.

xii. Ajoy Gosh:

- Life member of *Paschim Banga Itihas Samsad*.

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

- ❖ Yes, faculty members of the institute have been proven to be so competent to undertake consultancy that in the recent years most of the Universities in West Bengal while revising their B.Ed. curriculum sought active cooperation from them.
- ❖ The President of the West Bengal Board of Secondary Education requested the Principal, RKMSM to get the teacher training modules entitled 'Devising project-based activities in Mathematics, Physical Science, Life Science, History and Geography' (Prepared by the said Board) evaluated by the teachers of RKMSM (Vide Memo No. 09/Presi/2011/02 dated 11.01.2011).
- ❖ Besides teacher education, Language Education, Social Science Education, Science Education, Mathematics Education, Educational Management the Principal, Controller of Examinations, Proctor and the Hostel Superintendent render consultancy in Spiritual Education and Value Education quite frequently.

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

Our college being run by Ramakrishna Mission, a non-profitable, charitable and philanthropic organization, most of the consultancy provided by our faculty members to other educational institutions is purely honorary in nature. However, during the last five years the RKMSM has been able to generate nearly Rupees six Lakh (Rs. 6, 00,000/-) as revenue through consultancy, and the entire amount was deposited in the College Fund.

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

The institution used the revenue generated through consultancy in the following ways:

- i. Maintenance of College Car: Rs. 1, 36,226/-
- ii. Maintenance of ICT: Rs. 1,06,000/-
- iii. General Maintenance of the College: The rest amount.

3.4. Extension Activities:

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

Ramakrishna Mission Sikshanamandira as a College of teacher Education (CTE) has been arranging In-service Teacher Training Programmes (ISTTP) for Secondary and Higher Secondary school teachers (sponsored by the MHRD, Govt. of West Bengal) since 2006 and the total number of beneficiaries during last 5 years is 1460.

A. Year Wise Summary of the In-Service training programme of Teachers**1. Year - 2007-2008:**

Programme held for	Duration of the programme	Participants attended the programme
12 school subjects Value Education and Educational Administration Mathematics Life Science English Bengali Geography Physical Science History ICT Environmental Awareness Education Sanskrit	72 days [6 days for each subject]	300

2. Year - 2008-2009:

Programme held for	Duration of the programme	Participants attended the programme
12 school subjects Value Education and Educational Administration Mathematics Life Science English Bengali Geography Physical Science History ICT Environmental Awareness Education Sanskrit	72 days [6 days for each subject]	320

3. Year - 2010-2011:

Programme held for	Duration of the programme	Participants attended the programme
12 school subjects <i>Value Education and Educational Administration</i> <i>Mathematics</i> <i>Life Science</i> <i>English</i> <i>Bengali</i> <i>Geography</i> <i>Physical Science</i> <i>History</i> <i>ICT</i> <i>Environmental Awareness</i> <i>Education</i> <i>Sanskrit</i>	72 days [6 days for each subject]	380

4. Year - 2011-2012:

Programme held for	Duration of the programme	Participants attended the programme
12 school subjects <i>Value Education and Educational Administration</i> <i>Mathematics</i> <i>Life Science</i> <i>English</i> <i>Bengali</i> <i>Geography</i> <i>Physical Science</i> <i>History</i> <i>ICT</i> <i>Environmental Awareness</i> <i>Education</i> <i>Sanskrit</i>	72 days [6 days for each subject]	460

Total participants = 1460



Group Photo of Participants of a CTE Orientation Programme

- B.** With reference to NCTE's sanctioning letter No. 62-3/2011/NCTE/N&S dated 28.09.2012 and in pursuance of the West Bengal Government's Order No. 430 Edn(U)/1U-97/12 dated 22.04.2013, the College made its infrastructural as well as instructional facilities available to the West Bengal Board of Primary Education for running one year Bridge Course (D.El.Ed.) for primary teachers. Hence, the College became a **study Centre for running one year Bridge Course (D.El.Ed.)** during the academic sessions 2013-14 and 83 primary school teachers availed this opportunity.
- C.** To commemorate the Golden Jubilee Celebration of the College (1958-2008) an **Educational Exhibition was organized in 2008**(partially sponsored by the Govt. of West Bengal) on different educational themes which were prepared and demonstrated by the trainees of the college. The programme of the exhibition comprised of some outstanding models, schematic diagrams, audio-visual demonstration on Science, Geography, Mathematics, Arts & Literature, History, Mass Education, Computer Application in Education, Educational Psychology, Audio-Visual Aids in Language Learning etc. as well as Drama, Music and other Cultural functions. More than 25,000 observers as well as common visitors came to be benefited by the exhibition.
- D.** The College in collaboration with the 'Praktani' Association annually organizes **Blood Donation Camps** (students are the main donors) and the Blood Bank Cards are distributed among the needy persons as and when required. The number of donors during the last five years was as follows:

Year	2014	2013	2012	2011	2010
No. of Blood Donors	73	94	130	55	90

- E.** Ramakrishna Mission Janasikshamandira is permitted to use the infrastructural facilities for conducting '*Vivek Bahini Camps*' (Youth camp, sponsored by the youth department, Govt. of west Bengal) every year where more than 10,000 school students from various parts of West Bengal participate.
- F.** District Football Competition- The infrastructure facilities of the College are used.
- G.** Association of Science Teachers of west Bengal engaged in the promotion of Science Teacher. The college teachers helped them financially and academically.
- H.** AISTA- The college helped AISTA, in holding their Annual Conference, Supplying manpower, supporting materials to make the conference successful
- I.** Jagadhatri Puja is a traditional celebration of Saradapitha where all the trainees of Sikshanamandira render voluntary services wholeheartedly.
- J.** Hope Institute (B.Ed College), Panchla, Howrah visited of this college as Centre of learning as the resource Centre.
- K.** Infrastructural facilities have been used by Ramakrishna Mission for Devotees Conference Youth Conferences etc. in connection with the 150th Birth anniversary of Swami Vivekananda in Belur Math.
- L.** Participants of Refreshers course in Education of University of Calcutta visited this institution as center of learning.
- M.** The institution imparts Citizenship Orientation training to its nearby schools.

- N. “Vivekananda Study Circle’ of the College is actively engaged in community cleaning and community health and hygiene awareness programme activity.

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

The institution is benefited from the community in various ways, but to mention a few of them are as follows:

- ❖ Belur Math Outdoor Dispensary, Ramakrishna Mission Seva Pratisthan and Shramajibi Hospital are accessible to the students and staff all the time whenever there is a need for them.
- ❖ Writer is provided for VI students from Vidyamandira for appearing in Examinations whenever there is a need for it.
- ❖ A local municipal authority extends every types of service when needed.
- ❖ Authorities of practice teaching schools extend full-fledged cooperation.

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

- b. Initiating Project (Action Research)-
- i) Cleanliness awareness in mid-day meal.
 - ii) Health centre facilities awareness programme.
 - iii) Sound pollution awareness programme.
 - iv) Literacy status of rural community.
 - v) Surrounding cleaning.
 - vi) Visit by the local students in our permanent resource centers.

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

Yes. The institution has organized the community development programme under CTE Scheme from phase-I to phase-V. Data collection in connection with Minority status in Murshidabad has also been completed.

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

- Regular class in the prayer hall for value orientation is taken by the senior monks.
- The institution is actively engaged in framing curricula in developing citizenship values and the trainees are active participants in this process.
- The activities of 'Vivekananda Study Circle' thrive to intentionally inoculate citizenship values and skills among its students.

3.5. Collaborations

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

During the last few years the College has established linkage with 3 important national level institutions which are as follows:

- ❖ MoU has been signed with **Department of Education, Vinaya Bhavan, Viswa-Bharati, Shantiniketan**, Birbhum, West Bengal. The Education department of Vinaya Bhavana, Visva-Bharati, Sntiniketan, an institute of National Importance, bears the direct legacy of *Gurudev* Rabindranath Tagore. The very origin of this department was aimed towards spreading out *Gurudev's* pioneering ideas on education. Vinaya Bhavana continues to be the torch bearer of Tagore's philosophy of education. The purpose of this MoU is to bring two great institutions of learning together that are creatively and earnestly engaged in promoting 'Human Excellence' and 'Social Welfare' by way of Educational Innovations, Value based Teaching and Learning, Professional Training of Teachers, Research and Development and Extension Programme Activities. Both Sikshanamandira and Vinaya-Bhavana are deeply embedded in the glorious philosophical traditions of this country, streams that owe their origin to the same boundless knowledge of our ancient civilization. A confluence of these two streams bears an immense potential towards re-flourishing the granary of knowledge and fulfilling India's commitment to the world at large.

PROGRAMME / ACTIVITIES UNDERTAKEN UNDER THIS MoU

- Faculty Exchange
 - Student Exchange
 - Educational Innovation
 - Joint Organization of International / National/ State Level Seminar/ Workshop/ Conference
 - Collaborative Research & Project Work
 - Orientation & Refresher Courses
 - Development of Value Education Modules
 - Spiritual & Cultural Retreat
 - Library Resource Sharing
- ❖ In terms of Higher Education Department, Government of West Bengal, Memo No. 1067(12)-Edu. (U), dated 29.11.2012 read with Memo No. 180-Edu.(U)/1U dated 05.02.2013 and NCTE Memo No. 48-18/2012 /NCTE/N&S dated 19.03.2013, a **MoU was signed** (on 20.04.2013) between **West Bengal Netaji Subhas Open University (WBNSOU) and the Ramakrishna Mission Sikshanamandira** under the following terms and conditions:
- i. RKMSM will be acting as a Study Centre for running 2 years B.Ed. Course in Open and Distance Learning Mode under the WBNSOU.
 - ii. RKMSM will make available the physical as well as instructional facilities for running the course.
 - iii. Financial and other assistance required for the purpose will be provided by the WBNSOU.

As a result of the said MoU 163 students have been enrolled and are being regularly provided tutoring and counseling in our College.

- ❖ MoU was signed with **Ramakrishna Mission Brahmananda College of Teacher Education, Rahara** (a Govt. aided B.Ed. College in West Bengal) on 30.12.2013 for undertaking the following activities:

Faculty Exchange
 Educational Innovation
 Joint Organization of International / National/ State Level Seminar/
 Workshop/ Conference
 Development of Value Education Modules
 Spiritual & Cultural Retreat
 Library Resource Sharing

It may be mentioned that we have already organized as many as four seminars cum workshops jointly under this MoU.

- Linkage has been established with **MHRD, Govt. of India** since 2001 for conducting various types of In-Service training programme of School Teachers from time to time.
- National level Seminar on “Quest for Quality sustenance and Quality enhancement in Teacher Education” was organized by the college on 5th and 6th March in 2009 and the **National Assessment and accreditation Council (NAAC)** was the main sponsor for organizing such seminar.
- National level Seminar on the educational contributions of Sir Ashutosh was organized by the college in 2013 and the **ICHR** was the main sponsor for organizing such seminar.
- There has been a linkage with **The West Bengal Central School Service Commission, Govt. of West Bengal** (which acts as the recommending authority for appointing School Teachers in West Bengal).
- National and International Level seminars were organized during the last five years and the **UGC** was the main sponsor for organizing such seminar.
- Some faculty members including the Principal have been nominated by the Government of West Bengal as the members of various Curriculum Expert Committees, Board of Studies, and Syndicate of the Universities.

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

- ❖ Swami Tattwasarananda, the Principal of the College, extensively visited Countries like France, Germany, Holland, Switzerland, Dubai and South Africa during the last 2 years in connection to the 150th birth anniversary of Swami Vivekananda. During these visits the Principal talked to the authorities of the Faculty of Peace Studies, Spirituality and Culture, Durban, South Africa, which resulted in signing the provisional MoU on 18th March, 2014 and the final MoU on 1st June, 2014 after getting the final endorsement from the lawyer and the Belur Math authorities. The responsibilities under this MoU include:
 - Exchange of Academic Material and Ideas.
- ❖ Linkage was established between RKMSM and Maison de l’Inde, UNESCO, Paris in 2008 as a result of which:

- i. One day International Workshop was conducted by **Professor Bikas C. Sanyal** (Vice-Chairman, UNESCO International Institute for Capacity Building in Africa; Consultant, UNESCO, International Institute for Educational Planning in Paris and Honorary Director Maison de l'Inde in Paris) in Sikshanamandira on **23rd December, 2008**, on “Global Trends in Higher Education and Teachers’ Role in Keeping Pace with these Trends”.
 - ii. Another International Workshop was conducted by **Professor Bikas C. Sanyal** in Sikshanamandira on **5th October, 2010**, on the same topic.
 - iii. One day seminar (where Mr. A. Sing, IFS, Indian Ambassador to Paris, delivered the Keynote address) was organized in Maison de l'Inde, UNESCO, Paris, in 2013 which was attended by Revered Swami Suhitanandaji Maharaj, General Secretary, Ramakrishna Mission and Swami Tattwasarananda, Principal, RKMSM.
- ❖ Swami Tattwasarananda was invited by the Vivekananda Human Centre, South Wood-forth, London, to deliver a talk on ‘Universal tolerance, harmony and peace’.

3.5.3. How did the linkages if any contribute to the following? Curriculum Development, Teaching, Training, Practice Teaching:

- Curriculum of B.Ed., M.Ed., and PG Diploma in Guidance and Counseling are being revised from time to time.
- Regular invited lectures are being organized for the development of teaching abilities of trainees.

Research, Consultancy, Extension:

- Course work syllabi of the M.Phil. & Ph.D. programme in Education have been framed.
- Various types of consultation and extension services are rendered by the Faculty members.

Publication:

Kindly see 3.2.1.

Student Placement

The Chairman, the West Bengal Central School Service Commission, Govt. of West Bengal, being a member of the Board of Studies of the College,

the College gets the opportunity to revise its curricula as per the requirement of the service conditions laid down by the commission. Moreover, Prof. Goutam Bandyopadhyay, Prof. Pradip Kumar Sengupta, Dr. Abhijit Guha and Prof. Pradip Sarkar have been engaged in the process of Teachers' recruitment in West Bengal from time to time.

It is especially mentionable that placement rate of M.Ed. trainees has been almost 100 % during the last 5 years.

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

The schools of the neighborhood particularly those schools which are engaged for practice teaching are our close partners for mutual growth and development. For example, the schools are important platforms for providing adequate exposure to our trainees in real life classroom- situation .In response the teachers of those schools are cordially invited to almost all the training cum workshops organized by our college and this practice proves to be beneficial for the concerned teachers .Furthermore every year after the practice teaching is over the trainees voluntarily donate the various innovative teaching aids designed by them to the schools as a mark of goodwill and love .

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

Faculty members visit schools and consult with the teachers to know about the syllabi of various subjects of different classes. Then student-trainees were instructed to plan and develop instructional materials for teaching. Regular supervision is held by the faculty and teacher of practice teaching schools. For evaluation, School teacher are also requested to evaluate the teaching of trainees according to a prescribed format.

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

- Consultancy with school teachers for resolving class-room problem related to instruction and discipline.
- Maintain close contact with university faculty for development and enrichment of research work. University faculties also maintain close

contact for academic discussion for sharing ideas on Research Methodology.

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?

- Invites faculty of nationally acclaimed personality for taking classes/consultation for enhancing quality of research. (Ref: N. Pradhan, N.B.Biswas, A.K Singh, Prof. Ved Prakash, Prof. Jallaluddin, Prof. Marmar Mukhopadhyay)
- Research Methodology Workshop (sponsored by UGC) was organized.
- Invited lectures by eminent professors on research methodology were organized.
- Invites experts from Universities for enriching research proposals of Dissertation in M.Ed. and M.Phil.
- Invites expert University faculty for examining seminar/project submitted by student trainees to enhance their knowledge on research topic while giving feedback on the seminar presentation.
- The research scholars are encouraged to do empirical studies by the college (Funding) & publication of those empirical studies.
- MOU with Ramakrishna Centre of South Africa: Faculty Of Peace Studies, Spirituality And Culture, Durban, South Africa/ Ramakrishna Mission Brahmananda College of Education, Rahara / Vinaya Bhavana, Visva Bharati, Shantiniketan/ Netaji Subhas Open University (NSOU)/ UNESCO have been signed.

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

- Students were allotted individual computers in computer lab for carrying their research work.
- From 8 a.m. to 9 p.m., students can access computer and internet for their research work by using Wi-Fi connectivity.

- All the faculties have been provided with computer internet connection for conducting research activity.
- Google groups were formed for M.Phil scholars to interact and guide them by the coordinator for the research work.
- Separate library (exclusively for research work) was set up having books on research methodology, encyclopedia, hand-books etc.
- For betterment of research work, scholars are sent to expert persons to seek their opinion.
- For developing research attitude and knowledge, scholars are sent to attend International Conference on education as part of Educational Excursion.
- Researchers are encouraged to publish research article in Journals with ISSN.
- Continuous supervision by the M.Phil. co-ordinator of M.Phil. Scholars.
- Free of cost consultancy on data analysis (Qualitative and Quantitative) by the faculty of this institution.
- College sponsored M.Phil. Scholars to participate in International conference in Education at the Department of Education, BHU, Banaras & Global Educational Summit held in Gujarat in 2013.



Prof. Jallauddin speaking in a National Seminar

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

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

Observation/ suggestion made in the first assessment report with reference to <i>Research Consultancy and Extension</i>	Action taken
<p>“The faculty further is motivated to take up research/ action research and publish research papers”.</p>	<ul style="list-style-type: none"> • As many as 3 Ph.Ds. and 5 M.Phils. have been awarded to the faculty members. • 3 faculty members are about to submit their Ph.D. thesis very shortly. • 4 faculty members have just enrolled in Ph.D. programme. • 10 UGC sponsored Minor Research projects have been completed and 2 projects are ongoing. • 2 Major and 3 Minor project proposals are to be submitted very shortly. • M.Phil. & Ph.D. programmes have been started in the College.
<p>“It would be desirable to have a trained counselor for the proper professional guidance and counseling”.</p>	<ul style="list-style-type: none"> • A professional counselor (Br. Suhas, M.A. in Education., M.Phil. in Education & PG Diploma in Psychological Counseling) has been appointed.

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

- Almost all the Full-time faculty members have been made to complete either M.Phil. or Ph.Ds.
- Post-Graduation Diploma in Guidance and Counseling has been started to prepare professional counselors in the field of education.
- Linkages have been established with several national and international level institutes.
- Consultancy & Extension services got strengthened.
- Number of publication enormously increased.
- Faculty got national & international exposure.
- All the faculty members are fully qualified as per norms.
- Research Programmes have been initiated.

Researches have been introduced in B.Ed. as well as M.Ed. courses.

Criterion – IV Infrastructure & Learning Resources

4.1. Physical Facilities:

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

Yes, Sikshanamandira has physical infrastructure facilities modified suitably according to modern conditions fulfilling all the NCTE norms.

The institution is purely a residential college conceived under the Guru Kula model. Apart from the college building, the sprawling campus accommodates a hostel with total accommodation for about 220 students, a multipurpose spacious auditorium (jointly shared with other sister concerns of Belur Math) and two play-ground (the football ground jointly shared with other sister concerns of Belur Math). The campus also accommodates with itself several flower gardens and herbal gardens and a prototype eco-park. The whole campus has the facility of Wi-Fi connection and wirelessly internet can be accessed from all the corners of the campus.

The followings give a glimpse of the various Physical Infrastructural aspects with all sorts of modernizations, very much helpful for the administrative as well as academic mechanisms:

❖ College Infrastructure:

- Principal's office room
- Head Clerk's office room
- Accountant's office cabin
- Cashier's office room
- Proctor's office room
- Separate Department of Controller of Examinations
- Faculty rooms (14 individual faculty rooms and cubicles and 1 common faculty room)
- Common room for guest and part-time faculties
- Geography Laboratory cum resource center
- Physics Laboratory cum resource center
- Chemistry Laboratory cum resource center
- Life Science Laboratory cum resource center
- Mathematics Laboratory cum resource center
- Educational Technology and ICT Laboratory cum resource center
- Work Education Laboratory cum resource center
- History Laboratory cum resource center
- Educational Technology room
- Psychology Laboratory cum resource center
- Rich Computer and Language Laboratory
- Computer Server room
- Wi-Fi enabled campus
- Smart Class room
- Class rooms cum lecture halls for the B. Ed. Course
- Class room cum lecture hall for the M. Ed. Course
- General class rooms cum lecture halls for the M.Phil. Coursework
- General class rooms cum lecture halls for the Ph. D. Coursework
- A separate Computer Laboratory for the M. Phil and Ph. D. Coursework
- A separate Research Library cum Reference Section
- Reading rooms for the Research Scholars
- Inclusive Resource Center for the Physically Challenged Students
- Class room cum lecture hall for the Post graduate Diploma Course
- Office room and counter section for the Open and Distance Learning Courses

- In-service Teacher Training Programme Hall
- A multipurpose Seminar cum Programme Hall with the accommodation for 250 audiences.
- Library
- Reading Room
- Periodical Section
- Indoor games room
- Public address system
- Multi-gym
- Guest room
- Room for the Gate Keeper
- Garage
- Canteen

❖ Residential Hostel:

- Air conditioned Prayer Hall
- 80 rooms accommodations for students in the Hostel
- Hostel Superintendent's office room
- Hostel office rooms
- Dining hall and kitchen
- Refreshment rooms for the hostel staff and cooks
- Two study cum seminar Halls
- 24hrs CC TV camera surveillance
- Store rooms
- Medical room
- Visitors' room
- Music room
- Public address system
- Staff Quarters
- Psychology Laboratory cum resource center
- Special toilet and latrine accommodation for physically challenged students
- Underground sewerage system for health and hygiene care
- Hot water through solar heating panel
- LPG for cooking

❖ Playground:

- Football and Cricket playground shared with sister institutions;

- Playground for volley & badminton.

❖ **Class rooms cum lecture halls:**

The rooms comprise of the general class rooms cum lecture halls for the B. Ed. and M. Ed. Courses of the college. The B. Ed. is divided into three sections and therefore the general classes for the course are held in three separate classrooms. There is also a general class room for the Post graduate Diploma Course on Guidance and Counseling. Under the Research Wing of the institution namely 'Swami Vivekananda Multidisciplinary Research Centre for Educational Studies' there are research programme like Ph. D. which also needs classrooms for the coursework and the institution meets the demands also. The classrooms of the institution are fully ICT enabled. Wi-Fi connection is available within the classrooms and they have dedicated computer terminals with wired internet available through LAN connections. All the classrooms have high end projectors for the presentation purpose.

❖ **Library and Reading Room:**

The institution has a well-designed Library. The library also has a computerized cataloging system to be availed by the faculty members and the trainees. It holds the following parts:

- The stack room for the books to be kept in order in different categorized racks and shelves.
- The office section which holds the office of the Librarian and other Issue and Return officers and staff as well.
- A reading room with seating arrangements for 100 students at a time and space for placing and issuing books and journals.
- A reference section containing a large collection of extensive reference books including encyclopedias, dictionaries, etc.
- A Periodical section with a provision to keep back volumes.

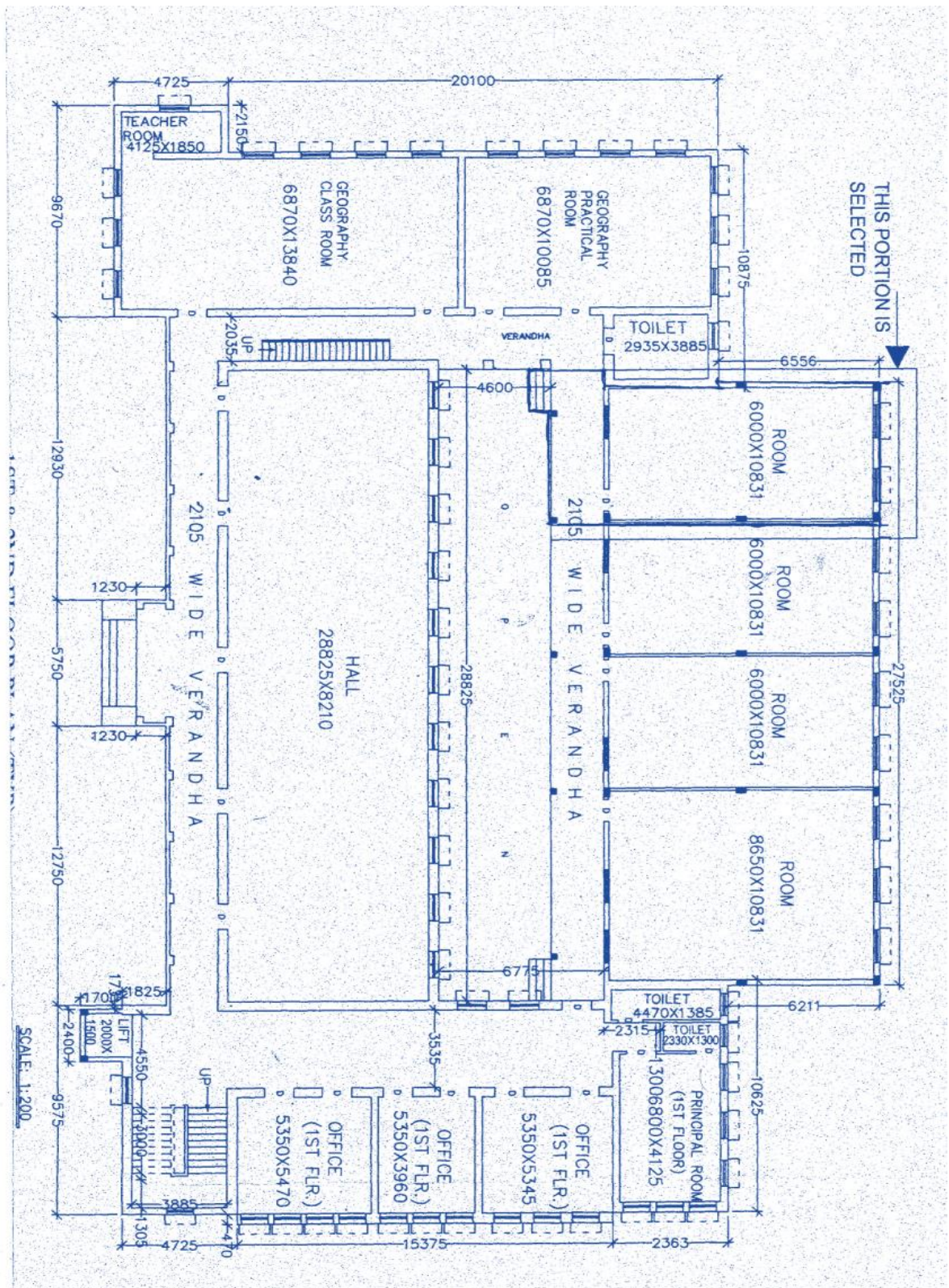
Over the last five years nearly 1.4 Million of Rupees have been invested for infrastructure development purpose. Here is a statement of Income & Expenditure for last 5 years beginning from the financial year, 2009-10 to 2013-14 for developing the infrastructure of the college.

Expenditure		Income	
UGC GRANTS:		UGC GRANTS:	
Infra.dev. grant for	10,03,336	Infra.dev. grant for	10,00,000
1 Addl. Dev. grant. for	12,15,739	Addl. Dev. Grant for	11,99,139
Jubilee centenary Bid.	475809	Jubilee centenary Bid.	22,50,000
Govt. Grant (State		Govt. Grant (State Govt.):	
Bid. Grant (Plan fund)	61,80,749	Bid. Grant (Plan fund)	60,00,890
Furniture grant (Plan	1,25,950	Furniture grant (Plan	10,00,000
Books & Equip. Grant	7,98,042	Books & Equip. Grant	863404
Infrastructure. Dev.		Infrastructure. Dev.	
		Total:	78,64,29
		Excess of expenditure	
		taken from college	1768481
Grant Total :	1,40,81,9 14	Grant Total :	1,40,81,91 4



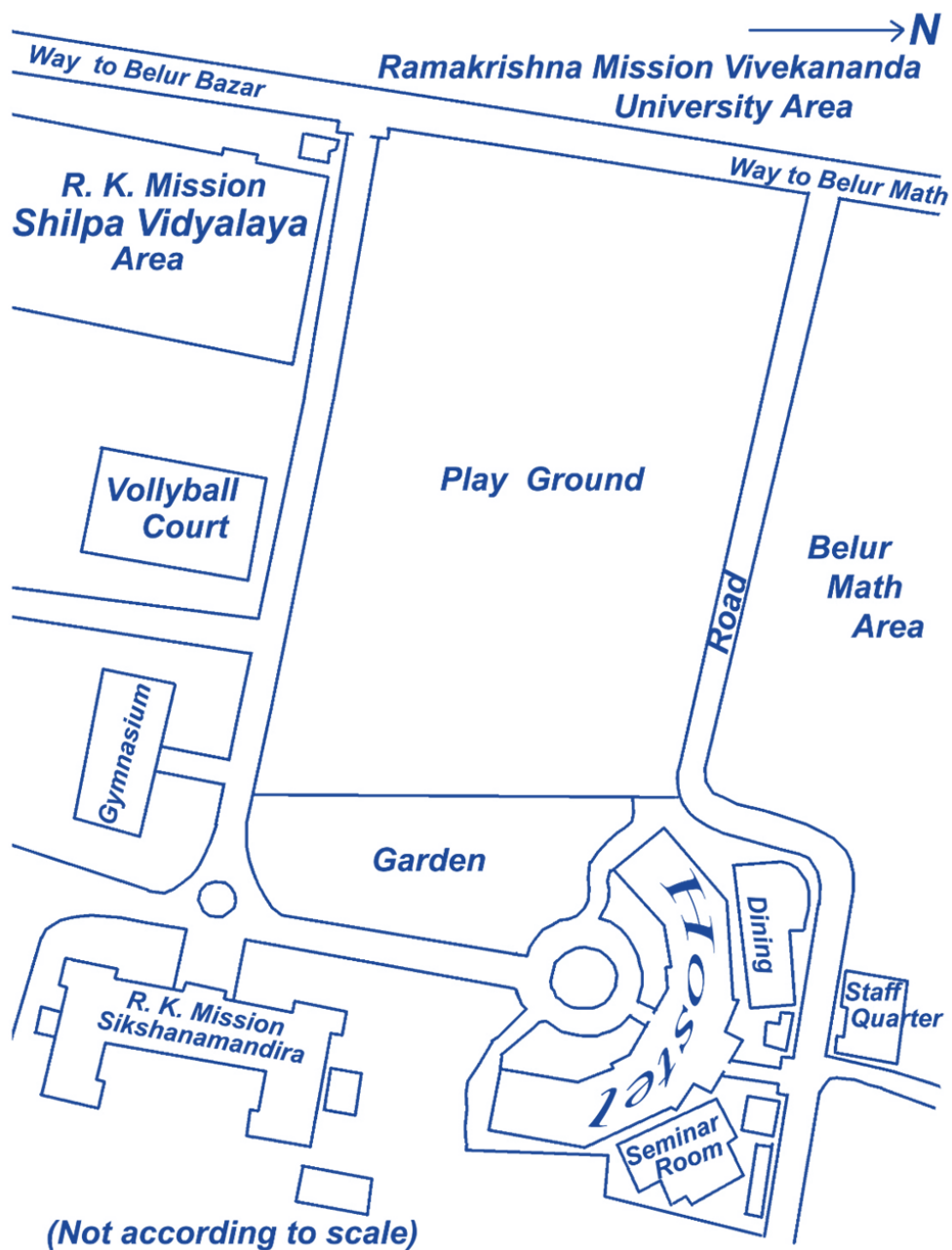
Inauguration of a new annex building of the college

The master plan of the Buildings:



RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

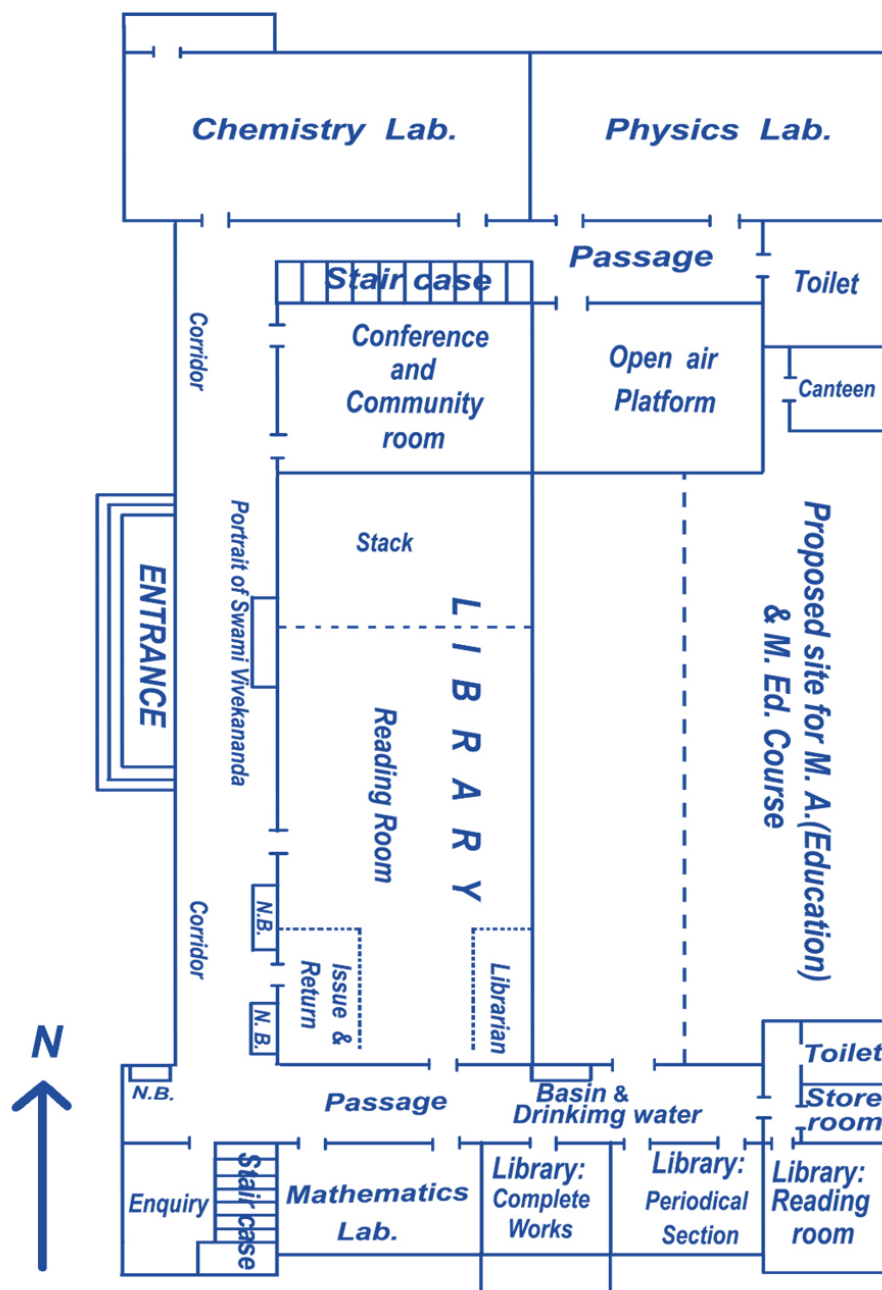
*A Mapchart of the Physical Arrangement of
the Buildings and Play Ground*



RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

A map-chart of the Physical Arrangement of the Rooms
(Not according to scale)

GROUND FLOOR

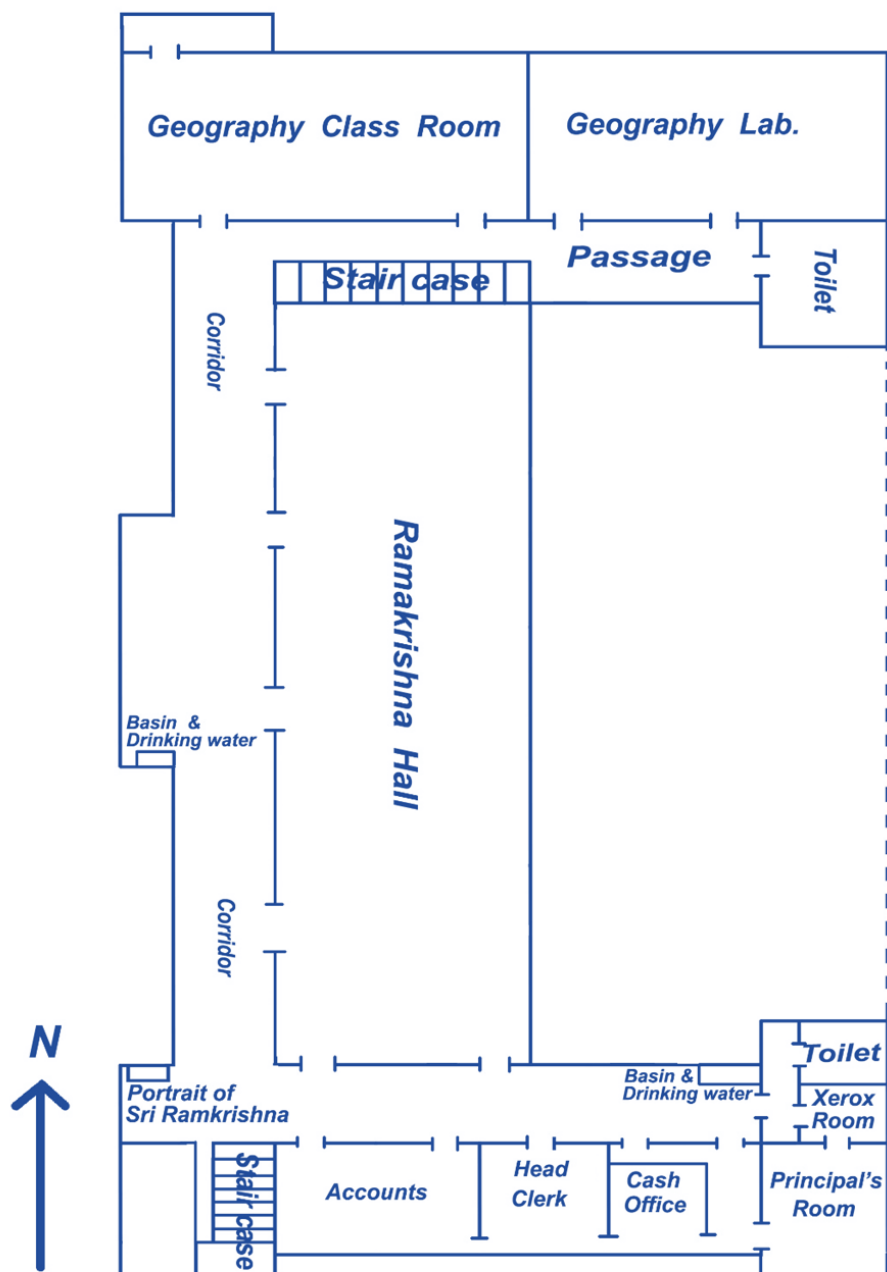


RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

A map-chart of the Physical Arrangement of the Rooms

(Not according to scale)

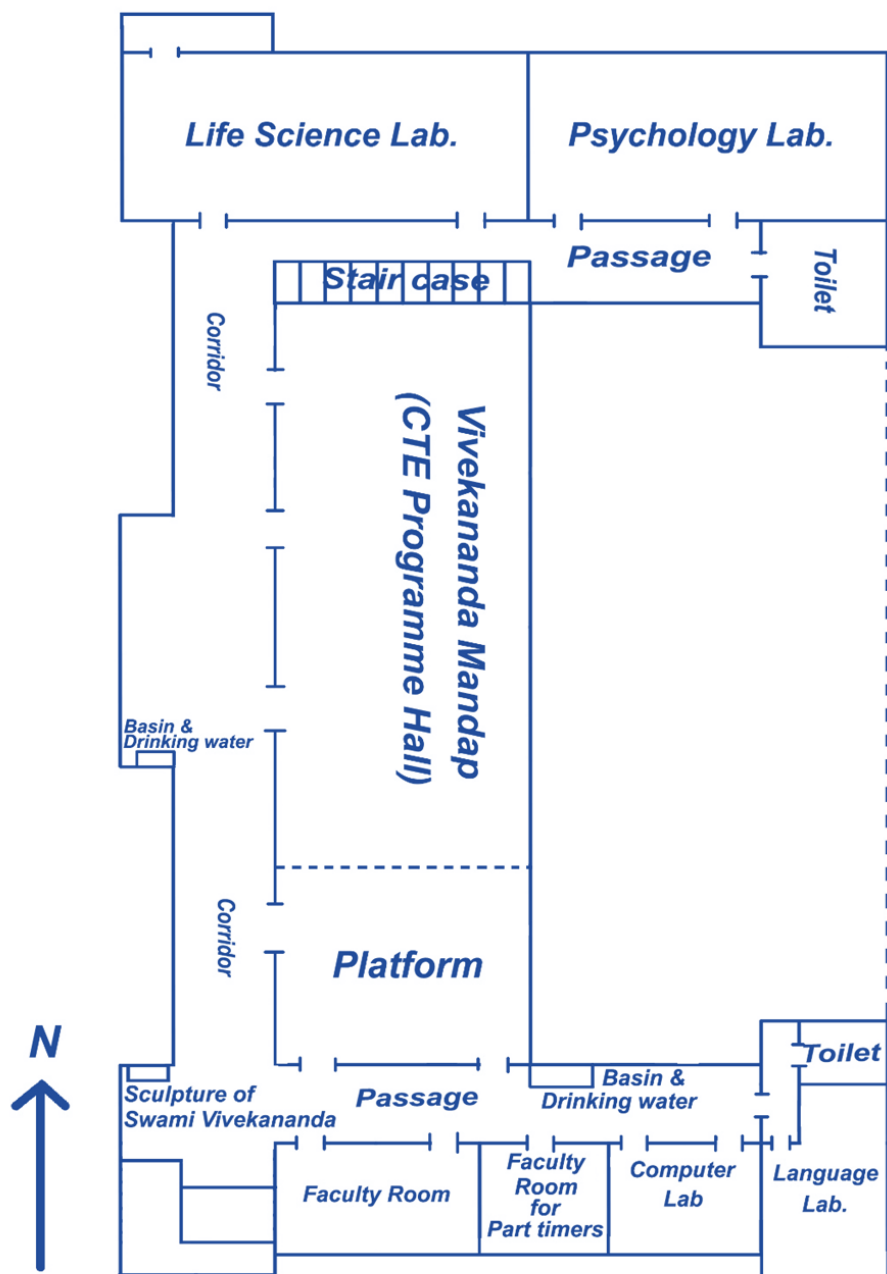
First Floor



RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

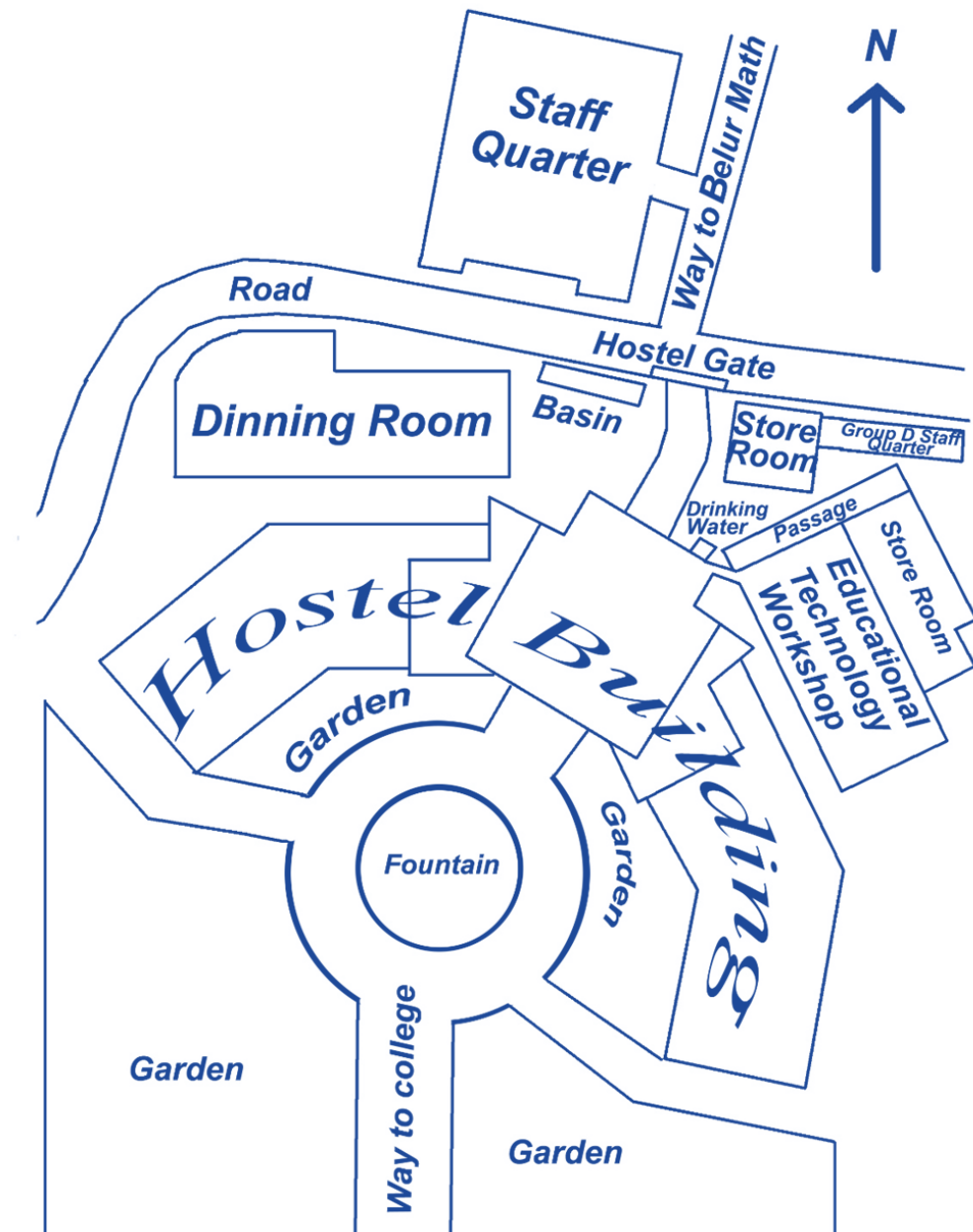
A map-chart of the Physical Arrangement of the Rooms
(Not according to scale)

Second Floor



**RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH**

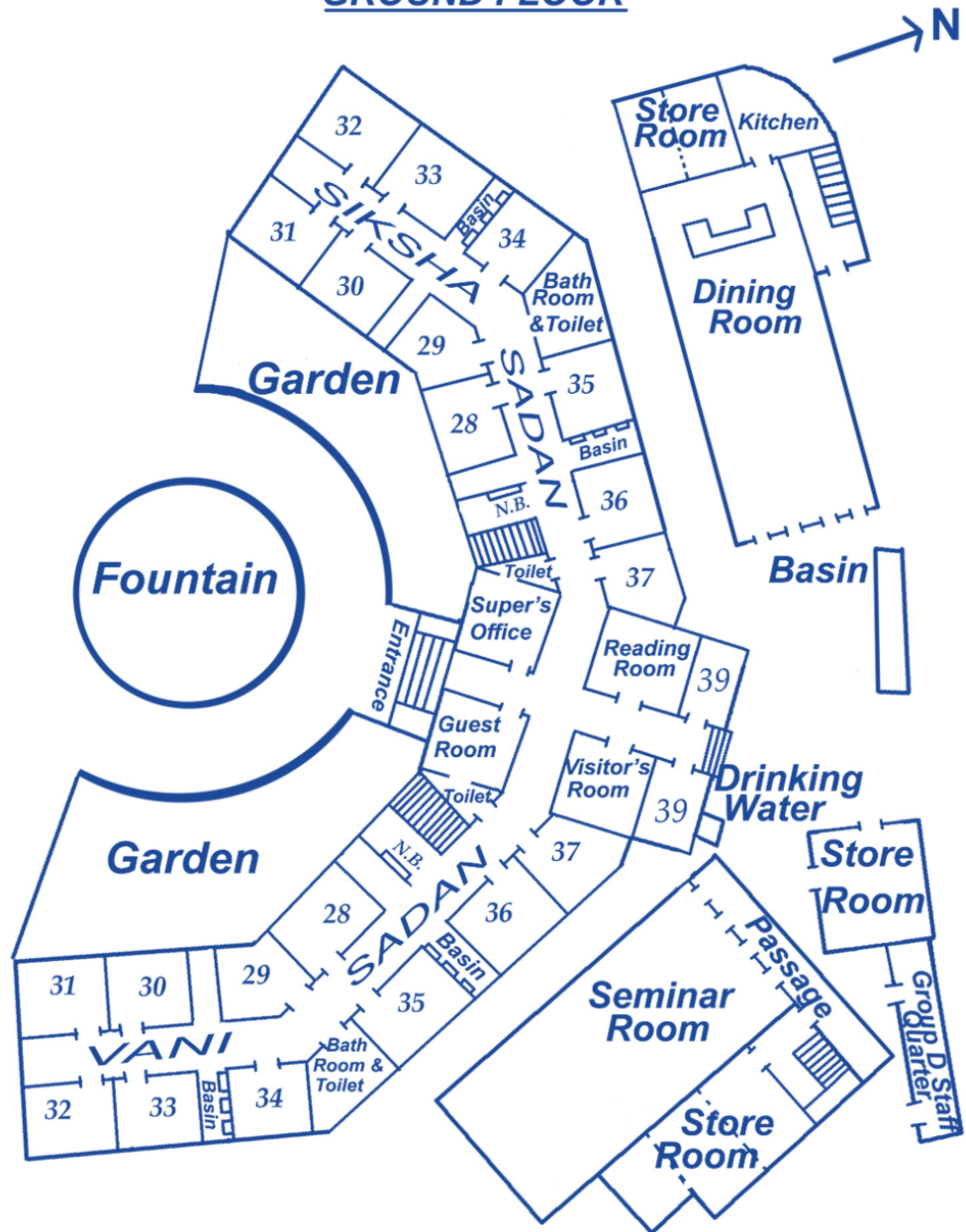
***A Map-chart of the Hostel Building & Staff Rooms
(Not according ot scale)***



**RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH**

***A Map-chart of the Hostel Building & Staff Rooms
(Not according to scale)***

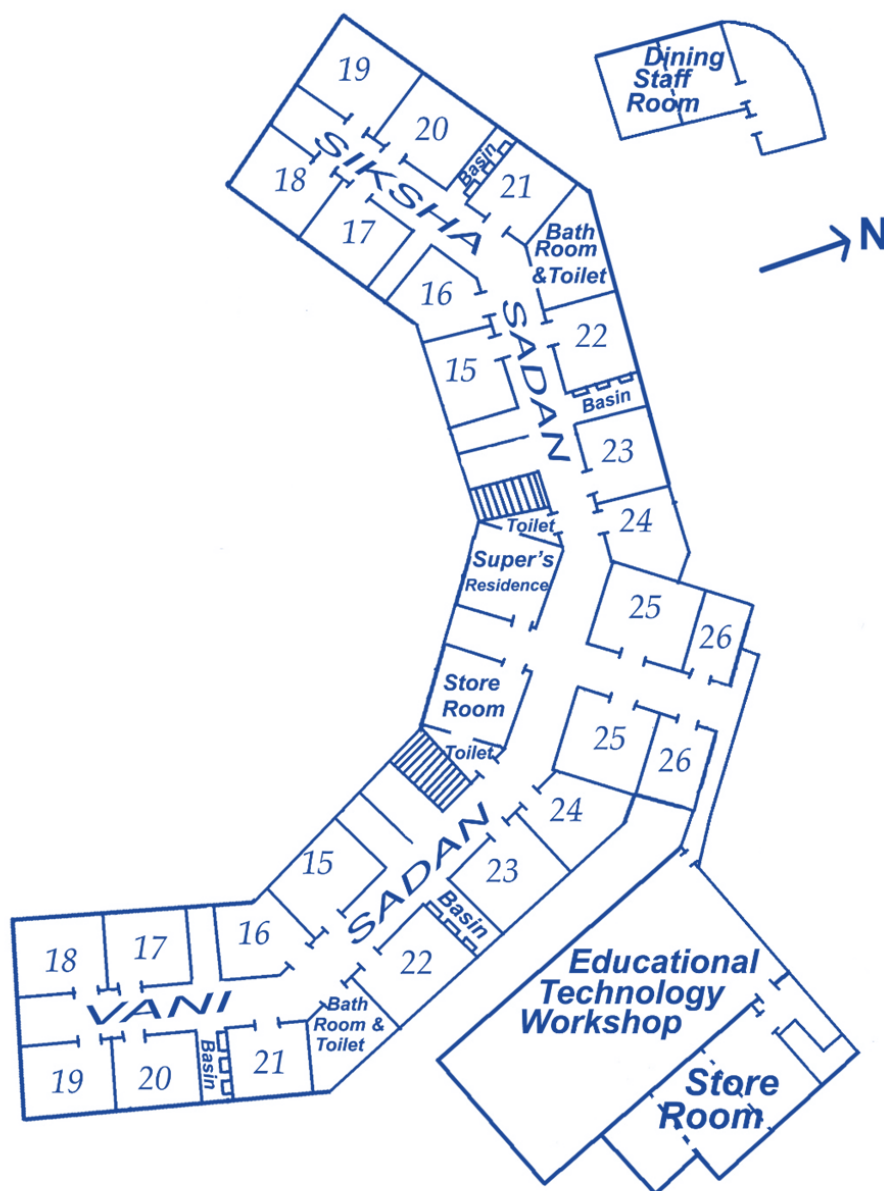
GROUND FLOOR



**RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH**

***A Map-chart of the Hostel Building & Staff Rooms
(Not according to scale)***

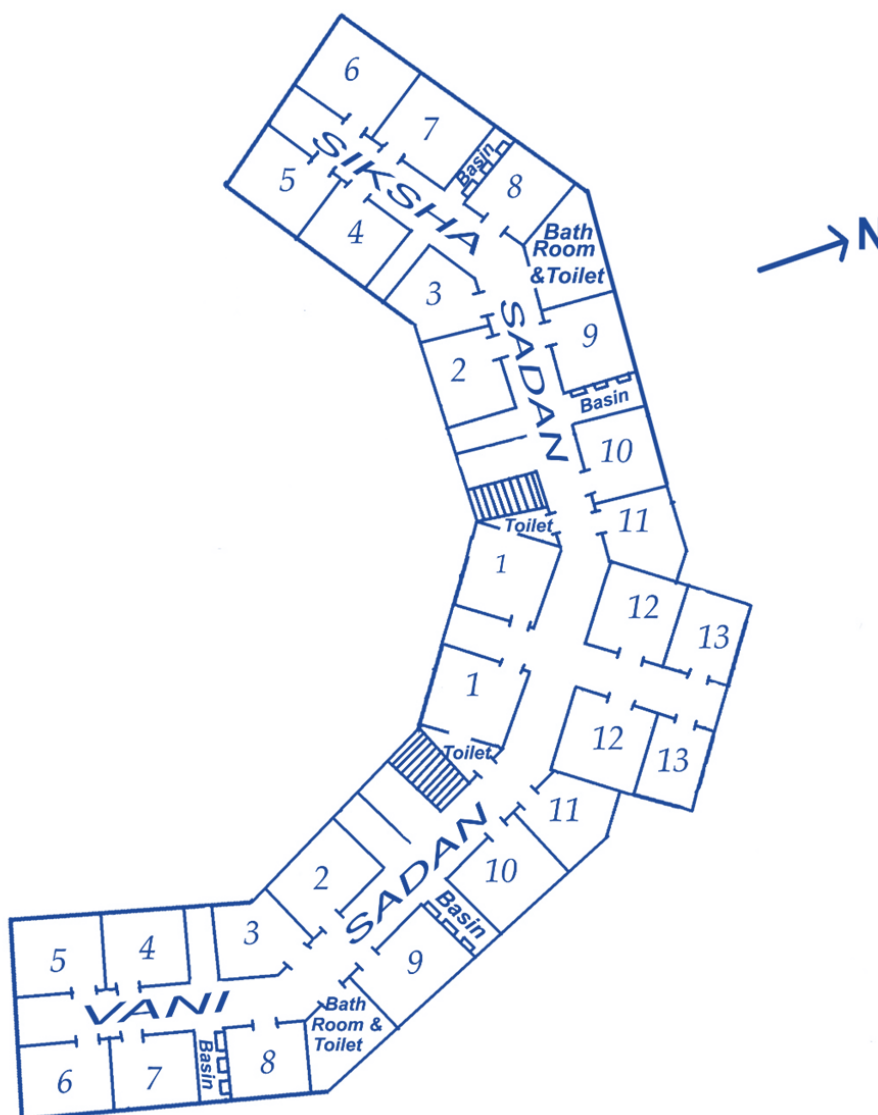
FIRST FLOOR



**RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH**

***A Map-chart of the Hostel Building & Staff Rooms
(Not according to scale)***

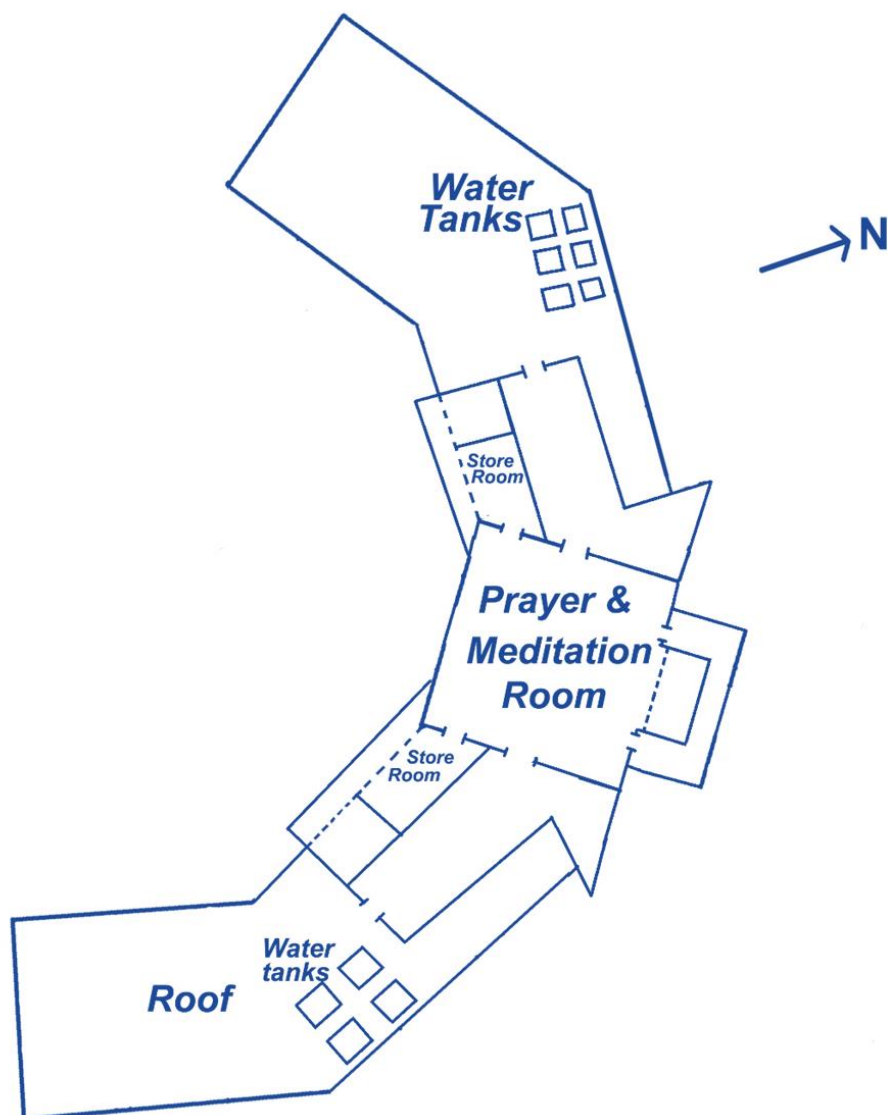
SECOND FLOOR



RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

***A Map-chart of the Hostel Building & Staff Rooms
(Not according to scale)***

THIRD FLOOR



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

Since the very inception of the College it had adequate built up space for conducting the B.Ed Course and the In-service training Courses. In the last five years some developments have taken place to keep pace with the academic growth by investing about 1.4 Million received from different sources like UGC, Department of Human Resource Development - Govt. of India and the State Govt. of West Bengal.

Over the span of last five years there have been some new features added to the nature of the institution which may be cited here as: M. Ed. Course, M. Phil. Programme in Education, Post graduate Diploma Course in Guidance and Counseling, D. Ed. and B. Ed. Course in Open and Distance Learning (ODL) Mode and last but not the least the Ph. D. Programme in Education.

The institution being an Autonomous college has the necessary grants allotted by the UGC for running the Autonomy. The M. Ed. course and the M. Phil. Programme are adjusted within the grants. The Post graduate Diploma Course in Guidance and Counseling is a self-financed course. Expenses of the ODL courses are met by the grants and allotment made by the Govt. of West Bengal for running such courses within the institution.

The institution not only meets all the infrastructural needs for running the courses but can claim the richness in the field also. There are all the facilities in terms of physical conveniences, ICT related and Laboratories related to the experiments with the acquired theoretical learning in all the method papers and continuous and comprehensive evaluation system. The institution holds its own Department of Controller of Examination. There are cars available with the institution for easy access to the institution by the Guest and Ad hoc Faculties. The large enough built up facility sufficiently accommodates the needs and demands by the courses regarding space.

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

The College has separate rooms for Laboratories for each method subject, for Art and Craft, Work Experience, and Language Learning and a number of pieces of equipment for co-curricular activities and extra-curricular activities are also available. The institution also has a multipurpose hall to conduct seminars, workshops, various curricular, co-curricular and

extracurricular activities, sports ground and various courts, and a well-equipped sports room.

The infrastructural facilities in this regard provided by the institution may be mentioned as follows:

- Computers and TVs
- Audio and Video systems
- Microphones and sound systems
- Videos and CDs
- Public address system both in the college and the Hostel Buildings,
- Several photocopiers
- Several Printers
- Scanner
- Musical instruments
- Facilities for playing football, cricket, table tennis, badminton, volley, carom and other sports
- 16 point multi gym and other equipment for physical exercise
- Two motor vehicles.



Computer Laboratory of the College

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

Sikshanamandira is such an institution which holds and organizes time to time seminars, workshops, symposium and various others in service career advancement programmes apart from its regular seven (7) types of courses. All these programmes exclusively take place within the college campus and therefore share all the facilities the institution has in terms of e-resources of the college, other hardware resources, physical accommodations etc. Other than these programmes the institution also shares with the following institution and for the following purposes:

- The University of Calcutta (for conducting research related exams)
- Ramakrishna Mission Vivekananda University (for conducting classes)
- Govt. of West Bengal (for conducting various programmes)
- Ramakrishna Mission Vidyapith, Purulia (for conducting exams)
- Ramakrishna Mission Vidyamandira (for conducting exams and for using our vehicles)
- Ramakrishna Mission Janasikshamandira (for the conduction of different 'camps' and programmes)
- Ramakrishna Mission Shilpavidyalaya (for the conduction of computer classes)
- Ramakrishna Mission Saradapitha (for conducting different programmes and orientation camps)
- Alumni Association of this College (for coordinating the activities of the alumni association)
- Various Bodies like Asiatic Society, Kolkata (for conducting classes)
- All the practice teaching schools (by using our ICT devices)



Asiatic Society Naya Class held in the College

4.1.5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students.

- ❖ The institution being a fully residential one, there is a need for constant medical attention. One medical officer (who is paid by the Government of West Bengal) living very close to the college comes to attend the sick every day and he is available on call in case of any emergency. For this there is a separate medical room in the Hostel where the basic medical facilities are available.
- ❖ There is a well-equipped outdoor charitable dispensary run by the Ramakrishna Mission, Belur Math in close proximity of the college. This dispensary has separate departments such as ENT, dental, eye-care, pathological laboratory, X-ray, ECG, USG, general treatment etc. The treatment here is available at inexpensive rates and our students, teachers and staff can easily avail this facility.
- ❖ Very near at home there is also a well-equipped medical clinic called Sramajivi Hospital where indoor treatment including surgical facilities are available.
- ❖ For other serious cases Ramakrishna Mission Sevapratisthan, a post graduate medical college hospital run by the Ramakrishna Mission is consulted.
- ❖ In case of contaminated diseases the students are instantly segregated and the parents are immediately contacted.
- ❖ Swami Vivekananda had said "cleanliness is next to Godliness". So with a devoted attitude of worshipping the *Virata* it is sincerely tried to keep the college campus spotlessly clean through continuous efforts of all the residents and non-resident staff of the College and the Hostel. The toilets are tried to be kept spick and span. Arranging 2 water cooler (Voltas) for pure drinking water is another step forward in this regard.
- ❖ The other facilities available with the institution to ensure health and hygiene of the staff and students are as follows:
 - Separate washroom for ladies
 - Separate toilet facilities for male students both in the college and hostel
 - Separate toilet facilities for staff members
 - Separate toilet facilities for teaching faculties
 - Refrigerator and purified water inflowing system for safe drinking water.
 - Canteen for students and pantry for staff
 - First-aid facilities for students and staff.

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 there is hostel facility for the students and from the very inception of this institution it has been made a residential one.

- ❖ The hostel can accommodate 220 students in its three storied building. There are 80 rooms in the hostel meant for the students exclusively. Each room is shared by three (3) students.
- ❖ There are separate cots, book rack, chairs and tables for each one. Students can avail TV and computers for their recreation.
- ❖ There is hot water and (run by solar system) pure drinking water facility in the hostel.
- ❖ There are two large halls which serve the purpose of the study room and indoor games as well.
- ❖ The adjacent playground is used by the students for their outdoor games.
- ❖ Various sports and games equipment like Cricket, Football, Volleyball, Badminton, Table tennis, Carom boards are available for the students.
- ❖ There is separate dining hall for the students facilitated by tables and chairs.
- ❖ Cooking is done in LPG and solar energy is also used for this purpose.
- ❖ There are other rooms and accommodations for the hostel staff also within the campus of the hostel.
- ❖ Each floor has facility of latrine and toilet complex for the residents. They are airy enough and kept spick and span by the regular sweepers of the hostel. The sweepers also clean the floors every day.
- ❖ There are underground sewerage systems in the hostel and enough water availability for keeping the campus duly clean.
- ❖ The building is whitewashed from time to time and water storages are cleaned in due intervals. Special attention is given for cleanliness of the dining room and kitchen. However, the tradition of Ramakrishna Mission

for cleanliness demands special recognition and therefore the hostel as a part and parcel of the organization boasts for the same too.



Students in the Play Ground

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 building, laboratories, furniture, equipment, computers and transport?

The College has spent funds on the Infrastructural facilities and their maintenance. Records of expenditure over last five years are given as under:

Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Building	113967/-	49371/-	648190/-	5466422/-	4590372/-
Laboratories	14770/-	46509/-	346426/-	51503/-	15687/-
Furniture	34536/-	291682/-	192958/-	1300/-	125950/-
Equipment	-	243371/-	21750/-	1360578/-	84873/-
Computers	82157/-	156832/-	1141214/-	109186/-	249361/-
Transport/Vehicle	162642/-	239937/-	91553/-	148336/-	165299/-
Library	277446/-	797317/-	283456/-	118969/-	932909/-
Other expenditure	121746/-	722985/-	675299/-	108733/-	499194/-

The College has a faith and policy in building and expanding its infrastructural facilities continuously, which is one of the index of progress. The College focuses on the upkeep and maintenance of its infrastructure on priority basis, which is one of the indicators of its vision and commitment. The College has been spending funds on the maintenance of physical infrastructure according to details given below:

- Regular painting of buildings
- Cleaning blockage in drains
- Cleaning of roofs before the of rainy seasons start
- Regular checkup and repairs of electric points/fittings (regular electricians have been appointed to perform this job).
- Regular checkup and servicing of Computers, Fax Machine, Photostat Machine, Printers and Generators etc.
- Greasing of all fans is done every year during summer vacation.
- Regular clearing out of weeds in grass (permanent gardeners are appointed).
- Regular pruning of plants to give a beautiful look.
- Regular maintenance and refilling of Fire-Extinguishers.
- Regular insurance/assurance of building and costly equipment.
- Cleaning and chlorination of water tanks.
- Spray of anti-termite medicine.
- Use of naphthalene balls.
- Replacement of old furniture and so on.

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

The College timings are from 9.00 A.M. to 8.00 P.M. Throughout the days each and every room is used for one activity or the other. The college multipurpose hall is used for holding functions, examinations of the college. Other rooms or halls are used for regular classes, various competitions, special lectures, workshops, seminars, talks, conferences, Guest Lectures, conducting various examinations etc. Computer laboratory is used by teachers and students to hold special classes involving use of special electronic equipment. The other electronic, digital copier and printing devices are used for various academic and administrative purposes by both the teachers and the students. The subject specific Laboratories and resource

centers are used by the teachers and students for teaching and learning purposes.

At present the College runs the courses and Programmes like B.Ed. (intake 150), M.Ed. (intake 35), M.Phil. (Intake 12), Ph.D. (Intake 22 this year), PG Diploma in Guidance and Counseling (Intake 70), In-service training programme from time to time and runs courses (as study centers of WBNSOU and WBBPE) like ODL-B.Ed. (intake 165), ODL-D.El.Ed. (Intake 85) which proves that the college adjusts its academic plan to ensure the maximum use of the infrastructural facilities.

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

The College gives adequate attention to the environmental issues. There are several gardens including the medicinal herbal garden within the college campus, in which different varieties of plants have been planted. The campus is a beauty studded by the greeneries and therefore rich in flora. The richness of varieties of fauna is of great importance in the existence of Sikshanamandira. There live birds of endangered species within the campus. The college is very much concerned to preserve the flora and fauna diversity and thereby always plans to provide much more room for them to thrive well. The college has a plan to make a documentary on the flora and fauna associated with campus.

The college always tries to sensitize the students through both formal syllabi and informal meet about the various emerging Environmental Issues. It has provision within the syllabi the subject like Environmental Studies. Even this is taken care of in the various in service teacher training programmes organized by the college also.

The gardens and lawns of the College are a delight to the eye, particularly in the flowering season. Many varieties of flowering and fruit trees are nurtured and maintained all through the year. There are two gardeners - one full time and one part time. Trainees (having work Education as a Method subject) enthusiastically take part in maintaining a well nurtured herbal garden in front of the College building. The students were given individual projects to collect the case history of the trees and plants inside the campus. Thus the environmental issues are seriously taken care off.

Solar panels and use of LPG in Hostel are other considerations associated with environmental awareness.

Swami Vivekananda envisioned that Belur Math would be a center of great harmony and synthesis, not only of all religious beliefs and traditions, but also of arts and sciences and the various branches of knowledge, both secular and spiritual. Sikshanamandira being situated in the close proximity of that Belur Math, where Swami Vivekananda physically lived and even left his mortal body, provides the trainees with such a unique location and spiritual ambience that they can't not but cherish the golden memories even long after their B.Ed course is completed. Our trainees here seldom miss to witness the celebrations that take place here at Belur Math round the year. And taking a dip into the holy Ganges flowing nearby is an optional extra for them.



A view of the Campus Garden

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 collections and media/computer services)?

No, the institution does not presently have a qualified librarian (The post is remaining vacant for the last five years as it is to be filled up by the West Bengal College service Commission). A Monastic faculty is at present

looking after the library administration. But there are enough technical staffs to support the library functionaries.

The college library has fourteen (14) computers, printers and photocopy facility as well for both the use of the administrators and the students. There is a corner for stocking and cataloging of new books. The technical staffs look after them and do the regular maintenance jobs. The ordered books are received by them and catalogued. The staffs are computer adept who looks after the everyday issue and return procedure and keep records in computer against each borrowing. The staff makes and issues the library membership for the students as well.

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

Total No. of Books	25900
No. of Title of Books	19000
Journals	27
Magazines	12
Audio-Visual/Teaching-Learning Resources	105
Software	2
Internet Access	14
e- Books	80
Inflibnet N-List connectivity	



A view of College Library

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

Yes, the College has a Library Advisory Committee.

The Committee requests the teachers to give detailed lists of educational and other books for the library. The Committee takes decisions regarding upgrading and extension of the library. Every year new books and journals are added In order to enrich the library with latest reading material. The college library is computerized and has Internet facility, both for students and teachers.

For drawing out new knowledge and ideas from various sources (reference books, encyclopedia, research abstracts, etc.) and developing reading habits and skills of information processing, the library is richly equipped and updated from time to time. There is a Book-Bank in the college library for needy and deserving students. Book-Bank is maintained with the active cooperation of students and teachers of the college.

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

The library is fully automated. The presently running software is Oracle based which is technically a bit outdated. The library is working on internationally acclaimed library special software KOHA which is Marc 21 compatible file export supported. All the activities like issue and return of books, stock entries, stock verification, and e-resources are digitalized and operated through software. Different reports can generated through the use of computers and orders can be placed for short and new books.

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

The College library has fourteen (14) computers, printers and photocopy facility for both the use of the administrators and the students. All the systems are Local Area Network connected and thus have internet connections. Faculty members and the students can search book information and details using the computers through the library software. Apart from that they can use internet at their ease for academic purpose and higher studies. On an average, 50 students and 10 teachers use library resources daily.

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

Yes the institution has got registration to INFLIBNET. As the institution has subscription for the great portal, the institution has contributed in the repository of the INFLIBNET all the synopsis of the M. Phil dissertations of the 2012 – 14 batch. The college has optimized plan for using the INFLIBNET as e-library by the faculty for their academic excellence and for the research scholars to avail for their huge collections of Ph. D. Thesis and Dissertations for their references and review of related researches. The institutional library is eying also for its enrichment by using their consultancy expertise and library management mechanism.

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

The college library remains open from 8-00 A.M to 8.00 PM at every working day from Monday to Saturday due to the residential nature of the college. Even in the Sunday and other declared holidays sometimes under the provision to open the library is made under special circumstances such as examination preparations, seminar, workshop organization etc. The library remains open 300 days in an academic calendar presently as the institution has huge extension activities in the holidays too.

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

The new arrivals (books, journals, magazines) are displayed/clipped on a display board/display stand in the library and Library Notice Board so as to make the students and staff members aware about them. There is a separate rack for New Arrivals with open access system.

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 college library has a book bank facility which was started from the session 2009-2010. The books from book bank are issued to the needy students on the basis of their economic status. A total of five books from book bank are issued to the needy students for whole academic session. Such students can also issue 3 books from the main library at the same time for a period of 20 - days. Certain students are allowed by the principal to issue more books from the library on the basis of their performance in class activities and recommendations of concerned faculty member.

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

An interactive computer system is in position in the Inclusive Resource Centre adjacent to the Library to obtain book information and to ask for requisition from the list to the librarian. Proper help is provided to retrieve

the books from the particular shelves and racks. Preference is given to such category persons/ students in issuing and returning the books / materials. Inclusive resource Centre is facilitated by Braille Books, Talking Books, Braille Key Board facilitated computer etc.

4.4. ICT as Learning Resource:

4.4.1. Give details of ict facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media and materials) and how the institutions ensure the optimum use of the facility.

The institution has proper ICT facilities available. It has the following facilities:

- ❖ Ninety (90) functional computers.
- ❖ Ubuntu (Linux) Based Server with four (4) TB NAS storage system.
- ❖ 8 GB internet plan for all the systems.
- ❖ High Multifunction & Color Printers, Photocopier and Copier Machines as well as Scanners.
- ❖ Total Wi-Fi Campus.
- ❖ 8 LCD High Definition Projectors.
- ❖ Local Area Networking (LAN) for all the systems.
- ❖ Highly mechanized Computer Lab with 10.1 Surround Sound System.
- ❖ Software like Adobe Premiere, Audacity, Flash Professional CC for video,
- ❖ Audio & Multimedia related creation and editing.
- ❖ Document Camera Viewer and Interactive Smart Board.
- ❖ The audio visual material collections of the college are as follows:
Audio (English) : 1) Follow Me- BBC English Course, 2) A Hand Book of Pronunciation of English Words, 3) English Pronunciation, 4) Follow Through, 5) How to Listen, 6) BBC Beginners English, 7) Getting on in English.
- ❖ Books (Spoken English) : 1) BBC English, 2) Teachers' Manual, 3) Students' Books, 4) Follow Me (31-45) + (46-60), 5) How to Listen, 6) Getting on in English, 7) Choosing your English, 8) A course of English, 9) German Book, 10) Follow Me (Book I & Book II), 11) BBC Beginners' English.
- ❖ Video Cassettes (English) : 1) The Ten Commandments 2) Murder on the Orient Express 3) National Geographic Video, 4) Far from the madding crowd, 5) War and Peace , 6) The History of World Working, 7) Crimson Tide, 8) Good bye Mr. Chips, 9) Zulu Down, 10) Swami Vivekananda, 11)

Harmony, 12) Follow Me series (Lesson 1 to 30), 13) The Story Ever Told, 14) Cosmos, 15) Follow Through, 16) Follow - I & II, 17) Teaching Observed, 18) Video in English Class.

- ❖ Video Cassettes (English) : Battle of Britain, 18) Congo, 19) Star Trek, 20) Star Wars-1, 21) JFK, 22) The bridge on the River Kwai, 23) The last samurai, 24) The Odessa file, 25) Sound of music (1&2), 26) Black Hawk Down, 27) Usaf flight simulator, 28) Usaf, 29) Ben Hur (1,2&3), 30) CD -RW 80, 31) R.K.M Logo-THAKUR, MAA, SWAMIJI, 32) Applo13, 33) Encyclopedia of India, 34) Buddhism, 35) Organizational Behaviour, 36) Class Teacher (Learning system), 37) Gospel of Sri Ramakrishna (Vol-1), 38) Holy Footprints of Ramakrishna (Vol-1), 39) Medications on Indian themes, 40) Master & commander, 41) World Atlas, 42) Touch the Sky, 43) Touch the Universe
 - ❖ Video CD (English) : 1) Terminator III, 2) Pranayam Dhyana, 3) Casablanca, 4) A Beautiful Mind, 5) MIG-29, 6) Black Holes, 7) Space (Episode I-IV), 8) The Lord of the Rings (1,2&3), 9) Seven Years in Tibet, 10) Schindler's List, 11) Thin Red Line, 12) Switching Goals, 14) I, Robot, 15) The Bridges at Tokyo- RI, 16) Star Wars II, 17) Battle
 - ❖ Video Cassettes (Bengali): 1) Agantuk, 2) Yamalaye Jibanta Manush, 3) Kolikata Viswavidyalaya, 4) Ajantrik, 5) Lalan Fakir, 6) Shakha Prashakha, 7) Pather Panchali, 8) Subhas Chandra, 9) Bhagini Nivedita, 10) Ghare Baire, 11) Ganashatru, 12) Charulata.
 - ❖ Audio (Bengali) : Recitation - 1) Banalata Sen, 2) Ami Sai Maye (I) & (II), 3) Srutiranga, 4) Firey Aso Aagon, 5) Bidrohayer Kobita, 6) Rabindranath Kabitapath, 7) Karna Kunti Sambad, 8) Kabi Kantha, 9) Paran Sakha Bandhu Hey - Amar, 10) Rabindra Kabita, 11) Najruler Kabita Abritti, 12) Sricharaneshu Ma, 13) Hey Maha Jiban, 14) Antaranga Najrul, 15) Kamal Pasa, 16) Katha Manabi, 17) Anubhabe Rabindranath.
 - ❖ Drama - 1) Rakta Karabi, 2) Char Odhyay, 3) Tamaku Sebaner Apakarita Abong Nana Ranger Din, 4) Dakghar, 5) Ashray.
- Collection of Song and Recitation - 1) Srishthi Chara, 2) Ushar Uday, 3) Sri Ramakrishna Bandana, 4) Sarada Bandana, 5) Oi Girinandini (Durga Bandana), 6) Shramanamer Laglo Aagon, 7) Veda Mantra, 8) Abol Tabol etc.
- ❖ The institution ensures optimal use of such facilities in the following pattern:
 - Proper attention is paid to the use of ICT in the curriculum.
 - Entire staff of the college is computer proficient.
 - Workshops, Seminars and training sessions are organized from time to time to enhance and update the knowledge of the staff about computers.

- Adequate time is given for Computer Education and Computer Applications in the college Time Table.
- The Computer science is the subject of the institution both in the method, compulsory and optional forms.
- Use of ICT plays a crucial role in the construction of curriculum.
- ICT is used in the development of teaching learning materials.
- Computation of data has great importance in the Research Methodology Course of the institution for the M. Phil. and Ph. D. programmes.
- ICT is vitally used in the Library and e-learning development of the institution.



ICT used in the Language Classroom

4.4.2. Is there a provision in the curriculum for imparting computer skill to all students? Give details on the major skills included.

- ❖ The college offers Computer Studies as method subject and its contents besides pedagogical parts are as follows:

Unit I – Importance of Teaching Computer Studies

- i. Generation, Types & Characteristics of Computer.
- ii. Nature & Scope of Computer Studies.
- iii. Aims and Objectives of Teaching Computer Studies.
- iv. Place of Computer Studies in the School Curriculum.

- v. Computer Studies Teacher:
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Computer Studies:

- A. Inductive and Deductive approach
- B. Methods:
 - i. Lecture Cum Demonstration
 - ii. Problem Solving
 - iii. Project Method
 - iv. Laboratory

Unit III Use and Assistance in Teaching Computer Studies:

- A. Brief Introduction about Operating System and types. CPU Scheduling.
- B. Basic concept about logic gates and their expressions. Use of Boolean Algebra in Computer Studies.
- C. Using Internet for Accessibility & Retrieval of Information and different types of Networks – LAN, MAN, WAN.
- D. Number system: Bits, bytes, base conversion, complement system, addition, subtraction, Fixed point, Floating Point, ASCII, BCD, EBCDIC, Excess-3, 2421, Gray Code.
- E. Digital Circuit: Adder, Subtractor, Decoder, Encoder, Multiplexer, Demultiplexer.
Sequential circuit: Flip-flop, Register, Counter.
- F. Introduction to DMBS – Data, Database, Advantages of DMBS, Layered Architecture of database, Data Independence, Data Models, Schemes and Instances, Database languages, Database users, DBA, Data Dictionary, Functional components of a DBMS, Entity, Attributes and Relationship, Keys, ER Diagram of Some Examples Database.
- G. Html.
- H. C++ Programming Language.

Unit IV – Aspects of Teaching Computer Studies:

- i. Characteristics of Good Text Book in Computer Studies
- ii. Legal & Copy Right Issues regarding Downloading Material from Inter-Net.
- iii. Viruses and protection System.
- iv. Critical Evaluation of the Syllabus of the 'Modern Computer Application' prevailing in Secondary Education System in West Bengal.
- v. Computerization of School Library and Office.

vi. Importance of Mass Literacy in Computer Studies.

- ❖ Other than as method subject the B.Ed. curriculum has provision to incorporate Computer practical as a compulsory subject (Marks 50).
- ❖ Even in the Work Education Method there is a provision of computer skill learning.
- ❖ Data analysis through computation is compulsory in the M. Phil and Ph. D programme (Marks 50).
- ❖ Emphasis is given on learning computer related skills in the in-service teacher training programme.
- ❖ There is a provision of learning computer skills in the post-graduation diploma in Guidance and Counseling (Marks 30).
- ❖ Every student has to produce ICT generated TLM in practical of each method papers.
- ❖ Besides the above, in the college website, Students' Corner is designed and updated in which students can contribute their creative creations, their views, ideas, feedback on methodology and curriculum and contribution to the website.

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

- Teachers are trained and encouraged to power point presentation.
- Teachers prepare lesson presentation through the projector.
- Library material accessed by the teachers.
- Internet surfing for academic up gradation by the teachers.
- Lesson plan material prepared through computer.
- Academic enrichment is encouraged through using INFLIBNET.
- Wide use of Smart board in implementing course material.

4.4.4. What are the major areas and initiatives for which student teachers use/ adopt technology in practice teaching?

- Developing lesson plans and other related academic materials.

- Classroom transaction of teaching learning process.
- Preparation of results of unit tests and house exams.
- Preparation of teaching aids.

4.5. Other Facilities:

4.5.1. How is the instructional infrastructure optimally used? does the institution share its facilities with other?

Working of the college is scheduled from 9.00 A.M. to 8.00 P.M. All the students and staff of the college use each and every resource of Infrastructure optimally. Laboratories, Playgrounds, Sanitation Facilities, Canteen etc. are optimally used during the college hours. All students are encouraged to use library and computer laboratory any time when they are free.

Other features in this regards are as follows:

- Audio Visual aids, prepared by the pupil-teachers of this college, are gifted to the practice teaching and adopted schools.
- The college multipurpose hall is used for holding functions, examinations of the college. Other rooms or halls are used for regular classes, various competitions, special lectures, workshops, seminars, talks, conferences, Guest Lectures, conducting various examinations etc.
- Computer laboratory is used by teachers and students to hold special classes involving use of special electronic equipment.
- The other electronic, digital copier and printing devices are used for various academic and administrative purposes by both the teachers and the students.
- The subject specific Laboratories and resource centers are used by the teachers and students for teaching and learning purposes.

4.5.2. What are the various audio-visual facilities/materials are available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The following audio-visual facilities are available with the college to provide varied learning experiences and practical training to the students of all the three programmes:

- ☐ OHP
- ☐ Tape recorder
- ☐ Radio
- ☐ LCD Projector
- ☐ Color TV
- ☐ CD player
- ☐ Video Camera
- ☐ Digital Camera
- ☐ Speakers
- ☐ Computer systems
- ☐ Audio CD's
- ☐ Audio-visual CD's
- ☐ Audio-cassettes
- ☐ Document Camera with software

The students are motivated by faculty members to make use of these A-V aids during micro teaching/simulation sessions. The students are explained about advantages of using audio-visual materials during teaching-learning process. The skill of using audio-visual aids has been integrated with other teaching skills during micro teaching. The students are given feedback on the use of audio-visual materials in teaching-learning process. The faculty members themselves use these aids during curriculum transaction process. The student teachers make use of OHP, PowerPoint presentations during micro teaching sessions.

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 facility?

The College has laboratories and resource centers for demonstration and conducting experiments. List of Laboratories is given below:

- ✓ Computer Lab cum Language Lab
- ✓ Geography Resource Centre
- ✓ Psychology Lab
- ✓ Mathematics Resource Centre
- ✓ Physics, Chemistry & Life Science Lab
- ✓ History Resource Centre
- ✓ Work Education Lab
- ✓ ICT and Educational Technology Lab

❖ **Computer Laboratories:**

The general Computer Laboratory of the institution has forty (40) computers for the students' console and one (1) terminal windows Server for the teacher's console. The Laboratory is completely internet enabled for all the computer systems through LAN Networking backbone mechanism. Apart from that it has got also the Wi-Fi facility and HD Projector for the necessary computer oriented training. The Laboratory also has the setup for Video Conferencing. The Laboratory is a highly mechanized one with 10.1 Surround Sound System. Various interactive and training purpose software are installed in the systems for the use of the students.

There is another upcoming Computer Laboratory for the Research Wing of the college which will be exclusively for the coursework and calculation of data through computerization for the Research works of the students.

❖ **Psychology laboratory:**

The College has a well-equipped psychology laboratory which provides practical training to the student teachers and also gives guidance and counseling to children and parents of the neighboring schools, in need. The laboratory has more than more than 100 testing apparatus and scales to assess Reading, Writing, Intelligence, Aptitude, Attitude, Creativity, Motivation and many other Personality traits of individuals.

❖ **Educational technology and ICT Laboratory:**

The Educational Technology Room of the College has a good collection of educational Video films and Documentaries, Computer terminal, high definition LCD Projector, LAN Networking, a 48" TV, Radio which helps provide training to students in using multi-media facilities and ICT orientation.

Required models and charts related to teaching are also available and ready at hand for the student-teachers to be nurtured in learning about them and using them in the real classroom situation.

❖ Language laboratory:

The General Computer Laboratory also acts as the Language Laboratory of the institution and has all the set up in terms of software assistance as well as hardware backing required serving the purpose. The Language Laboratory of the College has a good collection of language development materials and tests. A Spoken English Programme is also offered to the students through this laboratory. There are a pretty good collection of English Movies with subtitles to show through LCD Projector to give the mingled audio visual orientation and opportunity for the students to follow the accentuation procedure in the 'Spoken English and in the 'Broken English'. They also get the clear view and effect about the natural relationship the body language and speaking skill have between them. The four aspects of language are taught and practiced in the Laboratory, namely: Reading, Listening, Speaking and Writing through software. The Laboratory has Audio input and output devices for each student to practice and store the practiced for later follow up and checking of the teacher. They can also carry on group discussion and store the output digitally. The teacher can from his console send any data to the students to follow individually through the LAN or can take control of any computer accessing by a student to correct or guide his writing. The teacher can individually connect to a student through audio mode.

The college has invested at least 1.45 million of Rupees for the development and maintenance of the infrastructure of the institution. There are appointed technical supports and consultants for the purpose. The institution has all the inquisitiveness for collection of information, taking feedback and implementing new infrastructure in the academic as well as administrative purposes. The faculty members and the staff are encouraged to be adept in the new technology adopted.

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

The following facilities like multipurpose hall, workshop, sports room, etc. are available with the institution.

The institution has the following:

Multipurpose hall - for events, activities, competitions and cultural functions.

The Seminar cum Programme Hall:

The main college building consists of forty (40) rooms of varying sizes. Among these worth special mentionable are the Multipurpose Seminar cum Programme Hall, also known as 'Vivekananda Mandap' which dually serves the purpose with the facility to accommodate approximately 250 audiences for any aforesaid occasions. The hall is air conditioned and has all the modern trends in the forms of Wi-Fi, Networking with LAN, dedicated computer terminal, Over Head Projector (OHP), 'Document Camera' which is the modern digital up gradation of OHP, High Resolution Projector system etc.

Musical Instruments - Basic musical instruments like Harmonium, Tabla, Pakhaoaj, and Mridanga etc. are available with the institution along with the instructor to facilitate the students.

Sports Room, store - indoor games (chess carom etc.) and outdoor games (squash, badminton, basketball etc.) are available with the institution.

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 classrooms.

Classrooms of the College are constructed in such a way that all the latest technologies can be used as per to the requirements and needs.

Almost all the class rooms are well ventilated and airy, well lighted and fitted with electric tubes/CFL ceiling fans and electric extension connection. The classrooms are well and fully equipped with modern technologies like LCD projectors and computer systems. The rooms are Wi-Fi enabled and LAN backbone connections are optimized for internet and local area information sharing.

4.6. Best Practices in Infrastructure and Learning Resources:

4.6.1. How does the faculty seek to model and reflect on the best practice in the diversity of institution, including the uses of technology?

Fully ICT optimized classrooms and facilities to use multimedia equipment, proper sensation facilities, Separate Multimedia room, Rich Laboratories and Library with plenty of books are the main best practices of the College.

The faculty members are being fully equipped and regularly updated with the latest technologies used in the instructions by the institution and are made familiar with the use of those through training programmes.

Teachers who seek advice in this realm are trained to prepare power point presentations.

Teacher Educators prepare power point presentations for the purpose of instruction.

The various audio-visual facilities are used by the teacher-educators and the optimal use of the same is made including practice teaching.

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

- ICT has been made a part and parcel of the curriculum.
- The institution conducts various activities with the active participation of student teachers as well as the faculty members with the use of computers, LCD projectors, [etc. regularly].
- Non-print materials like , Teaching Aids, audio-visual facilities like television sets tape recorders, computer systems, headphones, digital camera, a handy camera, Digitalized (computer aided instructional materials like -Databases, Online journals- CDs, DVDs, Videocassettes Audio cassettes are widely used.
- There has been made a huge depository of ICT based LTM prepared by the B.Ed. trainees over the last 5 years.

4.6.3. What innovations/ best practices in 'infrastructure and learning resources are in vogue or adopted/ adapted by the institution?

Following are a few best practices adopted:

- Library is having workstations for online information retrieval, e-resources, Internet access, (under process).
- Making provision of hands on training on presentation skills using ICT.
- Spacious campus with master plan.
- Spacious laboratories, class rooms, seminar hall are well furnished.
- Excellent indoor and outdoor sports facilities, grounds, materials, gymnasium.
- Entire staff of the college is computer literate.
- Latest configured computers are available in computer/ET laboratory.
- Resource room for students with special needs is available.
- Cubicles with internet facility for each faculty member.
- Developing prototype of eco-park.
- Use of renewable energy in the Hostel.
- CC TV in the hostel for ensuring security.



Prof. Marmar Mukhopadhyay delivering a talk using ICT

Criterion V: Student Support & 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 advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?**

- ❖ The college follows a strict and well defined admission procedure so as to ensure the quality and preparedness of the students who enroll in various courses and programmes of this institution. Ever in compliance with the norms of the regulatory authorities (N.C.T.E & the reservation policy of the Government of West Bengal) the Board of Studies and Academic Council of this college also seek to maintain the standards of this institution by granting admission to students in all its courses (B.Ed/ M.Ed/M.Phil, Ph.D & the Diploma course) strictly on the basis of the students' academic score which is used as an yardstick to shortlist the applicants for a particular course.
- ❖ The eligibility and preparedness of the shortlisted candidates are further evaluated by subjecting them to meticulous interview, which primarily seeks to ascertain the candidates' attitude towards the course, before granting them final admission.
- ❖ The future career plans of the candidates and their academic performance in the last few years (academic score) are also verified thoroughly before granting admission.
- ❖ The admitted students are adequately oriented about the structure and content of a particular course (for B.Ed, M.Ed & PGDGC etc.) right at the time of commencement of the course. For M.Phil / Ph.D programmes the research scholars need to attend and qualify a methodically structured coursework to enhance and strengthen their research competence.
- ❖ The students and research scholars are provided academic, moral, material and spiritual support all through the programme in order to ensure that each admitted student is able to secure his individual goal which in turn combines to enable the institution to pursue its quest towards excellence.
- ❖ For B.Ed. and M.Ed. courses, the institution regularly assess the students' knowledge/ needs and skills twice a session (at the entry point and once the training is over). For example the study conducted by Sri Ujjwal Paul and Dr. Abhijit Guha of this College during the last session may be referred.

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

- ❖ Ramakrishna Mission Sikshanamandira being a residential college ensures that the members of the faculty are in close contact with the students and researchers almost all the time. All members of the faculty are accessible to the students so as to address their individual queries and problems.
- ❖ The presence of duly qualified monastic members (which includes the Principal, Controller of Examinations, Hostel Superintendent and the Proctor) helps sustain the student support mechanism all the more with greater effectiveness.
- ❖ The College organizes Convocation every year on 4th August (since it is the foundation day of the College) and during the Convocation the toppers in all courses are awarded with gold medals, and the first five rank holders are given away prizes and certificates. The practices of this publicly highlighting the achievements of individual students are some of the means of ensuring the students' motivation.
- ❖ The worth mentioning papers by the student-teachers are published in the College Magazine and Journals and even the modules developed by one B.Ed. trainee have been published by the College. Student-teachers are intimately involved in upgrading the resource centers and their opinions in this regard are highly esteemed.
- ❖ Students are provided with appropriate coaching to enable them succeed in various competitive as well as professional examinations conducted by PSC, UGC, College Service, School Service and Madrasah Service Commissions etc.
- ❖ Students are sent to exposure visits which help them to improve their performances in various fields.
- ❖ Four M.Phil. Scholars availed UGC Rajib Gandhi Fellowship during the last two years.
- ❖ The students' improvement and progress is regularly gauged and monitored by means of assessments (internal and external), assignments, group discussions and seminars. Regular exposure to the latest and happening developments in the field of Education helps to bolster the students' motivation and zeal in the concerned academic sphere.
- ❖ There is also adequate mechanism for formal and informal feedback from the students in course of the academic session so as to ascertain their views about the academic scenario in the college and thereby having the

scope to make the necessary changes and rectification leading towards greater efficacy.



A musical performance by a student

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

Ramakrishna Mission Sikshanamandira being a college meant for male students only gender wise drop-out rate is not applicable for this institution.

Furthermore, drop-out rate in this college has been minimal with only 19 students opting out of their course(s) out of the total 873 students enrolled in the last five years in B.Ed/M.Ed & M.Phil courses taken together.

Out of these 19 'dropouts' over the last five years 18 belonged to B.Ed / M.Ed courses and 1 to the M.Phil programme. While the B.Ed and M.Ed students were fresher and had to quit the course midway having been selected for Government jobs the lone drop out in the M.Phil level was due to his subsequent selection in Ph.D. at Banaras Hindu University.

In case of our college whatever little dropout has happened even that cannot be termed as 'wastage' because the candidates here dropout only when they are selected for decent and respectable positions mostly in the

sphere of teaching which in itself is one of the common objectives of the B.Ed and M.Ed courses.

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 services through competitive examination in the last two years?

Ramakrishna Mission Sikshanamandira itself being a multi - tiered institution, running B.Ed, M.Ed, M.Phil & Ph.D courses and programmes, the students in an antecedent level are always inspired and encouraged to move ahead and pursue their studies in the next higher level. Over the last few years students of our college are being given coaching for TET/NET/SET. Guidebooks for such exams are made amply available in the college library which assists the students in their preparation to a great extent. Students are also given counselling services before they appear for personality tests in competitive exams and job interviews.

In the last two years total 74 students of this college cleared the NET conducted by UGC and the SET conducted by the West Bengal College Service Commission. During the last three years 184 students of this college qualified in the RLST conducted by the West Bengal School Service Commission and were appointed as teachers in various governments sponsored high/higher secondary schools of this state. Furthermore, 10 students of the college were appointed as Assistant Professors by the West Bengal Public Service Commission / West Bengal College Service Commission and 14 students of the college were appointed as S.I of Schools under W.B.Sub.E.S in the last two years.

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

Among the 150 B.Ed students who are admitted into the college every year 75 of them are 'deputed', i.e. they are already employed as teachers in different Govt. Aided/Govt. Sponsored schools of West Bengal. Out of the rest 75 fresher' students (of every batch) at least 35% - 40% of them get selected in the RLST conducted by the West Bengal School Service Commission almost right after the completion of their course. Another 20% -

30% of the pass outs get selected for teaching jobs via S.S.C in subsequent such attempts. A few more students are selected as 'Assistant Masters' in the Government schools of West Bengal by the West Bengal Public Service Commission. Among the M.Ed students all of them, save those who pursue higher studies in the form of M.Phil or Ph.D, get appointed as Assistant Professors in the various self- financed teachers' training colleges of West Bengal and the adjoining states. Except for those pursuing full time research works not a single M.Ed pass out of our college is without a job.

Year	No. of 'Fresher' B.Ed Students	No. of B.Ed students who took up teaching	No. of M.Ed Students	No. of M.Ed Students Appointed in Various Colleges
2010-11	75	62	35	32
2011-12	75	59	35	33
2012-13	75	63	33	29

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.

The college has an ample repository of audio/video resources and a well set up computer lab. The college library too contains ample resources that may be useful and supportive for one involved in the teaching profession. The institution on its part takes initiative to stay open and accessible in this regard so that all the student-teachers graduating from this college are able to access and utilize the aforesaid resources as per their own academic or professional requirements almost on all the days (even holidays) from 8 a.m. to 8 p.m.

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

The college has its own placement cell, headed by an Assistant Professor of this college, to assist and guide the pass-outs in securing jobs after the completion of their respective courses. The placement cell acts as a liaison between various schools, degree colleges and teacher's training colleges who are in search of qualified and competent candidates possessing B.Ed/M.Ed degrees. The efforts undertaken by the college in maintaining high academic standards coupled with the emphasis on a value oriented life (as is the feature of all academic institutions run by the Ramakrishna Mission) has earned the confidence and trust of the prospective employers who readily contact the college authorities with their needs as regards recruitment.

It must be mentioned in this regard that except for those students who are in pursuit of further education or research (in the form of M.Phil/Ph.D) not even a single M.Ed pass out of this college is without a decent employment.

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

In spite of the reasonable success achieved by the college placement cell one must mention that the ground level situation demands the recruitment of a far greater number of teachers in the schools of this state in compliance with the norms of the R.T.E Act, 2009. The apathy and delay on part of the concerned government agencies and the school authorities to fill up the huge void is a big hurdle in opening up the potential scopes and avenues to the prospective teachers.

The aforesaid matter as such cannot be addressed by the institution on its own and it requires a collective thrust on part of all concerned agencies in order to open up and to utilize the optimum scopes that may be available in this field. However, the college authorities take necessary measures to intimate the appropriate Government authorities (Chairman of the West Bengal Central School Service Commission is a member of the BoS, and Professor Kamal Krishna De, an ad hoc faculty is one of the important officials of the West Bengal Board of Primary Education).

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

Practice teaching activities of the students of this institution are carried out solely in the Government/Government Aided schools located in the vicinity of this college. As per Government Laws, appointment in various posts of these institutions is made centrally either by the West Bengal Public Service Commission or by the West Bengal School Service Commission. Hence, in the present set up there is no scope of having any arrangements with practice teaching schools for placement of the student- teachers.

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

As mentioned earlier, the placement cell of this college is officially headed by an Assistant Professor who is primarily entrusted with the task of liaising with the prospective recruiters. Nevertheless, all the members of the teaching staff and management are equally concerned and involved in the activities of the placement cell and in providing ample scope and exposure to the students in the matter of employment. The huge dearth of teacher educators in this state has made the task of the placement cell all the more easier and not a single M.Ed pass out of this college is without any decent employment. Albeit the college does not have any separate financial allocation for the placement cell all requirements of the cell are adequately met with and as stated above all sorts of requisite human / infrastructural / logistical support are readily provided. The ICT facilities available at the college are also at the ready disposal of the placement-cell as per necessity.

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, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?**

The annual calendar of the college is planned and chalked out in advance by the Teachers' Council prior to the commencement of the academic session and thereafter the same is communicated to the students in the form of 'Students' Diary & Academic Calendar' every year.

The teaching learning process is regularly assessed in course of and at the end of every semester in the form of assignments, seminar- presentations, projects, dissertations and of course through the semester examinations.

Weightage is given to the students' performance in various co-curricular activities that intersperse the academic calendar.

The feedback obtained from the teachers and the students at the end of the year helps to make the necessary revision to the curricular and extra-curricular programmes in the subsequent session.

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

The college abides by a standing instruction issued by the designated authorities that stipulates that in case of curriculum transaction the physically challenged should face minimum challenge in the classroom. At the time of examinations, sitting arrangement of the physically challenged students is made immediately adjacent to the doors/entry points of the exam halls and amanuensis is provided to the visually challenged students during the exams. The college authorities also ensure that during practice teaching of the B.Ed students, the visually challenged and orthopedically impaired students are allotted teaching responsibilities at schools that are located in close vicinity of the college hostel. There is one Inclusive Resource Centre in the College which is facilitated by Braille Books, Braille Key Board Computer, Wheel Chairs, Talking Books and many more like things. Inclusive education has been made a part and parcel of the B.Ed. & M.Ed. syllabi. The whole ambiance of the College has been tries to be made barrier free.

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

As is the general feature of all educational institutions run by the Ramakrishna Mission, Sikshanamandira too has always been maintaining a very close-knit relationship between the professors and the trainees. It is a bonding secured by the residential nature of this college. Here the trainees can freely approach their professors whenever they feel the need to do so. The presence of a Monastic Principal, other monks and professors within the same campus, provides the students with a situation where they actually feel to be

living in a large 'family' guided by the elders in every step they take. This traditional set up precedes the arrival of the modern day concept of 'mentoring' and in all probability exceeds its strictly academic periphery. Nevertheless, some of the following points may provide an idea about the set up as is followed in our college:

- ❖ Right from the beginning of their course the trainees are divided into small groups with each group being under the tutelage of an individual professor.
- ❖ The students are given assignments which are duly corrected by the professors so that the students may be able to rectify their mistakes.
- ❖ The Principal, Hostel Superintendent (Monastic) and the Professors are very easy to approach and they are always willing to solve the students' doubts, queries and problems
- ❖ Living in a hostel provides the students with an additional scope for 'peer-mentoring'. The deputed trainees are able to provide valuable inputs for the 'fresher' candidates.
- ❖ The availability of a large collection of books, magazines and journals in the college library coupled with the free access to internet provides the trainees with the scope of reaching out to the whole world.
- ❖ Furthermore, the College has a qualified counselor.

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?

Courses are taught through classroom lectures and punctuated by group discussions and departmental seminar lectures by students.

Rigorous analysis of the simulated teaching and the practice teaching sessions, both by the teachers as well as their peers, helps the trainees in sharpening their teaching skills.

In course of practice teaching of the student teachers, the teacher supervisors constantly mentor the students about their teaching efficacy.

Students are encouraged to publish articles in various journals and magazines. The quality and content of the write ups are suggested upon by the teachers.

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, the college has its own website (www.rkmsm.org).

The information posted in the college website has been placed under the following heads and sub heads:

- ❖ The College (Containing information under the heads: Introduction, Status, Certificates, Hostel, SSR & IQAC, Audit Reports and Facilities)
- ❖ Academics (Containing information under the heads: Courses, Regulations, MoU, ISTTP and Seminars/Workshop)
- ❖ Administration (Containing information under the heads: Principal, Proctor, Superintendent of Hostel, Controller of Exams, Support Staff, Governing Body, Academic Council, Board of Studies, M.Phil Committee, Ph.D Committee, Sub Committee)
- ❖ Admission (Containing information under the heads: Brochure and Apply Online)
- ❖ Faculty (Qualification, Experience, No. of Publications etc.)
- ❖ Convocation (Photos and Convocation addresses)
- ❖ Publication
- ❖ Alumni (Containing information under the heads: About it, Memorandum and Alumni Rules)
- ❖ Library
- ❖ Gallery (Containing information under the heads: Photo, Video and Audio)

Information is readily provided as per the following sub heads providing the following links:

- ❖ Exam Department Notice Board Flash News and Important Links.
- ❖ The college website is required pretty often as per requirement particularly in terms of exam and admission related notifications.



Website of the College

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

Yes, the institution does have a remedial programme for the academically low achievers.

The 'low achievers', as are primarily identified after the 1st semester examination, are provided special instruction for the supplementary exams. There are UGC sponsored programmes for remedial teaching.

It must be particularly mentioned in this regard that monastic members of the college hold special classes at night so as to assist and to mainstream the aforesaid low achievers.

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

The indirect instructional strategies that involve an enhanced level of student involvement are employed for the 'advanced learners' of a class.

In case of the slow learners individualized instruction is provided to each of them by the teachers of the college and by the monastic members even beyond the regular college hours so as to enable such students to overcome their lack.

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

- Regular guidance is provided to the students by the teachers and the monastic members both in a formal as well as informal manner.
- The B.Ed students are provided career guidance by the teachers thereby giving them a proper orientation towards achieving their career goals.
- Students are provided special guidance for NET/SET/ TET and other competitive exams.
- They are also guided and counseled before interviews.
- There is a qualified counselor in the College.

- PG Diploma in Guidance and Counseling (which is attended by the regular students also) also makes room for the trainees to be exposed in counseling services.
- In addition to these, teachers and monks, who share a close relationship with the student-trainees, counsel the students individually as and when it is felt to be necessary in connection with the problems, challenges and hardships faced by the concerned students in their own lives.

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

Even though a walk within the college building will bring into one's notice the presence of one or two official complaint boxes, our college has its unique grievance redressal mechanism.

The resident-trainees can easily approach the Principal of the institution and the Hostel Superintendent who are always open to opinions and ideas and leave no stone unturned to fulfill the students' needs. Some of the major initiatives in this regard are:-

- a. Installation of a solar hot water plant on the hostel roof in order to ensure regular hot water supply to the students in the hostel.
- b. Installation of Water Cooler.
- c. Tables and benches were provisioned for in the hostel dining hall as per the suggestions received from the students.
- d. As a couple of minor incidents of outsiders entering into hostel rooms were reported by the students, the hostel authorities promptly installed closed circuit cameras particularly at the entry/exit points to be more vigilant in this regard.
- e. To further redress the problems that arose at the arrival of 'guests' a well-furnished guest room has been set up in the college hostel.
- f. A few incidents demanding immediate emergency medical assistance made the college / hostel authorities appoint a government approved doctor who visits the hostel every day.
- g. Inclusive atmosphere has been developed and upgraded as per the advice of the differently abled trainees of this College.

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

The progress of the candidates at different stages of the programme is monitored primarily on the basis of internal exams and semester end exams.

Special guidance and remedial classes are given to the students who are found to be lacking in their performance in the daily class as well as on basis of their scores in the aforesaid exams. For low learning outcome in daily classes special contact programmes are conducted by the monks and the college teachers beyond the regular college hours.

In case of co-curricular activities talent hunt programmes and several cultural programmes are organized to monitor the candidates' progress regarding art and creativity and students are further advised on how they can improve their abilities.

Students are also encouraged to actively participate in games and sports, to visit the gymnasium and to take part in the various social outreach programmes and relief work carried out by Ramakrishna Mission.

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

In the pre-practice teaching stage:

- The trainees are given an idea about the various aspects of teaching through simulated teaching sessions.
- The teachers point out the various skills related to introducing a lesson, questioning, explaining and using the black-boards, charts and other teaching aids and the skill of reinforcement.
- Trainees develop the ability to analyze a lesson and frame its corresponding lesson plan.
- School students are specially invited to the college where the teachers themselves practically demonstrate the skills related to teaching in original class room like situations.

As a follow up support:-

- The practice-teaching classes of the trainees are assessed by professors/headmasters who formally write down their views in a comment book maintained by every individual trainee.

•The Practice teaching classes of every trainee are also assessed by the respective subject teachers of the school where the practice teaching is carried out and also by fellow trainees. All these assessments are formally recorded and brought into the notice of the concerned trainee. The above procedure provides a chance to every trainee to analyze his own teaching and to modify it appropriately.

5.3 . Student Activities:

5.3.1. Does the institution have an Alumni Association? If yes,

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

Yes the college has its Alumni Association which is named **RAMAKRISHNA MISSION SIKSHANAMANDIRA PRAKTANI ASSOCIATION** (a registered organization).

- a. The current of office bearers of the *Praktani Association* is as follows:

Swami Tattwasarananda, President
 Swami Suratmananda, Vice-President
 Swami Divyagunananda, Vice-President
 Dr. Satyajit Kar, Secretary
 Prof. Pradip Sarkar, Assistant Secretary
 Prof. Ajoy Ghosh, Assistant Secretary
 Prof. Ujjwal Paul, Assistant Secretary
 Prof. Santanu Biswas, Treasurer
 Sri Sandip Mondal, Accountant
 Sri Achintya Hati, Member
 Sri Utpal Khara, Member
 Sri Koushik Mondal, Member

- b. Albeit there has always been very close contact between the ex-students of this college and the monastic members, teachers and non-teaching staff, the college had its first alumni association after it was

formally registered on 20th November, 2006. The alumni association was renamed and registered as *Ramakrishna Mission Sikshanamandira Praktani Association* in 2014. There has been no election to the alumni association so far.

- c. Some major activities of the Alumni Association include:
 - a. Organizing blood donation camp
 - b. Organizing Cultural Programmes and classical music presentations
 - c. organising science awareness camps conducted by eminent scientists
 - d. Felicitation of the ex-principals of the college.
- d. Ten eminent Alumni of the College:
 1. Srimat Sw. Shivamayanandaji Maharaj –Trustee and Ex-Assistant secretary, Ramakrishna Math & Mission
 2. Sw. Sarvapriyananda Maharaj – Ex-Registrar, RKMVU
 3. Sw. Tattwasarananda Maharaj- Principal, RKM Sikshanamandira
 4. Sri Dibya Gopal Ghatak – Jt. Director, Dept. of School Edn, Govt. of W.B.
 5. Prof. Nemaï Maiti - HoD, Dept. of Education, Calcutta University
 6. Janab Abdul Mannan – Ex- Member West Bengal Legislative Assembly
 7. Sri Tara Shankar Ghosh – Ex Headmaster, Belur High School (Recipient of President’s Award)
 8. Prof. Prajit Palit, HoD, History - Silchar University, Assam.
 9. Pramathesh Banerjee – Ex-member of the Parliament of India.
 10. Siddhartha Bose – Eminent Sarod player.
- e. Ramakrishna Mission Sikshanamandira is proud to have as its alumni a collective of more than 10,000 professional educationists, teachers, professors, scientists, civil servants, literary critics, media experts, journalists, political leaders, social activists, technologists, managers and entrepreneurs over the last 55 years and more. This number will continue to grow. The college has established an Executive Committee (EC) under the president ship of the Principal since 2003. Currently, Prof. Satyajit Kar is the secretary and the chief advisor of the Praktani Association.
- f. The Executive Committee (EC) aims to foster stronger relations between its alumni and others connected with the college. RKMSM recognizes its alumni as important stakeholders in its continuing quest to provide excellent education and research in the field of teacher education. It realizes the enormous benefits that can come from the

engagement and support of its alumni who have considerable expertise in many areas and can help identify strategic directions for RKMSM in the 21st century.

- g. The alumni can provide opportunities for community service, act as goodwill ambassadors for RKMSM, serve as effective interlocutors, provide advice and support to the college, suggest frontline research areas, offer career advice and also provide financial assistance. There can also be academic and technical collaboration in research and projects.

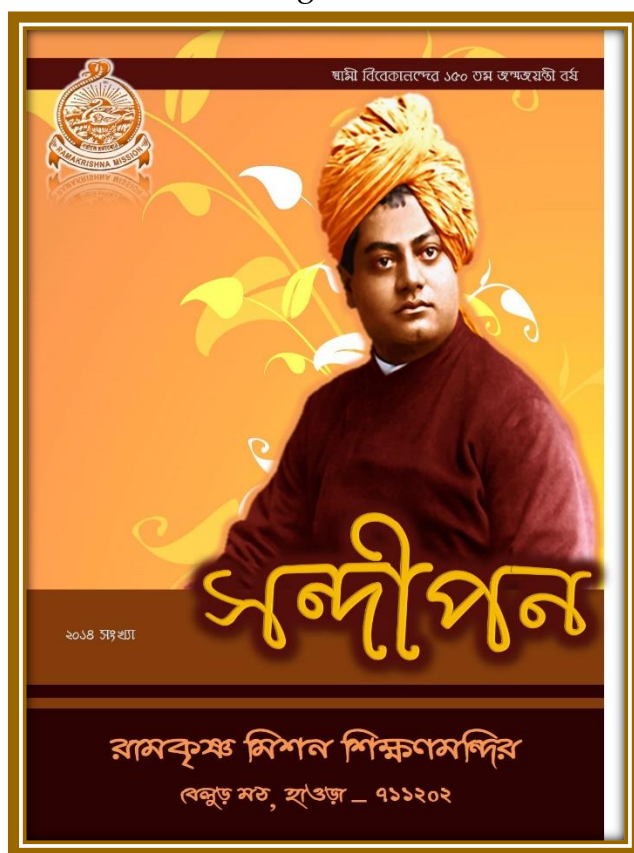
5.3.2. How does the institution encourage students to participate in extra-curricular activities including sports and games? Give details on the achievements of students during the last two years.

The students of Sikshanamandira remain involved in a plethora of activities all the year round. But the ones that deserve special mention are:

- The college talents hunt function.
- Puja Social – A pre- Durga-puja cultural fest of the students.
- Annual Exhibition.
- ‘Vivekananda study Circle’ is actively engaged in community service and citizen’s orientation programmes.
- Annual Blood Donation Camp.
- Saraswati Puja.
- ‘Naranarayana Seva’ on the occasion of Jagaddhatri Puja – almost 15000 devotees partake their 'Prasadam' on that day and the event is almost single-handedly managed by our trainees.
- Celebration of ‘National Youth Day’ at Belur Math – A long and lively procession is taken out by the trainees on the theme communal harmony.
- The students of Sikshanamandira also actively participate in various kinds of indoor and outdoor games, like cricket, football, volleyball, table tennis and carom.
- Sikshanamandira takes pride in the strong football teams it has been producing in successive years. It may be mentioned in this context that our college – team has been enjoying an undefeated streak for a few years now and has a rather enviable record against the football teams of the other B. Ed. Colleges.

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

- ❖ The College has been actively encouraging creative writing skills among the students by bringing out a series of wall magazines titled 'Chhandak', 'Suptasrota' and 'Aranyak'. Students themselves manage almost every aspect involved with the publication of these magazines. The college also has its own annual magazine 'Sandipan' and our students are a major contributor to its rich contents.
- ❖ Worth mentioning papers by the students are also published in College Journal.
- ❖ Two modules have recently been developed by a B.Ed. trainee of the 2013-14 sessions and the College took initiative to publish those two modules.
- ❖ The total number of publications by our B.Ed., M.Ed. and M.Phil. trainees and Scholars amount to 219 during the last 4 academic sessions.



Magazine of the College

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

Another unique feature of Sikshanamandira is the 'Siksharthi Samsad', the students' self-government which is a non-political platform constituted from among the resident trainees on the basis of common consensus and it works hand in hand with the college administration and the Teachers' Council for the academic, cultural and other overall improvements of the college. The 'Siksharthi Samsad' is comprised of various Sub-committees which go as follows:

- Cultural sub-committee – organizing the college Talent Hunt and the Puja Social and other cultural activities.
- Magazine Sub-committee- to edit and oversee the publication of the various wall magazines and the college magazine.
- Games & Sports Sub-committee: to look into the arrangements in the inter college matches, to organize various indoor- games competitions and the annual sports.
- Religious and Cultural Heritage Sub-committee- to organize the Vidyarthi Brata and the Saraswati Puja.
- Reunion Sub-committee – to assist in reunion related activities
- Seminar sub-committee :to organize seminars and colloquia on the various method subjects taught in the college
- 'Vivekananda Study Circle' - to conduct and oversee the 'Prasad-bitarana' on the occasion of Jagaddhatri Puja. To participate in the various Reliefs works done by the Mission.

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

- ❖ The 'Siksharthi Samsad' constituted of student representatives ably assists in numerous academic and extra-curricular activities of the college. Worth special mention in this regard is the major role played by the 'Samsad' in the smooth conduction of the counseling programme to R.K.Mission Purulia Vidyapitha of which our college is an off campus venue.
- ❖ Besides this, the 'Mess-committee' of the resident trainees is the sole functionary body that supervises the day to day activities of the

students' mess. The members of this committee are entrusted with the responsibility of running the kitchen, marketing, maintaining the mess accounts and collection of mess charges.

- ❖ IQAC is also represented by our trainees and Scholars.

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?

At present the institution have informal as well as formal mechanism as such to seek and use data and feedback from its graduates through printed format as well as personal contacts of monks, teachers and other staff with the various employers (Headmasters of different schools). These responses are seriously discussed in the various meetings of the faculty and in near future the college is planning to act upon in a formal shape to the feedback given by the practice teaching schools.

In order to gauge the effectiveness of the CTE programmes the college had sought 'Appraisal Reports' from the Headmasters of the participant teachers; some of the feedback we received in this regard is excerpted below:

- "It must be mentioned in the context that our teachers have evidently gained a list of guidance and new insight into the process of teaching and learning from the workshop" (Rabindra Smriti Vidyaniketan, Hooghly).
- "Your orientation programme has enriched the teachers both by updating them and by introducing them to the new method of teaching" (Belur Panchanantala Mahendra Vidyapith).
- "The teachers who attended the orientation programme arranged by you, have greatly enriched themselves and thereby find a golden opportunity to mould their learning process" (Belur Girls' High School).

5.4 Best Practices in Student Support and Progression:

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

The institutional best practices in this regard are:

- a. Providing coaching to the students for exams like TET/NET/SET and other competitive exams.
- b. Counselling of students who are to appear for personality tests in various competitive exams.
- c. Introduction of add on course in Guidance and Counselling.
- d. Institution sponsored projects for B.Ed and M.Ed students.
- e. College sponsors excursion along with attendance in International Conferences.
- f. The institution arranges exposure visits to places of educational importance.
- g. The achievements and publications of our students during the last four years are as follows:

Year	NET/SET/ SLET	GATE	M.Phil.	Ph.D.	Publication(s)	Passed competitive examinations
2010-11	40	3	7	1	52	72
2011-12	37	5	8	2	50	67
2012-13	35	4	6	3	45	55
2013-14	39	7	4	2	62	32

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

1. What were the evaluative observations made under Student Support and Progression in the previous assessment report and how have they been acted upon?

Evaluative observations made under Student Support and Progression in the previous assessment report	Measures acted upon them
"Higher weightage may be given to Interviews in admission process."	Subsequent to the recommendation of the NAAC team as regards allotment of higher weightage to interviews in

	the admission process, the same was incorporated in the admission procedure immediately thereafter. However, in the subsequent years as per the decision of BoS of this college the marks allotted to the interview process has been reduced in order to bring about greater objectivity in the process.
"The institution conducts only 30 days of teaching practice instead of 40 days as prescribed in the NCTE norms."	Practice Teaching of a minimum period of 40 days has been allotted to the student teachers in every subsequent session.
"Practice teaching may be taken up in Internship mode."	As per the present system followed in West Bengal it is not practicable to take up practice teaching in Internship mode.
"Evaluation is to be comprehensive and continuous."	Semester system has been introduced in order to make the evaluation comprehensive and continuous.
"Internal evaluation may have 40% weightage."	The weightage for internal evaluation has been subsequently increased and at present the weightage allotted for the same is about 52%.
"Dropout rate looks to be on higher side specially being a professional course."	Though it is a standard practice to term the fact of students leaving a course midway as 'dropout' the same ought not to be applicable in case of the minimal number of such incidents happening in our college. In case of our college the same cannot be termed as 'wastage' because students quit the course midway only if they get employed and in a vast majority of the cases they get appointed as teachers/assistant professors/or inspector of schools. Hence the fact of students attaining the first objective of securing a job in a field of their own choice ought to be viewed in a positive light. It may also be added in this regard that the college authorities always encourage such

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

The measures adopted by the college as per the recommendations of the last NAAC peer team (as stated immediately above) may all be considered as quality sustenance and enhancement measures.



Blood Donation Camp Organized by the College

Criterion VI: Governance and Leadership

6.1. Institutional Vision and Leadership:

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

The institution's stated purpose, vision, mission and values are as follows:

- **Purpose:**

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonizing the best elements of Eastern and Western values.



The Emblem of the Ramakrishna Mission

- **Vision:**

Sikshanamandira aspire to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the

worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, “*atmano mokshartham jagaddhitaya cha*” which means: attainment of one’s own freedom and doing good to the world.

- **Mission:**

1. Making of such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous researches and dissemination of knowledge.
3. Support discovery or development of knowledge through M.Phil. & Ph. D. Programmes and post-doctoral projects.
4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

- **Values:**

1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards of the environment and citizens of the world.
5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

All these purpose, vision, mission and values are made known to the various stakeholders by the following means:

- Through the College Web-site.
- Through the Prospectuses of various courses and programmes.
- Formal teaching is imparted to our students through weekly classes on spiritual and cultural heritage of India, explained and elucidated in the light of modern science and current thought pattern of the world by the monks who have been trained and educated in the modern disciplines.
- Every year the new admitted boys are initiated to the student life of Sikshanamandira through a serene and elevating ceremony, Vidyarthi Vrata Homa. During this ceremony, they take some pious vows, Vidyarthi Vrata, as residential students on the model of the Guru Kula system.
- To inculcate the vision & mission of our institution in the faculty members, non-teaching staff and hostel staff some value education programmes are held periodically in our college where the revered monks of the Ramakrishna Order and other eminent

personalities deliver valuable lectures on value education, duties and responsibilities and their obligation to the society, time management etc.

- The hostel has got a separate prayer and meditation hall for students. Every morning and evening the students assemble in the hall for prayer. They bring with them copies of 'Prarthana O Sangeet', a collection of hymns, songs and prayers published by Ramakrishna Mission Saradapitha specifically for students.
- In the morning the students chant and sing the universal prayers. In the evening there is a collective singing of the aratrika hymn composed by Swami Vivekananda himself. This hymn is sung by millions of Ramakrishna Vivekananda devotees all over the world during the sandhya-aratrika. After this singing there is a reading by a student from any inspiring book such as lives and teachings of great men of the world.
- Both in the morning and evening the students perform meditation for a brief while. Some students continue with their silent meditation for a longer time while others return to their respective rooms silently.
- Above all, the institution's physical proximity to Belur math made known its vision, mission and purposes to the various stakeholders in a natural and spontaneous way.

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

Yes, the mission includes the goals and objectives of the institution in terms of addressing the needs of the society. The students passed from this institution are moulded and motivated in such a way that they impart value oriented teaching to the students of the schools for providing better service to the society.

The *vidyarthi* vows help them not only to flower as ideal students during their life of study here as well as at the university but also help them to shoulder the larger social responsibilities as ideal citizens. These vows put forward a high ethical and moral standard for them to emulate, so that they set shining examples to the society after their academic stay in Sikshanamandira is over. During their stay too they are reminded of their vows every now and then by the presence and guidance of monastic superintendent. This way Sikshanamandira renders service to the society by providing model citizens. On watching the *vidyarthi vrata* ceremony many

people have felt that it should perhaps be taken as an all India model as an antidote to ragging.



Vidyarthi-Vrata Ceremony

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

True to the ideology as it was envisaged by Swami Vivekananda, Sikshanamandira Management seeks to involve its members, both teaching and non-teaching by means of motivating them by example and rule of love rather than through a set of formal rules. The faculty members and other staff are made to feel that they are part and parcel and the chief architects of the large worldwide movement intended to serve rather than to work as employees. Here the example of monastic administrators working in Sikshanamandira and its sister institutions who put several hours of hard work beyond the office hours, often late into the evening and night after nights as a labour of love and service stands out as a great motivating power.

Sikshanamandira Governing Body is constituted of senior monks having vast experience to work in different educational institutions for a long period of time, educators and academicians, Hon'ble Justice of Supreme Court of India, renowned professors of University and High officials in the Education department of Govt. of West Bengal. Meeting of such a Governing Body is held almost more than two times a year to assess different dimensions of the institution in general and effectiveness of the mode of transaction of teaching and learning process of the institution in particular.

For example, Chairman of the G.B. Hon'ble Justice Pinaki Ch. Ghosh (Supreme Court of India) himself remains present on programmes/workshops on different topics and chairs the Inaugural/valedictory sessions.

Sikshanamandira has developed over the years a participatory system of governance in which faculty members actively get involved in various curricular and co-curricular functions of the college administration. There is a Teachers' Council (T.C.) which is a statutory body as per Calcutta University Act. All the full time teachers are members of that council. There are several other sub-committees which are formed or restructured under the chairmanship of the Principal and where our Vice Chancellor's nominees play active role as advisors.

These committees remain accountable to the Governing Body as these committees are to be ratified in the G.B. meetings.

There is a separate Hostel committee (which is accountable to the M.C. of Ramakrishna Mission Saradapitha) where Hostel matters are coordinated by the Monk-in-Charge in consultation with Secretary and Principal.

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?

Sikshanamandira being like a small family with a very few teaching and non-teaching members of staff, to ensure that the responsibilities are

defined and communicated to the staff of the college does not need any complex mechanism of managerial/ corporate communication.

Important notices to convene any formal meeting of the T.C. are usually convened by the Secretary of the T.C. Members of the committee put their initials on the notice as a mark of their being intimated. In case of informal meetings (which takes place quite regularly) of different sub-committees members are intimated either verbally or over telephone.

Notices having importance to the students as well as the teaching and non-teaching staff are served on the Public Notice Board and College website, Notice Board in the faculty room, Notice Board in the Office and Hostel Notice Board.

That no complaint from the end of the teaching as well as the non-teaching staff has been heard off about not being properly informed or intimated as regard to the allocation of any duties or responsibilities till date proves that procedure followed by the management to ensure that the responsibilities are properly defined and communicated to the staff is a very sound one.

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

Formally the M.C. of Saradapitha, the G.B. of the college, Hostel committee, Teachers' Council, IQAC, BoS, AC, M.Phil. Committee, Ph.D./ Research Committee and informally different sub-committees take note of the functioning of the college. In each meeting, the minutes and actions taken on the minutes of the previous meetings are discussed at length and developmental measures are suggested for overall improvement thereof. Sikshanamandira follows a democratic, rational, team based model of decision making where a high degree of transparency is maintained through and through. Since team based fundamentality is the corner stone of administrative practices in our college, decision making is delegated to the members of different committees at each level of activity. The decision making process is thus a consequence of collective team work and participatory administration.

Valid information is available for the management through direct and personal contacts and informal but very much effective feedback mechanism

inbuilt in the system by which internal coordination and monitoring are accomplished.

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

- Barriers are identified from analyzing and interpreting various feedbacks obtained from all the stakeholders.
- Furthermore, during the last 5/6 years the institution underwent external assessment/ inspection by the University of Calcutta (4 times in connection with initiation of M.Ed., M.Phil., PG Diploma course and extension of autonomy), by State Assessment and Accreditation Council or SAAC (as a result of which Rs. Ten Lakh was sanctioned in favour of the institution), by a high power team constituted by the MHRD, Govt. of India (in connection with running In-service Teacher Training Programme under CTE scheme) and all these inspections helped the institution to identify and address the barriers (if any) in achieving the vision/mission and goals.

6.1.7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Swami Vivekananda who was once described by one of his western admirers as 'being young in years but eternal in wisdom' has given stress on a new philosophy of work for the modern age. That philosophy that can be put in a nut shell as "For one's own salvation and the welfare of the world" is based on the following principles:-

(a) All work is sacred (b) Work as worship (c) Service to man is service to God (d) Work is a spiritual discipline.

And that philosophy is the guiding force of almost all the works rendered by the staff of this college.

For example as a matter of fact whenever on a Sundays or other holidays or recesses the college needs to be remained open on account of some urgent work regarding performance appraisal and other related work, almost all the faculty & staff immediately come and work hard till night.

Besides ideology, almost all the staff get moral and physical and monetary support (of course as and when needed) and this provides the main impetus for the staff to render any kind of service effectively and efficiently.

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 resources for the preparation of students.

The Principal as the head of the institution needs to be actively involved at various levels of academic governance and management as well as allocation and utilization of resources. He is needed to play his advisory role right from the level of the Siksharthi Samsad, Alumni Association to the management of hostel staff.

Principal acts as the Chairman of almost all the Committees except the Governing Body and the Hostel Committee and he regularly shares his academic experiences that he gains from his visits to abroad and as being a member of the Syndicate, University of Calcutta, Member & Member Coordinator of NAAC Peer Teams, and various other Government and academic committees. Decisions related to financial matters such as allocation and utilization of resources are monitored and coordinated by the Principal himself in consultation with the Secretary and Hostel Superintendent (who is also the Treasurer of the college) subject to the approval/ratification by the Finance Committee, of course, in the case of bulk purchase. As regards petty purchase, Principal's decision is taken to be final. The Principal keeps constant vigilance over proper utilization of such resources.

6.2. Organizational Arrangements:

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

Given to its autonomous nature, different statutory committees have been constituted as per autonomy guideline by the institution for management of different institutional activities. The details of those committees and no. of meetings held during the last few years are as follows:

- **Governing Body:**

Members at present:

- i. **Hon'ble Justice Pinaki Chandra Ghosh (Supreme Court of India) – President.**
- ii. Swami Kedaratmananda – Vice President
- iii. Swami Divyananda - Secretary
- iv. Swami Tattwasarananda - Principal
- v. Swami Gokuleshananda- Treasurer
- vi. Prof. Hitasish Bhowmik – Teachers Representative
- vii. Prof. Pradip Kumar Sengupta – Teachers Representative
- viii. Swami Suratmananda – Member
- ix. Sri Pradipta Sinha Roy – Representative of Non-Teaching Staff
- x. **Prof. Dhruba Jyoti Chattopadhyay, Pro-V.C., C.U. - V.C.'s Nominee**
- xi. **Dr. Sujit Kumar Pal, DDPI – Govt. Nominee**
- xii. **Prof. S. Indumati – UGC Nominee**



College Governing Body

Meetings of the **Governing Body** held on: 30.07.2008, 13.09.2008, 03.12.2008, 17.04.2009, 21.12.2009, 02.08.2010, 22.12.2010, 07.07.2011, 23.07.2011, 23.07.2012, 30.05.2013, 18.12.2013, 03.05.2014. = 13 times since upgraded as autonomous College.

- **Board of Studies:**

1. Swami Tattwasarananda – Chairman
2. Swami Suratmananda, Proctor
3. Swami Divyagunananda – Controller of Examinations
4. **Professor Rita Sinha, C.U., - V.C.'s Nominee**
5. Professor Debi Prasanna Mukhopadhyay, D.Litt. Faculty Member
6. Professor Kamal Krishna De – Faculty Member
7. Prof. Goutam Bandyopadhyay, Faculty Member
8. Prof. Hitasish Bhowmik, Faculty Member
9. Prof. Padip Kumar Sengupta, Faculty Member
10. Dr. Abhijit Guha, Faculty Member
11. Prof. Pradip Sarkar, Faculty Member
12. Dr. Satyajit Kar, Faculty Member
13. **Dr. Subiresh Bhattacharyay - Chairman, WBCSSC, Representative of the Placement Cell**
14. **Dr. Subir Nag, Principal, Satyapriya Roy College of Education, From Education**
15. **Professor Dulal Mukhopadhyay, Ex-Prof, Kalyani University, Nominee of the A.C.**
16. **Professor Sanat Kumar Ghosh, R.B.U. Nominee of the A.C.**
17. **Dr. Kaushik Chatterjee, Meritorious Ex-Trainee.**

Meetings of the Board of Studies held on: 14.01.2009, 15.05.2009, 30.11.2009, 26.03.2010, 10.06.2010, 10.07.2010, 21.12.2010, 16.03.2011, 10.06.2011, 16.07.2011, 19.11.2011, 27.02.2012, 05.06.2012, 28.07.2012, 01.12.2012, 02.02.2013, 06.06.2013, 02.07.2013, 23.11.2013, 10.12.2013, 27.02.2014, 30.06.2014 = 22 times since upgraded as autonomous College.

- **Academic Council:**

1. Swami Tattwasarananda – Chairman
2. **Professor Debjani Sengupta, C.U. - V.C's Nominee**
3. **Professor Aditi Gosh – C.U. - V.C's Nominee**
4. **Professor Mita Banerjee, C.U. - V.C's Nominee**
5. Professor Debi Prasanna Mukhopadhyay, D.Litt. Faculty Member
6. Professor Kamal Krishna De - Faculty Member
7. Prof. Goutam Bandyopadhyay, Faculty Member & Member Secretary of the A.C.
8. Prof. Hitasish Bhowmik, Faculty Member
9. Prof. Padip Kumar Sengupta, Faculty Member

10. Dr. Abhijit Guha, Faculty Member
11. Prof. Pradip Sarkar, Faculty Member
12. Dr. Satyajit Kar, Faculty Member
13. Swami Suratmananda – Proctor
14. Swami Divyagunananda – Controller of Examinations

Meetings of the Academic Council held on: 14.01.2009, 28.02.2009, 11.04.2009, 15.05.2009, 25.07.2009, 30.11.2009, 26.03.2010, 10.06.2010, 10.07.2010, 21.12.2010, 16.03.2011, 10.06.2011, 16.07.2011, 19.11.2011, 27.02.2012, 05.06.2012, 28.07.2012, 01.12.2012, 02.02.2013, 06.06.2013, 02.07.2013, 23.11.2013, 11.12.2013, 27.02.2014, 30.06.2014 = 25 times since upgraded as autonomous College.

• **M.Phil. Committee:**

1. Swami Tattwasarananda (Chairman)
2. **Prof. Malay Kumar Sen, V.C.'s Nominee**
3. **Prof. Nimai Chand Maity, V.C.'s Nominee**
4. **Prof. Mita Banerjee, V.C.'s Nominee**
5. Prof. Goutam Bandyopadhyay
6. Prof. Hitasish Bhowmik
7. Prof. Pradip Kumar Sengupta
8. Dr. Abhijit Guha, Convenor
9. Prof. Pradip Sarkar
10. Dr. Satyajit Kar

Meetings of M.Phil. Committee held on: 09.07.2012, 06.09.2013, 14.09.2013, 03.06.2014 = Total 4.

• **Ph.D./ Research Committee:**

For the last six years a Research Committee was there in the college which after the initiation of Ph.D. course was reconstituted as Ph.D. Committee and got it endorsed by the Hon'ble V.C. of the University of Calcutta. At present this Ph.D. Committee acts as the Research Committee (which is as follows) of the College.

1. Swami Tattwasarananda, Principal, (Chairman)
2. **Professor Mita Banerjee, Dept. of Education, C.U., V.C's Nominee**
3. **Professor Sadhan Dasgupta, Dept. of Psychology, C.U., V.C's Nominee**
4. **Professor Nimai Chand Maiti, Dept. of Education, C.U., V.C's Nominee**
5. **Prof. Debasri Banerjee, Dept. of Education, C.U., V.C's Nominee**
6. Dr. Abhijit Guha, Reader, (Convenor)
7. Dr. Satyajit Kar, Assistant Professor, Member.
8. **Professor N. B. Biswas, Dean, Dept. of Education, Assam University.**

External Expert.

9. Professor Avinash Kumar Singh, NUEPA., External Expert.
10. Professor Sanat Kumar Ghosh, Dept. of Education, Rabindra Bharati University., External Expert.
11. Prof. Kanu Charan Sahoo, HOD, Vinay-Bhawan, Viswa-Bharati, External Expert

Meetings of Ph.D. / Research Committee held on: 07.06.2014, 12.07.2014 = Total 2.



Research & Ph.D. Committee Meeting

- **Finance Committee:**

1. Swami Tattwasarananda (Chairman)
2. Prof. Goutam Bandyopadhyay
3. Swami Gokuleshananda, Treasurer
4. Sri Pradipta Sinha Roy, Head Clerk

Meetings of the Finance Committee held on: 20.03.2009, 01.04.2009, 22.03.2010, 20.08.2010, 12.04.2011, 18.06.2012, 28.05.2013., 30.04.2014. = 8 times since upgraded as autonomous College.

- **Teachers' Council:**

All the Full-time (Government Approved) teaching staff. Other members of faculty are invitees. Meetings held as and when required.

- **IQAC:**

1. Swami Tattwasarananda, Chairman.

2. Swami Sarvapriyananda, Ex-Registrar, R.K.M.V.U. Belur Math.
3. Prof. Goutam Bandyopadhyay, Coordinator, IQAC.
4. Sri Sabyasachi Roy, IAS, Special Secretary (H.E), Govt. of W.B.
5. All faculty Members.
6. Pradipta Sinha Roy, Head Clerk.
7. Gurupada Purkait, Accountant.
8. Swami Gokuleshananda, Hostel superintendent
9. Swami Suratmananda, Proctor
10. Swami Divyagunananda, Controller of Examinations
11. Prof. M .Islam, External Expert.

Meetings of the IQAC held on: 18.08.2007, 07.07.2008, 01.07.2009, 06.07.2010, 02.07.2011, 07.07.2012, 11.07.2013, 28.05.2013., = 8 times since last accreditation.

• **RKMSM Hostel Committee:**

1. Swami Shastrajananda – Chairman
2. Swami Divyananda – Secretary
3. Swami Gokuleshananda – Hostel Superintendent
4. Swami Tattwasarananda – Principal
5. Swami Suratmananda – Proctor
6. Swami Narendrananda – Member
7. Dr. Abhijit Guha – Faculty Member
8. Sri Pradipta Sinha Roy – Head Clerk

Meetings of the RKMSM Hostel Committee held on: 11.07.07, 01.02.2008, 30.07.2008, 16.01.2009, 18.04.2009, 21.12.2009, 02.08.2010, 17.11.2011, 11.02.2013, 14.09.2013 = 10 times since last accreditation.

• **P. F. Sub-Committee:**

1. Swami Tattwasarananda(convener)
2. Pradipta Sinha Roy, Head Clerk
3. Prof. H. Bhowmik, Faculty Member

Meetings of the P. F. Sub-Committee held on: 19.01.2009, 14.03.2009, 30.03.2009, 12.06.2009, 28.01.2010, 07.04.2010, 25.09.2010, 20.11.2010, 03.02.2011, 08.03.2011, 19.04.2011, 30.08.2011, 21.10.2011, 25.11.11, 16.02.2012, 16.06.2012, 15.09.2012, 29.09.2012, 18.02.2013, 29.07.2013, 31.08.2013, 27.11.2013, 04.01.2014 = 23 times since last five years.

• **Building Committee:**

1. Swami Tattwasarananda, Principal & the Chairman of the Building committee
2. Mr. Sukanta Kundu, Assistant Engineer, Howrah Sub Division, P.W. D (C.B.).

3. Prof. Goutam Bandyopadhyay, Associate Professor, RKMSM
4. Prof. Hitasish Bhowmik, Secretary, Teachers Council, RKMSM
5. Swami Suratmananda, Proctor, RKMSM
6. Swami Gokuleshananda, Treasurer, RKMSM
7. Sri Pradipta Sinha Roy, Head Clerk, RKMSM
- 8. Mr. Rajib Sadhu, Superintendent Engineer, KMDA**
- 9. Professor Ashim De, Representative of the Hon'ble V.C., University of Calcutta**
10. Sri Achintya Hati (Invitee), RKMSM

Meetings of the Building Committee held on: = 04 times since last five years.

Besides these statutory committees there are other sub-committees which are as follows:

- i) Non-Teaching Staff committee.
- ii) Magazine Sub Committee:
- iii) Publication Sub-Committee (CTE/ Seminar):
- iv) Cultural sub-Committee:
- v) Excursion Sub-Committee:
- vi) Games and Sports Sub-Committee:
- vii) Seminar Sub-Committee:
- viii) Routine Sub-Committee:
- ix) Library Sub-Committee:
- x) Exhibition Sub-Committee:
- x) Journal Sub-Committee:
- xi) Service Book Sub-Committee:
- xii) Anti-Ragging cell
As per the Government Instruction
- xiii) Parent Teacher Association:

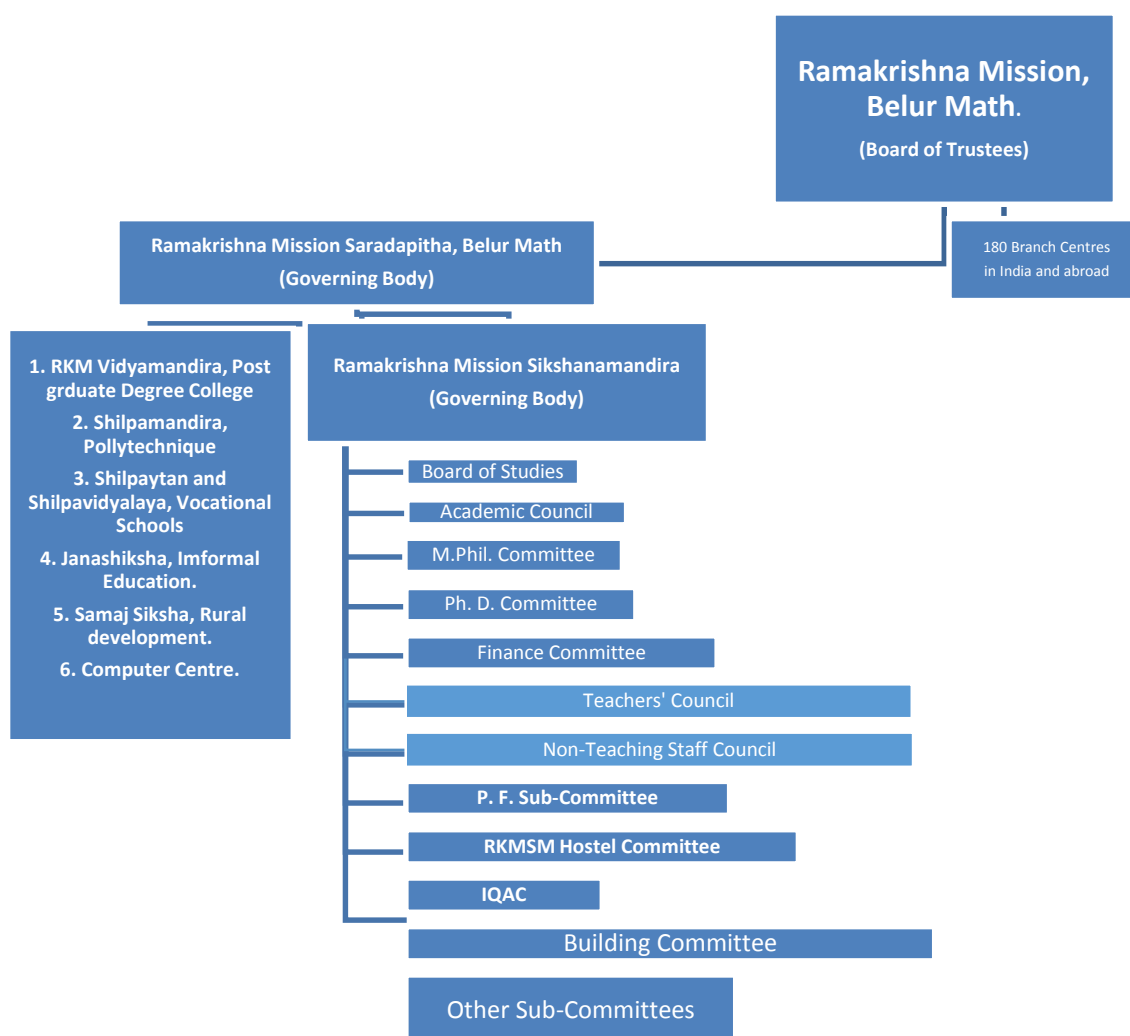
A synoptic enumeration of the important decisions made by these committees during the last few years is as follows:

- i. Up-gradation of the College as an autonomous one under the University of Calcutta.
- ii. Initiation of various courses and programmes.
- iii. Regular revision of courses.
- iv. Establishing wide national and international linkage.
- v. Organizing national, international and regional seminar.
- vi. Giving importance upon research and publication.
- vii. Widening extension and outreach programme.
- viii. Establishing annex building.

- ix. Giving importance on ICT.
- x. Giving importance on creating inclusive ambience.

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

The organizational structure and the details of the academic and administrative bodies of the institution are as follows:



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

Ours is an institution the administration of which entirely proceeds through decentralized process following the democratic norms. For the structure and details of their function please see 6.2.1. & 6.2.2.

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

The institution collaborates with other departments by sitting in the meetings of different committees and also by personal endeavours with the faculty members made by the Principal through personal contact, e-mail, web-site and circulation notices.

During the practice teaching session, there is sufficient scope for exchange of views among the faculty members, Principal and student teachers with the school personnel to improve and plan the quality of educational provisions.

Moreover, our institution has got the recognition as the College of Teacher Education (CTE) by the Govt. of India. Following the recognition the institution could arrange series of Orientation-cum-Workshop programmes of various school subjects where teachers from six districts were selected jointly by the Dept. of School Education, Govt. of West Bengal and our institution and those teachers participated enthusiastically for improving their quality of education.

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.

- During the Practice Teaching, the Institution prepares various evaluation sheets through which the faculty members, the peer students, the teachers of the practicing schools offer opinion related to quality improvement of the student teachers. To follow the opinions collected from various corners, the institution helps to accumulate a feedback process which virtually helps the student-teachers a lot.
- The faculty members offer various appropriate feedbacks to individual student teachers while continuing the simulated lessons and microteaching.
- B.Ed. & M.Ed. trainees of this college at the end of the session give their response in a four point rating scale (very good, good, satisfactory, unsatisfactory) questionnaire (no.1) proposed by NAAC. The questionnaire contains 8 parameters such as depth of the course content including project work, extent coverage of course, relevance to real life situations etc. For example, during 2012-13 academic sessions, according to 79.35% students, the overall rating of these

parameters were 'good' and near about 20% student thought that it was 'very good'. In questionnaire no.3 students' overall evaluation of the programme and teaching were as follows:

1. More than 88% students opined that the present syllabus of B.Ed. course was adequate.
2. According to 80% students, the background for benefiting from the course was adequate.
3. According to 86% students the course was manageable to understand.
4. According to 82% students, 70-80% syllabus was covered in the class.
5. 65% students supposed that there was some difficulty to get material for the prescribed reading.
6. 56% students thought that teachers were sometimes helpful in advising.
7. Near about 70% of the students thought that teachers' approach was always indifferent whereas 30% thought that they sometimes were rude.
8. 75% of the students thought that the internal assessment was fair.

All these feedbacks are discussed in various committees and actions are taken upon them accordingly.

- During the last 5/6 years the institution underwent various assessment/ inspection by external agencies as follows:
 - i. By the University of Calcutta in 2008 in connection with granting autonomy.
 - ii. By the University of Calcutta in 2008 in connection with starting M.Ed. course.
 - iii. By the University of Calcutta in 2012 in connection with starting M.Phil. in Education Programme.
 - iv. By the State Assessment and Accreditation Council (SAAC) in 2013 in connection with state level assessment.
 - v. By a high power committee constituted by the MHRD, Govt. of India in 2013 in connection with in-service teacher training under CTE scheme.
 - vi. By the University of Calcutta in 2013 in connection with starting PG Diploma in Guidance and Counseling.
 - vii. By the University of Calcutta in 2014 in connection with extension of autonomy.

Feedback obtained officially from all these inspections helped the institution to identify and address the barriers (if any) in achieving the vision/mission and goals.

- Eminent academicians (like Prof. Siddique, Ex-Chairman of NCTE, Prof. Ved Prakash, Ex-Chairman, UGC), Vice-chancellors of different Universities (and Professors from NUEPA, JNU, BHU, Jamia Millia Islamia, MS University of Baroda etc.) and other eminent educationists (like Professor Jallaluddin, Professor Marmar Mukhopadhyay) who visited the institution during the

last few years gave their important opinions which helped the institution to identify and address the barriers in various ways.



Calcutta University Autonomy Inspection Team Visit

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 departments' creating/providing conducive environment).

Management meets the staff periodically to discuss on various academic and administrative issues. In a nutshell the institution promotes co-operation, sharing of knowledge, innovations and empowerment of the faculty by the following means:

- i. Structural organization as per norms.
- ii. Informal and formal arrangements and committees.
- iii. Decentralization and participative management.
- iv. Coordination of all statutory bodies and advisory committees like G.B, BoS, AC, TC, M.Phil committee, Ph.D. committee, PF Committee, Finance Committee etc.



Prof. Ved Prakash at the College's International Conference



Prof. Siddiqui at the College's National Seminar

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 has a *management information system (MIS)* in respect of the followings:

- Admission Process.
- Evaluation (Tabulation, preparation of Mark sheets) process.
- Library.
- Finance and Accounting.
- Web-site.
- In our College LAN is configured as a fully functional internet with the facilities of e-mail service, browsing service, local Usenet news service, local mailing list service and remote terminal service and local FTP service to provide facilities of MIS for collecting and assimilating the bio-data of the applicants for getting them admitted in our College, classifying and selecting suitable candidates, integrating digital information related to the administrative work of our institution, processing information for equipping our trainees with the latest development related to teacher education and other method subjects.
- Our internet connection is through VSNL, internet service provider and Wi-Fi.

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

The institution prepare perspective plan document and allocates:

- Financial resources after discussing it in Finance Committee, and the G.B and after getting it endorsed by the auditors.
- Human resources after discussing and resolving in various committees.

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

The resources both human and financial are needed to fulfill the norms and regulations of the UGC, NCTE, Governmental agencies and other controlling and regulatory bodies.

- Recurring expenditure is mostly bore by the Govt. of West Bengal.
- Partial recurring and non-recurring expenditure is bore both by the management, UGC and the Govt. of West Bengal.
- Thus, the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained by the following measures:
 - ❖ Through preparing perspective plan documents.
 - ❖ Through preparing strategic plan and schedules for future development.
 - ❖ Through institutional approach through decision making.

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

Before the commencement of the academic session a tentative academic calendar is chalked out in the meeting of the T.C. which also performs the various activities related to academic council and all these are reflected in the booklet entitled 'Academic Calendar and Diary' which are distributed among all the stakeholders of the College in the beginning of the each academic sessions. The entire academic plan is divided into two parts – academic plan before the starting of practice teaching and the other regarding practice teaching and other internal activities. So far as practice teaching is concerned all students are divided into six/seven (as per the number of schools) groups in which faculty members act as supervisors having the responsibility of one institution to each of them. All teachers including the Principal of this institution visit by rotation to each institution. The teachers of the practice-teaching schools, the faculty members, the Principal of this institution and even students peer groups evaluate the trainees separately. Every lesson-plan has to be approved by the respective subject teacher beforehand and after the execution of the lesson in the school either the Head of the Institution or any assigned teacher execute the lesson for the day.



College Academic Calendar

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

All the objectives related to academic planning and management are communicated verbally and also by giving notices at all levels. In order to facilitate the objectives, all teaching and non-teaching staff are assigned by some responsibilities which they discharge keeping in tune with the institutional vision, mission and objectives.

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

The Vision, Missions were last revised after the conferment of autonomous status in 2008. But the implementation plans are almost regularly monitored, evaluated and revised by various sub-committees from time to time.

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

- The ICT coordinator tries to stay updated with the new innovations in technology and the same is tried to be implemented as far as possible within the financial capacity.
- Through various exposure tours the faculty and staff acquires new ideas.

6.4. Human Resource Management:**6.4.1. How do you identify the faculty development needs and career progression of the staff?**

In our age of globalisation the needs especially in the field of teaching – learning are fast changing. Simultaneously the traditional methods cannot keep pace with the changed context. So, the faculty members have to keep their knowledge fresh and updated. To make it possible the faculty members regularly participate in many orientation and refresher courses, subject seminars and workshops.

In this way the career progressions of the faculty members are gradually going on. Our office staffs are efficient enough to perform entire office jobs through the use of computers. Every year while performing routine audits at various levels, the Govt. Auditors train our employees in auditory works. Our Institution sends our accountants and cashier to the R.K.M. community Polytechnique to complete short term certificate course in computerized accounting whenever it is felt required.

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

- In order to assess their own performance, faculty members are to submit annual self-appraisal (API Score Sheet) reports to the Principal. This is followed by

comprehensive and continuous evaluations by the students both in a formal as well as informal way and the formal evaluation is ensured through structured questionnaires.

- The performance assessment of Non-teaching staff is done by comprehensive and continuous evaluations by the Principal and the Head Clerk in a formal as well as informal way and the formal evaluation is ensured through work diary (daily planner) given to every staff at the beginning of the session.

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

The welfare measures for the staff and faculty are as follows:

- i) The institution has provision for providing the provident fund facilities (during last five years Rs.21, 37,971/- spent for it) to Government approved full-time Faculty & staff as per norms of the Govt. of India.
- ii) Faculty members are provided with seed money for conducting research as and when required.
- iii) Registration fee for attending seminars and workshops are provided to the faculty members by the college.
- iv) Faculty and staff are entitled to get monitory loans as and when necessary.
- v) Entitled non-teaching staffs (both college and hostel) are given advance Puja Bonus.
- vi) The Hostel staffs are entitled to have GPF as and when needed.
- vii) Ad hoc increment is provided to management appointed Full-time and part-time Faculty and staff.
- viii) Some faculty and most of the non-teaching staff have been given accommodation in College Staff Quarters adjacent to the College.



The Cashier in his Office

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

- The institution conducted one week workshop on 'Methodology of Educational Research: Qualitative and Quantitative' in 2012 and several other seminar and workshops in different times which were attended by all the faculty members.
- The institution sanctions on duty to faculty members for attending Refresher course and orientation programmes (Dr. Abhijit Guha, Dr. Satyajit Kar, Prof. Pradip Kumar Sengupta, Prof. Hitasish Bhowmik and Prof. Pradip Sarkar) and to other faculty members for attending Seminars and Workshops all over India.
- Faculty members are sent to NIHH and RKM Narendrapur Blind Boys' Academy to be sensitized with Inclusive Education.
- Sri Sandipan Pandit, Typist, was sponsored to undergo certificate course in 'DTP' from Computer Centre, RKM Shilpamandira, Belur Math in 2010.
- Sri Jayanta Naskar, Cashier, was sponsored to undergo certificate course in 'Tally' from Computer Centre, RKM Shilpamandira, Belur Math in 2011.
- Sri Gurupada Purkait, Accountant, has been sponsored to undergo certificate course in 'Tally' from Computer Centre, RKM Shilpamandira, Belur Math in 2011.
- Sri Sandipan Pandit, Typist, was sponsored to undergo certificate course in 'Advanced Financial Accounting' from Computer Centre, RKM Shilpamandira, Belur Math in 2012-13 & 2013-14.

- Sri Achintya Hati, Library staff was sent to attend 'INDEST-AICTE Workshop organized by Central Library, IIT, and Kharagpur in 2010.
- Sri Achintya Hati, Library staff was sent to attend '14th National Convention on Knowledge, Library and information Networking' organized by DELNET in Visva-Bharati in 2009 & 2011.
- Sri Achintya Hati, Library staff was sent to attend 'International Conference on Electronic Publications (ICEP-2012) organized by Department of Library and Information Science, Pondicherry University in 2012.



The Head Clerk in his Office

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

So far as recruitment is concerned all the full time faculty members are appointed by Governing Body of the institution in accordance with the recommendation by the West Bengal College Service Commission. In fulfilling the provisions laid down in the NCTE Act for quality assurance of Teacher Education, institutions in West Bengal are facing serious challenges in ensuring the statutory and regulatory requirements pertaining to human resources. And our College is no exception to it. For example, two posts of lecturers (one in Psychology and the other in History- both are reserved for SC candidates and the post in Life Science Method) are lying vacant for more than ten and five years as the West Bengal College Service Commission is not

in a position to recommend any candidate to fill up the said post. Of course, our initiative to 'de-reserve' one post of lecturer in Psychology is in progress.

In case, no teacher with a desired qualification is available, we would like to recruit qualified teachers (financed by the management of our College) and we will have to continue the practice of inviting guest/ Ad hoc Professors as is being practiced now.

So far as recruitment of the non-teaching staff (Group C & Group D both) are concerned, prior approval of the D.P.I., Govt. of West Bengal has to be taken and following the approval, the names of the candidate are sought from the Employment Exchange (District & Regional). After that, the Governing Body of the institution form a selection committee through which a panel has to be formed. The candidate is selected from the top of the merit panel. Of course, we also recruit part-time technical staff on contractual basis at present.



Inside of the Controller of Examination Office

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

At the onset the institution used to advertise for employing Contractual/ part-time/Ad-hoc faculty in the leading newspaper. There the applicants are asked to appear before the selection committee which is formed by the college authority and which is duly represented by the University Nominee and endorsed by the V.C. of the University of Calcutta. The selection committee, after taking the interview of each candidate prepares a merit panel from where the Contractual/ part-time/Ad-hoc faculty are selected.

However, Monastic Faculty members are directly appointed by the Board of Trustees, Ramakrishna Mission, Belur Math, on honorary basis, provided those faculty members should have the required essential qualifications.

The following tables will give an impression about the difference between Regular, Contractual, Part-time and Ad-hoc faculty members.

• Regular Faculty

Sl. No.	Name & Date of Birth	Designation	Appointed/ Recommended by	Qualification	Date of appointment	Pay Scale	Experience in Teacher Education	Work Load	Specialization
1	Swami Tattwasarananda (18-07-70)	Principal	Trustee Board, Ramakrishna Mission, Belur Math.	M.A. (Pol. Sc. & Education.), B.Ed., Ph.D. (Education).	07-06-06	Honorary as per the norms of the Ramakrishna Mission, Belur Math	8yrs+	Administrative activities besides teaching	Philosophy & History of Education, Social Science & Value Education
2	Swami Divyagunananda 07.05.1981	Controller of Examinations	Trustee Board, Ramakrishna Mission, Belur Math.	M.A. (Education), NET, B.Ed.	01.04.2013	Honorary as per the norms of the Ramakrishna Mission, Belur Math	1 Year 3months+	Administrative activities besides teaching	History of Education, Language Education
3	Swami Suratmananda	Proctor	Trustee Board, Ramakrishna Mission, Belur Math.	M.Sc. (Mathematics), M.A. (Education), B.Ed.	01.04.2011	Honorary as per the norms of the Ramakrishna Mission, Belur Math	4yrs+	Administrative activities besides teaching	Mathematics Education
4	Goutam Bandyopadhyay 01-01-58	Associate Professor	The West Bengal college service Commission	M.A.(English), M.Ed., M.Phil. in Education	20-04-90	UGC Scale (Under CAS)	24Yrs+	Administrative activities besides teaching	Philosophy of Education, Language Education, ELT
5	Pradip Kr. Sengupta 02-10-66	Associate Professor	The West Bengal college service Commission	M.A.(Bengali), M.Phil., M.Ed.	20-08-97	UGC Scale (Under CAS)	16Yrs+	Administrative activities besides teaching	Language Education, History of Education
6	Hitasish Bhowmik 01-07-65	Associate Professor	The West Bengal college service Commission	M.Sc.(Maths.), M.Phil., M.Ed.	01-09-97	UGC Scale (Under CAS)	16Yrs+	Administrative activities besides teaching	Measurement & Evaluation, Mathematics Education
7	Abhijit Guha 14-12-68	Assistant Professor (3 rd Cycle) in Raeder Scale	The West Bengal college service Commission	M.Sc.(Education), NET, B.Ed., M.Phil., Ph.D. in Education	03-07-02	UGC Scale (Under CAS)	12Yrs+	Administrative activities besides teaching	Psychology of education, Educational Technology, Research Methodology
8	Satyajit Kar 01.11.1976	Assistant Professor	The West Bengal college service Commission	M.Sc.(Physics), GATE, M.Ed., Ph.D.	19.09.2008	UGC Scale (Under CAS)	6yrs+	Administrative activities besides	Science Education,

								teaching	
9	Pradip Sarkar 30.11.1971	Assistant Professor	The West Bengal college service Commission	M.A.(Geography) NET, M.Ed.,	26.09.2008	UGC Scale (Under CAS)	6yrs+	Administrative activities besides teaching	Social Science Education
10	Rajiba Lochan Mohapatra 25.08.1979	Assistant Professor (Contractual)	Management Appointed and Govt. Approved	M.A. (English & Education), NET, B.Ed., M.Phil., Ph.D. in education		21,400/- (Govt. paid)	6yrs+	Administrative activities besides teaching	Philosophy & Sociology of Education, Language Education
11	Arindam Bhattacharyya	Assistant Professor (Contractual)	Management Appointed and Govt. Approved	M.Com., M.A. (Education), NET, M.Ed.		21,400/- Consolidated (Govt. paid)	6yrs+	Administrative activities besides teaching	Social Science Education, Commerce Education, Educational Technology
12	Ajoy Ghosh 28.07.1986	Assistant Professor (Contractual)	Management Appointed and University Approved	M.A. (History), M.Ed., NET, M.Phil.	01.07.2012	20,000/- Consolidated (Management paid)	2yrs+	Administrative activities besides teaching	Social Science & History of education, Work Education, Guidance & Counseling
13	Ujjwal Paul	Assistant Professor (Contractual)	Management Appointed and University Approved	M.Sc. (Zoology), M.Ed., NET, M.Phil.	01.07.2012	20,000/- Consolidated (Management paid)	2yrs+	Administrative activities besides teaching	Science education, Psychology, Inclusive Education
14	Shiharan Chakraborty	Assistant Professor (Contractual)	Management Appointed and University Approved	M.A. (Pol. Sc.), M.Ed., M.Phil., Ph.D.	16.07.2014	15,600/- Consolidated (Management paid)	10yrs+	Teaching	Social Science Education
15	Brahmachari Suhas	Assistant Professor	Trustee Board, Ramakrishna Mission, Belur Math.	M.A. (Education), M.Phil., PG Diploma in Guidance and Counseling	03.05.2014	Honorary as per the norms of the Ramakrishna Mission, Belur Math	2 months+	Administrative activities besides teaching	Guidance & Counseling
16	Vacant	Assistant Professor Psychology	Post-sanctioned by the Government			UGC Scale (Under CAS)			
17	Vacant	Assistant Professor in History	Post-sanctioned by the Government			UGC Scale (Under CAS)			
18	Vacant	Assistant Professor in Life Science	Post-sanctioned by the Government			UGC Scale (Under CAS)			
19	Vacant	Associate Professor in Education	Post-sanctioned by the Government			UGC Scale (Under CAS)			
20	Vacant	Assistant Professor in Education	Post-sanctioned by the Government			UGC Scale (Under CAS)			

• **Ad-hoc teaching staff:**

S l. No.	Name & Date of Birth	Designation	Appointed/ Recommended by	Qualification	Date of appointment	Pay Scale	Experience in Teacher Education	Work Load	Specialization
1	Kamal Krishna De	Professor	Appointed by the GB of the institution	M.Sc. (Physics), M.Ed., Ph.D.	01.07.2010	15,600/- Consolidated (management paid)	More than 40 years	Teaching	Science education, Research Methodology
2	Tark Nath Pan	Professor	Appointed by the GB of the institution	M.Sc. (Mathematics), M.Ed., Ph.D.	01.01.2014	15,600/- Consolidated (management paid)	More than 35 years	Teaching	Mathematics education, Research Methodology
3	Debi Prasanna Mukhopadhyay	Professor	Appointed by the GB of the institution	M.A. (Bengali & History), M.Ed., Ph.D., D.Litt.	01.07.2010	10,000/- Consolidated (management paid)	More than 40 years	Teaching	Language and Social Science Education

- Part-time teaching staff:

S l . N o .	Name & Date of Birth	Designation	Appointed/Recommended by	Qualification	Date of appointment	Pay Scale	Experience in Teacher Education	Work Load	Specialization
1	Shantanu Biswas 02-11-1977	Assistant Professor	Appointed by GB approved by the Government	M.A. (History & Education), B.Ed.	06.07.2004	10,000/- (Consolidated, Government paid)	10 yrs+	Teaching	History Method
2	Sandip Kumar Mondal	Assistant Professor	Appointed by GB approved by the Government	M.Sc. (Physics), M.A. (Education), B.Ed.	13.11.2006	10,000/- (Consolidated, Government paid)	8 yrs+	Teaching	Physical Science Method

- Guest teaching staff:

S l . N o .	Name & Date of Birth	Designation	Appointed/Recommended by	Qualification	Date of appointment	Pay Scale	Experience in Teacher Education	Work Load	Specialization
1	Surajit Banerjee	Assistant Professor	Appointed by GB	M.A. (Sanskrit), M.Ed., M.Phil.	01.07.2010	Rs. 500/- per class	4yrs+	Teaching	Sanskrit Method, Language Education

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

Teachers willing to attend the seminars, workshop etc. get on duty leave from the institution. The institution sponsored its faculty for advance study i.e., M.Ed. whenever necessary.

The institution encourages its faculty to take membership and be involved in different professional associations.

T.A. is provided for attending the seminars and workshops, conferences etc. for the professional development of the faculty members.

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).

Institution has provided to faculty various facilities such as well-maintained functional office (staff room), individual cubicle with computer and internet facility in each room, LCD Projector furnished class rooms, laboratory, practical rooms, library with computers, Internet and Address System and various other facilities.

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

The major mechanism for faculty and other stakeholders to seek information can be sought from college web-site, prospectus for admission, notice board etc. Anyone willing to lodge any complains can proceed through grievance redressal cell. Moreover the college has arranged for a complain box where anyone can find his observation regarding the faculty and other stakeholders. Complains can be lodged through institutional web-site (Feedback) also.

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

- Almost all the faculty members are to shoulder administrative and mentoring activities as and when required.
- Faculty members are encouraged to be engaged in research activates (almost all the full-time faculty are either pursuing Ph.D. or completed Ph.D.) and take up research projects.
- Faculty members are encouraged to participate in various national, international, state level seminars, workshops, symposiums etc.

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

Our strength lies in democratic ethos and co-operative mechanism. In case of policy making the institution is run by common consensus where anyone can confer his opinion.

The faculty and other stakeholders perform their daily assignments endowed with a sincere and committed spirit. The college authority, the teaching and the non-teaching communities are all tuned with a single entity.

All the teaching and the non-teaching staff work spontaneously for the benefit of the institution, No matter whether they come in any holidays or not. They are more inclined to their committed fillings rather than their professions.

The college authority gives sufficient stress to make all its employees computer literate. In consequence many of the faculty members have developed acumen of Power Point presentation in seminars and elsewhere.

Apart from the need based orientation and refresher courses for the carrier enhancement of the faculty members, the

Institution motivates other members to participate in relevant seminars, workshop, conferences etc.

There have been individual cubicles for every faculty members.

At Sikshanamandira, we are aware that team based strategies are vital for delivering high quality in educational administration. Our effort has always been to ensure that decision making and responsibilities, both academic and administrative, are handled by teams rather than individuals. Problems are addressed and routine tasks undertaken by sub-committees. Team-based functionality is reflected at various levels in activities such as framing of class routine, conduct of examinations, cultural functions, preparation of academic calendar, publication of magazines, journal, organization of sports, seminars, exhibition, students counseling, maintenance of discipline and preparation of NAAC report etc. The successful implementation of this ethos of participatory management itself is a reward that motivates our staff members to give their best in the cause of achieving the goals of the institution.

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 last three years under different heads. If no, give details of the source of revenue and income generated.

Yes, the institution being a Govt. aided institution receives grants from the Govt. of West Bengal, UGC and the MHRD, Govt. of India. Details of such grants received from UGC, Govt. of West Bengal & MHRD are as follows:

- Central Assistance under CTE Scheme sponsored by the MHRD, Govt. of India during last few years (for extension activities like In-service training of teachers):

Financial Year	Opening Balance	Memo No. & Date	Grants received during the year	Interest on Deposit	Total amount	Grants Utilized during the year	Closing balance Unspent / Overspent
2005-06	0	621(Sanction)/EH/P/CS/1G-7/06 dt. 21.03.2006	500000		500000	0	500000
					0		0
					0		0
					0		0
2006-07	500000	681(Sanction)/EH/CS/1G-7/06 dt. 28.03.2006	1200000		1700000	1200610	499390
					0		0
					0		0
2007-08	499390	44(Sanction)/EH/CS/1G-7/06 dt. 15.06.2007	1099800	43	1603513	1099988	503525
	0				0		0
	0				0		0
2008-09	503525	287(Sanction)/EH/CS/1G-7/06 dt. 16.09.2008	3787200	63	4354132	3657324	696808
	0				0		0
	0				0		0
2009-10	696808	511(Sanction)/EH/CS/1G-7/06 dt. 22.01.2010	3593914	34	4325263	19000	4306263
	4306263		480000		4786263	0	4786263
					0		0
					0		0
2010-11	4786263		0	127	4913662	2185029	2728633
-----	-----						
-----	-----						
Financial Year	Opening Balance	Memo No. & Date	Grants received during the year	Interest on Deposit	Total amount	Grants during the	Closing Balance Unspent / Overspent
2011-12	2728633		0	40707	2769340	2540787	228553
					0		0
					0		0
					0		0
2012-13	228553		0	9076	237629	1713	66303

- Autonomy grants received from the UGC during last few years:

Utilization of UGC Autonomy Grants: (2008-09)

Particulars	Amount (Rs.)
Workshop & Seminars	1,56,148.00
Library Equipment, Books and Journals	86,325.00
Office Equipment, Teaching Aids and Laboratory	4,29,309.00

Equipment	
Furniture for Office, Classroom, Library and Laboratories	55,950.00
Examination Reforms	1,15,950.00
Redesigning Courses	35,700.00
Renovation and Repairs	21,026.00
Total	9,00,408.00 (Received Rs. 9 lac from UGC and spent Rs. 408 from the College fund.)

Utilization of UGC Autonomy Grants: (2009-10)

Particulars	Amount (Rs.)
Workshop & Seminars	1,35,959.00
Remuneration to Guest/ Visiting Faculty	2,48,000.00
Library Equipment, Books and Journals	410.00
Furniture for Office, Classroom, Library and Laboratories	39,027.00
Examination Reforms	1,05,314.00
Renovation and Repairs	4,71,309.00
Total	10,00,019.00 (Received 10 lac from UGC and spent 19 from the College fund)

Utilization of UGC Autonomy Grants: (20010-11)

Particulars	Amount (Rs.)
Workshop & Seminars	1,67,658.00
Remuneration to Guest/ Visiting Faculty	50,490.00
Library Equipment, Books and Journals	4210.00
Office Equipment, Teaching aids, Laboratory equipment	72,651.00
Redesigning courses and development of teaching materials	1,03,848.00
Renovation and Repairs	3,48,439.00
Total	10,00,000.00 (Received 10 lac from UGC)

Utilization of UGC Autonomy Grants: (20011-12)

Particulars	Amount (Rs.)
Workshop & Seminars	1,52,937.00 1,94,413.00
Remuneration to Guest/ Visiting Faculty	1,56,845.00
Library Equipment, Books and Journals	1,22,343.00
Renovation and Repairs	15,380.00
Examination reforms	1,85,049.00 1,16,269.00
Honorarium for Guest Lecturer	60,000.00
Total	10,03,236.00 (Received 10 lac from UGC, Interest received 2,893 and loan from college 343)

Utilization of UGC Autonomy Grants: (20012-13)

Particulars	Amount (Rs.)
Remuneration to Guest/ Visiting Faculty	39,800.00
Library Equipment, Books and Journals	95,882.00
Examination reforms	3,23,779.00
Expenditure on meetings	35,926.00
Loan repayment to College Fund	4,613.00
Total	5,00,000.00 (Received 5 lac from UGC)

**ABSTRACT OF RECEIPTS & PAYMENTS OF UGC AUTONOMY GRANTS
FROM 2008-09 to 2013-14**

Year	Memo NO.	Date	Amount	Total Received	Total Expenses
2008-09	ACW-001/08-09(ERO)	21.10.2008	900000		
	From College Fund		408	900408	900408
2009-10	ACW-001/08-09(ERO)	28.7.2009	1000000		
	From College Fund		19	1000019	1000019
2010-11	ACW-001/08-09(ERO)	12.11.2010	1000000	1000000	1000000
	S.No.201539				
2011-12	ACW-001/08-09(ERO)	08.9.2011	1000000		
	S.No.206497				
	Interest received		2893		
	Loan from College General		343	1003236	1003236
2012-13	ACW-001/08-09(ERO)	24.1.2013	500000	500000	500000
	S.No.213540				
2013-14	through NEFT	02.9.2013	1000000	1000000	648326

• **Recurring grants received from the Govt. of west Bengal during last few years:**

Year	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	TOTAL
Salary	5636810	7648419	8962894	9581948	11633634	6596843	4,04,78,600

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

Since our institution is a Govt. Sponsored College, we are not entitled to mobilize resources through donations.

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

Yes, the operational budget of the institution tolerably covers the day to day expenses.

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

Budget allocations over the past five years are as follows:

Budget Allocation for the year 2010-11

ESTIMATED INCOME & EXPENDITURE FOR THE YEAR 2010-11 IN COMPARISON WITH THE ACTUALS FOR THE YEAR 2009-10

SL. No.	ITEMS	Estimated Income 2010-11	Actual Income 2009-10	SL. No.	ITEMS	Estimated expenditure 2010-11	Actual expenditure 2009-10
1	GOVT. GRANTS ::			1	GOVT. GRANTS ::		
	College Pay-Packet with	6500000	5457982		College Pay-Packet with	6500000	4646724
	Hostel Pay-Packet with	1700000	1527233		Hostel Pay-Packet with Bonus	1700000	1572093
	Grant for CTE Programme	0	4108458		CTE Programme	0	19000
2	UGC GRANTS ::			2	UGC GRANTS ::		
	UGC Autonomy Grant	1000000	1000000		UGC Autonomy Grant	1000000	1000019
	Minor Research Project	70000	65500		Minor Research Project	70000	198551

	Infrastructure Grant for NAAC Colleges	0	1000000		Sponsored International Conference	0	225933
	XI th Plan Grant	1500000	2395184		Infrastructure Grant for NAAC Colleges	400000	73690
	Sponsored International Conference	0	112500		XI th Plan Grant	1200000	1915334
3	FEES & COLLECTION:			3	FEES & COLLECTION:		
	Tuition Fees and other	1600000	1587365		Remuneration of Contractual	380000	374000
					Allowances to Part-time	250000	248000
					Sessional expenses	800000	700645
					Total::	12300000	10973989
					Surplus / Unutilized for the	70000	6280233
	Grand	12370000	17254222		Grand Total:	12370000	17254222

Budget Allocation for the year 2011-12

ESTIMATED INCOME & EXPENDITURE FOR THE YEAR 2011-12 IN COMPARISON WITH THE ACTUALS FOR THE YEAR 2010-11

SI. No.	ITEMS	Estimated Income 2011-12	Actual Income 2010-11	SI. No.	ITEMS	Estimated expenditure 2011-12	Actual expenditure 2010-11
1	GOVT. GRANTS ::			1	GOVT. GRANTS ::		
	College Pay-Packet with Bonus	6700000	6418178		College Pay-Packet with Bonus	6700000	6359501
	Hostel Pay-Packet with Bonus	1900000	1822063		Hostel Pay-Packet with Bonus	1900000	1789453
	Grant for CTE Programme	0	127453		CTE Programme	0	2185029
2	UGC GRANTS::			2	UGC GRANTS::		
	UGC Autonomy Grant	1000000	1000000		UGC Autonomy Grant	1000000	1000000
	Minor Research Project	80000	122000		Minor Research Project	80000	40440
	UGC Sponsored Seminar	0	71714		Sponsored Seminar	100000	240235
	XI th. Plan Grant	1800000	285000		Infrastructure Grant for Development	350000	929646
	Sponsored International Conference	0	0		XI th. Plan Grant	1800000	1666883
3	FEES & COLLECTION:			3	FEES & COLLECTION:		
	Tuition Fees and other Session charges	2000000	1798801		Remuneration of Contractual Teachers	400000	631000
					Allowances to Part-time Teachers	300000	0
					Sessional expenses	800000	641530
					Total ::	13430000	15483717
					Surplus / Unutilized for the year	50000	-3838508
	Grand Total :	13480000	11645209		Grand Total :	13480000	11645209

Budget Allocation for the year 2012-13

ESTIMATED INCOME & EXPENDITURE FOR THE YEAR 2012-13 IN COMPARISON WITH THE ACTUALS FOR THE YEAR 2011-12

SL. No.	ITEMS	Estimated Income 2012-13	Actual Income 2011-12	SL. No.	ITEMS	Estimated expenditure 2012-13	Actual expenditure 2011-12
1	GOVT. GRANTS ::			1	GOVT. GRANTS ::		
	College Pay-Packet with Bonus	7500000	7235132		College Pay-Packet with Bonus	7500000	7174932
	Hostel Pay-Packet with Bonus	2000000	1971976		Hostel Pay-Packet with Bonus	2000000	1964725
	Grant for CTE Programme	0	0		CTE Programme	0	2540787
2	UGC GRANTS::			2	UGC GRANTS::		
	UGC Autonomy Grant	1000000	1000000		UGC Autonomy Grant	1000000	1003236
	Minor Research Project	750	65750		Minor Research Project	75000	103400
	UGC Sponsored Seminar		447750		Sponsored Seminar	0	599117
	XI th. Plan Grant	0	5313500		Infrastructure Grant for Development	0	15402
	Sponsored International Conference	0	0		XI th. Plan Grant	150000	2790843
3	FEES & COLLECTION:			3	FEES & COLLECTION:		
	Tuition Fees and other Session charges	2000000	702433		Remuneration of Contractual Teachers	300000	275000
					Allowances to Part-time Teachers	250000	53920
					Sessional expenses	1200000	1377252
					Total ::	12475000	17898614
					Surplus / Unutilized for the year	100000	-1162073
	Grand Total :	12575000	16736541		Grand Total :	12575000	16736541

Budget Allocation for the year 2013-14

ESTIMATED INCOME & EXPENDITURE FOR THE YEAR 2013-14 IN COMPARISON WITH THE ACTUALS FOR THE YEAR 2012-13

SL. No.	ITEMS	Estimated Income 2013-14	Actual Income 2012-13	SL. No.	ITEMS	Estimated expenditure 2013-14	Actual expenditure 2012-13
1	GOVT. GRANTS ::			1	GOVT. GRANTS ::		
	College Pay-Packet with Bonus	8000000	7908924		College Pay-Packet with Bonus	8000000	7882226
	Hostel Pay-Packet with Bonus	2300000	2312118		Hostel Pay-Packet with Bonus	2300000	2158916
	Grant for CTE Programme		0		CTE Programme	0	192889
2	UGC GRANTS::			2	UGC GRANTS::		
	UGCXII Plan Grant	2000000	0				
	UGC Autonomy Grant	1000000	1000000		UGC Autonomy Grant	1000000	1000000

	Minor Research Project	65000	160250		Minor Research Project	65000	33749
	UGC Sponsored Seminar	0	0		Sponsored Seminar	0	18305
	XI th. Plan Grant	0	2530389		Infrastructure Grant for Development	0	0
	Sponsored International Conference	0	0		XI th. Plan Grant	0	5750196
	Grant for Sports Complex	0	3500000		XII Plan Grant	1200000	5000
3	FEES & COLLECTION:			3	FEES & COLLECTION:		
	Tuition Fees and other Session charges	2000000	2388196		Remuneration of Contractual Teachers	500000	347850
					Allowances to Part-time Teachers	400000	409270
					Sessional expenses	1650000	1521805
					Total ::	15115000	19319906
					Surplus / Unutilized for the year	250000	479971
	Grand Total:	15365000	19799877		Grand Total:	15365000	19799877

Budget Allocation for the year 2014-15

ESTIMATED INCOME & EXPENDITURE FOR THE YEAR 2014-15 IN COMPARISON WITH THE ACTUALS FOR THE YEAR 2013-14

SI. No.	ITEMS	Estimated Income 2014-15	Actual Income 2013-14	SI. No.	ITEMS	Estimated expenditure 2014-15	Actual expenditure 2013-14
1	GOVT. GRANTS ::			1	GOVT. GRANTS ::		
	College Pay-Packet with Bonus	8500000	8545367		College Pay-Packet with Bonus	8500000	8522579
	Hostel Pay-Packet with Bonus	2000000	1655346		Hostel Pay-Packet with Bonus	2000000	1808548
	Grant for CTE Programme	0	0		CTE Programme	0	98393
2	UGC GRANTS ::			2	UGC GRANTS::		
	UGC XII Plan Grant	1800000	225000				
	UGC Autonomy Grant	1000000	1000000		UGC Autonomy Grant	1000000	1031338
	Minor Research Project	70000	0		Minor Research Project	70000	65618
	UGC Sponsored Seminar	0	0		Sponsored Seminar	0	0
	XI th. Plan Grant	0	1209311		Infrastructure Grant for Development	0	0
	Sponsored International Conference	0	0		XI th Plan Grant	0	78760
					XII Plan Grant	1000000	21056
3	FEES & COLLECTION:			3	FEES & COLLECTION:		
	Tuition Fees and other Session charges	2500000	3958998		Remuneration of Contractual Teachers	450000	466300
					Allowances to Part-time Teachers	200000	178400
					Sessional expenses	2500000	3517086
					Total ::	15720000	15788078
					Surplus / Unutilized for the year	150000	805944
	Grand Total :	15870000	16594022		Grand Total :	15870000	16594022

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)?

The Accounts of the College is regularly audited by the Internal Auditor as well as by the External one. Accounts of the College is audited in every 3 months by the Internal Auditor and the College authority follows the Internal Auditor's Report in proper way and acts as per their advice if any.

The Accounts of the College is audited at the end of every financial year by an External Auditor appointed by the Government of West Bengal as this College is a Government sponsored one. Apart from that, the Ramakrishna Mission authority also gets the accounts of the College audited by an External Auditor appointed by the Mission authority. We have not yet received any adverse report either from the Internal or from the External Auditor.

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

Yes, the institution has fully computerized its finance management systems. For this purpose Accounts Section, Cash Section and the College and Hostel General offices use Tally 7.2/ Tally ERP 9 versions, MS Excel, MS Word and COSA-ASM 2014.

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?

1. Visionary and dynamic leadership
2. Transparent financial policy.
3. Qualified and skillful faculty and staff.
4. Decentralized governance.

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

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

Observations made in the previous NAAC report	Actions taken there upon
“The urgent need of the college is the appointment of regular permanent faculty in required number including the Principal as per NCTE norms. The college is presently functioning with only 7 permanent staff. The 6 faculty members are on part time basis. This situation needs serious consideration from management side and appropriate action has to be taken towards appointment of full time staff.”	<ul style="list-style-type: none"> • At present the College has a qualified Principal. • Though five teaching posts are still remaining vacant the College now has 15 regular, 2 part-time, 3 ad hoc and one guest faculty in position. • All the faculty members including the Principal are fully qualified as per NCTE norms.
For running a course, recognition is to be sought from NCTE	<ul style="list-style-type: none"> • Before initiating M.Ed. course recognition was sought from NCTE.

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

Since the previous Assessment and Accreditation the following development took place:

- Two new teaching posts have been created by the government but they are yet to be filled up (one associate professor and one assistant professor both in Education).
- Two full-time teachers (Dr. Satyajit Kar & Pradip Sarkar) and two full time non-teaching staff (Sandipan Pandit and Lalchand Ojha) have been appointed.
- 5 Contractual full-time professors (A. Bhattacharyay & R. L. Mahapatra paid by the Government + A. Ghosh, U. Paul & S. Chakraborty Management paid), 3 ad hoc professors (K.K. De, D. P. Mukhopadhyay & T Pan, paid by the management), 2 Part-time

- Teachers (SK Mondal & S. Biswas paid by the Government) and 1 Guest (S. Banerjee) have been appointed since last NAAC visit.
- iv. 2 contractual non-teaching staffs have been appointed.
 - v. Measures have been initiated to fill up 5 full time vacant teaching posts immediately.
 - vi. Measures have been initiated to fill up 3 full time vacant non-teaching posts in the College and 3 full time vacant non-teaching posts in the Hostel immediately.
 - vii. Finance and Accounting have been made fully computerized.
 - viii. Accounts are regularly audited.



Workshop conducted for the B. Ed. ODL Mode Students

Criterion VII: Innovative Practices:**7.1. 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, Sikshanamandira established IQAC and the date of establishment is 1st April, 2007.
- **Composition of IQAC:**
 1. Swami Tattwasarananda, Chairman.
 2. Swami Sarvapriyananda, Ex-Registrar, R.K.M.V.U. Belur Math.
 3. Prof. Goutam Bandyopadhyay, Coordinator, IQAC.
 4. Sri Sabyasachi Roy, IAS, Special Secretary (H.E), Govt. of W.B.
 5. All faculty Members.
 6. Pradipta Sinha Roy, Head Clerk.
 7. Gurupada Purkait, Accountant.
 8. Swami Gokuleshananda, Hostel superintendent
 9. Swami Suratmananda, Proctor
 10. Swami Divyagunananda, Controller of Examinations
 11. Prof. M .Islam, External Expert.
 12. Anindya Chattopadhyay, School Teacher & Ex-Trainee.
 13. Samir Kumar Mahato, M.Phil. Scholar.
 14. Sankhadip Basu, Inspector of Schools and Ex-Trainee
- Meetings of the IQAC held on: 18.08.2007, 07.07.2008, 01.07.2009, 06.07.2010, 02.07.2011, 07.07.2012, 11.07.2013, 28.05.2013., 03.07.2014 = 9 times since last accreditation.
- **Important decisions undertaken by IQAC during the last few years:**
 - j. Preparing CAS following API score.
 - xi. Up-gradation of the College as an autonomous institution.
 - xii. Initiate various other courses and programmes.
 - xiii. Revision of curriculum.
 - xiv. Establishing linkage.
 - xv. Organize national, international and regional seminar.
 - xvi. Giving importance upon research and publication.
 - xvii. Widening extension and outreach programme.
 - xviii. Giving importance on ICT.
 - xix. Giving importance on creating inclusive ambiance.
 - xx. Initiation of semester system examination/ C.C.E.



IQAC Meeting

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

- ❖ The Ramakrishna Mission Governing Body, established by Swami Vivekananda himself in the year 1897 (and which was registered on 4th May, 1909) is the apex body regulating and monitoring the functions of 'Saradapitha', one of the branch centres of the Mission and through it the functioning of the college is monitored. Quality check and assurance largely depends upon the selection and posting of proper monastic head and other monastic members of the college by the General Secretary, Ramakrishna Mission, Belur Math
- ❖ The college being a unit of Ramakrishna Mission Saradapitha, Belur Math, the Managing Committee (established in 1941) of Saradapitha also plays a role in maintaining and checking the quality of the institution. The Principal being one of the members of committee submits periodical reports in such meetings. The Managing committee makes caring and useful suggestions from time to time.

- ❖ Principal regularly reports; almost on daily basis to the Secretary of the G.B., who is also the Secretary of the college and the Saradapitha. He also reports to the Governing Body of its meeting which are held at least four times a year. The Governing Body either appreciates the good performance of the teachers and the staffs or expresses its concern in cases of deteriorating performances. It directs the Principal and his immediate colleagues to take corrective measures and report back to it.
- ❖ During the last 5/6 years the institution underwent various assessment/ inspection by external agencies as follows:
 - viii. By the University of Calcutta in 2008 in connection with granting autonomy.
 - ix. By the University of Calcutta in 2008 in connection with starting M.Ed. course.
 - x. By the University of Calcutta in 2012 in connection with starting M.Phil. in Education Programme.
 - xi. By the State Assessment and Accreditation Council (SAAC) in 2013 in connection with state level assessment.
 - xii. By a high power committee constituted by the MHRD, Govt. of India in 2013 in connection with in-service teacher training under CTE scheme.
 - xiii. By the University of Calcutta in 2013 in connection with starting PG Diploma in Guidance and Counseling.
 - xiv. By the University of Calcutta in 2014 in connection with extension of autonomy.



MHRD CTE Programme Inspection Team in the College

From all these inspection reports also the institution can evaluate the achievement of its vision/mission goals and objectives.

- ❖ The IQAC from the day of its formation started thinking in terms of (i) our goals to be reached (ii) the path to be followed for this achievement and (iii) the realization of our goals by bridging the gap between where we ultimately need to go and where we are at present.
- ❖ Sikshanamandira being a fully residential college run by Ramakrishna Mission, dedicated monks such as the Principal, the hostel superintendent and others, fully committed to the vision and mission of the college live within the campus round the clock to evaluate the achievements of goals and objectives of the institution. Their continuous presence in the campus is the strongest mechanism used in the matter stated above. Besides this,
 - ✚ There are several committees which coordinate and interact among themselves for the smooth and efficient running of the administration.
 - ✚ The G.B. and T.C. meet regularly.
 - ✚ Since the college is a single faculty college, teachers of different subjects meet together and sit together almost on daily basis to discuss various aspects of the college life.
 - ✚ Since the teachers regularly come to the Principal's room for keeping record of the time of their arrival and departure on the attendance register, the Principal can obtain teachers' feedback directly on various matters regularly.
 - ✚ Feedback from non-teaching staff is got through the Head Clerk who meets the Principal regularly and keeps him informed about the daily business.
 - ✚ The cash sheet is prepared daily by the Cashier subject to the approval of the Principal and the Treasurer (Swami Gokuleshananda, Hostel Superintendent) and accounts are also made ready regularly.
 - ✚ Students give periodical feedback first to their hostel superintendent Maharaj who is most accessible to them. They give their informal feedback also to the Principal and the faculty members.
 - ✚ Students' feedback on our curriculum and faculty has got consolidated after the academic session comes to an end as per formal procedure laid down by NAAC.

7.1.3. How does the institution ensure the quality of its academic programmes?

The institution ensures the quality of its academic progress through the following means:

- i. Feedback is obtained from the students of various courses and programmes and all the stakeholders.
- ii. These are duly analyzed and taken note of.
- iii. BoS, AC and other statutory Committees take steps accordingly.

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

- i. The Principal & the Proctor personally oversees the office regularly and the official duties are done much to the satisfaction of teachers, students, guardians and Headmasters and teachers of different practice teaching schools.
- ii. As regards purchase of major items, quotations from at least three parties are invited and the lower quotation is generally accepted by the Finance Committee. But, when the question of quality arises, items are purchased directly from the manufacturers.
- iii. The College and hostel accounts are audited by an internal auditor and by two external auditors, one appointed by the Government, and another by R.K.M. headquarters, Belur Math, while the internal auditor audits the accounts four times a year, the two statutory external auditors audit yearly. They ensure proper utilization of funds released by the state and central governments as well as UGC. They also make useful suggestions which are discussed and acted upon by the G.B.

7.1.5. How does the institution identify and share good practices with various constituents of the institution.

Sikshanamandira follows and enjoys the democratic ethos in respect of various constituents of the institution. College administration, G.B., teaching and non-teaching committees along with students jointly make a vibrant response. The all-pervading coordination and solidarity helps the institution to discharge its day to day responsibilities in a smooth way.

7.2. Inclusive Practices:

7.2.1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

The institution sensitizes teachers to issues of inclusion and the focus given to these in the national policies and school curriculum by taking up the following measures:

- A compulsory paper entitled “Inclusive Education & Education of Children with Special needs” (Comprising of 100 Marks) was included in B.Ed. curriculum in 2011-12 academic sessions (Prior to that “Education to Children with Special Need” was an optional paper) and ‘Inclusive Education’ (F.M. 100) is an optional paper (though almost every students opts this paper) in M.Ed. curriculum from the very beginning of this course.
- Teachers are sent to attend workshops, seminars and special programmes on ‘Inclusive Education’.
- Teachers are sent to exposure visits to NIH, NIOH, and Ramakrishna Mission Blind Boy’s Academy, Advanced Neuro-Psychiatric Institute etc.
- M.Ed. trainees take up research problems on ‘Inclusive Education.’
- The institution takes initiative to create inclusive ambiance through various measures.
- The institution purchased sufficient books on ‘Inclusive Education’.



Inclusive Resource Centre of the College

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

C. 'Inclusive Education' has been included in the **B.Ed. curriculum** so that the trainees are acquainted with:

- The background ideas of exceptionality, inclusive education and educational

Placement of special children.

- Policies, legislation and provisions in contemporary India with regard to

Special needs.

- Developmental characteristics of children with special needs.
- Educational management for inclusive setting.

For achieving these objectives the followings components have been included in **B.Ed. Curriculum**:

- ❖ Inclusive education and its Evolution: Concept of special education, integrated education, mainstreaming, inclusive education of Non-inclusive. Worldwide movement of inclusive education, Concept of inclusive school.
- ❖ Perspectives of inclusive education: Educational, Sociological, Economical, Humanitarian, Democratic, Human rights of children.
- ❖ National initiatives towards inclusive education: Constitutional provisions, IEDC-92, NPE-86&92, PIED-1987, RCI act-92, PWD Act-2011, NCF-2005, SC, ST and Minority Commission.
- ❖ Preparation of Inclusive setting in Education: Schools' philosophy/mission, Enrolment & Retention drive, Removal of Barriers, provisions of facilities, Aids and equipment, Professional development of teachers their attitude & Accountability, Encouragement of participatory learning. Parents Involvement.
- ❖ Exceptional children & their needs: - Definition types; concept of impairment, disability and handicap; causes of exceptionality, needs and problem of exceptional children.
- ❖ Sensory impairment – visual & auditory: definition, causes, characteristics & Education.
- ❖ Mentally retarded. b). gifted- definition, causes, characteristics & Education.
- ❖ Learning disabled. b) Socially disadvantaged – definition, causes, characteristics & Education.

D. 'Inclusive Education' has been included in the **M.Ed. curriculum** so that the trainees are acquainted with:

- the global and national commitments towards the education of children with diverse needs,
- the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- the critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- special education, integrated education, mainstream and inclusive education practices,
- the existing resources for promoting inclusive practice.
- an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- a conducive teaching learning environment in varied school settings,
- the ability to conduct and supervise action research activities,
- the existing support services for promoting inclusive practice, seeking parental and community support.



Visit to the RKM Narendrapur, Blind Boys Academy

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

The M.Ed. curriculum of the College includes the following activities to create learning environments that foster positive social interaction, active engagement in learning and self-motivation:

❖ Transactional Mode:

- Discussion and group work, field visit to get first hand experiences and presentation in the seminar.

❖ Sessional Work:

- Observation of inclusive teaching strategies and discussion.
- Critical analysis of N. C. F 2005 for planning quality teacher preparation Programme.
- Identify suitable research areas in inclusive education.
- Conduct a survey on the type of problems faced by the special educator for ensuring inclusive education.
- ❖ Besides the above, trainees are exposed to the Inclusive ambiance of the College and the Inclusive Resource Centre situated in the College.

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

- One faculty member (Dr. Abhijit Guha) was nominated by Professor Sanat Kumar Ghosh under the NUEPA-MHRD Project in West Bengal as a District Coordinator in the Birbhum district for assessing schooling facilities of the elementary stage of education in Muslim predominant areas. Dr. Guha was supported by the selected B.Ed. as well as M.Ed. trainees (2012-13) of this institution.
- M.Ed. Dissertation was conducted on the basis of the survey under NUEPA-MHRD Project (as stated in 2.2.4) on 'An analytic study of equality of educational opportunities at elementary stage in Muslim community'.
- One M.Phil. Dissertation (2014) has been conducted on 'A study on job satisfaction of schedule caste teachers and their attitude towards infrastructural facilities and curriculum at primary level'.

- Two M.Ed. Dissertation were conducted- one, on the 'The Musical Therapy on Cerebral Palsy' in 2013 and the other on the 'Attitude of special educators of West Bengal towards overcoming the problems of inclusive education and their job-satisfaction' in 2014.
- Few other studies have been conducted on the educational development of the SC/ST people in West Bengal.
- Student teachers of M.Ed. programme gain first hand experiences of diversity and inclusion while visiting different institutions (for preparing project) like NIOH, NIHH, Narendrapur Blind Boys Academy, Advanced Neuro Psychiatry Institute and other like institutions.
- Student teachers of both B.Ed. and M.Ed. programmes are made acquainted with the inclusive facilities available in the College.
- B.Ed. trainees are encouraged to carry out action research on the problems related to marginalized students to resolve the problem of marginalization.

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

The institution addresses to the special needs of the physically challenged and differently-abled students enrolled in the institution by arranging the followings:

- Ramp in the college and the hostel.
- Interactive computer (for VI).
- Installation of JAWS screens reader software.
- Inclusive Room in the College.
- Provision of Lift in progress (for challenged student).
- Talking Books (for VI).
- Wheel Chair (for OH).
- Microphone in all the Halls.
- Brailed Name Plates.

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

The institution being a college for male only since its inception does not need to respond to the gender sensitive problems as such but there have been measures as follows to make the institution free of any gender biasness:

- There have been topics in the syllabi of both B.Ed., M.Ed. M.Phil. and Ph.D.
- The College does not discriminate in examination related assignments on the basis of gender.
- The College has no gender based discrimination in inviting resource persons as well as participants in Seminars and Workshops.
- The College does not discriminate in inviting resource persons as well as participants on the basis of gender in In-service teaching programmes (CTE).

7. 3. Stakeholder Relationships:

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

- The institution has a dynamic web-site and almost all the information on organizational performances (Academic and Administrative) is made known to the stakeholders as soon as these are finalized.
- Besides, the institution ensures the access through notices either served on the notice boards or published in the newspapers, intimate verbal contacts, over telephone (external and internal both) prospectus and website etc. Various stakeholders' attempt to have an access to various information on organization has never been condemned, discouraged or put to an end in the institution.

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 institution use and share the data through Web-site, Prospectus, Notice Board, and various other informal measures.
- The data obtained is discussed in various appropriate committees and acted upon accordingly.

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

B.Ed. / M.Ed. students and M.Phil. Scholars of this college provide their response in a four point rating scale (no.1) proposed by NAAC. The questionnaire contains 8 parameters such as depth of the course content including project work, extent coverage of course, relevance to real life situations etc. In the previous academic sessions according to 79.35% students, the overall rating of these parameters were 'good' and near about 20% student thought that it was 'very good'.

In the previous year the students had some specific suggestions for further improvement of the college curriculum:

- i. Operating mode of the Library should be changed for more access.
- ii. Wi-Fi connectivity should be extended to hostel also.
- iii. Teacher should provide more study or teaching material in modular form.
- iv. Action research should be included in 1st semester of the B.Ed. course.
- v. Syllabus of the Computer method subject should be revised so that a trainee can accommodate more sophisticated technology in computer science that invented in latest.
- vi. 59% students thought that the teaching –learning procedure of the college was very good in nature, but it should be increased to an excellent height through intensive involvement of the teacher in the institution.

Students' overall evaluation of the programme and teaching (B.Ed.,

M.Ed. and M.Phil.) for academic session 2013-14 has been enumerated below:

1. More than 88% students opined that the present syllabus of B.Ed. course was adequate.
2. According to 80% students, the background for benefiting from the course was adequate.
3. According to 86% students the course was manageable to understand.
4. According to 82% students, 70-80% syllabus was covered in the class.
5. 65% students supposed that there was some difficulty to get material for the prescribed reading.
6. 75% of the students thought that the internal assessment was fair.
6. According to many action research should be included in 1st semester of the B.Ed. course.
8. Students with computer as a method subject opined that the syllabus of the Computer method subject should be revised so that a trainee can accommodate more sophisticated technology in computer science that invented recently.

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

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

Throughout the world, the Higher Educational Institutions function in a dynamic environment and the Indian higher education system is no exception to it. As significant changes take place from time to time, there are new challenges and demands that seek innovation. The ever expanding higher education, impact of technology on educational delivery, increasing private participation and the impact of globalization (including liberal cross-border and trans-border educational imperatives) have necessitated marked changes in the Indian higher education scenario. While formulating its Core Values for Accreditation framework, NAAC is in cognizance of the swift changes and consequent metamorphosis in values pertaining to the Indian Higher Education.

The followings are some depiction about how are the core values of NAAC reflected in the various functions of Sikshanamandira:

- **Contributing to National Development:**

The **purpose** of the Sikshanamandira is to train teachers who will harmonise professional competence with high idealism and seek to implement the educational vision of Swami Vivekananda in a practical manner. To implement Swamiji's ideal of man-making and character-building education, the nation needs teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values. The Sikshanamandira aims at attaining this result by blending the regular teacher training course with practices based on Indian values, also inculcated by Mahatma Gandhi. This the institution does through:

9. Encouraging zeal and sensitizing about the solemnity of the teaching as a service and profession.
10. Educating about the National Identity.
11. Introducing to the ideas and ideals of the great Indian educationalists and thinkers and their visions about the bright future of India.
12. Providing understanding about the relationship between the Society and Education.
13. Inculcating servant leadership attitude.
14. Opening the student-teachers to the Research Works.
15. Introducing a Study programme on a school to properly understand its functionaries and relation to the community.
16. Incorporating various developmental topics regarding the community and nation in the curriculum through various Community Outreach programmes.

- **Fostering Global Competencies among Students:**

- A.** Exposing the student-teachers to the research facilities.
- B.** Introducing updated topics regarding problems and access to Education.
- C.** Promoting Orientation programmes and inspiring students to participate in them.
- D.** Inviting leading personalities and academicians from National and International Bodies and arranging special lectures.
- E.** Incorporating highly mechanized infrastructure and facility for teaching-learning system.
- F.** Spreading computer and ICT literacy.
- G.** Exposing student-teachers through educational tours and project programmes to various National and International Centres and Bureaus.
- H.** Establishing linkage with national and international institutes.

- **Inculcating a Value System in Students:**

- A.** Truth in the pursuit, generation, dissemination, and application of knowledge.
- B.** Freedom of thought and expression.
- C.** Respect for diversity and the dignity of the individual.
- D.** Responsibility as towards of the environment and citizens of the world.
- E.** Integrity in character and knowledge.
- F.** Innovation in thinking and application.
- G.** The institution being run by the Ramakrishna Mission cannot even think Education without values. The very ideal of the Organization is “for the good of many, for the happiness of many.” The students are nurtured in the ideal with the aid of purely Ashrama-routine for the goal of subliming their lives to an ideal teacher’s or academician’s.
- H.** The College has incorporated the educational philosophy of Swami Vivekananda who was the embodiment of Indian values.



Last NAAC Accreditation Certificate

- **Promoting the Use of Technology:**

Use of Information and Communication Technology is one of the global trends in teacher education. The College orients and encourages pupil-teachers to develop their skill in the use of Computers, Internet and e-resources. Special emphasis is given on Practical Teaching Subjects. Teachers deliver their lectures through electronic presentation; Model Lessons on Microteaching are also demonstrated through L.C.D. Projector. College has allocated adequate time to pupil-teachers in their Time Table to use computers in college Computer Laboratory. Facility of Video Conferencing is available (on experimental basis) and sometimes used to teach classes in this college. College Language Laboratory is also fully equipped.

1. The College puts proper emphasis to resolve Language barriers among the pupil-teachers to make them proficient for global demands. The College has its own fully equipped language laboratory. Pupil-teachers' communication skills are sharpened by the use of latest language learning gadgets and tools.
2. The college has various Resource Centres to meet the modern demands of the subjects and orientation for the student-teachers.
3. The curriculums have room for research orientation for each course or programme.
4. There is a fair balance between theory and practice in each course or programme syllabi.
5. The curriculum have incorporated even most up to date trends and emerging fields of Teacher Education and Education as a Discipline.
6. The College has computerized its Library, admission, evaluation and Financing systems.
7. The College has a most dynamic web-site.

- **Quest for Excellence:**

The institution's quest for excellence during the last few years started with the followings:

A. Establishment of IQAC in 2007 and establishment of NAAC Steering Committee on 23.12.2013.

B. Pursuing SWCO analysis as follows:

- **Strength:**

1. Value based spiritual ambiance.
2. Qualified, motivated and enthusiastic faculty and staff.
3. Sophisticated physical infrastructure.

4. Residential nature of the institution.
5. Conferment and exercise of Autonomy.
6. Swami Vivekananda Multidisciplinary Research Centre for Educational Studies.
7. Placement rate of the students.
8. National & International exposures.
9. Institution's publications.
10. Use of renewable energy in the hostels.
11. Sending students and scholars to attend Seminars and Conferences.
12. Qualified teachers to guide researches and to become adjudicators.

• **Weakness:**

1. Autonomy enjoyed only in terms of academics but not in terms of finance and administration.
2. Paucity of Govt. grant for running In-Service training programme.
3. Red-tapism regarding filling up teaching posts timely.
4. Inadequate funding for research and extension.
5. Qualified Librarian not in position.
6. Inability to generate fund through donations.

• **Challenges:**

1. To change the general perception of teacher education in West Bengal.
2. Linking research with extension services.
3. Relating institutional experiences with community services.
4. Optimization of researches leading to preparing policy perspectives.
5. Procurement of experimental school.
6. Motivating student-teachers to take a shift from traditional to constructivist paradigm.

• **Opportunity:**

1. To be under the lofty ideals of the Ramakrishna Mission.
2. Visionary leadership.
3. Availability of full-time monastic faculty and staff.
4. Huge repository of school level data accumulated through action research and school study projects.
5. Depository of ICT generated TLM prepared by the trainees.
6. Diversified Flora & Fauna of the Campus.
7. Different Subject based Resource Centres.

E. Future plans:

1. To establish 'Vivekananda Study Circle' for disseminating community outreach programmes.
2. To establish centres for 'Epoch Making Thinkers'.
3. To pursue multidisciplinary research in education.
4. To initiate more certificate and diploma courses.
5. To initiate B.Sc-Ed, B.A.-Ed. Courses.
6. To develop the college as a centre for excellence.



Yogamaya Devi Memorial Lecture in the College



Students' Procession on National Youth Day at the Holy Belur Math

Mapping of Academic Activities of the Institution

Months	July, 2013				August, 2013				September, 2013				Oct., 2013	November, 2013				December, 2013				January, 2014				February, 2014				March, 2014				April, 2014				May, 2014		June, 2014			
Total Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41		
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	1	2	3	4		
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

Mapping of Academic Activities of the Institution

Months	July, 2013				August, 2013				September, 2013				Oct, 2013		November, 2013				December, 2013				January, 2014				February, 2014				March, 2014				April, 2014				May, 2014		June, 2014					
Total Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41					
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Admission and Orientation																																														
Theory																																														
Tutorials/ Seminars																																														
Sessional Work - Tests & Assignments																																														
Practical Work/Research Work																																														
Practice Teaching/ Internship/ Supervision																																														
Coc-curricular Activities																																														
Working with community/ project work																																														
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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



RAMAKRISHNA MISSION SIKSHANAMANDIRA

COLLEGE OF TEACHER EDUCATION (C.T.E.)

(A NCTE Recognized Residential Post-Graduate Autonomous College under the University of Calcutta under Section 22 of the UGC Act)

Belur Math, Howrah - 711 202, West Bengal.

Phone : (033) 2654 - 6081 / 9281 / 1635 / 4814

Fax : (033) 2654 - 4412

E-Mail : rkmsmc@gmail.com, rkmsm@rediffmail.com

Website : www.rkmsm.org

Date: 19th July, 2014

Declaration by the Principal

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

This SAR is prepared by the institution after internal 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.

Place: Belur Math

Sd/-
(Swami Tattwasarananda)
Principal

ANNEXURES



Ramakrishna Mission Sikshanamandira

An Autonomous Residential NCTE Recognized Post-Graduate College of
Teacher Education (CTE) & Swami Vivekananda Multidisciplinary Research
Centre for Educational Studies (SVMRCES) under the University of Calcutta

Phone: (033) 2654-6081/9281/1635 Fax: (033) 2654-4412

Email: rkmsmc@gmail.com, rkmsm@rediffmail.com

Website: www.rkmsm.org

Belur Math, Howrah-711202, West Bengal, India

ANNEXURE - 1

A brief note on Teacher Education scenario in West Bengal

In the State of West Bengal, the teacher education programme is conducted with the objectives to develop skills, understanding, interests and attitudes which would enable the teacher to foster all round development of the students under his care and to make the teachers as liaison between the school and the community.

The Teacher Education Institutions (B.Ed.) in West Bengal can be broadly divided into three categories in terms of their financial dependence on the State Government.

These institutions are:

- (i) Govt. colleges
- (ii) Grant-in-Aid colleges.
- (iii) Self-financing colleges.

(i) Govt. colleges:- These colleges are directly controlled by the Department of Higher Education, Government of West Bengal in respect of financial assistance and administrative procedures.

(ii) Grant-in-Aid colleges: - These colleges receive grants for salaries of the staff from the State Government and occasionally some maintenance grants and development grants from the State Government. These colleges are under the administrative control of the Department of Higher Education, Govt. of West Bengal. But day to day management is done by the college authorities.

Most of the colleges are recognized under Section 2(f) & 12(B) of the UGC Act, 1956 and receive UGC grants. These colleges are free to create posts beyond the sanctioned posts, but are required to meet the fund needed for supporting these posts from the finances generated by their Managements. Presently, the Government of West Bengal lets the colleges retain the fees, collected from the students for the maintenance of the colleges.

(iii) Self-financing colleges:- These colleges are completely self-dependent in respect of financial liabilities. The fees collected from the students are spent towards the salaries and maintenance of the colleges. But the colleges have to abide by the rules and regulations of the Govt. of West Bengal for running the colleges.

All these colleges affiliated to a particular state university and the academic activities of these colleges are maintained according to the instructions given by their affiliating university.

There are education department in the state universities like University of Calcutta (C.U.), University of Kalyani (K.U.), University of Burdwan (B.U.), North Bengal University (N.B.U.), Rabindra Bharati University (R.B.U.) which conduct teacher education programme (B.Ed. or B.Ed. and M.Ed.). Besides these universities, Vidyasagar University also conducts teacher education programme (B.Ed.) through its affiliated colleges and Visva-Bharati University (Central University) also conducts teacher education programme (B.Ed.)

There is a state open university, namely, Netaji Subhas Open University also conducts B.Ed. in Special Education and B.Ed. through ODL mode.

As per the NCTE web-site presently, the numbers of Teacher Education institutions in West Bengal (NCTE recognised) as on 10th January, 2014 are as follows:

B.Ed. = 242, M.Ed. = 09, D.El. Ed. = 254, B.P.Ed. = 19, M.P.Ed. = 05.

The affiliating universities like C.U., B.U., R.B.U., N.B.U. etc. are involve in making curriculum, course of study scheme of evaluation, conducting Final B.Ed. Examination, publishing result of examination, distributing mark-sheets and diplomas. Admission procedure, tuition fee and other fees are generally arranged and collected by the affiliated colleges but university norms and other rules and regulations are generally maintained by the affiliated colleges. In the administrative side every affiliated college should constitute a Governing Body, Teachers' Council and different Sub-Committees etc. and they are compelled to follow certain orders issued by the University Authority, NCTE norms with respect to the number of students intake, student-teacher ratio and many other criteria.

ANNEXURE - 2

Ramakrishna Mission Sikshanamandira, Belur Math, Howrah.

Annual Academic Calendar 2013-14 (Tentative)

Sl.No.	Programmes	Dates
1.	Joining to the College	1 st July, 2013
2.	Orientation Classes	2 nd , 3 rd & 5 th July, 2013
3.	Regular Classes	July 7 th onwards, '13
4.	Welcome Address by Rev. Secretary Maharaj	15 th July, '13
5.	Vidyarthi Brata Celebration	19 th July, '13
6.	First Internal Social	25 th July, '13
7.	Inter-Section Football Matches	22 nd , 23 rd & 24 th July, 13
8.	Celebration of Independence Day	15 th August, '13
9.	Teacher's Day Celebration	5 th September '13
10.	Friendly Inter-College Football Match	(a) 11 th September, '13 (b) 18 th September, '13
11.	Students' Seminar	9 th , 16 th & 23 rd November, '13
12.	Educational Trip	24 th , 25 th & 26 th September, '13
13.	Puja Social	8 th October, '13
14.	Puja Vacation	10 th October to 6 th November, '13
15.	College Reopens	7 th November, '13
16.	1 st Semester	From 3 rd December, '13
17.	Sri Sri Jagaddhatri Puja	11 th November, '13
18.	Demonstration Lessons	1 st , 2 nd , 3 rd , , '14
19.	Introduction of Trainees to Practice Teaching schools & Practice Teaching	4 th February, '14 & 7 th February to 17 th March, '14
20.	Publication of 1 st Semester	8 th February, '14
21.	Teaching Practical Final Examinations	19 th March to 26 th March, '14
22.	Indoor games	3 rd to 10 th April, '14
23.	Sports Heats	29 th March, '14
24.	College Annual Sports	30 th March, '14
25.	2 nd Semester begins	28 th April, '14

Session 2013-14, List of Holidays

Sl. No.	Occasion	Day	Date	No. of Holidays
1.	Rathayatra	Wednesday	July 10, 2013	1
2.	Id-Ul-Fetar	Friday	August 9	1
3.	Independence Day & Birthday of Sri Arabindo	Thursday	August 15	1
4.	Sri Krishna Janmashtami	Wednesday	August 28	1
5.	Viswakarma Puja	Tuesday	September, 17	1
6.	Birthday of Mahatma Gandhi	Wednesday	October 2	1
7.	Mahalaya	Friday	October 4	1
8.	Durga Puja to Bhratri Dwitiya including Id-Ud-Zoha	Thursday to Wednesday	October 10 to November 6	24
9.	Jagaddhatri Puja	Monday	November 11	1
10.	Muharam	Thursday	November 14	1
11.	Birth Day of Guru Nanak	Sunday	November 17	X
12.	Birth Tithi of Holy Mother	Tuesday	December 24	1
13.	Christmas & Winter Holidays (Phase – 1)	Wednesday to Wednesday	December 25 to January 1, 2014	7

14.	Fateha-Douz-Daham	Tuesday	January 14	1
15.	Birththithi of Swami Vivekananda & Birth Day of Netaji	Thursday	January 23	1
16.	University Foundation Day	Friday	January 24	1
17.	Winter Recess (Phase – 2) including Republic Day	Saturday to Friday	January 25 to January 31	6
18.	Saraswati Puja	Tuesday	February 4	1
19.	Saraswati Puja Immersion	Wednesday	February 5	1
20.	Shivaratri	Thursday	February 27	1
21.	Birth Tithi of Sri Ramakrishna Deva	Monday	March 3	1
22.	Dolyatra	Sunday	March 16	X
23.	Bengali New year's Day	Tuesday	April 15	1
24.	Good Friday	Friday	April 18	1
25.	Foundation Day of the Ramakrishna Mission & May Day	Thursday	May 01	1
26.	Birth day of Rabindra Nath Tagore	Friday	May 09	1
27.	Buddha Jayanti	Wednesday	May 14	1
28.	Rathayatra	Sunday	June 29	X
29.	Summer Recess	Friday to Tuesday	May 16 to June 30	56
	Total No. of Holidays Including Puja Holidays but excluding Winter Recess			53
	Principal's discretion =			03
			Total =	56

01.07.2013

Sw. Tattwasarananda

(Swami Tattwasarananda)
Principal

Revised B.Ed. Syllabus

With effect from the academic session
2014-15



Ramakrishna Mission Sikshanamandira

(An Autonomous Post-Graduate College under the University of Calcutta)

College of Teacher Education (CTE)

Belur Math, Howrah- 711 202,

West Bengal.

Purpose, Vision, Mission and Objectives of the Ramakrishna Mission Sikshanamandira Belur Math.

- **Purpose:**

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonizing the best elements of Eastern and Western values.

- **Vision:**

Sikshanamandira aspires to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, *atmano mokshartham jagaddhitaya cha* which means: attainment of one's own freedom and doing good to the world.

- **Mission:**

1. Making of such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous researches and dissemination of knowledge.
3. Support discovery or development of knowledge through strong M.Phil. & Ph. D. Programmes and post-doctoral projects.
4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

- **Values:**

1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards of the environment and citizens of the world.

5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

1st Semester			
Course / Paper	Title/Subjects	Full Marks	Credit
I	Foundation of Education & Education in the light of Swami Vivekananda	100	3
II	Psychology of Learning and Instruction	100	3
III	Teaching Evaluation & Management in school Education	100	3
VII	Pedagogical Analysis of Contents and Methods of Teaching	100	3
VIII	Pedagogical Analysis of Contents and Methods of Teaching	100	3
IX	Lesson Plan (25) + Achievement Test (25) (Two Method Papers)	2×50 = 100	2
XI	Simulated Teaching Practical (Two Method Subjects)	50+50 =100	3
XIV A	Project on Community Orientation with reference to Education (School Study Project)	50	2
Total (1st Semester)		750	22
2nd Semester			
Course / Paper	Title/Subjects	Full Marks	Credit
IV	Inclusive Education & Education of Child With Special needs	100	3
V	Development of Education in Post-Independent India & Guidance and Counseling	100	3
VI	Subject of Special Interest (EAMBE/EDTE/MEVE/POEE/ENVE)	50	2
X	Lab. Practical [Project/Experiment (50)] (Two Method Papers)	50+50 =100	2
XII	Teaching Practical (Two Method Subjects)	100	3
XIII	Practical on Psychology & Computer Application	50+50 =100	2
XIVB	Action Research	50	2
XV	Practice Teaching Supervision (Two Method Papers) & Co-curricular Activities	(2×15)+20 = 50	1

Total (2nd Semester)	650	18
Total (1st Semester)	750	22
Grand Total (1 Credit = 18 hrs.)	1400	40

SEMESTER – I

Paper – I

**(Foundation of Education and Education in the light of
Swami Vivekananda – 100 Marks)**

**1st Half
(Foundations of Education, 50 Marks)**

Objectives: After completion of these units the students will be able to

- a) Understand the meaning of education and its different facts.*
- b) Comprehend the place of philosophy in education.*
- c) Analyze education as a social responsibility.*
- d) Describe the meaning and implications of curriculum.*

Contents :

Unit I – Education:

- i) Concept & scope of education; the four pillars of education.
- ii) Aims of education: Personal, Social, Economic and National Development.
- iii) Education for generation, conservation and transmission of knowledge.
- iv) Agencies of education: home, school, community and media.
- v) Types of education: formal, non-formal, informal and role of their agencies.

Unit II – Philosophical Foundation of Education:

- i) The significance of Philosophy in education.
- ii) Brief account of the tenets of the following schools of philosophy of education – Idealism, Pragmatism & naturalism.
- iii) The relevance of the philosophy of the aforesaid schools in Indian education with regard to aim,

curriculum, method of teaching, role of teacher and place of student.

Unit III – Sociological Foundation of Education:

- i) Constitutional goal for Indian education
- ii) Social issues in education-
 - (a) Globalization, multiculturalism, secularism, education for sustainable development.
 - (b) Illiteracy, poverty, socially disadvantaged groups, gender inequality.

Unit IV – Curriculum:

- i) Meaning of curriculum.
- ii) Types of curriculum – formal, hidden, learner centered.
- iii) Characteristics of a good curriculum.
- iv) Meaning and need of curriculum objectives & evaluation.
- v) Principles of selecting contents.

Suggested Reading:

- (1) Philosophy of Education – A. Chakraborty
- (2) Educational thought and Practice – V.R. Taneja.
- (3) Principles and Practice of education – B.R.Purkait.
- (4) Education and Society – Ottaway.
- (5) Great Philosophers and Thinkers on Education – J.C. Aggarwal & S. Gupta.
- (6) Advanced Curriculum Construction – J. Prasad & V.K. Koushik.
- (7) Curriculum Reform – B. D. Bhatt.

2nd Half

Education in the Light of Swami Vivekananda

Marks: 50

Objectives:

- a) The trainees will become conversant with Vivekananda's life and his unique contribution to educational thought and practice, in the context of the present age.*
- b) They will analytically grasp the essential components of Vivekananda's educational thought.*
- c) They will be acquainted with Swami Vivekananda's thought on issues of contemporary to Indian education.*
- d) They will be able to situate Swami Vivekananda's educational ideas within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators.*

Contents:

Unit I – Vivekananda, Education and the 21st Century:

- i) Life and personality of Swami Vivekananda: a brief sketch.
- ii) Swami Vivekananda's perspectives on – the causes of India's downfall way to regeneration, education – the panacea.
- iii) UNESCO & Swami Vivekananda with reference to Federico Mayor's (Director general, UNESCO,) speech in 1993.
- iv) Swami Vivekananda's twin central definitions of education:
 - a) 'Education is the manifestation of the perfection already in man' with reference to 'Learning the Treasure within' – Delors Commission report to UNESCO.
 - b) 'Education is the nervous association of ideas' – a neuropsychological approach.

Unit II – Essential components of Swami Vivekananda's Educational Thought

- i) Practical Vedanta as the theoretical background to Swami Vivekananda's philosophy of education
- ii) Aim of Education – Holistic development of the personality – physical, intellectual, emotional and spiritual development.
- iii) Curriculum – Science and spirituality, values based on divinity of the soul, practical value of education, positive and strengthening ideas
- iv) Method – Concentration, assimilation of ideas, service as a way of life .
- v) Role of the teacher – qualities of a good teacher, ideal of *gurugrihavaśa*.

Unit III – Swami Vivekananda on Issues of Contemporary Relevance

- i) Flaws in the prevailing system of education
- ii) Mass education
- iii) Women's education
- iv) Technical and vocational education
- v) Music and art
- vi) Harmony of religions
- vii) Culture and education
- viii) National roots for an educational philosophy

Unit IV - Swami Vivekananda and other Prominent Indian Educators – A Comparative Study

- i) Integral Education of Sri Aurobindo
- ii) Basic Education (*Nai-Talim*) of Mahatma Gandhi
- iii) Tagore's idea of 'freedom in spite of school'

Suggested Readings:

1. Integral Education: Swami Vivekananda's Educational Vision – Swami Bhajananada
2. Educational Philosophy of Swami Vivekananda - Avinashalingam
3. My India: My India Eternal - RKM Institute of Culture, Golpark
4. *Siksha prasanga- Sw. Vivekananda*

Paper – II

(Psychology of Learning and Instruction – 100 Marks)

1st Half

(Psychology of Learning – 50 Marks)

Objectives: After reading this part, student teacher will be able to

- a) Understand the theoretical bases of learning from different perspectives.*
- b) Understand the process of Human Development.*
- c) Understand the learner differences.*
- d) Develop own perception about the learning process.*

Unit I – Educational Psychology & Human development:

- i) Concept and recent trends in educational psychology
- ii) Development – physical, social, cognitive, emotional: their relevance to education.

Unit II – Learning Differences:

- i) Concept of intelligence with respect to multiple intelligence.
- ii) Learning style (Kolb's classification).
- iii) Creativity – Verbal and Spatial.
- iv) Implication of individual difference in the classroom.

Unit III – Learning:

- i) Concept
- ii) Gagne's eight types of learning.
- iii) Approaches to learning and their educational implication:
 - a) Behaviorism; Thorndike's three major laws and Skinner.
 - b) Memory and information processing; Ausubel.
 - c) Social Cognitivism; Bandura.
 - d) Social Constructivism; Vygotsky.
 - e) Discovery learning; Burner.

Unit IV – Motivation :

- i) Maslow's need hierarchy and its application in the classroom.

- ii) McClelland's achievement motivation.
- iii) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity and interest, classroom environment.

2nd Half
(Psychology of Instruction – 50 Marks)

Objectives: After reading this part, student teacher will be able to

- a) Understand the theoretical bases of Instruction.*
- b) Understand bases of Instructional Designs.*
- c) Develop own perception about Approaches to Instruction.*
- d) Develop own understanding about Classroom Management.*

Unit I – Concept of Instruction & Instructional Objectives:

- i) Meaning, nature, types of Instruction.
- ii) Meaning of Instructional Objectives.
- iii) Taxonomy of instructional objectives (cognitive, affective, psychomotor)

Unit II – Instructional Design:

- i) Meaning,
- ii) Types (objective based, skill based, competency based, learner style based, value based),
- iii) Approaches to instructional design (training psychology, cybernetic psychology, system analysis).

Unit III – Approaches to Instruction :

- i) FLA System, Group Instruction (Team Teaching & Micro Teaching) & Individualized Instruction (Programmed Instruction & CAI)
- ii) Direct instruction and indirect instruction
- iii) Web-based instruction, multimedia, CD-Rom
- iv) Intelligent Tutoring System (ITS).

Unit IV – Classroom Management:

- i) Concept;
- ii) Causes of classroom problems
- iii) Strategies of Classroom Management;
- iv) Role of teacher in classroom management; Significance of Classroom Management;

Suggested Reading:

- i) Essentials of Educational Psychology - S.K. Mangal
- ii) Advanced Education Psychology – S.K. Mangal
- iii) Psychology of Learning and Development – J.C. Aggarwal

- iv) Advanced Educational Psychology – S.S.Chouhan
- v) èmv²ç höcçèf,çc - dçk, b³f

Paper III

(Teaching, Evaluation and Management in School Education - 100 Marks)

1st Half

(Teaching and Evaluation – 50 Marks)

Objectives:

After undergoing the course content, the student-teacher will be able to –

- a) *Understand the concept of teaching;*
- b) *Have an elementary knowledge of constructivism in teaching;*
- c) *Acquire professional knowledge in Teaching;*
- d) *Appreciate teaching as a profession.*
- e) *Develop the skill of identifying problem learner, source of problem behavior and remedial measures;*
- f) *Understand about the process of Evaluation.*

Course Content:

Unit I : Teaching –

- i) Concept & Scope; Differences among Teaching, Training & Conditioning; Constructivism in Teaching;
- ii) Variables of Teaching – Teacher, Learner & Teaching – Learning Process;
- iii) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT- based.

Unit II – Teaching as a profession

- i) Professional Needs and Values of a School Teacher, Professional Commitment, Professional Ethics & Code of Conduct;
- ii) Teacher Effectiveness – Effective Teacher Behavior, Basic Principles
- iii) Guidelines of Designing Instructional Systems,
- iv) Addressing Challenges in education with special reference to Access, Equity & quality; Parameters of Self-Appraisal for Effective Teaching.

Unit III – Problem – Learner

- i) Problem – Learner; Concept and Types,

- ii) Identification of Problem – Learner; Observation, Case Study, Socio-Metric & Testing (Educational and Psychological) Techniques/.
- iii) Remedial Measures – Guidance & Counseling, Life-Skill Training.

Unit IV – Evaluation:

- i) Concept of Assessment, Measurement & Evaluation,
- ii) Types of Tests; Written Test, Oral Test, NRT, CRT, Summative Test, Formative Test, Diagnostic Test.
- iii) Scoring and Grading, Analysis of Score and Its Interpretation
 - a) Tabulation of data.
 - b) Graphical (Histogram, frequency Polygon)
 - c) Central Tendency (Mean, Median Mode)
 - d) Deviation – Standard.

2nd Half

(Management in School Education – 50 Marks)

Objectives:

After undergoing the course content, the student-teacher will be able to –

- i. *Understand the concept and significance of school in the modern Indian context;*
- ii. *Have a knowledge about various school services and its importance;*
- iii. *Develop concept and skills in school administration;*
- iv. *Develop the understanding and ability of institutional planning;*
- v. *Acquire knowledge about healthy practices in school;*

Unit I – School –

- i) Concept & Types,
- ii) School Infrastructure, School as an Organization;
- iii) Significance of School in the present Indian Context – as stated in the Report of Kothari Commission (1966), National Policy of Education (1986) and national Curriculum framework (NCF- 2005).

Unit II – School Administration

- i) Meaning Scope.
- ii) School Climate;
- iii) Controlling Authorities – Roles of Central Government , State Government, NCERT, SCERT, WBBSE, WBCHSE, WBME, WBSSC, WBPSC, WBMSC;

- iv) Regulatory Bodies – Functions of Village/Ward Education Committee, School Managing Committee, Staff/Teacher's - Council Finance Committee, Parent/Mother-Teacher Association;
- v) Duties & Responsibilities – Secretary of the Managing Committee, Headmaster/Headmistress, Assistant Headmaster/Headmistress of a school.

Unit III – Institutional Planning

- i) Relevance, Long-term & Short-term Planning;
- ii) Annual Planning – Academic Calendar, Time Table, Observation of Special Days;
- iii) Accounts and Budget.

Unit IV – School Services

- i) Admission, Examination/Evaluation & Publication of results.
- ii) Library, Laboratory, Games & Sports, Seminars/Symposia/ Discussions/ Workshops, Health Care, NSS/ NCC, Community Based Activities, Cultural Programme, Excursion. Daily Prayer, Magazine.
- iii) Healthy Practices – Student self- Governance, Literary Club, Science Club, Eco Club, Sexual Harassment Prevention Cell, Gender Equity Cell, Anti-ragging Cell, Protection of Human Rights Cell, Grievance Redressal Cell, Inclusive Growth Cell & Internal Assurance Cell, Inclusive education growth Cell.

Suggested Reading:

- i) School Planning and Management – T.K.D. Nair
- ii) School Organisation & Management – J. Prasad
- iii) Educational Management – J.C. Agarwal
- iv) School Management – S.K. Kochar
- v) Educational Management – Dr. Subir Nag
- vi) Educational Management – Dr. Subir Nag

Paper – VII & VIII

Pedagogical Analysis of Contents and Method of Teaching of School subjects (Any Two) [2×100 Marks] :

Bengali, English, Sanskrit, Mathematics, Physical Science, Life Science, Computer Studies, History, Geography, Education, Work Education

মাতৃ (বাং)শিক্ষ পদ্ধ

পূর্ণ -১০

বিভ - ক

স্কুল বিষয় পদ্ধতি বিশ্লে

পূর্ণ -৪০

১. (ক) প্রদ এক থে উঃ এক নির্বা এর প্রয়ো পঃ বিভা

(৩+১)

(খ) নির্বা উপএব

(১) প্রা ধার

(২) উঃ -একক শিখন উদ্দে নির্ণ

(৩) উঃ -একক শিক্ষ কো উদ্দে নির্ণ

(৪) শিক্ষ প্রদী নির্বা ও তা প্রয়ে পদ্ধ

(৫) প্রয়ো বিশ্লে উদাহ অথ সহঃ অবতা

(৬) উঃ -একক ব্যাখ্যা /বর্ন প্রদা

(৭) অনুসঃ প্রশঃ, সম্ভা উত্তঃ সং (দ্বি)।

(৮) উঃ -একক ধারঃ সম্প্রঃ ও সৃজন চিত্ত

উদ্দীঃ

(৯) উদ্দে ভিত্তি অভী -পঃ নির্ম (চার পঃ ন্যূনা)

(২+৪)

বিভ - খ

শিক্ষ পদ্ধ

পূর্ণ -৬০

এক -১ মাতৃ হিস বাং ভাষ স্থা ও গুরু

ক) ভাঃ ও মাতৃ ; জীব ও শিক্ষ গুরু ,

খ) মাতৃ শিক্ষ ও মাতৃ মাধঃ শিক্ষ উদ্দে ও গুরু ,

গ) মাতৃ শিক্ষাে পাঠ্যক্রঃ স্তরবি ,

ঘ) সাহি শিক্ষাে ব্যক্তি ও পেশা গুনাঃ /বৈশিঃ সম্ভ ,

এক -২ মাতৃ শিক্ষ দক্ষঃ চতুঃ

ক) গ্রহন দক্ষ

অ) শ্রব -দক্ষ বিকাঃ উপায় ,

আ) পঠ - পঠে প্রকার। সর ও নীর পা , ব্যাপ ও গভী পা
ধার , চৰ্ব ও স্বাদ পা দ্রুত পঠ - প্রয়ো অভ গঠ , এই দক্ষ বিকা
জ্ঞ কর্ত কৃত শিক্ষ ও বিদ্যাল

খ) প্রকাশ দক্ষ

ই) কথ - বাং ভাষ বৈশি মৌদি ব ও যুক্তব উচ্চা বি
মা উচ্চা বন উপত / আধা উচ্চা এই দক্ষ বিকা জ্ঞ কর্ত
কৃত শিক্ষ ও বিদ্যাল

ঈ) লিখ - সুন্দ হস্তাঙ্গ সং ও বৈশি সম্ , হস্তাঙ্গ উন্ন
উপ সম্ , বাং বান সঠি বানা রী ও বান সংস্ক বিদ্যা শিক্ষার্থ
বানা ভুতে প্রকৃ , কার ও প্রতিব

এক - ৩ শিক্ষা পদ্ধতি:

ক) ব্যাক সং ও প্রক ব্যাক - শিক্ষ প্রয়ো ও পদ্ধা

খ) কবি , গদ প্রব ও অন্য গদ শিক্ষ প্রনা , পাঠপরি
বিন্য ও শিক্ষা স্বাধী

গ) রচ শিক্ষ সৃজন ও তথ্য রচ শিক্ষ পদ্ধা

এক - ৪ পশ্চি মধ্যশিক্ষ ও পশ্চি উচ্চ-মাধ্যা সং নির্দো বাং
ভাষ পাঠ্যত্র সমালোচ বিশ্লে ;

এক - ৫ সাহিত্যা ও ভাষাবি শব্দভ সম্ ও সহপাঠ
কার্য্য ভূমি ও ব্যবহ

ক) আব্ ,

খ) অভি ,

গ) বিত ,

ঘ) তৎক্ষণি বক্তৃ

ঙ) সাহি সং ও প্রতিবে ,

চ) পত্রি সংগ ও প্রক ,

ছ) আলোচ ,

জ) ভা গবেষণ ,

ঝ) শিক্ষা প্রদশ

এক - ৬ মাতৃভ শিক্ষ সৎ সংগি কি গুরুত্ব প্রস

ক) শিক্ষ-প্রদীপ ব্যবহ , উদ্ভাবনী প্রদীপ প্রস্ত ও ব্যবহ ,

খ) বাং ভাষ শিখ সা রী ও চলি রী মা চলি রী উদ্ভ
ও সমাজভাষ গুরু

গ) অনু শিক্ষ গুরু ও পদ্ধা ,

ঘ) মাতৃভাষা আধুনি প্রবন ,

ঙ) মাতৃভাষা এক রিস (Action Research)

Suggested Readings: 1. বাং শিস পদ্ধ - ড সুবি মি

2. Encyclopedia of Teaching Languages in India:
Bengali – S.R. Sharma

3. *Bangla sikshan paddhati-* Kaushik Chattopadhyaya

4. *Bangla paranor riti-* Satyagopal Mishra

Pedagogical Analysis of Contents and Method of Teaching

English as Second language

Full Marks – 100

Group – A (Pedagogical Analysis of the content)

Full Marks – 40

Group – B (Method of Teaching)

Full Marks – 60

Objectives:

The student will be acquainted with:

- (a) *The principles of constructing content analysis of school curriculum,*
- (b) *The historical development of English Language Teaching,*
- (c) *The existing axioms and practice of functional Communicative Approach,*
- (d) *The development of various skills,*
- (e) *English and our identity as second language learners,*
- (f) *The recent trends in ESL.*

Group – A

Construction of pedagogical analysis on the content of curriculum will be comprised from classes VI – XII.

Select any one of the given units for pedagogical analysis as per following instructions.

- (A) Division of the unit into suitable sub-units specifying the number of period. (3+1)

- (B) Selection of one sub-unit:
- i) The brief essence of the sub-unit.
(2)
 - ii) The predominant language structure and the values to be taught through the sub-unit.
(2)
 - iii) Previous knowledge expected.
(2)
 - iv) Appropriate instructional objectives in behavioral terms. (4)
 - v) The board method adopted.
(1)
 - vi) Any two strategies the teacher would use to make the class learner-centered.
(2)
 - vii) Two probing questions along with their brief answers. (2)
 - viii) Suitable examples/analogies to illustrate two concepts (thematic and / linguistic).
(2)
 - ix) The use of black board and any one teaching aid.
(2)
 - x) A Criterion Based test with a minimum of 6 items specifying the criteria against each item preceded by a table of specification. (3+6)
 - xi) Critical Evaluation of the sub-unit with personal observation:
 - (a) With reference to school curriculum.
(4)
 - (b) With reference to real life situation.
(4)

Group –B

(60Marks)

Unit I – Theories of Language teaching:

- (a) Traditional methods of Language Teaching
(Grammar-Translation Method, Direct Method etc.)
- (b) Historical Development of Language Teaching
(Impact of behavioral psychologists like Ausubel and Rogers: linguists like Chomsky and Halliday)

Unit II – Functional Communicative approach with special emphasis on Learning English Series (WBBSE)

- (a) Managing classroom communication
- (b) Patterns of interaction
- (c) Managing Pair and Group Work.

Unit III – Developing Skills

Listening, Reading, Speaking, Writing, Grammar and Vocabulary.

Unit IV – Language and Identity

- i) Individual, Social, national and Global.
- ii) Acculturation, Culture shock, Bilingualism Multilingualism.

Unit V – Beyond Methods:

- i) The future trend – more dynamic, more creative, more exploratory process
- ii) Teacher strategies – Learner Strategies.

Unit VI – Brief Overview:

- i) ELT in India Today.
- ii) English or Englishes: Core Vs peripheral features.
- iii) Error Analysis.
- iv) Computer Assisted Language Learning (CALL).
- v) Teaching English in large classes.
- vi) The use of mother tongue in the English classroom.
- vii) Teaching English to the disadvantaged. (slow learners)

Suggested Reading:

- i) English Language teaching - Nagaraj.
- ii) Approaches and methods in language teaching – Richards & Rodgers
- iii) Teaching of English – Parveen Sharma
- iv) Teaching English – Evans, Midgley,..
- v) Culture in Second Language Teaching and Learning - Eli Hinkel, C.U.P.
- vi) S. Kudchedkar (ed.), ‘English Language Teaching in India’ : Orient Longman.

- vii) V. Saraswathi, 'English Language Teaching : Principles and Practice' : orient Longman.
- viii) Robert M. Dekeyser (ed.) 'Practice in a Second Language' :C.U.P.

**Pedagogical Analysis of the content and method of teaching
Sanskrit**

Full Marks – 100

Group – A (Pedagogical Analysis of the content) Full Marks – 40

Group – B (Method of Teaching) Full Marks – 60

Group – A

Construction of pedagogical analysis on the content of curriculum will be comprised from classes VI – XII.
40 Marks

- (A) Division of the unit into suitable sub- units specifying the number of periods.

(3+1)

- (B) Selection of one sub-unit:

- | | | |
|--------|---|-----|
| (i) | The brief essence of the sub-unit | |
| | | 2 |
| (ii) | Previous knowledge | |
| | | 2 |
| (iii) | Appropriate instructional objectives in behavioral terms | 4 |
| (iv) | The broad method of teaching | |
| | | 2 |
| (v) | Teaching strategies. | |
| | | 2 |
| (vi) | Two probing questions with probable answers. | |
| | | 2 |
| (vii) | Illustration of the concepts with examples/analogies/contrasts | 2 |
| (viii) | Teaching aids. | |
| | | 3 |
| (ix) | Criterion Based Test (at least six items) preceded by a table of specification. | 3+6 |

- (x) Theoretical argument for inclusion in the school curriculum. 4
- (xi) Relevance of the topic from practical view persists in real-life situation. 4

Group – B
Marks

60

Unit I – Concept and background of teaching Sanskrit:

- i) Aims and objectives of teaching Sanskrit.
- ii) Relation and relevance of Sanskrit into contemporary Indian Language.
- iii) Views of different commissions and committees for school-level Sanskrit Teaching.

Unit II – Method of Teaching Sanskrit:

- i) Traditional Method.
- ii) Bhandarkar Method.
- iii) Text Book Method.
- iv) Direct Method.
- v) Translation Method.
- vi) Psychological Method.

Unit III – Developing Skills:

- i) Listening skill – listening comprehension and strategies for its development. 1
- ii) Speaking skill – impact of phonetics on development of speech habit, strategies for correct pronunciation and fluency in speaking.
- iii) Reading skill – reading for comprehension, factors determining reading, strategies for its development.
- iv) Writing skill – characteristics of Devanagari Script, factors influencing hand writing, causes of spelling mistake, strategies for its development.

Unit IV – Different Ways of Teaching-Learning Sanskrit:

- i) Teaching-Learning of Sanskrit outside the time-table:
 - a) Dramatization, Role Playing, Dramatic Reading, Recitation,
 - b) Wall Magazine, Album Collection, Eloquence Workshop,
 - c) Listening Radio/ TV news,
 - d) Use of Reference Books and Dictionary.

- ii) Use of Teaching-Aid & devices (ICT – Hardware & Software etc.)
- iii) Magazines and Journals of Sanskrit.

Unit V – Important Approaches to Teaching Sanskrit:

- i) Need for professional orientation of a Sanskrit teacher.
- ii) Critical analysis of the Sanskrit syllabus at Secondary Level in West Bengal.
- iii) Scientific outlook in Sanskrit literature.
- iv) Causes of backwardness and remedial teaching in Sanskrit.
- v) Action research in Sanskrit Teaching.
- vi) Agencies of Sanskrit education
 - a) Rashtriya Sanskrit Sansthan.
 - b) Sanskrit Universities.
 - c) Sanskrit Institution – In India and abroad.

Unit VI – Critical analysis of Sanskrit Syllabus in West Bengal

Suggested Readings:

- (i) Teaching of Sanskrit- Apte & Dongre
- (ii) *Debabhasa Sikshanam(Beng.)- Atulananda Mandal*
- (iii) Teaching of Sanskrit- Safaya , Shukla
- (iv) *Sanskrit sikshan paddhati(Beng.)- Rita Book*

Pedagogical Analysis of the Contents and Basis of Teaching Mathematics

Full Marks – 100

Group –A (Pedagogical Analysis of the content)

Full Marks – 40

Group – B (Methods of Teaching)

Full Marks – 60

Objectives : After successful completion of the syllabus trainees will be :

- i) Acquainted with pedagogical analysis.
- ii) Able to prepare pedagogical notes for mathematics teaching.

- iii) Familiar with different methods and approaches of teaching mathematics.
- iv) Acquainted with evaluation tools and techniques in teaching mathematics.
- v) Able to find the importance aids in teaching mathematics.

Group – A Pedagogical Analysis of Content – 40 Marks

Construction of Pedagogical notes on the Content of the curriculum from class VI – XII.

This will Comprise:

- a) Division of topic (unit) into suitable teaching units (Sub-units). 3+1
- b) Identification of the concepts in the teaching unit hierarchically. 2
- c) Identification of the previous concepts to build new concepts. 3
- d) Specification of the instructional objectives in behavioural terms. 6
- e) Suggestion of teaching strategies. 4
- f) Selection of teaching aids and their mode of use. 4
- g) Suggestion of investigatory based questions. 4
- h) Mention real life examples to illustrate the concepts. 4
- i) Criterion Based Test (at least six items) preceded by a table of specification 3+6

Group – B Methodology of Teaching Mathematics – 60 Marks

Unit I – Importance of Teaching Mathematics

- i) Nature and significance of mathematics.
- ii) Aims and objectives of Teaching Mathematics in school level.
- iii) Historical Perspectives of mathematics.
- iv) Mathematics in everyday life.
- v) Place of mathematics in school curriculum.
- vi) Correlation of Mathematics with other school subjects.

Unit II – Methods and Approaches of Teaching Mathematics.

- i) Inductive method,
- ii) Deductive method,
- iii) Analytic method,
- iv) Synthetic method,
- v) Problem method
- vi) Project method
- vii) Laboratory method

Unit III – Instructional aids and assistance in teaching mathematics.

- i) Different types of teaching aids (projective and non projective) including calculator, computer, models.
- ii) Teaching mathematics through – Mathematics Club, magazines, Quiz, puzzles – their roles in mathematics teaching learning.
- iii) The mathematics laboratory : its nature and use
- iv) Good Mathematics text books : features
- v) Good Math teacher: Qualities

Unit IV – Psychological theories of teaching mathematics

A brief view of

- i) Piaget,
- ii) Dienes
- iii) Bruner.

Unit V – Evolving strategies for special learners.

- i) Mathematics phobia
- ii) Identification of slow learners in mathematics
- iii) Remedial measures for slow learners in mathematics
- iv) Identification and nurture of gifted students in mathematics

Unit VI – Evaluation in Mathematics.

- i) Importance of evaluation in mathematics.
- ii) Types of evaluation in mathematics (Formative, Summative, Diagnostic, and prognostic)
- iii) Techniques of evaluation (oral, written, achievement test, observation).
- iv) Evaluation of Mathematics Syllabus in secondary & higher secondary level in W.B.

Suggested Readings:

- i) Agarwal S.M.– Teaching of Modern Mathematics.
- ii) Kulbir Sing Sidhu – Teaching of Mathematics.
- iii) MèXY² èmv²X dÜbèY² - ³féY²ç fèK²
- iv) Teaching of Mathematics- C.L. Banga

Pedagogical Analysis of Contents and Method of Teaching Physical Science

Full Marks – 100

**Group A – Pedagogical Analysis of content
40Marks**

**Group B – Methodology of Teaching 60
Marks**

**Group A – Pedagogical Analysis of content
40Marks**

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

- i. Previous Knowledge/ concept.
(2)
- ii. Instructional objectives
(4)
- iii. Concepts of the Contents of the Sub-Units
(4)
- iv. Teaching Strategies
(4)
- v. Concepts/content that demonstration experimental verification (4)
- vi. Teaching Aids and mode of use.
(4)
- vii. Two probing or thought provoking questions with probable answers. (2+2)
- viii. Criterion Based Test preceded by a table of specification (at least four items) (2+4)
- ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum.
(4)

Unit I – Importance of Teaching Physical Science

- i. Nature, Concept & Scope of Physical Science in Human Life and its Place in the School Curriculum.
- ii. Aims and Objectives of Teaching Physical Science
- iii. Correlation of Physical Science with other school Subjects.
- iv. Physical Science Teacher
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Physical Science

- A. Inductive and Deductive approach
- B. Methods:
 - i. Concept Development Investigatory Method.
 - ii. Demonstration.
 - iii. Heuristic/ Discovery
 - iv. Problem Solving
 - v. Project

Unit III – Aids, Equipments and Assistance in Teaching Physical Science

- i. Models, Visual Aids, Filmstrips and Slides,
- ii. CAI, Electronic Media/ ICT used in lesson Demonstration. .
- iii. Physical Science Laboratory.
- iv. Popularization and Propagation through –
 - a) Science exhibition and club,
 - b) Science Magazine
 - c) Science Quiz
 - d) Science and technological museum
 - e) Field Trip
 - f) Science Fair

Unit IV – Aspect of Teaching Physical Science:

- i. Improvisation of teaching – learning material.
- ii. ‘scientific Temper’ and Nurturance of Special Talents
- iii. Qualities of a Good Physical Science Text Book
- iv. Evaluation of Physical Science Syllabus in Secondary and Higher Secondary Stages in West Bengal
- v. Science Technology Literacy.

Suggested Readings:

- i. Innovative Science Teaching for Physical Science Teacher- Radhamohan
- ii. Modern Science teaching – R.C. Sharma
- iii. Bhota Vijnan Sikshan Paddhati (In Bengali) – Dr. Kamal Krishna De.

**Pedagogical Analysis of Contents and Methods of Teaching
Life Science**

Full Marks – 100

Group A	-	Pedagogical	Analysis	of
content	40 Marks			
Group B	-	Methodology		of
Teaching	60 Marks			

1. Construction of pedagogical notes on the content of curricula for classes VI –XII.

This will comprise

- (A) Division of the unit into suitable sub-units specifying the number of periods

(3+1)

- (B) Selection of one sub-unit:

- i) Previous concept
(2)
- ii) Instructional objectives in behavioral terms
(4)
- iii) Concepts of the content of the sub-unit.
(4)
- iv) Teaching strategies, mainly following kinesthetic, visual and auditory styles of teaching (Design of demonstration procedure/ experiment/ Audio-system any two).
(4)
- v) Teaching aids and mode of use.
(4)
- vi) Concepts/ content that require demonstration experimental verification/ display and handling of live specimen.
(2)
- vii) Investigatory or observation based two probing or thought provoking questions with probable answers.
(2+2)

- viii) Two examples to illustrate concept/ content.
(2)
- ix) A CBT (with at least four items) preceded by a table of specification.
(2+4)
- x) Critical evaluation of the sub-unit with reference to the significance to its inclusion in the school curriculum.
(4)

Group B - Methodology of Teaching.

60 Marks

Unit I – Importance of Teaching Life Science:

- i) Aims and objectives of teaching Life Science at school.
- ii) Relation of Life Science with other school, and in particular with Physical Science.
- iii) Core concepts of Life Sciences and multi-disciplinary approaches of modern areas of Life Science – like genetics, bio-technology, bio-informatics, molecular and micro-biology and bio-chemistry etc.
- iv) Life Science Teacher:
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Life Science:

A. Inductive and Deductive approach

B. Methods:

- i) Lecture
- ii) Demonstration
- iii) Project
- iv) Heuristic

Unit III – Aids, Equipments and Assistance in Teaching Life Science:

- i) Visual, Audio, Audio-Visual Aids.
- ii) Computers and Models in teaching life science.
- iii) The nature and ethos of the modern life science laboratory.
- iv) Popularization and propagation through-
 - a) Science fair and club,
 - b) Field trips and specimen collection/ dissection,

- c) Science magazine,
- d) Science quiz,
- e) Science museums and Zoo/ aquarium/ vivarium/ terrarium) etc.

Unit IV – Important Aspect of Teaching Life Science:

- i) Improvisation of materials and collection of specimen for life science teaching.
- ii) The role and Ethics of using live specimen in life science teaching.
- iii) Meaning and scope of the concepts – ‘Science Temper’ and Nurturance of Special Talents.
- iv) ‘Science Technology Literacy’.
- v) Qualities of a good Life Science Text Book.
- vi) Evaluation of Life Science Syllabus in Secondary and Higher Secondary Stages in West Bengal.

Suggested Readings:

- i) Teaching of Biological Science – Jasim Ahmad
- ii) Modern Teaching of Life Science – S.M. Zaidi
- iii) Teaching of Life Science – Pramila Sharne
- iv) Methods of Teaching Life Science – PHI Publication
- v) Réfc èf,çc èmv²X dÜbèY² - ³féY²ç fëK²

Pedagogical Analysis of Contents and Method of Teaching Computer Studies

Full Marks – 100

**Group A –
40Marks**

Pedagogical Analysis of content

**Group B –
60Marks**

Methodology of Teaching

**Group A –
40Marks**

Pedagogical Analysis of content

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

- i. Previous Knowledge/ concept.
(2)

- ii. Instructional objectives
(6)
- iii. Concepts of the Contents of the Sub-Units
(4)
- iv. Teaching Strategies
(4)
- v. Concepts/content that demonstration / Experimentation
(4)
- vi. Teaching Aids and mode of use.
(4)
- vii. Two probing or thought provoking questions with probable answers. (2+2)
- viii. Construction of CBT(at least four items)preceded by the table specification
(3+5)

Group B – Methodology of Teaching Computer Studies 60 Marks

Unit I – Importance of Teaching Computer Studies

- i. Generation, Types & Characteristics of Computer.
- ii. Nature & Scope of Computer Studies.
- iii. Aims and Objectives of Teaching Computer Studies.
- iv. Place of Computer Studies in the School Curriculum.
- v. Computer Studies Teacher:
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Computer Studies:

- A. Inductive and Deductive approach
- B. Methods:
 - i. Lecture Cum Demonstration
 - ii. Problem Solving
 - iii. Project Method
 - iv. Laboratory

Unit III Use and Assistance in Teaching Computer Studies:

- A. Brief Introduction about Operating System and types. CPU Scheduling.
- B. Basic concept about logic gates and their expressions. Use of Boolean Algebra in Computer Studies.

- C. Using Internet for Accessibility & Retrieval of Information and different types of Networks – LAN, MAN, WAN.
- D. Number system: Bits, bytes, base conversion, complement system, addition, subtraction, Fixed point, Floating Point, ASCII, BCD, EBCDIC, Excess-3, 2421, Gray Code.
- E. Digital Circuit: Adder, Subtractor, Decoder, Encode, Multiplexer, De-multiplexer.
Sequential circuit: Flip-flop, Register, Counter.
- F. Introduction to DMBS – Data, Database, Advantages of DMBS, Layered Architecture of database, Data Independence, Data Models, Schemes and Instances, Database languages, Database users, DBA, Data Dictionary, Functional components of a DBMS, Entity, Attributes and Relationship, Keys, ER Diagram of Some Examples Database.
- G. Html.
- H. C++ Programming Language.

Unit IV – Aspects of Teaching Computer Studies:

- i. Characteristics of Good Text Book in Computer Studies
- ii. Legal & Copy Right Issues regarding Downloading Material from Inter-Net.
- iii. Viruses and protection System.
- iv. Critical Evaluation of the Syllabus of the ‘Modern Computer Application’ prevailing in Secondary Education System in West Bengal.
- v. Computerization of School Library and Office.
- vi. Importance of Mass Literacy in Computer Studies.

Suggested Readings: i) Teaching computer science -- Y.K Sing

Pedagogical Analysis of Contents and Method of Teaching History

Full Marks – 100

Group – A (Pedagogical Analysis of the content)	Full
Marks – 40	
Group – B (Methods of Teaching)	Full
Marks – 60	

Objectives

1. To make the students well aware of teaching & learning History.

2. *Examine critically the major concept, ideas, principles & values relating history.*
3. *To initiate the students into the methods of historical process of Teaching & learning.*
4. *To provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of historical studies.*

Group – A	Pedagogical Analysis	Full
Marks – 40		

(A) Division of the unit into suitable sub-units specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

- i) Previous knowledge / concept.
(2)
- ii) The brief essence (summary) of the sub-unit.
(4)
- iii) Instructional objectives
(4)
- iv) Teaching Strategies
(4)
- v) Teaching Aids and mode of use.
(4)
- vi) Two probing or thought provoking questions with probable answers. (2+2)
- vii) Criterion Based Test preceded by a table of specification (at least four items) (2+4)
- viii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum.
(4)
- ix) Critical evaluation of the sub-unit with reference to its significance in the contemporary context.
(4)

Group – B	Methods of Teaching	Full
Marks – 60		

Unit I – Concept and background of Teaching History:

- i) Definition of History
- ii) Sources: Primary and Secondary
- iii) Aims, Objectives of Teaching History

- iv) Modern Concepts of history (with special reference to Idealist & Marxist Approach)
- v) Indian Historiography (Schools, Tenets and Exponents)
- vi) Correlation of history with other subjects

Unit II – Methods of Teaching History:

- i. Lecture
- ii. Heuristic
- iii. Project
- iv. Dramatisation
- v. Discussion

Unit III – Aids, Equipments and Assistance in Teaching History:

- i. Importance Classification and Preparation of Low Cost teaching aids.
- ii. History Library, Text-Book, History Room, History Museum.
- iii. Excursion, Cinemas and Documentaries, Collateral Reading (Historical Biographies, Travel Accounts, Reference Books, Historical fictions, Magazine, Journals and News Papers).
- iv. Time Scale.

Unit IV - History Teacher:

- i. Qualities and Functions of History Teacher.
- ii. Art of Questioning in History Teaching. Brain Storming Questions, Probing Questions
- iii. History Teacher and Controversial Issues.
- iv. Role of History teacher in Action Research.

Unit V – Critical Analysis of History Syllabus.

- i. Principles of framing the History Syllabus with special reference to NCF, NCERT, WBBSE, WBCHSE
- ii. Evaluation of History Syllabus in Secondary and Higher Secondary Stages in West Bengal.

Unit VI – Approaches to Teaching History:

- i. Culture Epoch Theory
- ii. Excavation
- iii. Use of Technology in History.

Suggested Readings:

- i. Teaching of History – S.K. Kochhar
- ii. Techniques of Teaching History – R.N. Sharma

- iii. Teaching History- S.P. Pathak
- iv. Teaching History- Phillips

Pedagogical Analysis of Contents and Method of Teaching Geography

Full Marks – 100

Group A – 40Marks	Pedagogical Analysis of content	
Group B – Marks	Methodology of Teaching	60
Group A – 40Marks	Pedagogical Analysis of content	

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

- i. Previous Knowledge/ concept.
(2)
- ii. The brief essence (summary) of the sub-unit.
(4)
- iii. Instructional objectives
(4)
- iv. Teaching Strategies
(4)
- v. Concepts/content that demonstration experimental verification (4)
- vi. Teaching Aids and mode of use.
(4)
- vii. Two probing or thought provoking questions with probable answers. (2+2)
- viii. Criterion Based Test preceded by a table of specification (at least four items) (2+4)
- ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum.
(4)

Group B – Marks	Methodology of Teaching Geography	60
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Unit I – Importance of Teaching Geography in Schools:

- i. Nature, Concept & Scope of Geography in Human Life and its Place in the School Curriculum.
- ii. Aims and Objectives of teaching Geography.
- iii. Correlation of geography with other school Subjects.
- iv. Geography Teacher
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.
 - c) Use of Graphs & Statistics.
 - d) Need for Environmental Awareness.

Unit II – Approaches & Methods of Teaching Geography:

A. Inductive and Deductive approach

B. Methods:

- i. Direct Observation Method and Local Study
- ii. Indirect Observation.
- iii. Lecture Method.
- iv. Demonstration.
- v. Project Method

Unit III – Aids, Equipments and Assistance in Teaching Geography

- i. Maps
- ii. Graphs, models, Visual Aids, Filmstrips and Slides,
- iii. CAI, Electronic Media.
- iv. Excursion & Field Study.
- v. Geography Room & Museum.
- vi. Geography Laboratory.
- vii. Organization of Geography Club.

Unit IV – Critical Issues:

Evaluation of Geography Syllabus in Secondary and Higher Secondary Stages in West Bengal.

Suggested Readings:

- i) Teaching Geography- M. Boral
- ii) $g\hat{r}^2\tilde{o}M\check{c}k\grave{e}mv^2X\grave{d}\grave{U}\grave{b}\grave{e}Y^2-{}^3f\acute{e}Y^2\grave{c}\grave{f}\grave{e}K^2$

Pedagogical Analysis of Contents and Method of Teaching Education

Full Marks – 100

**Group – A (Pedagogical Analysis of the content)
Marks – 40**

Full

Group – B (Methods of Teaching)
Marks – 60

Full

Objectives

5. *To make the students well aware of teaching & learning “Education”.*
6. *Examine critically the major concept, ideas, principles & values relating “Education”.*
7. *To initiate the students into the methods of historical process of Teaching & learning.*
8. *To provide the students authentic knowledge with the proposed content & make them to be component to do pedagogical analysis of historical studies.*

Group – A
Marks – 40

Pedagogical Analysis

Full

Division of the unit into suitable sub-units specifying the number of periods. (3+1)

Selection of one sub-unit:

- x) Previous knowledge / concept.
(2)
- xi) The brief essence (summary) of the sub-unit.
(4)
- xii) Instructional objectives
(4)
- xiii) Teaching Strategies
(4)
- xiv) Teaching Aids and mode of use.
(4)
- xv) Two probing or thought provoking questions with probable answers. (2+2)
- xvi) Criterion Based Test preceded by a table of specification (at least four items) (2+4)
- xvii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum.
(4)
- xviii) Critical evaluation of the sub-unit with reference to its significance in the contemporary context.
(4)

Group – B
Marks – 60

Methods of Teaching

Full

Unit I – Concept and background of Teaching Education:

- vii) Definition of “ Education”
- viii) Aims, Objectives of Teaching Education.
- ix) Correlation of “Education” with other subjects.

Unit II – Methods of Teaching “Education”:

- vi. Lecture
- vii. Project
- viii. Discussion
- ix. Programme Instructions/CAI
- x. Brain storming and seminar.

Unit III – Aids, Equipments and Assistance in Teaching “Education”:

- v. Importance Classification and Preparation of Low Cost teaching aids.
- vi. “Education” Library,Text-Book, “Education” Room, “Education” Museum.
- vii. Excursion, Documentaries
- viii. Use of technology in Education.

Unit IV - “Education” Teacher:

- v. Qualities and Functions of “Education” Teacher.
- vi. Art of Questioning in “Teaching Education”.
- vii. “Education” Teacher and Contemporary Issues.
- viii. Role of “Education” teacher in Action Research.

Unit V – Critical Analysis of “Education” Syllabus.

- iii. Principles of framing the “Education” Syllabus.
- iv. Evaluation of “Education” Syllabus in Higher Secondary Stages in West Bengal.

Unit VI – Approaches to Teaching “Education”:

- iv. Instructional approaches: Direct , Indirect, PSI.
- v. Models of teaching.
- vi. Evaluation Scheme in Education.

Pedagogical Analysis of Contents and Method of Teaching
Accountancy and Book-Keeping (ACBK)

Full Marks – 100

Group – A (Pedagogical Analysis of the content)
Group – B (Methods of Teaching)

Full Marks – 40
Full Marks – 60

Objectives

1. *To make the students well aware of teaching & learning ACBK.*
2. *Examine critically the major concept, ideas, principles & values related with ACBK.*
3. *To initiate the students into the methods of Teaching & learning ACBK.*
4. *To provide the students authentic knowledge with the proposed content & make them to be competent to do pedagogical analysis of ACBK.*

Group – A
40

Pedagogical Analysis

Full Marks –

- (A) Division of the unit into suitable sub-units specifying the number of periods. (3+1)
- (B) Selection of one sub-unit:
- i) Previous knowledge / concept. (2).
 - ii) The brief essence (summary) of the sub-unit. (4)
 - iii) Instructional objectives. (4)
 - iv) Teaching Strategies. (4)
 - v) Teaching Aids and mode of use. (4)
 - vi) Two probing or thought provoking questions with probable answers. (2+2)
 - vii) Criterion Based Test preceded by a table of specification (at least four items) (2+4)
 - viii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum. (4)
 - ix) Critical evaluation of the sub-unit with reference to its significance in the contemporary context. (4)

Group – B
60

Methods of Teaching

Full Marks –

Unit I – Concept and background of Teaching (ACBK).

- i) Meaning, nature and scope of ACBK.

- ii) General and Specific Aims and Objectives of Teaching ACBK.
- iii) Objectives of Teaching ACBK with reference to Bloom's Taxonomy.
- iv) Correlation of Economics, History, Psychology, Sociology, Ethics and Philosophy with Political Science.

Unit II – Functions of ACBK.

- i. Role and importance of ACBK in everyday life.
- ii. Place of ACBK at School stage (10+2) in West Bengal
- iii. Changing role of ACBK in context of globalization and impact of ICT in ACBK.
- iv. Relation with other subjects – Economics, Business Organization and Management, Statistics-Mathematics etc.
- v. Vocationalization and professionalization of ACBK.

Unit III – Methods and Strategies of teaching ACBK:

- i. Inductive and Deductive Approach.
- ii. Lecture.
- iii. Discussion.
- iv. Project and Problem Solving.
- v. Excursion (Visit to profit seeking and non-profit seeking organizations)
- vi. Programmed instruction and CAI.
- vii. Brain Storming and Seminar.

Unit IV – Aids, Equipment and Assistance in Teaching ACBK:

- i. Utility, Classification and preparation of low cost teaching learning material (TLM).
- ii. Importance and Organization of Subject Room.
- iii. Text Book, Reference Book and Commerce Library.
- iv. Use of Technology in Commerce.

Unit V – Commerce Teacher:

- i. Qualities and Functions of Commerce Teacher.
 - ii. Art of Questioning style.
 - iii. Role of Commerce Teacher in Action Research.
 - iv. Commerce Teacher and Contemporary Issues.

Unit VI – Critical Analysis of Syllabus:

- i. Evaluation of ACBK Syllabus in secondary and Higher Secondary stages in West Bengal.
 - Inclusion or Exclusion of Topics
 - Connectivity to everyday life of society.
- ii. Evaluation scheme in Commerce Syllabus – Formative (CCE) and Summative, NRT and CRT.

Suggested Readings:

1. Teaching Of Commerce: A Practical Approach (Paperback)

By J.C. Aggarwal / Publisher: Vikas Publication House Pvt Ltd.

2. Teaching of Commerce (Paperback)

By Seema Rao (Author) / Publisher: Anmol Publications Pvt Ltd.

3. Teaching of Commerce (Paperback)

By Seema Kaur (Author) / Publisher: Saurabh Publishing House

4. Teaching Of Commerce

By Y.K. Sing / Publisher: APH Publishing

5. Teaching Of Commerce

By Yogendra K Sharma / Publisher: Kaniska Publication

6. Methods of Teaching Commerce

By K. Venkateswarlu / Publisher: Discovery Publishing House

7. Hisabsastro O Hisabrakhonn Sikshana Padhathi (Bengali Book)

By D. K. Mondal / R. Book Agency

Pedagogical Analysis of Contents and Method of Teaching

Political Science

Full Marks – 100

Group – A (Pedagogical Analysis of the content)

Full Marks – 40

Group – B (Methods of Teaching)

Full Marks – 60

Objectives

5. *To make the students well aware of teaching & learning Political Science and International relations.*
6. *Examine critically the major concept, ideas, principles & values relating Political Science and Civics.*
7. *To initiate the students into the methods of the process of Teaching & learning Political Science and Civics.*

8. *To provide the students authentic Political knowledge with the proposed content & make them to be competent to do pedagogical analysis of Political studies.*

Group – A	Pedagogical Analysis	Full Marks –
40		

- (C) Division of the unit into suitable sub-units specifying the number of periods. (3+1)
- (D) Selection of one sub-unit:
- x) Previous knowledge / concept. (2).
 - xi) The brief essence (summary) of the sub-unit. (4)
 - xii) Instructional objectives. (4)
 - xiii) Teaching Strategies. (4)
 - xiv) Teaching Aids and mode of use. (4)
 - xv) Two probing or thought provoking questions with probable answers. (2+2)
 - xvi) Criterion Based Test preceded by a table of specification (at least four items) (2+4)
 - xvii) Critical evaluation of the sub-unit with reference to its inclusion in the school curriculum. (4)
 - xviii) Critical evaluation of the sub-unit with reference to its significance in the contemporary context. (4)

Group – B	Methods of Teaching	Full Marks –
60		

Unit I – Concept and background of Teaching Political Science.

- v) History of Political Science as a separate field of study.
- vi) Modern Definitions of Political Science.
- vii) Scope, Aims, Objectives and Values of Teaching Political science.
- viii) Place of Political Science in School Curriculum.
- ix) Correlation of Economics, History, Psychology, Sociology, Ethics and Philosophy with Political Science.

Unit II – Methods of Teaching Political Science.

- i. Lecture
- ii. Question Answer.
- iii. Supervised Study.
- iv. Project
- v. Inductive and Deductive.
- vi. Discussion
- vii. Individualized Instruction.
- viii. Problem Solving.

Unit III – Aids, Equipment and Assistance in Teaching Political:

- viii. Teaching Aids, Importance Classification and Preparation of Low Cost teaching aids, Computer Assisted Instruction,
- ix. Text-Books, Journal and Periodicals for teaching Political Science, Subject Room, Subject Museum.
- x. Excursion, Cinemas and Documentaries, Collateral Reading (Political Biographies, Travel Accounts, Reference Books, Political fictions, Magazine, Journals and News Papers).

Unit IV - Political Science Teacher and Evaluation:

- v. Qualities and Functions of Political Science Teacher.
- vi. Art of Questioning in Political Science Teaching.
- vii. Role of Political Science teacher in Action Research.
- viii. Code of Conduct and Professional Ethics of Political Science Teacher, Political Science Teacher and Controversial Issues.
- ix. Evaluation in Political Science.

Unit V – Critical Analysis of Political Science Syllabus.

- v. Principles of framing the Political Science Syllabus.
- vi. Evaluation of Political Science and Civics Syllabus with special reference to West Bengal.

Unit VI – Approaches to Political Science:

- iii. Political Thoughts of Swami Vivekananda.
- iv. Politics as Praxis- a new trend in political science.

Suggested Readings:

- i. Modern Methods of Teaching Political Science - Prem Lata Sharma, Swarup and Sons, New Delhi.
- ii. Teaching Social Science in Schools: NCERT.
- iii. Teaching Political Science - Vernon Van Dyke, Humanities Press.
- iv. Rstra Bijnan Sikshan Paddhati – Dr. Smritikana Mazumder, Rita Publication.

Pedagogical Analysis of Contents and Method of Teaching Work Education

Full Marks – 100

Group A –	Pedagogical Analysis of content	
40Marks		
Group B –	Methodology of Teaching	60
Marks		

Objectives :

1. *To make a teacher-trainee aware of the modern of the approaches to teaching of Work Education in the perspectives of its development from traditional approaches.*
2. *To enable the teacher-trainee with the basic skills required for the inculcation of the modern approaches to teaching of Work Education.*

3. *To make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.*
4. *To make the teacher trainees of ways and means managing class-room from the stand inclusive education.*

**Group A –
40Marks**

Pedagogical Analysis of content

(A) Division of the unit suitable sub-unit specifying the number of periods. (3+1)

(B) Selection of one sub-unit:

- i. Previous Knowledge/ concept.
(2)
- ii. Instructional objectives
(4)
- iii. Concepts of the Contents of the Sub-Units
(4)
- iv. Teaching Strategies
(4)
- v. Concepts/content that demonstration / Experimentation
(4)
- vi. Teaching Aids and mode of use.
(4)
- vii. Two probing or thought provoking questions with probable answers. (2+2)
- viii. Construction of CBT(at least four items) preceded by the table specification
(2+4)
- ix. Curriculum evaluation of the sub-unit with reference to its inclusion in the school curriculum.
(4)

**Group B – Methodology of Teaching Work Education
60 Marks**

Unit I – Importance of Teaching Work Education

- i. Aims and Objectives of Teaching Work Education at Secondary level. Values of teaching Work Education at Secondary level.
- ii. Correlation of Work Education with other School Subjects.

- iii. Bases of Work Education – Psychological, Sociological, Historical and Economical.
- iv. Development of the concept of Work Education with Special reference to National Policy on Education (1986)
- v. Work Education Teacher
 - a) Qualities & Responsibilities.
 - b) Need for Professional Orientation.

Unit II – Approaches & Methods of Teaching Work Education:

- A. Inductive and Deductive approach
- B. Methods:
 - i. Lecture Cum Demonstration Method
 - ii. Laboratory Method.
 - iii. Heuristic Method.
 - iv. Problem Solving Method,
 - v. Project Method

Unit III – Aids, Equipments and Assistance in Teaching work Education:

- i. Work Education Laboratory
- ii. Management of Work Units: -
 - a) Selection of Work projects
 - b) Budgeting and planning
 - c) Time allocation
 - d) Materials and Equipments
 - e) Disposal of finished products
 - f) Organizational co-ordination of different agencies monitoring Network through Resource Centers – problems thereof.
- iii. Excursion.

Unit IV – Aspects of Teaching work Education:

- i. A critical evaluation of work education syllabus prescribed by the WBBSE in (a) the exposure stage and (b) the Involvement stage.
- ii. Concept of improvisation; its use in the teaching of Work Education.
- iii. Aims of work education, viz. socially useful productive work (as designed by I.B. committee),
- iv. Occupational explorations and Innovative practices.
- v. Removal of social distances through Work Education.

Unit – V – Computer Application

- (a) Computer Fundamentals: Computer Generations, Block of a Computer and brief description of each functional block, Input and Output devices (Keyboard, Mouse, VDU), CPU (ALU and Control Unit), Primary memory, CACHE Memory, concept of Hardware and Software, Language translators Programming Language, concept of Operating System, familiarity with Operating System environment through GUI.
- (b) Word Processing: Creating, Editing, Formatting, Saving and Retrieving documents, checking, spelling and Grammar, Finding and replacing text, creating multiple columns, inserting graphics within text equation editor and its use, Protection using password, creating macro, Mail Merge, Printing of documents.
- (c) Spreadsheet: Creating Edition, saving and retrieving, documents, creating and modifying tables, creating and generating charts using data sheet, working with equations and library function, Pivot table, use of hyperlink and macro in excel spread sheet, use of filter option.
- (d) Computer Networking: Concept about network, Network structures, LAN, MAN, WAN, Internet, broadband connection, e-mail, chatting, W.W.W. U.R.L., D.N.S., Search engines.
- (e) Presentation Package: Creation of a lesson unit through presentation package.

Paper – IX

Preparation of Lesson Plan & Achievement Test (For Two Methods):
2×[25+25] Marks = 100 Marks

Paper – XI

Simulated Teaching Practical (For Two Methods): [50+50] Marks = 100 Marks

Paper – XIV

Project on Community Orientation with reference to Education

A. School Study Project: 50 Marks

Objectives:

This practical Project will enable the student-teachers to:

- i. *Understand different aspects of the complexities of schooling process,*
- ii. *Know various school records designed for specific purposes.*
- iii. *Understand the relationship between school and the community.*
- iv. *Acquire knowledge about physical, infrastructural and human resources available in the schools.*
- v. *Understand the curricular process in the school.*
- vi. *Evaluate the school effectiveness and other functional aspects of the schools.*
- vii. *Explore the students support services available and achievements of the schools.*

Student-teacher is to study a school of his locality and submit a project report (along with a proforma supplied by the college and duly signed by the Head of the Institution) under the following heads:-

1. Name of the School

2. Type of the School – (Govt. / aided/ girl / boys / Co-ed / H.S./ Madhyamik / rural / urban)

3. Name of the Head master / Head Mistress

4. Infrastructural facilities –

- i. Rooms (types and numbers),
- ii. Classroom furniture,
- iii. Sanitation facility,
- iv. Drinking water,
- v. Play ground etc.
- vi. Library

5. Management:

- i. Managing Committee
- ii. Committees for Academic Purposes
- iii. Different Committees
- iv. Fee Structure,
- v. Number of units/ School hour/ time table / periods
- vi. Students participation – student Self – Government.

6. Human Resource:

- i. Teaching staff (Full Time + Part Time + Para teacher)
- ii. Non –Teaching staff
- iii. Students:- Boys / Girls / SC / ST /OBC / Minority / Special Needs Children.
- iv. Teacher-student Ratio.

7. Record Maintenance:

- i. Accounts related
- ii. Staff related
- iii. Student related

- iv. Curriculum related
- 8. Drop outs:**
 - i. Gender wise
 - ii. Caste wise
- 9. Results in Public Examination**(last 5 years)
- 10. Co-Curricular Activities Provided**
- 11. Special Service Provided -**

Mid Day Meal / Book bank for poor students / Tutorial for weaker students / Remedial teaching / Parent Teacher Association / Staff Welfare Service / Health Programme / Conducting Talent Search Examination / Providing Scholarship / any other.
- 12. Special Achievements:**
 - i. Any outdoor participation by student / staff in any field.
 - ii. Any award / reward received by student / staff from external agencies.
 - iii. Any other of special mention.
- 13. School Community relationship:**
 - i. Community involvement in decision making.
 - ii. Community Contribution to school
 - iii. Meeting with community members
 - iv. School response to parents
- 14. Any other dimension of special Mention**
- 15. Conclusion :-**
 - i. Strength of the school
 - ii. Weakness of the school
 - iii. Suggestion for improvement of school

SEMESTER – II

Paper – IV

**(Inclusive Education & Education of Children with Special needs-
100 Marks)**

1st Half

(Inclusive Education – 50 Marks)

Objectives: The trainees will be acquainted with:

- i) *The background ideas of exceptionality, inclusive education and educational placement of special children.*

- ii) *Policies, legislation and provisions in contemporary India with regard to special needs.*
- iii) *Developmental characteristics of children with special needs.*
- iv) *Educational management for inclusive setting.*

(1) Inclusive education and its Evolution:

Concept of special education, integrated education, mainstreaming, inclusive education of Non-inclusive. Worldwide movement of inclusive education, Concept of inclusive school.

(2) Perspectives of inclusive education: Educational, Sociological, Economical, Humanitarian, Democratic, Human rights of children.

(3) National initiatives towards inclusive education:

Constitutional provisions, IEDC-92, NPE-86&92, PIED-1987, RCI act-92, PWD Act-2011, NCF-2005, Sc, St and Minority Commission.

(4) Preparation of Inclusive setting in Education:

Schools' philosophy/mission, Enrolment & Retention drive, Removal of Barriers, provisions of facilities, Aids and equipments, Professional development of teachers – their attitude & Accountability, Encouragement of participatory learning. Parents Involvement.

2nd Half

(Education of Children with Special needs – 50 Marks)

- (1) Exceptional children & their needs: - Definition types; concept of impairment, disability and handicap; causes of exceptionality, needs and problem of exceptional children.
- (2) Sensory impairment – visual & auditory: definition, causes, characteristics & Education.
- (3) a). Mentally retarded. b). gifted- definition, causes, characteristics & Education.
- (4) a). Learning disabled. b) Socially disadvantaged – definition, causes, characteristics & Education.

Suggesting Readings:

- i) Educating Exceptional Children – S.K. Mangal
- ii) fÅèY²Ç°hé èmmë èmv²X dÜbèY² - ³féY²ç fëK²
- iii) fÅèY²Ç°hé èmmë èmv²X dÜbèY² - ³èfn,ëda c;a

Paper – V

**(Development of Education in Post-Independent India &
Guidance and Counselling – 100 Marks)**

1st Half

(Development of Education in Post- Independent India - 50 Marks)

Objectives: Trainees will be acquainted with:

- a) The educational provisions of Indian Constitution,*
- b) Important recommendations as given by various education commissions in post-independent India,*
- c) Recent initiatives in India education &*
- d) The contemporary issues related to Indian educational context.*

Unit I – Educational provision in India Constitution

- i) Fundamental Rights
- ii) Directive Principles of State Policy
- iii) Fundamental Duties
- iv) Centre-State Relationship
- v) Language

Unit II – Recommendations of different commissions:

- i) Radhakrishnan Commission on aims of Higher Education, Religious & Moral Education.
- ii) Mudaliar Commission on Structure & curriculum of Secondary Education.
- iii) Kothari Commission on Aims, Structure, Curriculum & Reforms of Examination of Education.

Unit III – Recent Initiatives in Indian Education:

- i) National Education Policy (1986), Revised NPE – 1992 & POA (1992)
- ii) SSA (2000), RMSA (2009) – Special Features.
- iii) National Curriculum Framework 2005 – Guiding principles, social context of education.
- iv) Features of Knowledge Commission – Five Focus Areas with special emphasis on Access to Knowledge (Literacy) & knowledge concepts (School Education).

Unit Iv – Contemporary Issues in Education:

- i) Universalization of Elementary Education - concept, problems and suggestion for improvement.
- ii) Women Education – Problems, Recommendations of Commission & Committees for improvement.
- iii) Teacher Education – Problems, Role of NCTE for Improvement.
- iv) Technical and Vocational Education – problems & suggestions for improvement.
- v) Adult education – concept, problems and suggestion for improvement.
- vi) Open & Distance Education – Concept, Features & problems.
- vii) Autonomous Institution in Higher education.
- viii) Privatization of education.

Suggested Reading:

- i) Landmarks in the Modern Indian Education – J.C. Aggarwal
- ii) Milestones in Modern Indian Education – B.R. Purkiat.
- iii) Modern Indian Education – Planning & Development – B.B. Bhatt
- iv) History of Education in India – B. N. Dash
- v) Modern India Education: Policies, Progress & Problems – C.P.S. Chauhan
- vi) Educational reforms in India for the 21st century – J.C. Aggarwal
- vii) èmv²ç³f BèY²pço I oçàdÆèY²K² ohoÅçfké - t²çèoK² fëK²

2nd Half

(Guidance and Counselling – 50 Marks)

Unit – I – Concept of Guidance and Counseling – Meaning, Difference between Guidance and Counseling, basic principles of Counseling, Counseling and Psychotherapy.

Unit – II - Areas of Guidance and Counseling, Steps in Guidance and Counseling, Approaches of Guidance and Counseling. Directive, Non-directive and Eclectic approaches. Individual and Group Counseling.

Unit – III – Essential information for Guidance and Counseling. Personal information- information about physical, intellectual, personality, academic achievement etc. Educational information – scope and opportunity available. Occupational information Career prospects.

Unit – IV - Maladjustment in Infancy, Childhood and Adolescence — ADHD, Conduct Disorder, Anxiety & Phobia, obsessive–compulsive reaction, Sleep disorder, eating disorder, problem behavior & delinquency

Suggested Reading:

1. ècöaámcc I d³fçhmá açc - V²: oëfé³f cçM
2. Guidance & Counselling – S.K. Kochar
3. Guidance & Counselling – R. Agarwal

Paper – VI

(Subject of Special Study - 50 Marks)

(Any one to be selected)

Education in Ancient, Medieval and British India; Educational Technology; Measurement and Evaluation in Education; Population Education; Environmental Education

Education in Ancient, Medieval and British India (EAMBE)

Objectives: The trainees will be acquainted with:

- i) *The characteristics of education in ancient India.*
- ii) *The characteristics and development of education in medieval India.*
- iii) *The milestones of educational development in India in the British period.*

Unit I – Ancient Period

- i) Special features of Brahmanic and Buddhist Education – a comparative study.

Unit II – Medieval Period

- i) Special features of Islamic education.

- ii) Development of education with reference to Feroj Shah Tuglaq and Akbar.

Unit III – British Period (Before 1900)

- i) Early Missionary Activities,
- ii) Charter Act of 1813, Anglicist and Classicist controversy,
- iii) Macaulay's Minute.
- iv) Adams report.
- v) Education Despatch of 1854.
- vi) Education Commission of 1882.

Unit IV – British Period (After 1900)

- i) Lord Curzon with reference to University Commission of 1902 University Act 1904.
- ii) Calcutta University Commission of 1917
- iii) Hartog Committee Report.
- iv) Wood Abbot report,
- v) Sergeant Committee Report.

Suggested Readings:

- i) Milestones of Ancient, Mediaeval Education in India – B.R. Purkait
- ii) Milestones in Modern Indian Education – B.R. Purkait
- iii) Ancient Indian Education – Nrisingha Prasad Mukhopadhyay
- iv) Ancient Indian Education – R.K. Mukherjee

Educational Technology (EDTE)

Objectives : The trainees will be acquainted with:

- i) *The concept and meaning of educational technology and its role in educational practices.*
- ii) *The mode and use of various instructional strategies.*
- iii) *Concepts and applications of some models of teaching.*
- iv) *Concept of PSI.*

Unit I: Concept of Educational Technology:

- i) Meaning, nature, scope

- ii) Components of ET (Hardware and Software)
- iii) Role of ET in Modern educational practices.

Unit II – Use of Strategies:

- i) Microteaching,
- ii) Programmed instruction,
- iii) Team Teaching,
- iv) System approach.

Unit III – Models of Teaching:

- i) Meaning, components and families,
- ii) Models of teaching:
 - a) Glasser Classroom Meeting Models (CMM).
 - b) Asubel's AOM
 - c) Burner's CAM

Unit IV – Personalized System of Instruction (PSI)

- i) Meaning, objectives,
- ii) Characteristics & Organization
- iii) Advantages & Disadvantages.

Suggested readings:

- i) Essentials of Educational Technology:
Teaching – Learning Innovations in Education – J.C. Aggarwal
- ii) Educational Technology and Management vol. I & II – Y.K. Sharma
- iii) Fundamental Aspect of Educational Technology - Y.K. Sharma
- iv) Advanced Educational Technology – Prasad & Koushik
- v) Models of Teaching – Joyce, Well, Calhoun

Measurement and Evaluation in Education (MEVE)

Objectives:

After completion of the trainees will be acquainted with:

- i) *Concept of Measurement and Evaluation along with different Tools and Techniques of Evaluation*

- ii) *The criteria of good tool and concept of Standardized Test,*
- iii) *The use of different Statistical Procedures,*
- iv) *The modern trends of Evaluation.*

Contents:

Unit I – Measurement and Evaluation

- i) Concept,
- ii) Tools and Techniques of Evaluation (testing, observation and enquiry)
- iii) Scales of measurement: nominal, ordinal, interval and ratio

Unit II – Evaluative Tools:

- i) Criteria of a good tool: Reliability, Validity and Objectivity.
- ii) Acquaintance with standardized tested: Intelligence, Aptitude.

Unit III – statistics in Education:

- i) Frequency distribution and graphical representation of data
- ii) Measures of Central tendency and variability
- iii) Coefficient of correlation by rank difference method and interpretation of result
- iv) Normal Probability Curve (NPC) – Concept Characteristics and Uses.

Unit IV – Modern trends in Evaluation:

- i) Question Bank,
- ii) Semester System,
- iii) Grading,
- iv) Credit system

Suggested Reading:

- i) Statistics in Psychology and Education – S.K.Mangal
- ii) Statistics in Psychology and Education – Garrett
- iii) $\text{hík}\hat{\text{A}}\text{ç}^3\text{iX I céèY}^2 \hat{\text{o}}\text{K}^2\hat{\text{u}}\text{mk} - {}^3\text{féY}^2\text{ç fèK}^2$
- iv) $\text{hík}\hat{\text{A}}\text{ç}^3\text{iX I céèY}^2 \hat{\text{o}}\text{K}^2\hat{\text{u}}\text{mk} - {}^3\text{oëmék } {}^3\text{fç}^3\text{i}$

Population Education (POEE)

Unit – II: Concept of Population Education

- (a) Concept of population education and its meaning
- (b) Population education and sex Education
- (c) Population education and family planning
- (d) Population education as an Innovation
- (e) Important Characteristics of population Education
- (f) Scope of population education

Unit – II

- 1. Population Situation in developed and developing countries: with special reference to India
- 2. National policy on education (NPE) and population education and National population policy(2000AD)
- 3. Growing population: Need and importance of education in India and implementation programme (Role of various Agencies)

Unit – III

- 1. Teaching Methodology of population education
- 2. Population Education and Teachers
- 3. Population control: Education and empowerment of women
- 4. Interaction Between population growth and quality of life

Unit – IV

- 1. Population dynamics: distribution and density
- 2. Population composition: Age, Sex, rural and Urban
- 3. Fertility, Mortality and Migration
- 4. World population: Trends and its economic, Social, political and educational implications

Suggested Reading:

- 1. Population & Environmental Education, Dr. Subir Nag
SCERT published document on population education

Environmental Education (ENVE)

Objectives: The student teacher will know:-

- 1. The different terms, rules, acts, agencies, summits related to environment.
- 2. Present status of environment of the world, country and the region, and their history.
- 3. Role of teachers and other institution in different process for the development of Environment and transaction of environmental

education. Understand – a. cause of environmental degradation and pollution, b. different measures for prevention and remedy.

4. Efficacy of different methods of environmental education apply the knowledge of different aspects of the environment for the teaching learning of environment, its hazards and protection and its sustainable development.

Unit – 1: Concept of environmental education

- 1.1. Meaning, scope, aims and objectives and importance of environmental education in contemporary Indian context.
- 1.2. Development of environmental awareness among teachers, students and community, strategies and action plan.
- 1.3. Roles of teachers and other institution in the development of environmental awareness.

Unit – 2: Ecology and Environment

2.1. Definition of ecology and ecosystem, their basic characteristics and principles.

2.2. Ecosystem and human life.

2.3. Biodiversity.

Unit – 3: Environmental degradation and pollution

- 4.1. *Environmental conditions in India*
- 4.2. *Environmental degradation and pollution: causes, effect and control measures*
- 4.3. *Movements for protection of environment in India*

Unit – 4: Environmental education and management

- 4.1. Development of environmental education project and their execution
- 4.2. Sustainable development; energy and waste management
- 4.3. Indian environment policies, World Summits, International agencies and Programmes on environmental management.

Ref:

1. Environmental Education Curriculum Framework and Teacher Educators, NCTE, New Delhi, 2005.
2. Env. Education & Pollution Control – Senapati and Sahoo – Mittal – 2009
3. Environmental Education-R Roy(Ed) – Shipra (Delhi) -2008

4. Paribesh – R.N. Bose-CU-2001
5. Environmental Pollution – N. Manivaskaram-NBT-1984
6. Environmental Studies-E Bharucha-UGC-Universities Press-2005
7. Environment quiz book – R. Garg-Pustak Mahal-1993
8. Environmental Chemistry-A.K. De- Wiley Eastern Ltd.-1989
9. Impact of Development of Scienceand Techonology on Env. – Indian Sc Congress-1981
- 10.Envipronmental Education-J. Chand- anshah Publishing House-2007
- 11.Paribesh Parichay (VI-X) – WBBSE

Paper – X

Laboratory Practical [Project / Experiment] (Two Method Papers):
[50+50] Marks = 100 Marks

Practical in Bengali Method (50 Marks)

- | | |
|---|----|
| 1. Listening Comprehensions Test | 10 |
| 2. Reading (aloud) – Drama (pass) | 10 |
| Pronunciation | |
| Stress | |
| Modulation | |
| Objectives of silence | |
| Meaningfulness | |
| 3. Close-Test (Reading comprehension silent Reading) | 10 |
| 4. Creative writing (250 words) free writing from own choice | 10 |
| 5. Reading of a passage (10 lines above) | 10 |
| Rewritten, having no gals in between words, no punctuation marks. | |
| Shortcut will be worked read it loudly proper accepts, stress, silence, modulation. | |

Practical in English Method (50 Marks)

- | | |
|---|----|
| 1. Listening comprehension Test from recorded text | 10 |
| 2. Reading (aloud) – Extract from any drama | 10 |
| – Pronunciation, stress, modulation, suggestive pause, meaningfulness | |

- | | |
|--|----|
| 3. Creative writing (in 250 words) – Free writing – any one topic out of five | 20 |
| 4. Reading comprehension Test (silent reading) – A text will be supplied with gaps – students will be asked to fill in the gaps either from accurate word from the text, or relevant word. | 10 |

3.categories: (a) accurate (b) Relevant (e) inaccurate

Practical in Sanskrit Method (50 Marks)

- | | |
|--|----|
| 1. Listening and speaking comprehension test (both Listening and speaking skill). | 10 |
| 2. Reading aloud – Dramatization (Proper stress, accent, modulation, punctuation, pause, meaningfulness). | 10 |
| 3. Typing a text in Sanskrit software named Baraha – Powerpoint presentation in Sanskrit | 10 |
| 4. Creative writing (in 250 words) – free writing – any one out of five. | 10 |
| 5. Correction of spelling mistake with the help of proper pronunciation (specimen should be collected from modern Bengali words for correction and justification). | 10 |

Practical in Mathematics Method (50 Marks)

(Two practical from the following)

1. To verify the sum of 1st n numbers.
2. To verify the Pythagoras Theorem.
3. To verify the angles in the same segment of a circle are equal.
4. To verify the value of Π
5. To make a cone with given slant-height and circumference.
6. To make cylinder with given circumference and height.
7. Construction of a parabola.
8. To measure height of an object.
9. To make a mathematical vocabulary.
10. Frequency of letters/ words in a text (graphical)
11. Percentage open space calculation of a room.

Practical in Physical Science Method (50 Marks)

Either from Physics (any one from each Gr. A & Gr. B) or
Chemistry (any one from each Gr. A & Gr. B)

Physics: Group A

Experiment I – Demonstration of Specific Gravity of Solid/ Liquid.

Experiment II – Reflection & Refraction of Light.

Experiment III – Determination of 'g'.

Experiment IV – Determination of unknown Resistance using PO
Box.

Experiment V – Magnetic Lines of Force

Physics: Group B

1. To Determine resistance per cm of a given wire plotting a graph of potential difference versus.
2. To find resistance of a given wire using meter bridge and hence determine the specific resistance of its materials.
3. To verify the laws of combination (series/ parallel) of resistances using a metre bridge.
4. To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.
5. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and power source.
6. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.

Chemistry: Group A

Experiment I – Salt Analysis.

Experiment II – Titration.

Experiment III – Preparation Of gases – CO_2 , H_2S , NH_3

Experiment IV – Preparation of In-organic compound (ferrus ammonium sulphate, Potassium ferric oxalate).

Chemistry: Group B

1. Organic Chemistry: Identification of Radicals: - COOH , - OH , - NH_2 , - CHO , $>\text{C}=\text{O}$
2. Preparation of Organic Compounds (acetanilide, Di-benzal acetone, P-Nitroacetanilide, Iodoform)
3. Quantitative estimation
Using a chemical balance
Preparation standard solution of Oxalic acid.
4. Experiment related to pH change

Determination of pH of some solutions obtained from fruit juices varied concentrations of acids, bases using pH paper. Comparing the pH of solutions of strong and weak acid of same concentration.

Practical in Life Science Method (50 Marks)

Demonstration of Laboratory Practical:

1. Botany or Bio-Chemistry or Zoology or Physiology (Two Practical)
2. Laboratory Note- Book
3. Project Work
4. Viva voce

Botany (Lab. Works – cutting, dissection, display etc.)

(Answer scripts – During Lab. Identification etc.)

Demonstration of cutting of section (Root/ Stem- Monocot/ Dicot), or flower dissection

Microscopic observation of section and to show the same to the Examinee.

Or, T.S. of ovary and display of flower dissection

Drawing and Labeling

Identifying character of the section

Or description of flower

Or **Biochemistry** (Lab. Work – demonstration + Identification

Written
work

Demonstration for identification of the sample (starch, glucose, fat, protein)

Written work based on identification of the food material (mentioning procedures of observation, influence of the test)

Or Zoology

Demonstration for identification of the specimen (any two)
Drawing

Writing of two identifying characters of the specimen and mention only the Scientific name.

Or Physiology:

PFI / Blood Pressure: Demonstration in class

Written work in answer Scripts about procedure / result

Practical in ACBK

Marks – 50.

- i. Project on related areas of School Syllabus.
- ii. Application of Financial Accounting Software (FAS) in the Accounting system of profit seeking and non-profit seeking organization.
- iii. Application of Software for preparing PPE (Power Point Presentation), Statistical Chart, Graph and Diagrams.

Practical in Political Science

Marks – 50.

Project on related areas of School Syllabus.

- i. Local self-government with special reference to Panchayati Raj in West Bengal.
- ii. Local self-government with special reference to Municipal System in West Bengal.
- iii. Judiciary with Special reference to Kolkata High Court.
- iv. Legislature with special reference to Legislative Assembly of West Bengal.

Practical in Computer Studies Method (50 Marks)

Practical Activity	Demonstration	&	reporting	of
Laboratory	Note	–		Book
Viva				

List of Practical Work

Preparation of Bio-data (Using MS Word)
Mail Merging (Using MS Word)
Preparation of School Routine using MS Word
(Class Wise with 2 Units in Each Class –V –X /
Teacher Wise – 18 Teachers)
Preparation of Students Mark Sheet in Excel (For
Class IX)
Preparation of Accounts (Saraswati Puja /
Cultural Programme / Excursion / Sports).
Preparation of Teachers Acquittance Roll Using
Excel (With 10 Teachers).
Preparation of 10 Slides on a Topic in any School
Subject for Teaching Learning in Class Room
(Using Power Point).
Preparation of Charts (Bar, Pie & Girls for Five
Consecutive Years (With Fictitious data).

Practical in History Method (50 Marks)

1. Numismatics: 10
(Name of the dynasty, nature of coin, issuer, metal
used and weight, name of the ruler, Time, mint
name, if any, Calligraphy, comments etc.).
2. Inscription studies: 10
(Brahmee, Kharastee, Greek, Arbic, Urdu, Proto
-Bengali etc.).
3. Project on Local History 20
4. Preparation of Time-Line, Time-Graph and 10
History maps.

Practical in Geography Method (50 Marks)

Comparative Study of Liner, Digital and Vernier Scales.

Surveying:

Prismatic Compass Surveying

Chain Surveying

Interpretation of Topographical Sheets with Suitable morphometric Techniques.

Map Projection:

Cylindrical Equal Area

Polar Zenithal Equal Area.

Instruments Study.

Maximum and Minimum Thermometer.

Hygrometer

Rain Gauge

Barometer (Fortin's and Aneroid)

Rock & Mineral Identification.

Cartograms –

Choropleth mapping – Population density by screen method,

Pie-diagram – Occupational structure or Land use Pattern,

Bar Diagram – Male-Female population / Rural-urban population/ Production of food-grains,

Dot method and interpretation – Rice & Wheat.

Statistical Diagram with interpretation : - Rainfall – Temperature graphs of different climatic of the World.

Practical in Education Method (50 Marks)

Team Teaching activity, Project & etc.

Practical in Work Education Method (50 Marks)

Practical Demonstration & reporting of
Activity

Laboratory Note – Book

Viva

List of Practical Work:

Growing of Vegetables/ Fruit / Flower
Household wiring and Electrical gadgets repairing
Tailoring and Needle Work
Bamboo Work and Wood craft
Tie-Dye and Butik Printing
Clay Modeling
Fruit preservation
Cardboard Work and Book Binding
Soap, Phenyl and Detergent making
Wallet mast making
Paper making and paper cutting work
Bicycle repairing

Paper – XII

(Teaching Practical - 100 Marks)

Student-Teacher are to demonstrate Lesson (Two Method Papers):
[50+50] Marks = 100 Marks

Paper – XIII

(Practical on Psychology & Computer Application: [50+50] Marks = 100 Marks)

A. Psychology Practical – 50 Marks

- i. Measurement of Intelligence (Verbal WAIS Scale and Nonverbal – Block Design, Cube Construction).
- ii. Testing Personality Traits (Cattle's 16 PF).
- iii. Measuring Levels of Anxiety (by any standardized test).
- iv. Measuring introversion – by any standard and Inventory kindness.
- v. Measuring adjustment by and standard adjustment Inventory
- vi. Attitude/ Interest.
- vii. Self concept assessment by administrating and standard scale.

- viii. Measuring creativity by and standard activity scale.
- ix. Measuring Motivation by and standard motivation scale.
- x. Long term measuring Test By CB Durivedi.

B. Computer Application in Classroom – 50 Marks

Computer Fundamentals

- ➡ What is Computer?
- ➡ Elements of Computer System
- ➡ Features / Application / Generation
- ➡ Limitation of Computer
- ➡ Classification of Computer – Analog / Digital / Hybrid
- ➡ Classification according to size – Super / Mainframe / Mini / Micro





- 📁 What is Hardware?
- 📁 Diagram of Hardware
- 📁 Function of Input Device / Output Device / CPU
- 📁 Function of Primary Memory / Secondary Memory
- 📁 Function of Ram / Rom / Cache
- 📁 Different types of Monitor
- 📁 Concept of Binary Number System / Decimal Number System
- 📁 Bit / Byte / Kbyte / Mega Byte / Giga Byte / Tera Byte
- 📁 Different Ports – USB Port / Serial Port etc.

- What is Software?
- Classification of Software
- System Software / Application Software / Utility Software
- Operation System Software / Language processor
- Compiler / Interpreter / Assembler
- Firmware & Liveware







- ☀ Concept: Data + Data processing + Information?
- ☀ What is Database?
- ☀ File & Folders
- ☀ DBMS / RDBMS

Windows

- 🌐 Concept: Operating Software + windows + Booting
- 🌐 Concept: GUI / CUI
- 🌐 Desktop / Icon / Wallpaper / Taskbar / Screen saver

-  My Computer / My Documents / Recycle Bin / Control Panel
-  Hardware + Software Installation
-  File + Folder Creation / Modification / Deletion
-  Paint / Notepad / Wordpad / Windows Explorer / Media Player







Ms – Word 2007

-  What is Word processing?
-  Features of Word Processing
-  Header / Footer
-  ClipArt
-  Mail Marge
-  Table

Practical

1. Create document
2. Save document
3. Page formatting
4. Undo / Select all
5. Cut / Copy / Paste
6. Find / replace Text
7. Alignment – Left / Right / Center / Justify
8. Line Spacing / Paragraph Spacing
9. Header / Footer
10. Superscript / Subscript
11. Background Theme / Clip Art
12. Spelling? Grammar
13. Inserting Table
14. Shortcut Keys – Ctrl + B / Ctrl +S etc.
15. Print Preview / Print

Ms – Excel 2007

-  What is a Workbook
-  What is a Spread Sheet or Worksheet
-  The advantage of an electronic spreadsheet
-  Data Type
-  Cell / Active Cell / Cell Pointer / Range of Cells
-  Basic Use:
 - * Financial Modeling
 - * Scientific & Engineering
 - * Database management

* Presentation Graphics

■ Cell Reference / Relative Reference / Mixed Reference

Practical

1. Create a Workbook
2. Inserting and Deleting and moving sheets in a workbook
3. Enter Data: numbers, text, date , time, formula, function, logic
4. Formatting with Borders, Patterns and color
5. Cell Range: Select / Edit / Delete
6. AutoFill / Entering formula
7. Inserting + Deleting Rows and Columns
8. Freezing Titles
9. Conditional Formatting
10. Chart: Bar / Line / Pie
11. Data : Shorting / Data Validation

Working with Excel Function:

1. **Text Oriented Functions** –
Char / Exact / Left / Right / Mid / Len / Upper / Lower / Proper
2. **Mathematical Functions** –
ABS / Exp / fact / Log 10 / Round / Sqrt / Sum / Average
3. **Statistical Functions** –
Count / Max / Min / median / Mode / Stdev / Var
4. **Date and Time Functions** –
Date / Day / Month / year / Weekday / Now / Today / Datedif /
Time / Hour/ Minute / Second
5. **Logical Functions** –
If / and / not / or
6. **Financial Functions** –
FV / NPER / PMT / PV / Countif / Sumif

Ms – Powerpoint 2007 + Animation + Project

- What is Powerpoint?
- Components of a Slide – Titles / Graphs / Drawing Objectives /
Clip Art + Picture
- View Option – Normal / Outline / Slide / Slide Sorter / Slide Show
/ Notes Page
- Add / Modify / Delete / Move a slide
- Add / edit text
- Background / Color Scheme
- Header / Footer

- Graphics
- Audio / Video
- Charts
- Transition
- Slide Show Animation
- Animate Text and Objectives
- Templates

Developing and Presenting Teaching Learning Materials

Networking + Internet

- What is Network?
- Types of Networks
- Why network
- Server / Workstation or node
- Sharing Printers / Files / Folders
- What is Internet
- Difference between Internet & Intranet
- www / http / TCP-IP / Browser / HTML / URL etc
- e-mail

Utility Software

- ▶ CD / DVD Writing / Sound Converter / PDF Converter
- ▶ Virus Clearing / Disk Cleanup / Disk Defragmenter
- ▶ Bengali Software Typing
- ▶ Printer / Scanner Handling

Paper – XIV

Project on Community Orientation with reference to Education

B. Action Research: 50 Marks

Objectives:

This practical Project will enable the student-teacher to:

- i) *Identify the Meaningful problems in Education specially in Schools.*
- ii) *Be engaged in the inquiry into the problems.*
- iii) *Develop a plan of action for the solution of the problem.*
- iv) *Have a firsthand experience for conducting a research and its reporting.*

Students- teachers are to prepare research report after conducting action research based on education. The action research report is to be prepared according to the following heading.

Section I :

1. Title page
2. Acknowledgement
3. Contents

Section II :

1. Introduction:-

- A. Background
- B. Objective of the Study(Identification of a problem area, Identification of the problem, delimiting the problem)
- C. Action hypotheses / Research questions

2. Methodology:

- A. Subjects
- B. Selection of tools for gathering data
- C. Procedure (Data Collection)

3. Results:

- A. Presentation of data
- B. Analysis of data

4. Discussion:

- A. Summary of findings
- B. Implication of the Study.
- C. Develop a plan for action

Paper – XV

[Practice Teaching Supervision (Two Method Papers) & Co-curricular Activities: (2×15)+20 = 50 Marks]

A. Practice Teaching Supervision (Two Method Papers): (2×15 = 30 Marks)

B. Co-curricular Activities: 20 Marks

Student-teacher will be awarded marks in accordance with their attendance and participation in the curricular programmes.

1. Internal Social and Puja social
2. Teachers Day Celebration
3. Jagaddharti Puja
4. Independence Day

5. Republic Day
6. Blood Donation Camp
7. Rabindra Jayanti
8. UGC Seminars
9. Vidyarthi Brata celebration
- 10.CTE Programme.

Revised M.Ed. Syllabus

2014-15



Ramakrishna Mission Sikshanamandira

(An Autonomous Post-Graduate College under the University of Calcutta)

College of Teacher Education (CTE)

**Belur Math, Howrah- 711 202,
West Bengal.**

Purpose, Vision, Mission and Objectives of the Ramakrishna Mission Sikshanamandira Belur Math.

- **Purpose:**

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonizing the best elements of Eastern and Western values.

- **Vision:**

Sikshanamandira aspire to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, *atmano mokshartham jagaddhitaya cha* which means: attainment of one's own freedom and doing good to the world.

- **Mission:**

6. Making of such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
7. Facilitation of autonomous researches and dissemination of knowledge.
8. Support discovery or development of knowledge through strong M.Phil. & Ph. D. Programmes and post-doctoral projects.
9. Inoculate interdisciplinary approach in academic and research programmes and courses.
10. Develop partnership with national & international institutions.

- **Values:**

8. Truth – in the pursuit, generation, dissemination, and application of knowledge.
9. Freedom – of thought and expression
10. Respect – for diversity and the dignity of the individual
11. Responsibility – as towards of the environment and citizens of the world.
12. Excellence – in intellectual, personal, and operational endeavours.
13. Integrity – in character.
14. Innovation – in thinking and application.

1st Semester

Paper	Title	Int. Marks	Ext. Marks	Total Marks	Credit
A) Core Courses(Compulsory)					
CC 01	Education as a Field of Study	30	70	100	3

CC 02	Learner and the Learning Process	30	70	100	3
CC 03	Methodology of Educational Research	30	70	100	3
B) Specialization					
SP-11	Teacher Education	30	70	100	3
Any One from the following:					
SP-12a	Science Education	30	70	100	3
SP-12b	Mathematics Education	30	70	100	
SP-12c	Language Education	30	70	100	
SP-12d	Social Science Education	30	70	100	
C) Formulation of Research Proposal				50	2
D) Sessional Teaching & Final Teaching (Internship)			25	25	1
	Total of 1st Semester			575	18

M.Ed –Semester-I

Core Course Paper -1: Education as a Field of Study (Code:CC-01)

Contact Hours per week: 4
Examination Duration: 3 hours
Theoretical: 70

Maximum Marks: 100
Sessional Activity: 30

Objectives :

On completion of this course the students will be able to:

- Understand the nature of education as a discipline/an area of study.

- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- Reflect on the multiple contexts in which the school and teacher education
- Discuss the emerging dimensions of school and teacher education.

Course Content :

Unit I- Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as a discipline/area of study.
- School education: Contemporary challenges
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- Procedure of linking :
 - Content knowledge with Pedagogy knowledge
 - School knowledge with community knowledge
 - Theoretical knowledge and practical knowledge
- Need for developing a vision of school education and teacher education:
- Vision derived from synthesis of different schools of Philosophy and Psychology
 - Integrative and elective view points
 - Open flexible rather than prescriptive
 - Liberal and humanistic nature of school and teacher education.
- Critical analysis of different Philosophical thoughts of great educators: Socrates, Plato, Gandhiji, Tagore, Shri Aurobindo, Swami Vivekananda, John Dewey, Paulo Friere, Ivan Illich

Unit II- Philosophical Bases of Education

- Indian Schools of philosophy with special emphasis on Sankhya, Vedanta, Buddhism, Jainism and Islamic Traditions.
- Western Schools of Philosophy with special reference to Idealism, Realism, Naturalism, existentialism and Marxism.

Unit III- Approaches and Issues in Education

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.
- Contribution of science and technology to education and challenges ahead.
- Axiological issues in education: role of peace and other values, aesthetics in Education; Recommendation of Kothari Commission and Delors Commission.

Unit IV- Changing Socio-cultural Context of Education

- Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity.
- Constitutional provisions of education; Right to Education; National values as enshrined in the Indian Constitution and their educational implications.
- Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- Teachers autonomy, academic freedom and accountability.

Unit V- Sociological bases: An exploration in education:

- Social satisfaction and social mobility.
- Constraints of social change in Indian (caste, ethnicity, language, religion).
- Education and Social change in India with special reference to modernization etc.
- Education and politics, culture and Democracy with special reference to Paulo Friere, Ivan Illich.

Transaction Mode

- (1) Seminar reading-presentation by students on selected themes individually and collectively leading to discussion;

Sessional Work: The following are only exemplars. The University department/Institute may devise similar activity : The student-teacher may undertake any one of the following activities:

- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

Essential Readings

- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.

Anderson, R.J., Spiro and W.E. Montanague (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.

- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.

Core Course Paper- 2 : Learner and the Learning Process

(Code:CC-02)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal : 30
External :70

Objectives :

On completion of this course the students will be able to:

- understand the framework for how children learn
- critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- understand the multiple dimensions and stages of learner's development and their educational significance
- understand the learner in terms of various characteristics
- know the factors affecting learner's environment and assessment
 - Understand the conducive learning environment, diversities in learning context, styles etc.
- conceptualize a framework for understanding and evaluating teaching-learning process as the method of analyzing and reflecting upon learning exercise.

- conceptualize the entire gamut of teacher effectiveness.

Course Content :

Unit I—How Children Learn

- Various modes of knowledge transmission - What should be taught and how the knowledge should be organised? (Knowledge centeredness).
- Who learns and how? (Learner- centeredness).
- What kind of classroom, school and community environment enhances learning? (Environment centeredness).
- What kind of evidence for learning the teachers, parents and policy makers can use to decide whether effective learning is really occurring? (Assessment

Unit II - Learners and their Development

- Holistic approach in treatment of learner's development and learning.
- Problems of the adolescents and self-identity: educational support required for
- Language development-language before and into the school, meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's speaking, listening reading and writing development critical analysis of the views of Piaget, Vygotsky, and Chomsky.
- Influences of culture on learners development.
- Context and the process of socialization

Unit III- The Process of Learning & Communication:

- Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.
- Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Piaget, Bruner and Vygotsky with reference to multiple school contexts of India.
- Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).
- Transfer of Learning – theories of transfer of learning – how to maximize transfer.
 - Communication in the Process of Learning: Concept, Principles, Barriers.
 - Models of Teaching: Concept, Models designing in instructional system.
 - Modification of Teaching behavior – Microtel, FIACS, Programmed Instruction.

Unit IV- Learning Environment

- The physical environment.
- The instructional time.
- Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer
- Role of the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community.
- Diversity in learning paths and learning styles.
- Discipline and participatory management.

Unit V- Learning Assessment

- Assessment-continuous and comprehensive evaluation, assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination, shift From, content based testing to problem solving, logical thinking, critical thinking etc teacher observation and their reflective discussion in a group; Library study and project work.
- NRT, CRT.
- Teacher effectiveness, characteristics, strategies for teacher effectiveness in teaching different subject areas.

Transaction Mode

1. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- (2) Seminar reading-presentation by students on selected themes individually and collectively leading to discussion;

Essential Readings

- Bruner, J.S. (1990) Acts of meaning. Cambridge, M.A.: Harvard University Press.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCTE (2009) National Curriculum Framework for Teacher Education, New

Delhi.

- NCERT (2005) National curriculum framework, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
- Mangal, S.K. (2012) Educational Technology, PHI, New Delhi.

Core Course Paper-3: Methodology of Educational Research (Code:CC-0 3)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30
External: 70

Objectives :

On completion of this course, the students will be able to:

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study
- conduct a literature search and develop a research proposal
- explain a sampling design appropriate for a research study
- explain tool, design and procedure for collection of data
- explain the importance of documentation and dissemination of researches in Education.

Course Content :

Unit I- Research in Education: Conceptual Issues

- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
- Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied

to researches in social science and education.

- Planning the research study: sources of research problems, review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources

Identification and conceptualisation of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research Formulation of Hypotheses. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

Unit II- Types of Research -I

Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and correlational research; necessary conditions for causation.

- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives- Descriptive, Predictive and Explanatory

Experimental Research

- Nature of experimental research, variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Solomon group design.
- Quasi-experimental designs:

Unit III. Types of Research - II

- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research

- Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case

- Determining the sample size when using random sampling

Unit V- Methods of Data Collection

- Tests, inventories and scales: types and uses identifying a tool using reliability and validity information
- Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion

Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations.

Sessional Work: The students may undertake any one of the following activities:

- Identification of variables of a research study and their classification in terms of functions and level of measurement
- Preparation of a review article
- Review of research report

References

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
- Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York : Holt Rinchart and Winston Inc.
- Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
- Flick, Uwe (1996): *An Introduction to Qualitative Research* . London sage publication
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Keeves, John. P (ed)(1990) *Educational Research Methodology and Measurement*

: An International Handbook. New York : Pergamo Press

- Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

Specialization:

Teacher Education

(Code:SP-11)

Contact Hours per week: 4 Maximum Marks: 100

Examination Duration: 3 hours Internal: 30

External: 70

Objectives

On completion of this course the students will be able to:

- gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
 - reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
 - critically examine the growth and development of teacher education in the country
 - appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
 - use various methods and techniques for transaction of curriculum
 - develop understanding regarding organization and supervision School Experience Programme
 - critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
 - develop understanding of various strategies of teachers' professional development
 - gain insight into the status of teachers in-service education in the country
 - develop understanding of the process of in-service teacher education,
 - use various methods and techniques for the identification of training needs,
 - use various techniques for the evaluation of in-service teacher education programmes,
 - reflect on issues, concerns and problems of teacher in-service education of the teachers.
 - appreciate the use of ICT for the professional development of the teachers.

Course Content

Unit I- Teachers and Teaching Profession

- Teachers changing roles and responsibilities.
- Concept of Profession; Teaching as a profession.
- Professional ethics for teachers.
- Social status of teachers; International Labour Organisation (ILO) version of the status of teachers.
- Teacher Appraisal and accountability.
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Unit II- Nature, Objectives, Structure and Models of Teacher Education

- Pre-Service Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India and post independence period; recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs’.
- Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc.
- Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Teacher education curriculum at different stages. National Curriculum Frameworks for Teacher Education, 2009.
- Models of Pre-service teacher education at secondary level: 4 years integrated model, one year model, 2 years model, 2 years distance mode.
- Issues, concerns and problems of pre-service teacher education

Unit III- Curriculum transaction in Teacher Education

- Methods and Techniques: Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments.
- Planning for teaching-learning; taxonomy formulating of instructional objectives,

unit planning, lesson planning, and teacher's diary.

- Concept of school experience programme (SEP)/Internship
- Planning and organization of SEP.
- Monitoring and supervision of SEP.
- Internship: concept; planning and organization.
- Critical reflection as the central aim of teacher education

Unit IV- Continuing Professional Development of the In –Service Teachers

- Concept and importance.
- Modes of INSET: face to face, distance mode, eclectic mode.
- Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials.
- Organisation of training, appraisal of course materials.
- Issues, concerns and problems of Teachers' In-service education.
- Split Model followed in-service training of teacher under SSA
- Strategies of professional development: workshops, seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes
- Teacher learning resource centre
- Provisions made by the States for professional development of the teachers.

Unit V-Assessment and Evaluation in Pre-Service and In-Service Teacher Education

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.

Transactional Mode

The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, group and individual field - based assignments.

Transaction mode: - The course would be transacted through participatory approaches including group discussion; self study, seminar/presentations by students, individual field

based assignments

Transaction mode

The course would be transacted through participatory approach including group

discussion; self study, seminar presentations, project works etc.

Sessional work: The students may undertake any one of the following activities:

- Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
- Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.
- Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.

Sessional work: The students may undertake any one of the following activities:

- Appraisal of a training programme organised by DIET/IASE/CTE.

Sessional work: The students may undertake any one of the following activities:

- Review of teacher education syllabus of any state with reference to NCFTE, 2009.

Essential Readings

- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.
- NCERT (2005): National Curriculum Framework.
- NCERT (2006): Teacher Education for Curriculum renewal.
- NCTE (1998): Perspectives in Teacher Education.
- The Reflective Teacher: Organisation of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.

Specialization :

Paper-12a - Science Education

(Code:SP-12a)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30
External: 70

Objectives

On completion of this course, the students will be able to:

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content

Unit I – Nature, Significance of Science & Development:

- Nature, Development & Significance.
- Importance of Science.
- History of Development of science Education.
- Aims and Objectives of science Teaching.

Unit II -Curriculum of Science Education

- Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical.
- Taxonomy for curriculum development in Science Education.
- Science curriculum at India and abroad.
- Integrating co-curricular activities with science education.

Unit III- Approaches to Teaching-Learning of Science:

- Programmed learning and Instructional Module.

- Constructivist paradigm and its implications for science learning:
- Constructivist approaches to science learning.
- Instructional approaches to Science Learning: Inquiry method, problem solving strategies, concept development investigatory approach, discovery and heuristic approach.

Unit IV- Issues in Science Education

- Scientific Method, Scientific attitude and Science Temperament.
- Innovations and Creativity in Science.
- Use of ICT and its impact on teaching learning science.
- Science laboratory.
- Contribution of women in science
- Ethical aspects of science.

Unit V-Assessment in Science Education

- CCE in science education.
- Assessment of affective measures in science: use of tools and techniques such as inventories and internets.
- Self-assessment by students and by teachers, peer assessment by students.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Sessional Work: The student teacher may undertake any one of the following activities:

- Preparation of Projects.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.

References

- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum*. Kraus International Publications
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques – Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130

- Chalmers, A. (1999). *What is the thing called Science*. 3rd Ed. Open University Press, Buckingham.
- Driver, R, Leach, J, Millar, R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham.

Specialization :

Paper 12b- Mathematics Education

(Code:SP-12b)

Contact Hours per week: 4 Maximum Marks:100

Examination Duration: 3 hours Internal: 30

External:70

Objectives :

On completion of this course students teacher will be able to :

- Appreciate the abstract nature of mathematics.
- Distinguish between the roles of pure and applied mathematics.
- Develop the skill of solving real life problems through mathematical modeling as an art.
- Develop a constructivist approach in mathematics.
- Develop the skill of using various methods of teaching mathematics.
- Highlight the significance of resources in mathematics teaching.
- develop the skills required for action research in mathematics.

Course Content :

Unit - I : Nature, Development and significance of Mathematics

- The nature of mathematics : abstract nature, pure and applied mathematics
- The aesthetic and utilitarian aspect of mathematics.
- Historical development and foundation of mathematics and the contribution of some great mathematician like Ramanujan, Aryabhata, Bhaskara, Pythagoras, Euclid, Archimedes etc.

Unit – II : - Approaches to Teaching-learning of Mathematics.

- Constructivist approach in teaching of mathematics.
- Discovery approach in mathematics teaching learning.
- Problem solving approach in mathematics teaching.
- Competence based approach.
- Collaborative learning approach.
- Pedagogical issues in mathematics teaching.
- Mathematical communication.
- Resources in mathematics teaching-learning.
- Recreational mathematics.

- ICT and its impact on mathematics education.

Unit – III : Curriculum of mathematics at different stages

- An over view in global context – Upper primary, Secondary and Higher Secondary.

Unit – IV : Structure of Mathematics

- Proofs and verification in mathematics and distinction between them.
- Types of theorems : existence and uniqueness theory.
- Type of proofs : direct proof, indirect proof, proof by contradiction, proof by mathematics induction.
- Role of examples, non examples and counter examples in mathematics.
- Scope and limitations of intuition in mathematics.

Unit – V : Evaluation in Mathematics

The significance of evaluation in mathematics in teaching-learning process.

- Taxonomy of instructional objectives interpreted in terms of mathematics. Planning and construction of test items

(very short answer type, short answer type, long answer type) and precautions taken while constructing test items.

- Formative & Summative Evaluation

Sessional work : The students may undertake any one of the following :

- Assignment on construction of test items.
- Preparation and demonstration of teaching aids for constructivist class room.
- Action research in mathematics.

References

- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics;Reading*. Massachusetts: Addison Wesley Publishing C
- Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.

- Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
- Polya, G (1957). *How to Solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.
- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
- Resonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.
- Sawyer, W.W. *Mathematics in Theory and Practice*. Udham Press Ltd, London.

M.Ed. - I

Specialisation:

Paper 12c - Language Education

(Code:SP-12c)

Contact hours per week: 4 Maximum Marks: 100

Examination Duration: 3 hours Internal: 30

External: 70

Objectives

On completion of the course students teacher will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy.

Course Content

Unit I- Conceptual Issues Language Learning

- Language acquisition and language learning -- factors affecting language acquisitions and communication and language learning.
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget- Cognitive constructivism and Language,
- Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written

expression

Unit II- Pedagogy of Language

- First language
- Seconded language

Unit III- Teaching Learning of Languages

- at referent stage of school education-primary upper primary secondary, and higher secondary
- pedagogical study of languages.

Unit IV- Contextual Problem in Language Learning

- multilingual class room- curriculum.
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005), NCFTE 2009 towards professional and humane teacher.
- preservation of heritage language
- home language & school language-problem of tribal dialects

Unit V – Recent Trends in language Education:

- Chomsky's generative grammar
- Theory of deconstruction: J. Derrida
- Language and Identity
- Language and Culture
- Constructivism in language education with reference to Piaget & Vyogotsky.

Transaction Mode

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts .

Sessional Work: The students may undertake the following activities:

- Seminar
- Project
- Text Book analysis.

References

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press: London.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. Cambridge University Press.
- Britton, James (1973). *Language and Learning*. Penguin Books, England.
- Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of*

Halliday and Vygotsky. Continuum International Publishing Group.

Specialization:

Paper 12d - Social Science Education

(Code:SP-12d)

Contact Hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 30

External: 70

Objectives

After completion of the course the students teacher will be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Course Content

Unit I – Conceptualization of Social Science Education

- Concept, nature, objectives and scope of social sciences: existing approaches of teaching learning of social sciences; Social Science education for democracy and citizenship. Social Science Education for international & intercultural understanding.
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- Place and organization of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education
- Research trends and prospects in social science education.

Unit II –Social Science Curriculum

- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;
- Comprehensive guidelines and syllabus of various subjects of social sciences: History, Geography, Civics.

Unit III – Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, Socialized recitation method, Storytelling method, Supervised study method, Dictation Method, Source Method, Unit method, Deductive and Inductive Method, field survey problem solving, role-play, field visits and case studies; action research etc.
- pedagogical analysis of curricular components of social science

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science.

- Effective use of print media and audio-visual materials for social science;
- Development of teaching-learning materials; workbook; activity book and self instructional materials and integration of ICT in the materials.
- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies models, environment and community resources;
- development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education

- Evaluation devices, evaluation programme in social studies
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.
- Conducting standardized tests, types, evaluation of attitudes, interests & values.
- Knowledge and framing of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

Transaction Mode

Lecture-cum-discussion, panel discussion, project. on oral history, workshops, seminar, assignment a group discussion around issues and concepts. group and individual field based assignment focused by workshops and seminar presentations.

Sessional Work

- Development of questions and achievement tests in social science subjects
- Project
- Text Book Analysis.

References

- Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
- David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.

2nd Semester

Paper	Title	Int. Marks	Ext. Marks	Total Marks	Credit
A) Core Courses(Compulsory)					
CC 04	Process of Education	30	70	100	3
CC 05	Psychology for Individual and Social Development	30	70	100	3
CC 06	Statistical Methods for Data Analysis	30	70	100	3
B) Specialization (Any Two from the following)					
SP-21	Inclusive Education	30	70	100	3+3=6
SP-23	Educational Technology	30	70	100	
SP-17	Educational Guidance and Counseling	30	70	100	
C) Dissertation		50	100	150	6
Viva Voce for Dissertation		25	25	50	
D) Observation of B.Ed. Practice Teaching		25		25	1
	Total of 2nd Semester			725	22

	Total of 1st Semester			575	18
	Grand Total of 1st & 2nd Semesters			575+725 =1300	40

M.Ed- Semester- II
Core Course Paper – 4: The Process of Education
(Code:CC-04)

Contact Hours per week: 4 Maximum Marks: 100
Examination Duration: 3 hours Internal: 30
External: 70

Objectives

On completion of this course, the students will be able to:
understand the nature of connections and interactions involved in the process of education,
understand the multiple perspectives of pedagogy,
understand the process of andragogy and its linkage with pedagogy,
understand the application of the methods of interaction and dialogue of Socrates, Plato,
Upanishad, J. Krishnamurthi and Paulo Freire,
identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator,
analyse and reflect upon the professional experience he gathers in the school/field,
discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning,
develop and refine communication skills through discussion, presentation and different forms of writing.

Course Content

Unit I- Pedagogy

- Child centered pedagogy.
- Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.

Unit II- Andragogy

- Concept of andragogy
- Implications of andragogic techniques for teachers training.
- Experiential Learning
- Field interactions and reflection.

Unit III- Profile of the Teacher and the Teacher Educator

- Teacher's ability to integrate pedagogical knowledge with the content knowledge of a subject.
- Issues related to Teacher's role expectation-values, attitudes, life style, relationship with the students and parents.
- Role perception: teacher and role model, as facilitator, as co-learner intimate relationship with students.
- Organisation of learning experiences: individualized learning, group learning, selflearning,
- learning through electronic media, and combination of modes as stated.
- Professionalism of the teacher and the teacher educator- professional ethics, commitments, dedication, accountability, autonomy and academic freedom.

Unit IV- Designing Curriculum, School Experiences and Evaluation

- Principles of selecting curriculum content
- Principles of Curriculum development; Highlights of NCFTE 2009 – Stage Specific and Subject Specific objectives of Curriculum.
- Methodology of Curriculum transaction.
- Curriculum evaluation (formative, Summative, Micro and Macro).

Unit V- Support Systems of Education

- Department of Public instruction, Ministry and other government agencies
- Academic Institutes: Controlling authority and regulatory bodies in education role
- Of media, use of technology, NGO's civil society groups, teacher organizations, family and local community.
- Distance Education: Concepts, System, Evaluation.

Transaction Mode

Penal Discussion on identified themes, self study and presentation of paper in seminar (Seminar reading); self- reading of original text from Socrates, Plato, Upanishad, J. Krishnamurthy and Paulo Freire and reflective discussion; Reading of original text related to pedagogy highlighted Tagore, Gandhi, Sri Aurobindo, Gijubhai and John Dewey and reflective discussion, observation of training session and presentation of paper on training methodology based on both pedagogic and andragogic principles, work

shops, seminar, assignments and group discussion around issues and concepts studied in theory,

Sessional Work: The students may undertake any one of the following activities:

- Self-reading of literature on an identified theme and presentation of a paper in Seminar followed by critical discussion.
- Critical analysis of a curriculum/syllabus of particular school stage and

presentation for small group discussion.

Essential Readings

- Bruner, J.S. (2006). In Search of pedagogy Vol. I and II (The selected works) Routledge, London.
- Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
- Edgerton, Susan Huddleston (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Etta, R. Hollins (1996): *Transforming curriculum for a culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
- MHRD, GOI, *National policy on education*.
- NCERT (2005) National curriculum framework.
- Noddings, Nel (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.

References

- Bonks, J.A. (2001) Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- Das, Manoj, (1999). *Sri Aurobindo one education*. NCTE, New Delhi.
- Eqan, Kiran (1986). *Individual development and the curriculum*. Hyperion Books.
- Gardner, Howard (1993). *Creating minds*. New York: Basic Books.
- Ornstein, Allen C. & Francis P. Hunkins (2003). *Curriculum, foundations, principles and issues*.
- Ornstein, Allen C., Edward F. Pojak & Stacey B. Ornstein (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Slattery (1995): *Curriculum development in postmodern Era*. (Critical Education & Practice).
- Wiles, Jon (2004). *Curriculum essentials- a resource for educators*. Allyn & Bacon.

M.Ed - II

Core Course Paper – 5: Psychology for Individual and Social Development

(Code: CC-05)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30
External: 70

Objectives:

On completion of this course the students teacher will be able to:
Understand the dynamics of individual development.
Understand the concept of mental health and adjustment.
Describe the dynamics of social development
Understand group dynamics and its bearing on teaching-learning

Appreciate inter-relatedness and interdependence of individual and society in the context of human development

Course Content

Unit I- Dynamics of Individual Development

Concept of human development.

Understanding the process of individual development in a social context: development of

knowledge, understanding, skills, competencies, values.

Development of attitude, interest, and adjustment.

Importance of individual differences-concept of multiple intelligence,(Gardner, Stenberg); cultural variability and aptitude.

Determinants of personality development of an individual-biological, socio-cultural, personality assessment.

Concept of emotional intelligence and its impact on learning.

Importance of human relation.

Unit II— Dynamics of Social Development

Nature of socio-cultural environment-physical, economic conditions, cultural practices,

shape of technology, social security and health facilities, educational facilities, influence

of media, influence of democratic polity-their impact on school and classroom.

Peace Education coping with socio-economic and political complexities-oppression, conflict, violence.

Unit III- Group Dynamics and Individual

Interrelation and interdependence between individual and group in classroom and social context.

Meaning and types of groups, compliance and conformity in relation to effective group

functioning in school and classroom context; effect of group process and interpersonal relations on learning conditions, measures to improve human relations and interaction;

social skills required for maintaining human relations.

Socio-emotional climate in classroom, the conditions facilitating effective learning.

Unit IV- Mental Health and Adjustment

Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.

Concept of stress-sources of stress, categories of stressors, strategies of coping with stress. Mechanisms of adjustment, its positive and negative effects: types of adjustment

problems among students.

Frustration, conflict, and anxiety- meaning and management.

The power of positive teachers for better mental health and adjustment – care, trust and

respect for diversity and rights of the child.

Unit V-Education-Development Interface

Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economic).

Role of education in national development. Education and Human Development Index.

Implication of NPE, 1992 for National Development.

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom, reflective discussion in a group; library work and, presentation/panel

discussion, case study of a student and presentation in seminar, projects and arraignment

focusing on observation and interaction with children and adolescents; workshops, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional Work: The student teachers may undertake any one of the following activities:

Case study of one student with adjustment problems.

Studying the personality characteristics of some successful individuals.

Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.

Project work on identified themes.

Psychology Practical.

Essential Readings

Delamater, John. (2003). *Handbook of Social psychology*. Springer.

Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*.

Oxford Press, New York.

Piaget, J. (1999). Judgment and reasoning in the child. London: Routledge.

Piaget, J. and Inhelden, B. (1969). *Psychology of the child*, New York: Basic Books.

References

Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Jorandovich Inc., New York.

Bandura.A (1977). *Social Learning Theory*. Cliff.N.J; Prentice Hall.

Barry and Johnson (1964). *Classroom Group Behaviour*. New York: Macmillan.

Bhargava, Mahesh (1964). *Introduction to Exceptional Children*. Sterling Publishers Pvt

Ltd., New Delhi.

Bickhard, M.H. (1992). *How Does the Environment Affect the Person?* In L.T. Winegar,

J. Valsiner (ed.). *Children's Development within Social Contexts: Metatheory and Theory*. Erlbaum.

- Bickhard, M.H., Chrisopher, J.C. (1994). *The Influence of early Experience on Human Personality Development*. New Ideas In Psychology.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
- Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). *Classroom Group Dynamics*. Meerut: Anu Books.
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- Cruickshank, W.M. (1980). *Psychology of Exceptional Children and Youth*. N.J. Prentice Hall.
- Dutt, Suresh (1997). *Society and Education*. Anmol Publications.
- Erickson, E.H. (1968). *Identity, Youth and Crisis*. New York: W.W. Norton.
- Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York.
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
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- Lingren, H.C. (1980). *Educational Psychology in the Classroom* (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). *Motivation and Personality* (2nd edition). New York: Harper & Row.
- Meyers, D.G. *Social Psychology*. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). *Teaching Schools and Society* (1st edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Mascow, Hoenry (1978). *Educational Psychology: An Introduction*. Little Brown and Company.
- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. Arise Publishers and Distributors. New Delhi.
- Smith, Ronald E, Sarason, I.G. and Sarason, Barbara, R (1982). *Psychology: The Frontiers of Behaviour*. Harper and Row Pub., New York.
- Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra.
- Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing.

M.Ed - II
Core Course Paper – 6: Statistical Methods for Data Analysis
(Statistics in Educational Research)

(Code:CC-06)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30
External: 70

Objectives

On completion of this course, the students will be able to:
convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
examine relationship between and among different types of variables of a research study
explain or predict values of a dependent variable based on the values of one or more independent variables
estimate the characteristics of populations based on their sample data
test specific hypotheses about populations based on their sample data
use appropriate procedures to analyse qualitative data
demonstrate competence in the use of statistical packages for analysis of data

Course Content

Unit I- Descriptive Analysis of Quantitative Data

Data types: Nominal, Ordinal, Interval and Ratio scale, Graphical representation of data tabulation.
Measures of central tendencies, Measures of Variability - S.D., Quartile Deviation. uses and interpretation
Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications
Relative positions : percentile rank, dispersion, z-scores.
Examining relationships: Scatter plots and their interpretation. Correlation Coefficient product moment, rank diff.

Unit II– Inferential Analysis of Quantitative Data-1

Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling
Distribution of the mean, standard error of mean.
Meaning of Null Hypothesis, Testing the significance of diff., between the means of independent samples (by t – test).

Unit III– Inferential Analysis of Quantitative Data-2

Analysis of variance and Co- variance (ANOVA)-concept, and uses
Meaning of Non-parametric statistics: Chi-square- Chi-square as test of goodness of fit and test of independence, contingency co-efficient and its uses.

Unit IV- Data Analysis in Qualitative and Mixed Research

Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.

Unit V–Computer for Data Analysis and Preparation of Research Report

Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL

Transaction Mode

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work: The student teacher may undertake any one of the following activities:

A critical assessment of statistical techniques used in a research report

Preparation of graphic designs of data obtained in a research study

Selection and description of appropriate statistical technique(s) for answering a research

question or for testing a given hypothesis

Analysis of data using Statistical Packages

Practical : Using Excel.

References

Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.

Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.

Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*,

(3rd edition). Boston: Allyn & Bacon.

Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks,

CA: Sage.

Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.

Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.

Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York:

Harper and Row.

Siegel, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.

VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

M.Ed - II

Specialization:

Paper-21 :Inclusive Education

(CODE:SP-21)

Contact Hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal: 30

External: 70

Objectives

On completion of this course the students will be able to:

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices,
- identify and utilize existing resources for promoting inclusive practice.
- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Introduction to Inclusive Education

- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for the individual and society.
- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- National and International initiatives for inclusive education
- Current Laws and Policy Perspectives supporting IE for children with diverse needs.

Unit II-Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III- Children with Diverse Needs and Utilization of Resources

- Definition and characteristics of children with sensory (hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, learning disabilities).
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners
- Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.

Unit IV-Teacher Preparation for Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.
- Supportive Services for inclusion and research

Unit V- Socially Disadvantaged Children in India: Status and Provisions

Meaning of socially disadvantaged children: socially disadvantaged section in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.

Provisions in the Constitution of India for social group equity and education of socially

disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.

Relevance of International perspectives Dakar : framework of action (2000), millennium development goals (2000) to Indian Context.

Transactional Mode

Discussion and group work, field visit to get first hand experiences and presentation in the seminar interaction with children of diverse context such on first generation learner and street learners interaction with them organization of creative activates for them with the aim to learn to communicate and relate with them, project and assignments focusing on observation and interaction with children and adolescence.

Sessional Work: The students may undertake any one of the following activities:

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2005 for planning quality teacher preparation Programme
- Project.
- Identify suitable research areas in inclusive education.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

M.Ed - II
Specialization :
Paper 23: Educational Technology
(CODE:SP-23)

Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30
External: 70

Objectives

On completion of this course, the students will be able to:
understand the nature and scope of educational technology and also about the various forms of technology,
understand the systems approach to Education and communication theories and modes of communication,
know the instructional design and modes of development of self learning material
develop the ability for critical appraisal of the audio-visual media,
develop basic skills in the production of different types of instructional material,
know the recent innovations and future perspectives of Education Technology.

Unit I- Nature, Scope, Researches in Educational Techniques

Educational technology-concept, product Vs process;
Forms of educational technology: teaching technology, instructional technology and behaviour technology;
Approaches of educational technology: Hardware and Software;
Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);
Historical development – programmed learning stage; media application stage and computer application stage;
Major institutions of educational technology in India – CIET, IGNOU, Consortium for Educational Communication (CEC), UGC, their role in education.
Research trends in Educational Technology.

Unit II- Systems Approach to Education and Communication

Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
Instructional Strategies
Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Unit III- Instructional Design

Instructional Design: Concept, Views.
Process and stages of Development of Instructional Design.
Overview of Models of Instructional Design- ADDIE Model; Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material,

Unit -IV Audio Visual Media in Education

Audio-visual media – meaning, importance and various forms.
Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

Unit V- Information and Communication Technologies – an education

- Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- one-to-one, one-to-many, and many-to-many communication;
- broadcast and non-broadcast applications – technologies and prospects;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;
- Critical analysis of Teaching aids and their applications in instruction and learning;
- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Transaction Mode:

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design.

Sessional Work: The students may undertake any one of the following activities: Identifying appropriate media and material for effective use in the transaction of a lesson.

Writing a script for media production.

Critical analysis of an instructional system based on components of systems approach

Critical analysis of the different instructional designs based on the various instructional design models.

Preparation of a trend report on researches on instructional design.

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.

Design intervention programme of educational technology in the current practices of teacher training programmes in India.

Essential Readings:

- Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd

Edition, Prentice Hall, Inc.

- Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.
- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, B.M. (1994): *Media and Education*, New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

M.Ed. - II

Specialization:

Paper 17 : Educational Guidance and Counseling (CODE:SP-17)

Contact Hours per week: 4	Maximum Marks: 100
Examination Duration: 3 hours	Internal: 30
	External: 70

Objectives

On completion of this course the students will be able to:

- Understand the meaning, nature and scope of guidance
- Understand the meaning of and the need for group guidance
- Recognize the role of guidance in attaining the goals of education
- Appreciate the need for guidance
- Develop acquaintance with various techniques of group guidance
- Understand the meaning, nature and scope of counseling
- Appreciate the need for and goals of counseling
- Analyze the relationship between guidance and counseling
- Understand the concept and process of counseling in group situation
- Recognize the different areas of counseling
- Understand the various stages involved in the process of counseling

- Appreciate the importance of counseling relationship
- Become acquainted with the skills and qualities of an effective counselor.
- Understand the essential services involved in school guidance programme
- Understand the resources required and their optimum use in managing a school guidance programme
- Be aware of about the constitution, role and function of the school guidance committee,
- Understand the concept and theories of career development and their utility in understanding and career behavior of students,
- acquire knowledge and skills for collecting, compiling and disseminating career information,
- understand the concept of career pattern in relation to life stages,
- develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- analyze the process of career development pattern in a particular socio-cultural context,
- develop the ability to use or adopt career theories in understanding career behavior of students in career counseling situations,
- know the forms of in which the career information is available from different sources
with its merits and limitations and ability to examine and appraise the information for intelligent use
- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance

Course Content

Unit I- Understanding Educational and Career Guidance

- Meaning and Definitions
- Need for guidance
- Objectives of guidance: self-understanding, self-discovery, self-reliance, selfdirection, self-actualization
- Scope of guidance programme
- Needs for Guidance at various levels of education/schooling
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools,
- Career development needs of the students
- Career development process; factors affecting career development

Unit II- Types of Guidance

Types of Guidance: Educational, Vocational/Career and Personal

Individual guidance and group guidance; advantages of group guidance

Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III- Understanding Types of Counseling

- Meaning & nature of counseling
- Scope of counseling
- Objectives of counseling: resolution of problems, modification of behavior, Promotion of mental health
- Relationship between guidance and counseling
- Place of counseling in the total guidance programme
- Stages of the counseling process
- Counseling Techniques-person centred and group centred, cognitive Interventions, behavioral interventions, and systematic interventions strategies.
- Skills and qualities of an effective counselor
- Professional ethics

Unit IV- Types and Areas of Counseling

- Uses of group process in counseling
- Process of group counseling
- Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- Peer counseling: Its concept and the relevance to the Indian situation.

Steps and skills in group counseling process

Unit V Guidance and Assessment of Students with behavioral Problems

- Nature and causes of behavioural problems; guidance of students
- Underachievement; guidance of students
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.- guidance of students
- Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- Promoting psychological well-being and peace through school based guidance programmes.

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, presentation of

reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc.

Group discussion, lecture-cum –discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, conduct of case studies followed by presentation in seminar, organization of counseling session and observation

of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

Sessional Work: The students may undertake any one of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Working with the counselor, clients and writing a report on the process of counselling.
- Project.

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belmont: Calif-Brooks Cole.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
- Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
- Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi” NCERT.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling,

Vol. I: A Theoretical Perspective, New Delhi: Vikas.

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.

- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.

- Various Books on Self Development.

Ramakrishna Mission Sikshanamandira, Belur Math.

M.Phil. Syllabi w.e.f. 2013

- 1 Philosophy of Educational Research (80 Theoretical + 20 Seminar) = 100 (**1st Semester**)
2. Trends in Educational Research (80 Theoretical + 20 Seminar) = 100 (**1st Semester**)
3. Research Methodology (80 Theoretical + 20 Project) = 100 (**1st Semester**)
4. Data Analysis in Educational Research (Qualitative and Quantitative)
(50 Theoretical + 50 Computation) = 100 (**2nd Semester**)
5. Compulsory elective (Anyone to be opted): (80 Theoretical + 20 Seminar/
Assignment) = 100 (**2nd Semester**)

Sl. No.	List of Research Areas	Paper sub code
1	Contemporary Problems and Issues in Education	CE-A
2	Teacher Education	CE-B
3	Sociology of Education	CE-C
4	Psychology of Education	CE-D
5	Philosophy of Education	CE-E
6	History of Education	CE-F
7	Comparative Education	CE-G
8	Economics of Education	CE-H
9	Guidance and Counseling	CE-I
10	Measurement and Evaluation in Education	CE-J
11	Curriculum Studies	CE-K
12	Language Education	CE-L
13	Mathematics Education	CE-M
14	Social Sciences Education	CE-N
15	Science Education	CE-O
16	Educational Technology	CE-P
17	Management and Administration in Education	CE-Q
18	Non-formal Education	CE-R
19	Adult Education	CE-S
20	Elementary Education	CE-T
21	Inclusive Education	CE-U
22	Higher Education	CE-V
23	Research Methodology	CE-W

6. Research Orientation

(15 Book Review, 15 Article Review, 50 Proposals) = 80 (**3rd**

Semester)

7. Dissertation

(Reporting of progress in Research at the interval of 2 months) 10+10 = 20 (**4th**

Semester)

8. Final Dissertation

(50 Viva Voce + 150 by internal as well as external examiner) 50+100= 200

(**4th Semester)**

Total = 800 Marks

1st Semester

Paper – M.Phil. 1

Philosophy of Educational Research

(80 Theoretical + 20 Seminar)

Objectives: *After completion of these units the students will be able to:*

- a) *Understand the meaning of philosophy of educational research and its different faces.*
- b) *Comprehend the key concepts and recurring conflicts in educational research.*
- c) *Analyze the different kinds of research and their philosophical foundations.*
- d) *Know about the ethical dimensions of educational research.*
- e) *Have an idea about the future of educational research.*

Unit – 1: Meaning of Educational research: Concept of education, Key concepts in education, Educational discourse, Distinctiveness of educational research, Researching 'educational practices', Nature of scientific enquiry.

Unit – 2: Philosophical foundations of different ways of doing research: Observing, Experimenting, Surveying, Interviewing, Case studying, Historical research, Action research, Qualitative vs. Quantitative research, Research methods and philosophical assumptions.

Unit – 3: Key concepts of educational research: The logical geography of educational research, Key concepts – realism and objectivity, ‘casual explanation’, Explaining human behavior, Truth, Facts, Theory, Knowledge, Common sense explanation.

Unit – 4: Competing philosophical positions of educational research: Positivism, Phenomenology, Ethnography, Postmodernism and Feminism.

Unit – 5: Ethical dimensions to educational research: Ethics, Principles, Virtues, Democratic values, Future of educational research.

References:

Pring, Richard (2000) – Philosophy of Educational Research.

Carr, W (2003) – Philosophy and Education.

Dewey, J (1916) – Democracy and Education.

Peters, R. S. (1965) – Ethics and Education.

Carfrinkel, H. (1967) – Studies in Ethnomethodology.

Paper – M.Phil. 2

Trends in Educational Research

(80 Theoretical + 20 Seminar)

Objectives: *After completion of these units the students will be able to:*

- a) *Have an overview of educational research in India since independence.*
- b) *Comprehend the area wise trends of educational research in India.*
- c) *Critically examine the achievements and limitations of area wise researches in education.*
- d) *Pursue a Comparative analysis between the different areas of educational research.*

New directions of educational research.

Trends are to be discussed under following headings:

Genesis & development of the research area, Trends in West as well as in India, Research tools and methods used or ought to be used, Identification of major research gaps, Challenges of research in the area, Prospects.

Sl. No.	List of Research Areas	Paper sub code
1	Contemporary Problems and Issues in Education	ER-A

2	Teacher Education	ER-B
3	Sociology of Education	ER-C
4	Psychology of Education	ER-D
5	Philosophy of Education	ER-E
6	History of Education	ER-F
7	Comparative Education	ER-G
8	Economics of Education	ER-H
9	Guidance and Counseling	ER-I
10	Measurement and Evaluation in Education	ER-J
11	Curriculum Studies	ER-K
12	Language Education	ER-L
13	Mathematics Education	ER-M
14	Social Sciences Education	ER-N
15	Science Education	ER-O
16	Educational Technology	ER-P
17	Management and Administration in Education	ER-Q
18	Non-formal Education	ER-R
19	Adult Education	ER-S
20	Elementary Education	ER-T
21	Inclusive Education	ER-U
22	Higher Education	ER-V
23	Research Methodology	ER-W

References:

Survey of Educational Research (1st to 6th Survey)

Saxena (1980) – Controlling quality in Educational Research.

Paper – M.Phil. 3

Research Methodology

(80 Theoretical + 20 Project)

Objectives: *After completion of these units the students will be able to:*

Unit – 1: Initiation of Research: Identification of Research Problem, Purpose of statement, Research question and Hypothesis.

Unit – 2: Qualitative Methods of Research: Characteristics, Strategies, Data collection procedures.

Unit – 3: Quantitative Methods: Surveys - Design, Instrumentation etc., Experimental Method – Design, Procedure, Instrumentation.

Unit – 4: Mixed Method: Components, Strategies, Alternative Strategies, data Collection Procedures.

Unit – 5: Report Writing: Chapterization, Qualitative Write-up, Mixed Method Write-up. Referencing.

Project: Exploring research activity with reference to given research problem.

References:

Creswell, J.W. (2009) – Research Design

Flower, F. J. (2002) – Survey Research Method

Creswell, J.W. (2007) – Designing and Conducting Mixed Method Research

Hesse-Biber, S.N. and Leavy, P. (2006) – The Practice of Qualitative Research

Punch, K.F. (2005) – Introduction to Social Research

2nd Semester

Paper – M.Phil. 4

Data Analysis in Educational Research: Qualitative and Quantitative

(50 Theoretical + 50 Computation)

Unit – 1: Significance testing: Coefficient correlation, Standard error, t-test, Chi-square.

Unit – II: Analysis of variance (ANOVA) and analysis of covariance (ANCOVA).

Unit III – III: Correlational statistics: Partial, multiple, regression, prediction and factor analysis.

Unit – IV: Analyzing qualitative data, compiling, disassembling and reassembling, interpreting & concluding.

Unit – V: Analyzing qualitative data, interpreting and concluding.

Reference:

Yin, Robert K. (2010) , Qualitative research from start to finish.

Merriam, Sharma B. (2009), Qualitative research: A guide to design and implementation.

Blaikie, Norman W.H. Analyzing quantitative data: From description to explanation.

Cohen, manion, Morrison, Research methods in education.

Paper – M.Phil. 5

Special Paper

(Any one to be opted)

(80 Theoretical + 20 Seminar)

(1) Contemporary Problems and Issues in Education

1. Univerlisation of Elementary Education – Concept, Progress, Problems, solution & Initiatives
2. Secondary Education – Progress, Problems & Solutions & Initiatives
3. Higher Education - Progress, Problems, Initiatives
4. Distance Education – Concept, Progress, Problems, Initiatives
5. Researches on above mentioned areas in Indian perspectives.

(2) Teacher Education

1. Problems of Teacher Education – Causes & suggestions for improvement
2. Role of NCTE – Objectives, Recommendations, methodology & evaluation
3. Analyzing classroom interaction – Meaning, systematic observation, method, FIACS
4. In-service Teacher Education – Objectives, Principles, Improvement
5. Researches in Teacher Education in Indian perspective.

(3) Sociology of Education

1. Social change & Education – concept, factors & role of education
2. Modernization & Education characteristics of modernization, ways of modernization & role of education
3. Democracy & Education – Aspect of democracy, Importance of education in democracy, ways of ensuring democracy in education

4. Education and Values – Concept, kinds of educational of values, strategies for inculcation of values in education.

5. Researches in sociology of education with respect to above mentioned areas in Indian perspective.

(4) Psychology of Education

1. Constructivist approach to Instruction – Concept, cooperative learning, problem solving learning, teaching thinking skill

2. Motivation – Concept, theories, implication

3. Adjustment – Concept, theories, methods

4. Personality – Concept, theories, Assessment

5. Researches in Educational psychology with above mentioned areas in Indian perspective



Swami Vivekananda Multidisciplinary Research Centre for Educational Studies

A (University of Calcutta recognized) Research Wing of

Ramakrishna Mission Sikshanamandira, Belur Math.

Syllabi of Ph.D. Course Work

One Semester

Ph.D.C.W. 01* -

1st Half –

Introduction to Educational Research (70 Theoretical + 30 Project) = 100

Ph.D.C.W. 02*

Methodology of Educational Research (70 Theoretical + 30 Project) = 100

Ph.D.C.W. 03*

Analyzing Data in Educational Research: Qualitative and Quantitative
(70 Theoretical + 30 Project) = 100

Ph.D.C.W. 04

Research Orientation

Data Analysis through Computer = 50

Book Review, Article Review, Tentative Proposal = 50

	Total	= 400
Marks		

*Time for written examination = 4 hours

Ph.D.C.W. 01

Introduction to Educational Research

(70 Theoretical + 30 Assignment)

F.M. -

100

Objectives: *After completion of these units the scholars will be able to:*

- f) *Understand the meaning of philosophy of educational research and its different faces.*
- g) *Comprehend the key concepts and recurring conflicts in educational research.*
- h) *Analyze the different kinds of research and their philosophical foundations.*
- i) *Know about the ethical dimensions of educational research.*
- j) *Have an idea about the future of educational research.*
- k) *have an idea of the genesis & development of the research area, Trends in West as well as in India, Research tools and methods used or ought to be used, Identification of major research gaps, Challenges of research in the area, Prospects etc.*

Unit – 1: Meaning of Educational research: Concept of education, Key concepts in education, Educational discourse, Distinctiveness of educational research, Researching ‘educational practices’, Nature of scientific enquiry.

Unit – 2: Philosophical foundations of different ways of doing research: Observing, Experimenting, Surveying, Interviewing, Case studying, Historical research, Action research, Qualitative vs. Quantitative research, Research methods and philosophical assumptions.

Unit – 3: Key concepts of educational research: The logical geography of educational research, Key concepts – realism and objectivity, ‘casual explanation’, Explaining human behavior, Truth, Facts, Theory, Knowledge, Common sense explanation.

Unit – 4: Competing philosophical positions of educational research: Positivism, Phenomenology, Ethnography, Postmodernism and Feminism.

Unit – 5: Ethical dimensions to educational research: Ethics, Principles, Virtues, Democratic values, Future of educational research.

Unit – 6: Trends in Educational Research:

List of Research Areas (Any one to be selected)

- a. Adult Education
- b. Comparative Education

- c. Curriculum Studies
- d. Economics of Education
- e. Educational Technology
- f. Elementary Education
- g. Guidance and Counseling
- h. Higher Education
- i. History of Education
- j. Inclusive Education
- k. Language Education
- l. Management and Administration in Education
- m. Mathematics Education
- n. Measurement and Evaluation in Education
- o. Non-formal Education
- p. Philosophy of Education
- q. Psychology of Education
- r. Research Methodology
- s. Science Education
- t. Social Sciences Education
- u. Sociology of Education
- v. Teacher Education
- w. Value Education

Assignment: Exploring the rationale of the Research Problem to be identified by the researcher.

References:

Pring, Richard (2000) – Philosophy of Educational Research.

Carr, W (2003) – Philosophy and Education.

Dewey, J (1916) – Democracy and Education.

Peters, R. S. (1965) – Ethics and Education.

Carfrinkel, H. (1967) – Studies in Ethnomethodology.

Survey of Educational Research (1st to 6th Survey)

Saxena (1980) – Controlling quality in Educational Research.

Ph.D.C.W. 02

Methodology of Educational Research

(70 Theoretical + 30 Assignment)

- 100

F.M.

Objectives: *After completion of these units the students will be able to:*

- i. *Make planning about his own research.*
- ii. *Prepare research Design.*
- iii. *Write research proposal.*
- iv. *Write research report.*

Unit – 1: Introduction to Educational Research: Identification of Research Problem, Literature Review, Framing Research questions and Hypotheses, Writing Research Proposal.

Unit – 2: Qualitative Methods of Research: Characteristics, Strategies (Narrative, Phenomenological, Grounded Theory, Ethnographic, and Case-study Research), Data collection procedures.

Unit – 3: Quantitative Methods: Surveys - Design, Instrumentation etc., Experimental Method – Design, Procedure, Instrumentation.

Unit – 4: Mixed Method: Components, Strategies, Alternative Strategies, data Collection Procedures.

Unit – 5: Report Writing: Chapterization, Quantitative write-up, Qualitative Write-up, Mixed Method Write-up. Referencing.

Assignment: Exploring research activity (research design/Method (s)/ Tools/ Techniques etc.) with reference to the research problem identified by the research scholar.

References:

Creswell, J.W. (2009) – Research Design

Creswell, J.W. (2007) – Qualitative Inquiry and Research Design

Flower, F. J. (2002) – Survey Research Method

Creswell, J.W. (2007) – Designing and Conducting Mixed Method Research

Hesse-Biber, S.N. and Leavy, P. (2006) – The Practice of Qualitative Research

Punch, K.F. (2005) – Introduction to Social Research

Ph.D.C.W. 03

Analyzing Data in Educational Research: Qualitative and Quantitative

(70 Theoretical + 30 Project/ Assignment etc.)

F.M. - 100

Objectives: *After completion of these units the students will be able to analyze and interpret Quantitative/ Qualitative data.*

Unit – 1: Significance testing: Coefficient correlation, Standard error, t-test, Chi-square.

Unit – II: Analysis of variance (ANOVA) and analysis of covariance (ANCOVA).

Unit III: Correlational statistics: Partial, multiple, regression, prediction and factor analysis.

Unit – IV: Analyzing qualitative data, compiling, disassembling and reassembling.

Unit – V: Analyzing qualitative data, interpreting and concluding.

Project: Data analysis (Qualitative/ quantitative) in practice.

Reference:

Yin, Robert K. (2010), Qualitative Research from Start to Finish.

Merriam, Sharma B. (2009), Qualitative research: A guide to design and implementation.

Gall, D. Meredith et. al. (2007) – Educational Research (8th Edition)

J. Burke & Christensen. L (2011) Education Research (4th Edition)

Ph.D.C.W. 04

Research Orientation

First Half

Data Analysis through Computer

Second Half

Research Proposal including Book Review, Article Review and other sections

Syllabus for P.G.D. in Guidance & Counselling

RKMSM

SEMESTER-1

Paper- I: Introduction to Guidance & Counselling (Full Marks – 100)

Unit-I: Concept of Guidance & Counselling-

Definition, Nature, Functions, types and kinds of Guidance
Difference among guidance, counselling & psychotherapy

Unit-II: Administration of Guidance programme-

Need for different guidance services
Areas of guidance- education, vocation, health, moral, personal

Unit-III : Field of Guidance-

The Youth Employment Services, The National Foundation for Research, The National Institutes in Industrial Psychology, Child Guidance Clinic and the School Psychological Service, The Educational Welfare Service, The National Institutes of Handicapped, The University Employment Information and Guidance Bureaus and Student Advisor Bureaus.

Unit-IV: Skills & Areas of Counselling-

Skills:- Basic knowledge of Psychology & ability to make rapport, Communication Skill, Observational power and Empathy, Probing skill through questioning and organising facts, sensitivity & ethical sense, listening skill & patience, Honesty & confidentiality, Crisis management, facilitating self disclosure & problem solving, Ice breaking, monitoring and closure.

Areas:- Educational/ Vocational/ Occupational/ Career Counselling, Marital Counselling, Family Counselling, Group Counselling, Gerontological Counselling, Rehabilitation Counselling, Trauma Counselling, Intra-personal & Inter-personal Counselling, Crisis Intervention.

Paper- II: Educational & Vocational Guidance (Full Marks – 100)

Unit-I: Concept & Need for Educational & Vocational Guidance

Unit-II: Organisation and Needs of Guidance Service – Requirements of School Guidance Services, Counselling Service, The remedial service, Follow-up Service, Research Service, Organisation of Child Guidance Clinic

Unit-III: Career Information – Sources of Information, Method of collecting information, Filing & Dissemination of Information, Guiding for career selection.

Unit-IV: Occupational information, Vocational Choice and Vocational Guidance-

Career talk, Occupational information fair, Career/ Vocational Options

Paper- III: Tools and Techniques of Guidance & Counselling (Full Marks – 100)

Unit-I: Concept of Non Testing & Testing Tools and Techniques for student appraisal, Types & Characteristics of Psychological Tests-their limitations, Use of Psychological Test-Administration, Scoring, Analysing and Interpretation, Recording and Reporting Test Result.

Unit-II: General Idea of tests like - Anecdotal Records and the personal data bank, Adjustment Inventory, Interest Test, Anger Test, Sociometric Techniques, Vocational Interest Test Intelligence Test, Creativity Test, Personality Test, Attitude, Aptitude Test, Testing for Stress, Anxiety, Depression, Aggression

Unit-III: Sociometric Appraisal of Students, Sociometric Techniques, Vocational Interest Test, Kuder occupational interest survey, Assessment of Special Needs Children, Auditory, Visual & Kinaesthetic learning styles.

Unit-IV: Computerised Statistical data analysis Technique.

Paper- IV: Practicum (Full Marks – 100)

SEMESTER-2

Paper- V: Developmental Psychology for Counselling (Full Marks – 100)

Unit-I: Philosophical dimensions of Counselling – Indian Perspective: Therapeutic value of Indian Psychology, How to overcome anxiety, frustration, aggression etc. Yogic Prescriptions. Contribution of Girindrasekhar Basu in developing Philosophy of Indian Psychology.

Unit-II: Stages of Development and Developmental task of different stages of development – Childhood, Adolescence & Adulthood.

Unit-III: Personality Theories and their implications in Guidance and Counselling – Need, Freudian viewpoint, Neo-Freudian Viewpoint, Erikson's Viewpoint, Behaviouristic Viewpoint (Skinner), Roger's Viewpoint, Adlerian Viewpoint, Meyer Viewpoint, Kohlberg Viewpoint, Humanistic Viewpoint (Maslow), Development of self.

Unit-IV: Therapeutic approaches in counselling – Biological Based Therapy: (Coma & Electroconvulsive Therapy, Neurosurgery, Drug Therapy), Psychology Based Therapy: (Psychodynamic Therapy, Behaviours Therapy, Humanistic-Experimental Therapies, Cognitive-Behavioural Therapies, Indian Psycho Therapy),

Paper- VI: Abnormal & Bio Psychology (Full Marks – 100)

Unit-I: Concept of Normal and Abnormal Behaviour, Recent concept of Abnormal Behaviour, Classification of Abnormal Behaviour(DSM-IV and Assessment), Causal factors and Viewpoints in Abnormal Psychology(Biological and Psychological),

Unit-II: Mood & Personality disorders and Suicide – Mild to moderate and major depressive disorders-causes and treatment, Bipolar disorders-causes and treatment, Suicide-causes and treatment, Categories of personality disorders, Causal factors and treatment in personality disorders, Antisocial personality and psychopathy.

Unit-III: Antisocial Behaviour and Society – Symptoms, kinds causes, treatment, Prevention and rehabilitations for Problem behaviour, Delinquency and Crime.

Unit-IV: Bio Psychology: Anatomy of Nervous System, Human Brain damage and related disorder: (Epilepsy, ADHD, ASPD, Parkinson's disease, Alzheimer's disease, Dementia, Learning Disabilities, Mental Retardation, Oppositional defiant Disorder, Bio Psychology of Emotions, Aggression, Defence and Anxiety, Eating, Drinking, Sleep and Dreaming, Sleep disorders, Stress, Pain and coping with stress and pain

Paper- VII: Counselling in Practice (Full Marks – 100)

Unit-I: Counselling the people with special needs – Visually disabled, Hearing disabled, Cardiac impairment, Epilepsy, Head injury and Cerebral palsy, Psychiatric disorder, Bipolar (Manic-depressive) disorder and depressive disorder, AIDS, Emotionally Disabled, Learning Difficulty, Psychically Disabled, Traumatized Child

Unit-II: Roles of School Counsellor – Students with Autism Spectrum Disorder, Life Threatening Illness, Students with moderate to low cognitive ability, Students with gifted ability, With parents of children with Gifted and Other disabilities, In Career Development and Planning

Unit-III: Counsellor as developmental and educational consultant – Consultation skills, Consultation process, consulting with teachers, parents, school administrators.

Unit-IV: Family Therapy – Introduction, Rationale, Goals, Principles of family therapy, Qualities of family therapists, Family therapy education

Paper- VIII: Practicum (Full Marks – 100)

ANNEXURE – 4

Ramakrishna Mission Sikshanamandira, Belur Math

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Course: B.Ed.

Year: 2014

Name: Palash Chosh

Roll No: D-74.

Your responses will be seen only after your course results have been finalized and recorded. The information will be used only for the improvement of the course and teaching in future. **You need not disclose your name if you do not wish to. You may tick more than one answer to a question to the extent that they do not contradict each other.**

1. The syllabus of each course was

- ☒ a) adequate b) inadequate
c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate ☒ b) adequate
c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- a) easy ☒ b) manageable
c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

- a) 85 to 100% ☒ b) 70 to 85%
c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- a) more than adequate ☒ b) adequate
c) inadequate d) very poor

6. To what extent were you able to get material for the prescribed readings?

- a) Easily ☒ b) with some difficulty
c) not available at all d) with great difficulty

7. How well did the teacher prepare for the classes?

- ☒ a) thoroughly b) satisfactorily
c) poorly d) indifferently

8. How well was the teacher able to communicate?

- a) Always effective ☒ b) sometimes effective
c) Just satisfactorily d) generally ineffective

9. How far ~~the~~ teacher encourages student participation in class?
☒ a) mostly yes b) sometimes
c) not at all d) always
10. If yes, which of the following methods were used?
☒ a) Encouraged to raise questions b) get involved in discussion in class
c) Encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising?
☒ a) Very helpful b) sometimes helpful
c) not at all helpful d) did not advise
12. The teacher's approach can best be described as
☒ a) Always courteous b) sometimes rude
c) always indifferent d) cannot say
13. Internal assessment was
☒ a) Always fair b) sometimes unfair
c) Usually unfair d) sometimes fair
14. What effect do you think the internal assessment will have on your course grade?
☒ a) Helps to improve b) discouraging
c) no special effect d) sometimes effective
15. How often did the teacher provide feedback on your performance?
☒ a) Regularly/in time b) with helpful comment
c) often/ late d) without any comments
16. Were your assignments discussed with you?
☒ a) Yes, fully b) yes, partly
c) not discussed at all d) sometimes discussed
17. Were you provided with a course contributory lecture too at the beginning?
☒ a) Yes b) no
If yes, was it helpful?
☒ a) Yes b) no
18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.

Modular form of syllabus content
should be supplied.

ANNEXURE – 5

Sample Copy of Performance Appraisal Report of Faculty Member

Sample Copy of Teacher's Appraisal

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 : DR. ABHJIT GUHA
- b) Address (Residential) : 8/A, Amritkhal Ph. No. : 9433159125
R.K. Mission Staff Qtr. Behulpur, Harrah-711202
- c) Designation : Assistant Professor (Reader)
- d) Department : Education
- e) Date of Birth : 14.12.1968.
- f) Area of Specialization : Teacher Education / Advanced Res. Method.

A) Academic Qualifications

Exam Passed	Board/University	Subjects	Year	Division/Grade Merit etc.
High School	W.B.B.S.E		1984.	I
Higher Secondary or Pre-degree	W.B.C.H.S.E.		1986	II
Bachelor's Degree (s)	B.U.	Botany (Hons)	1989	II
Master's Degree (s)	K.U.	Education	1996	I
Research Degree (s)	NSOU R.B.U.	Education Education	2011 2013	I
Other Diploma / Certificates etc. /B.Ed	P.U.		1992	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	A study on the classroom management practices of ...	NSOU
Ph.D.	Some aspects of classroom management models; attitudes	R.B.U
Post-Doctoral		
Publications (give a list separately)		
Research Guidance (give names of students guided successfully) (M. Phil)	1. Ujjwal Pal 2. Biswajit Chatterjee 3. Subhrajit Sarker 4. Anujit Patra 5. Anindya Das Bairagya	R.K.Mission Surshana - mandira, Behar math.
Training (please specify)		

B) Research Projects carried out

Title of the Project	Name of the funding Agency	Duration	Remarks
An investigation of into the classroom management practices of secondary school teacher	U.G.C.	2 years.	

C) Seminars, Conferences, Symposia Workshops etc. attended

Name of the Seminar/ Conference/ Symposia Workshop, etc.	Name of the Sponsoring Agency	Place and Date
International Education Conference - 2014	UNESCO & JMI, New Delhi.	8-10th March 2014, JMI, New Delhi

iii) Teaching Experience

Courses Taught	Name of the University/ College/ Institution	Duration
iv) U.G. (B.Ed)	R.K.Mission Surshana	12 yrs.

(B.A./B.Sc., etc. Pass)		
(B.A./B.Sc. etc. Hons.)		
v) P.G. (M.Ed) (M.A./ M.Sc., etc.)	R.K.Mission Sridharan and Calcutta University (Guest)	6 yrs.
vi) M.Phil	R.K.Mission Sridharan	2 yrs.
vii) Any other R.K.Mission School, Asansol.	R.K.Mission High School - Asansol	5 yrs. (1997 - 2002)

Total Teaching Experience : _____

a) Under-graduate (Pass) (B.Ed) 12 yrs.

b) Under-graduate (Hons): _____

c) Post-graduate : 6 yrs.

viii) Innovations/Contributions in Teaching

a) Design of Curriculum : B.Ed, M.Ed, M.Phil.

b) Teaching methods

c) Laboratory experiments

d) Evaluation methods

e) Preparation of resource material
Including books, reading materials,
Laboratory manuals etc. } Study material - B.Ed, M.Ed,
M.Phil,
Module - Special Education

f) Remedial Teaching / Student Counseling (academic)

g) Any Other

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.

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 - Academic activities *initiating, planning, initiating & conducting / Research activities planning & conducting.*
- b) Co-curricular Activities : *Advisor of different co-curricular activities of the college*
- c) Enrichment of Campus Life (Hostels, sports, games, cultural activities) : *Advisor - sports & games, cultural activities.*
- d) Students Welfare and Discipline :
- e) Membership/Participation in Bodies/Committees on Education and National Development *Academic Council, BOS member of R.K. Mission, Srisahechintan, Convener - M.Phil & Ph.D committee of R.K.M. Srisahechintan*
- f) Professional Organization of Teachers.
- E. (a) **Membership of Professional Bodies, Societies etc.**

- (b) Editorship of Journals : *Editor of Srisahechintan (ISSN- 0973-5461)*

F. Any other information

Abhijit Gulha.
(Signature of the Teacher)

ANNEXURE – 6
Audit Report – 2013-14

RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH

**Auditors' Report
&
Annual Account**

2013-14

C. GHOSH & ASSOCIATES
CHARTERED ACCOUNTANTS
DULAL SEN MARKET, 4TH FLOOR
27/3, G.T. ROAD (S)
HOWRAH – 711 101

AUDITORS' REPORT

We have audited the attached Balance Sheet of the Ramakrishna Mission Mission Sikshanamandira as at 31st March, 2014 and also the Income & Expenditure Account for the year ended on that date annexed thereto. These financial statements are the responsibility of the management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion and report that:

- (a) We have obtained all the information and explanations which, to the best of our knowledge and belief, were necessary for the purposes of our audit;
- (b) In our opinion, proper books of account have been kept by the above-mentioned branch so far as appears from our examination of the books;
- (c) The Balance Sheet and Income and Expenditure Account referred to in this report are in agreement with the books of account;
- (d) In our opinion and to the best of our information and according to the explanations given to us, the said accounts give a true and fair view in conformity with the accounting principles generally accepted in India:
 - (i) in the case of the Balance Sheet, of the state of affairs of the above-mentioned branch as at 31st March, 2014 and
 - (ii) in the case of the Income & Expenditure Account, of the Surplus of the branch for the year ended on that date.

Place: Howrah

Date: 23 JUN 2014

Auditors

(Signature with seal)

For C.Ghosh & Associates

Chartered Accountants



Partner

F.R.N. 313172E

M.No. 051302



MANDATORY REPORT

Please tick (✓) the relevant answer.

1. Fixed Assets:

- (a) Whether Fixed Assets Register has been maintained? Yes / No✓
- (b) Whether physical verification of the fixed assets is made by the management and material discrepancy if any, has been properly taken into account? Yes / No✓

2. Investments:

- (a) Whether Investments Register is maintained? Yes / No✓
- (b) Whether physical verification of the investments is made by the management and the discrepancy if any, has been taken into account? (Physical verification is not required by the branch centres in respect of their investments with Headquarters.) ✓Yes / No

3. Inventories:

- (a) Whether Stock Registers have been maintained? ✓Yes / No
- (b) Whether physical verification of inventory is made by the management and the material discrepancy if any, on such verification has been taken into account or not? ✓Yes / No

4. Gift-in-kind:

- Whether Gifts in Kind of both revenue and capital nature have been taken into account properly? Yes / No✓

5. Transaction with Headquarters:

- Whether the figures related to the
- (a) Receipts from Headquarters Yes / No✓
- (b) Payments to Headquarters Yes / No✓
- (c) Balance lying with Headquarters, and Yes / No✓
- (d) Investments with Headquarters (investment groupwise) Yes / No✓
- are reconciled with the figures mentioned in the half-yearly statements issued from the Headquarters?

6. Bank Reconciliation

- (a) Whether all bank accounts in current and savings accounts are reconciled periodically? ✓Yes / No
- (b) Whether there is any old cheque outstanding for more than six months and if so a list of such instruments? Yes / No✓

7. Headquarters format of accounts:

- (i) Whether all the figures furnished are rounded-off? ✓Yes / No



(ii) **Schedule of Assets**

- (a) Whether last year's closing balances have been properly shown as opening balances? ✓Yes / No
- (b) Whether the same rate of depreciation has been applied as printed in the Headquarters' format? ✓Yes / No
- (c) Whether *Addition to Assets out of Revenue Income* has been properly shown? ✓Yes / No
- (d) Whether WIP has been transferred to assets on completion of construction? ✓Yes / No

(iii) **Schedule of Funds:**

- (a) Whether last year's closing balances have been properly shown as opening balances? ✓Yes / No
- (a) Whether *transfer from funds* and *transfer to funds* are matching? (generally both should match) ✓Yes / No
- (b) Whether the figure of *depreciation* is matching with the figure of depreciation shown in the Schedule of Assets? ✓Yes / No
- (c) Whether *Capital Expenditure met out of Revenue Income* has been properly transferred? ✓Yes / No
- (d) Whether the surplus/deficit shown in different General Funds and Other Funds are matching with the total figure of surplus/deficit shown under I/E (II)? ✓Yes / No

(iv) **Income and Expenditure account:**

- (a) Whether last year's closing balances of *Stock* have been properly shown as opening balances? Yes / No✓
- (b) Whether inter-departmental transfer of funds has been set-off? ✓Yes / No
- (c) Whether profit/loss on sale of assets / investments has been properly accounted for in I/E (II)? ✓Yes / No

(v) **Receipts and Payments statement:**

- (a) Whether the figures are matching with the figures of statements of accounts after incorporating all adjustment entries, if any? ✓Yes / No
- (b) Whether the closing balance of *Cash* and *Bank balances* are matching with the figures in Balance Sheet? ✓Yes / No

(vi) **Foreign Contribution :**

- (a) Whether online return has been filed? Yes / No✓
- (b) Whether all transactions in 'FC' accounts are duly incorporated in the consolidated accounts of the centre? Yes / No✓

Place : Howrah

Date ... 23 JUN 2014 ... 20

For C. Ghosh & Associates

Chartered Accountants

 Partner

F.R.N. 313172E

M. No. 051302



Auditors

(Signature with seal)

Ramakrishna Mission Sikshanamandira
Belur Math, Howrah

Balance Sheet as on 31.3.2014

Previous Year	Liabilities	Amount	Previous Year	Assets	Amount
6287948.00	Land & Building Fund	1	10332247.00	Land & Building	9
4286403.00	Movable Properties Fund	2	4286834.00	Movable Properties	10
35700.00	Endowment & Permanent Fund	3	35700.00	Endowment & Permanent Fund	11
2012284.28	Other Funds	4	2950605.28	Other Investment	12
3838220.00	Provident Fund	5	4360310.00	Provident Fund Investment	13
2500.00	Sundry deposits	6	2500.00	Sundry deposits	14
769995.20	Sundry amount payable	7	666774.20	Grant receivable	15
8990966.24	Unutilized Govt. Grant	8	5651726.24	Loan & advance	16
			1175823.24	Cash & Bank balance	
<u>26224016.72</u>			<u>28896796.72</u>		<u>28896796.72</u>

Notes on accounts : Schedule - 17

In terms of our separate report of even date annexed herewith.

For C. Ghosh & Associates
Chartered Accountants



(Signature)
(C. Ghosh)
Partner
Membership No. 051302
Firm Registration No. 313172E

23 JUN 2014
Place : Howrah

(Signature)
Secretary
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

(Signature)
Principal
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

In terms of our separate report of even date annexed herewith.



Firm Registration No.313172E

Principal
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
·Bekur Math, Howrah

23 JUN 2014

Payments

Particular	Receipts	Particular	Payments
Balance as on 01-04-2013		Govt. Grants disbursed :	
Cash with UBI, Belurmath CIA 03560000053	3860146.75	Pay Packet (Pay & Allowances, College):	
College General with UBI, SB-036501010822	972467.00	Basic Pay of Teaching Staff	2583580.00
Cash with UBI, Belurmath, AC52070(CTE)	1082.00	Basic Pay of Non-teaching staff	2525142.00
Fees & Charges with UBI, SB-036301010846	260383.00	Dearness Allowances	2635209.00
Golden Jubilee-0385010088205 UBI, Belurmath Br.	2303.00	Medical Allowances	79200.00
Grant Under PLAN FUND SCHEME-0385010183969	2316746.00	House Rent Allowance	644340.00
M.P. LADS (Building)-117159-JUBI	5225.00	College Contribution towards PF	16328.00
Cash with SBI Belurmath C&I 010000550078	45262.58	Conveyance allow. for P.H.	2400.00
UBI-UGC Autonomy Grant, SB-110839	221041.00	Scholarship (Central Govt.)	8940.00
UGC Golden Jubilee (Bldg), 0385010112321-UBI	81343.00	Scholarship (W.B. Govt.)	8700.00
UBI-UGC Infrastructure Development	5201.00	Seminar/Conference(Central Govt.)	128648.00
UBI-UGC XI Plan	24520.00	Arrear Salary	2203533.00
Cash with SBI Belurmath-11310518168 (Caution Money)	79258.91	College Bonus	36400.00
		Hostel Bonus	33600.00
Cash in hand	844.00	Hostel Salary	1774748.00
Caution Money Fund	3282.00	Subsistence Grant	75586.00
		Part Time Teachers' Allowance (Govt.)	162000.00
Grants received from Govt. of West Bengal :		Whole Time Contractual Teachers' Allowance (Govt.)	642000.00
Pay & Packet:		Part-time Medical Officer's Allow.	24000.00
Arrear Salary	8508967.00		
Grant of WB for Developing More Infrast Facil	2203533.00	Grant of WB Under Plan Fund Schme (Furniture)	125950.00
Hostel Bonus	1000000.00	Grant of WB Under Plan Fund Schme (Lib. Book)	798042.00
College Bonus	66300.00	Grant of WB Under Plan Fund Schme (Bldg)	4590372.00
Hostel Salary	36400.00		
Part Time Teachers' Allowance	1589046.00	CTE Programme	98393.00
Scholarship (W.B. Govt.)	162000.00		
Whole Time Contractual Teachers' Allowance	8700.00	Disbursement of UGC Grant:	
	642000.00	UGC XI Plan	
		UGC Grant for Sports Complex	400.00
UGC Grant Received		UGC Addtl Grant(2nd Insty-AGW-542/11-12	77860.00
UGC Grant for Autonomous College	1000000.00	UGC-XI-Enna of Ini for Comp. Bldg (SI 6 of DA)	500.00
UGC XI Plan	1209311.00		
UGC XII Plan	225000.00	UGC XII Plan	
		XII-Enhancement of Inciative for Comp Bldg	7580.00
Grants received from Central Govt.		XII Plan-Coaching Classes for Entry in Service	2000.00
Scholarship (Central Govt.)	8940.00	XII Plan-Remedial Coaching	11476.00
Seminar/Conference(Central Govt.)	4400.00		



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Receipts & Payments A/c as for the year 2013-2014

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RAMAKRISHNA MISSION SIKSHANAVANDIRA

BELUR MATH, HOWRAH

Receipts & Payments A/c as for the year 2013-2014

Particular	Receipts	Particular	Payments
" : Drama & Social	26200.00	Journal	78945.00
" : Magazine	57600.00	Maintenance of Bldgs.	623499.00
" : Educational Trip	96000.00	Repair & Maintenance of Computer	234501.00
" : College Examination	24400.00	Maintenance of Xerox Machine	58213.00
" : Ceremonials	15700.00	Migration Fees	100.00
" : College Diary & I Card	10200.00	Maintenance of Generator	17415.00
" : Newspaper & Periodicals	19200.00	Postage	2452.00
" : Electric & Water Charges	355200.00	Part time Workers' Allowance	178400.00
" : Maint. of Building	408000.00	Part time Teacher Allowance	29500.00
" : Maint. of Fur & Equip.	81800.00	Tea, Tiffin & Refreshment	30.00
" : Maint. Of Generator	49800.00	Printing & Stationery	184875.00
" : Postage	97500.00	Project Work	745.00
" : Telephone	198500.00	Repair & Renovation	339040.00
" : Maint. of Computer	129800.00	Repair & Replacement of Furniture	108189.00
Establishment & General Maintenance	63348.00	Legal Expenses	60.00
Journal	3130.00	Repair, Replacement of Equipment	34550.00
Review of Marksheet	9710.00	Telephone	68242.00
Dealy Fine	900.00	Audit Fees	19333.00
Migration Fees	850.00	Security Deposit with CESC	960.00
Registration Fees	10650.00	Work Education Lab	2389.00
		Miscellaneous	120.00
			3145147.00
Other Items:		Other Items:	
Advance	3332633.00	College General expenses	
Advance Hostel Staff	426300.00	Advertisement	75184.00
Income Tax	639852.00	Audit Fees	7000.00
Profession Tax	64940.00	Postage	7500.00
Group Insurance	41313.00	Sale of Migration Form	10.00
Salary Savings Insurance	28452.00	Equipment	7305.00
P.F. Deposit	631020.00	Honorarium	50300.00
P.F. Deposit withdrawn	662479.00	Puja Exgratia	1200.00
P.F. Interest (Treasury)	320224.00	Books	600.00
P.F. Interest (Own)	11162.00	Telephone	20.00
P.F. Advance	580560.00	Remuneration	67500.00
Liabilities for exp. (UGC Grant Autonomous college)	36073.00	Travelling	19416.00
Short Term Deposit (UGC Sports Complex)	3500000.00	Tea & Tiffin	183409.00
Advance Received From RK Mission Saradapha	2000000.00	Printing & Stationery	72571.00
Yoganaya Chakraborty Mem. Lecture	5000.00	Miscellaneous	81871.00
Examination Refoms Payable	350.00		574386.00



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Particular	Receipts	Particular	Payments
Revenue Stamp	376.00	Advance	3712133.00
CTE Publication	1670.00	Advance Hostel	648300.00
Maintenance of College Car	37525.00	Income Tax	650787.00
Maintenance of Xerox Machine	29421.00	Profession Tax	82810.00
O.D.L. Mode Course (B.Ed)	226700.00	Group Insurance	41453.00
D.El.Ed Bridge Course	93000.00	Salary Savings Insurance	29346.00
College General	785852.00	P.F. Advance	650700.00
		P.F. Deposit Investment	1184569.00
Misc. received (Suspense)	8994.00	P.F. Deposit Settlement	370176.00
Expenses Refunded by Reversal		Bank Charges	3029.00
UGC MRP (Edn) - Br Shyamal Chatterya	15891.00	Revenue Stamp Purchase	660.00
Fees & Charges :Revd from Sw. Tatwasarananda for Rly ticket going to UCT college, Berhampur.	1100.00	Maintenance of College Car	1000.00
Fees & Charges :Revd from Sw. Tatwasarananda vide rt 1304 for air ticket payment done on 13.2.14.	23751.00	Car Insurance	6971.00
UGC Auto College-Honarium for Guest Lect.	31338.00	NAAC Assessment	1000.00
Fees & Charges : Rem. for Cont. Full Time Lec.	180000.00	Legal Expenses	112.00
Fees & Charges : Final Exam. Fees	700.00	D.El.Ed Bridge Course	45659.00
Fees & Charges : Maint. College Car	10000.00	O.D.L. Mode Course (B.Ed)	201688.00
Fees & Charges : Honarium for Guest Lect.	358200.00	Liabilities for Expenses (Exam. Reform)	155996.00
Fees & Charges : Printing & Stationery	2100.00		7766369.00
		Advance (RK Mission Saradapitha)	2000000.00
Expenses Reimburse by Govt.			
Remuneration for Contractual Whole Time Lecturers	134900.00	Balance as on 31-03-2014	
		Cash with UBI, Belurmath C/A 03650000053	5230445.75
		College General with UBI, SB-0365010110822	546748.00
		Cash with UBI, Belurmath. A/c92070(CTE)	2333.00
		D.El.Ed Bridge Course-0365010128229	49570.00
		Fees & Charges with UBI, SB-0365010110846	372914.00
		Golden Jubilee-0365010098209 UBI, Belurmath Br.	2291.00
		Grant Under PLAN FUND SCHEME-0365010183969	1522573.00
		MP LADS (Building)-117159-UBI	5436.00
		O. D. L. - 0365010126540	23022.00
		Cash with SBI, Belurmath C&I 01000050076	46236.58
		UBI-UGC Autonomy Grant, SB-110839	42660.00
		UGC Golden Jubilee (Bldg) 036501012321-UBI	90825.00

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Receipts & Payments A/c as for the year 2013-2014

Particular	Receipts	Particular	Payments
		UBI-UGC Infrastructure Development	5307.00
		UBI-UGC XI Plan	32823.00
		Cash with SBI Belurmath-1310516758 (Caution Money)	82460.91
			<u>8055645.24</u>
		Cash in hand	5593.00
	<u>42955839.24</u>		<u>42955839.24</u>



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SCHEDULE - 1

LAND & BUILDING FUND

Ramakrishna Mission Sikshanamandira
Belur Math, Howrah
Schedule forming a part of Balance Sheet as on 31.3.2014

Balance as per last account	6287948.00
Add: UGC XI Plan Golden Jubilee Building	4692282.00
	10980230.00
Less: Depreciation as per contra	47983.00
Closing balance as on 31.3.2014	10932247.00

SCHEDULE - 2

MOVABLE PROPERTIES FUND

Sl. No.	Particulars	W.D.V. as on 01.4.13	Addition during the year	Deduction during the year	Total	Rate of depreciation	Depreciation during the year	W.D.V. as on 31.3.14
1	Furniture & Equipment (college)	798143.00	23408.00	0	821551.00	10%	82155.00	739396.00
2	Furniture & Equipment (hostel)	10917.00	0.00	0	10917.00	10%	1092.00	9825.00
3	Hostel Utensils	4686.00	0.00	0	4686.00	15%	644.00	4042.00
4	Hostel Oven	3919.00	0.00	0	3919.00	10%	436.00	3483.00
5	Audio Visual Equipment	38732.00	0.00	0	38732.00	10%	4303.00	34429.00
6	Computer System	500219.00	0.00	0	500219.00	40%	200088.00	300131.00
7	Bus & Ambassador (WB12A9807)	155889.00	0.00	0	155889.00	20%	38973.00	116916.00
8	Books & Journals	1850502.00	761689.00	0	2412171.00	15%	361799.00	2050372.00
9	College Car (WB12 B 3916)-Hyundai	157014.00	0.00	0	157014.00	20%	31403.00	125611.00
10	Copy Printer	71903.00	0.00	0	71903.00	15%	10785.00	61118.00
11	Xerox Machine	207953.00	0.00	0	207953.00	15%	31193.00	176760.00
12	L.C.D. Projectors	43926.00	77860.00	0	121786.00	15%	18268.00	103518.00
13	Coffee Machine	9772.00	0.00	0	9772.00	15%	1466.00	8306.00
14	Microwave Oven	2609.00	0.00	0	2609.00	15%	391.00	2218.00
15	A.C. Machine	284787.00	0.00	0	284787.00	15%	42718.00	242069.00
16	Generator-30KVA-Khoskar-1	338768.00	0.00	0	338768.00	15%	50815.00	287953.00
17	Bicycle-1	1459.00	0.00	0	1459.00	20%	292.00	1167.00
18	Pump Machine	5205.00	0.00	0	5205.00	15%	781.00	4424.00
19	Aluminium Ladder	0.00	8421.00	0	8421.00	10%	842.00	7579.00
20	Chair (Plastic)	0.00	19575.00	0	19575.00	10%	1958.00	17617.00
		4286403.00	890933.00	0	5177336.00		880402.00	4296934.00



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SCHEDULE - 3

ENDOWMENT AND PERMANENT FUNDS		Amount
1	A. Moira Memorial Fund	1000.00
2	Sallabala Sarkar Memorial Fund	1000.00
3	Md. Dulaluddin Memorial Fund	3000.00
4	Santi Sudha Memorial Fund	10700.00
5	Silver Jubilee (Seminar Fund)	20000.00
		<u>35700.00</u>

Ramakrishna Mission Sikshanamandira, BelurMath, Howrah

Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 4

OTHER FUNDS		Balance as on 01.4.2013	Received/Adjusted during the year	Utilized/Adjusted during the year	Balance as on 31.3.14
1	University Games & Sports	1020.00	0.00	0.00	1020.00
2	Vehicle Maintenance	-111293.16	37525.00	12789.00	-86556.16
3	College General Fund	485313.38	867157.00	574386.00	758084.38
4	Interest on A.Moira Mem. Fund	2066.41	0.00	0.00	2066.41
5	Interest on Sallabala Mem.Fund	719.80	0.00	0.00	719.80
6	Intt. on Dulaluddin Mem. Fund	4542.00	188.00	0.00	4730.00
7	Intt on Santisudha Mem.Fund	18944.07	668.00	0.00	19612.07
8	Session Charge:Examination	204650.60	172630.00	59888.00	317392.60
9	Drama & Social Magazine	146602.99	26200.00	500.00	172302.99
10	Celebration/Ceremonial	260079.50	57600.00	78645.00	248834.50
11		-53615.88	15700.00	9389.00	-47304.88
12	Games & Sports	17513.00	57600.00	17466.00	57647.00
		<u>964542.71</u>	<u>1235268.00</u>	<u>753262.00</u>	<u>1446548.71</u>

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SCHEDULE - 4

Ramakrishna Mission Sikshanamandira, Belur Math, Howrah
Schedule forming a part of Balance Sheet as on 31.3.2014

	B. F.				
13	Maintenance of building	964542.71	1235268.00	753262.00	1448548.71
14	Maintenance of Fur. & Equip.	722893.00	409000.00	623499.00	507394.00
15	Maintenance of computer	201636.00	81600.00	156632.00	126604.00
16	Cultural Function	26743.00	129600.00	234501.00	-78158.00
17	Educational Trip	-19215.00	31400.00	3600.00	8585.00
18	Gymnasium	-29753.00	96000.00	52555.00	13692.00
19	College Diary & I Card	101440.00	19200.00	0.00	120640.00
20	Newspaper & Periodicals	-11088.00	10200.00	0.00	-888.00
21	Tuition Fee	58860.00	19200.00	0.00	78060.00
22	Tuition Fee (Course Fee)	-355835.32	743100.00	691839.00	-304574.32
23	Annual Library Fee	110000.00	849994.00	845153.00	114841.00
24	Annual Practice Teaching Fee	-257570.00	72600.00	116600.00	-301570.00
25	Annual Laboratory Fee	43102.00	43460.00	21780.00	64802.00
26	Special Lab. Fee	-114896.00	57600.00	15687.00	-72983.00
27	Maint. of Language Lab. Fee	36617.85	37500.00	0.00	74117.85
28	Establishment & General Maint.	13719.00	0.00	0.00	13719.00
29	Spoken English Fee	442467.04	63348.00	75318.00	430497.04
30	Golden Jubilee	-7800.00	0.00	0.00	-7800.00
31	Students' Aid Fund	-37369.55	9574.00	0.00	-27795.55
32	Telephone	112267.55	3202.00	0.00	115469.55
33	Electric & Water Charges	128055.00	198500.00	68242.00	258313.00
34	Postage	-283115.00	355200.00	277395.00	-205310.00
35	Generator	64417.00	97900.00	2452.00	159865.00
36	Donation	23191.00	49800.00	17415.00	55576.00
37	Work Education Method	4779.00	0.00	4141.00	638.00
38	Computer Method Studies	51696.00	58000.00	2386.00	107307.00
39	Computer Laboratory Fees	22500.00	28000.00	14960.00	35640.00
40	Practical Method	0.00	4800.00	0.00	4800.00
41	Review of Marksheet	0.00	158000.00	0.00	158000.00
42	Delay Fine	0.00	9710.00	0.00	9710.00
43	Maintenance of Xerox machine	0.00	500.00	0.00	500.00
44	O.D. El. Mode Course (B. Ed)	0.00	29421.00	58213.00	-28792.00
45	O. D. El. Course (Primary)	0.00	226710.00	201668.00	25042.00
		0.00	93374.00	45659.00	47715.00
		2012284.76	5221181.00	4282860.00	2950605.28



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Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 5

PROVIDENT FUND

Balance as per last account	3838220.00
Add: Contribution for the year	631020.00
Interest on investment	331386.00
Recovery of advance	5381186.00
	<hr/>
Less: Advance given	650700.00
Final settlement	370176.00
	<hr/>
	4360310.00

SCHEDULE - 6

SUNDRY DEPOSITS

Employees Security deposit (As per last a/c)	2500.00
	<hr/>
	2500.00


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Ramakrishna Mission Sikshanamandira
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SCHEDULE - 7

SUNDRY AMOUNT PAYABLE

	Balance as on 01.4.2013	Received/Adjusted during the year	Utilized/Adjusted during the year	Balance as on 31.3.14
1 University Examination Fee	33673.00	0.00	0.00	33673.00
2 Undisbursed Scholarship	2765.00	0.00	0.00	2765.00
3 Salary Savings Insurance	1348.20	28452.00	29346.00	454.20
4 Audit Fee	3933.00	0.00	0.00	3933.00
5 Migration	11234.00	850.00	100.00	11984.00
6 Liabilities for expenses	538093.00	36073.00	155996.00	418170.00
7 Diploma Fee	4560.00	0.00	0.00	4560.00
8 Registration Fee	63370.00	10650.00	0.00	74020.00
9 Final Exam. Fee	65283.00	0.00	0.00	65283.00
10 Journal	12550.00	3130.00	0.00	15680.00
11 Revenue stamp	390.00	376.00	660.00	106.00
12 Yogmaya Chakraborty Mem.Lec.	-6931.00	5000.00	0.00	-1931.00
13 Examination Reforms Payable	39727.00	350.00	2000.00	38077.00
	769995.20	84881.00	188102.00	666774.20



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SCHEDULE - 8

UNUTILIZED GOVT. GRANTS

Sl.No.	Name of grant	Balance as on 01.4.2013	Received/Adjusted during the year	Utilized/Adjusted during the year	Balance as on 31.3.14
1	N.R. Grant for Deep Tube Well	5728.00	0.00	0.00	5728.00
2	N.R. Grant for Games & Sports	9146.00	0.00	0.00	9146.00
3	N.R. Grant for Hostel Bldgs. Repair	18677.29	0.00	0.00	18677.29
4	C.T.E. Programme	-397619.40	2921.00	98393.00	-493091.40
5	Grant for Handicapped stipend	2880.00	0.00	0.00	2880.00
6	UGC Minor Research Project	141627.00	0.00	49927.00	91700.00
7	UGC Sponsored Seminar	-322132.00	0.00	0.00	-322132.00
8	UGC grant for Autonomous Colleges	-108770.00	100000.00	100000.00	-108770.00
9	UGC XI Plan	1874548.00	1209311.00	78760.00	3105099.00
10	UGC Spons.International Conference	-96433.00	8303.00	0.00	-88130.00
11	UGC Infrastructure Grant for NAAC College	-3147.00	210.00	0.00	-2937.00
12	UGC sponsored Seminar (Education)	12000.00	0.00	0.00	12000.00
13	Seminar/Conference(Central Govt.)	90000.00	8600.00	126645.00	-28045.00
14	UGC XII Plan	326250.00	516914.00	21056.00	822108.00
15	Grant for Purchase of Equipment	337940.00	0.00	0.00	337940.00
16	Grant for purchase of Furniture	100000.00	0.00	125950.00	874050.00
17	Grant for purchase of Library Books	525464.00	0.00	798042.00	-272578.00
18	Grant under Plan Fund Scheme(Bldg)	4846768.00	33646.00	4590372.00	290042.00
19	Scholarship (Central Govt.)	0.00	8940.00	8940.00	0.00
20	Grant of WB for Dev more infrastructure facilities	0.00	100000.00	0.00	100000.00
		8362926.89	3788845.00	6898085.00	5253686.89

List of unspent/overspent Govt. Grants
(Revenue) as on 31.3.13

1	College Pay Packet	587527.07	11552900.00	11629698.00	510729.07
2	Undisbursed stipend	4875.00	0.00	0.00	4875.00
3	Hostel Pay Packet	28037.28	1655346.00	1808548.00	-125164.72
4	Stipend for Minorities	7600.00	8700.00	8700.00	7600.00
		628039.35	13216946.00	13446946.00	398039.35
					5651726.24



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Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 9

LAND & BUILDING

Sl No.	Particulars	WDV as on 01.4.13	Rate of depreciation	Depreciation	WDV as on 31.3.14
1	Land	112000.00	0	0.00	112000.00
2	College Building	126419.00	5%	6321.00	120098.00
3	Administrative Building	230265.00	5%	11513.00	218752.00
4	Hostel Building	103670.00	5%	5184.00	98486.00
5	Gymnasium	71262.00	5%	3563.00	67699.00
6	Study Hall	145324.00	5%	7266.00	138058.00
7	Garage	6256.00	5%	313.00	5943.00
8	Deep Tube Well	276454.00	5%	13823.00	262631.00
		<u>1071650.00</u>		<u>47983.00</u>	<u>1023667.00</u>
	Building (W I P)				<u>9904582.00</u>
					<u>10928249.00</u>


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Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 10

Sl. No.	MOVABLE PROPERTIES FUND Particulars	W.D.V as on 01.4.13	Addition during the year	Deduction during the year	Total	Rate of depreciation	Depreciation during the year	W.D.V as on 31.3.14
1	Furniture & Equipment (college)	798143.00	23408.00	0	821551.00	10%	82155.00	739396.00
2	Furniture & Equipment (hostel)	10917.00	0.00	0	10917.00	10%	1092.00	9825.00
3	Hostel Utensils	4292.64	0.00	0	4292.64	15%	644.00	3648.64
4	Hostel Oven	3919.00	0.00	0	3919.00	10%	436.00	3483.00
5	Audio Visual Equipment	38732.00	0.00	0	38732.00	10%	4303.00	34429.00
6	Computer System	500219.00	0.00	0	500219.00	40%	200088.00	300131.00
7	Bus & Ambassador (WB12A3807)	155889.00	0.00	0	155889.00	20%	38973.00	116916.00
8	Books & Journals	1650325.29	761669.00	0	2411994.29	15%	361799.00	2050195.29
9	College Car (WB12 B 3916)-Hyundai	157014.00	0.00	0	157014.00	20%	31403.00	125611.00
10	Copy Printer	71903.00	0.00	0	71903.00	15%	10785.00	61118.00
11	Xerox Machine	207953.00	0.00	0	207953.00	15%	31193.00	176760.00
12	L.C.D. Projectors	43926.00	77860.00	0	121786.00	15%	18268.00	103518.00
13	Coffee Machine	9772.00	0.00	0	9772.00	15%	1466.00	8306.00
14	Microwave Oven	2609.00	0.00	0	2609.00	15%	391.00	2218.00
15	A.C. Machine	284787.00	0.00	0	284787.00	15%	42718.00	242069.00
16	Bicycle	1459.00	0.00	0	1459.00	20%	292.00	1167.00
17	Generator	338768.00	0.00	0	338768.00	15%	50815.00	287953.00
18	Pump Machine	5205.00	0.00	0	5205.00	15%	781.00	4424.00
19	Aluminium ladder	0.00	8421.00	0	8421.00	10%	842.00	7579.00
20	Chair (Plastic)	0.00	19575.00	0	19575.00	10%	1958.00	17617.00
		4285832.93	890933.00	0	5176765.93		860402.00	4296363.93



(Signature)
Principal

Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

SCHEDULE - 11

ENDOWMENT & PERMANENT FUND INVESTMENT

Balance as per last account	35700.00
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Ramakrishna Mission Sikshanamandira
Belur Math, Howrah
Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 12

OTHER INVESTMENT

Employees Security deposit	Current year
	2500.00
	<u>2500.00</u>

SCHEDULE - 13

PROVIDENT FUND INVESTMENT

SCHEDULE - 14

SUNDRY AMOUNTS RECEIVABLE

PFD A/c with Howrah Treasury - II

	Balance as on 01.4.2013	Paid during the year	Received during the year on 31.3.14	Balance as on 31.3.14
Income Tax	2736.00	650787.00	638852.00	13671.00
J.J. Goodwin Scholarship	1110.00	0	0	1110.00
Group Insurance	80.00	41453	41313	220.00
Telephone deposit	1000.00	0	0	1000.00
Centre Fee	13967.49	0.00	0.00	13967.49
Election	20198.43	0	0	20198.43
Profession Tax	2810.00	62810	64940	680.00
	<u>41899.92</u>	<u>755050.00</u>	<u>746105.00</u>	<u>50844.92</u>



[Signature]
Principal
Rama Krishna Mission Sikshanamandira
A Post Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

Ramakrishna Mission Sikshanamandira
Belur Math, Howrah

Schedule forming a part of Balance Sheet as on 31.3.2014

SCHEDULE - 15

GRANTS RECEIVABLE

	Previous year	Current year
Library Furniture	585.00	585.00
Building repair	4699.74	4699.74
Education Week	26665.89	26665.89
	<u>31850.63</u>	<u>31850.63</u>

SCHEDULE - 16

LOAN & ADVANCES

	College Staff	Puja Advance	Hostel Staff
a) Receivable amount as per last A/c	522220.00	5000	0
Amount paid during the year 2013-14	3712133.00	0	648300
	4234353.00	5000	648300
Amount realised during the year 2013-14	3332633.00	0	426300
Net amt. receivable	<u>901720.00</u>	<u>5000</u>	<u>222000</u>
			1128720.00



Principal
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Belur Math, Howrah

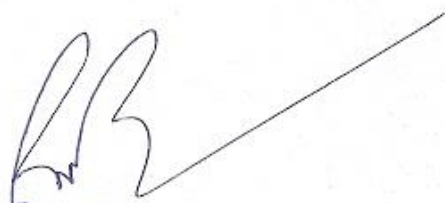


RAMAKRISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH, W.B.-711202

Schedule forming the part of the Balance Sheet as at 31st March 2014
(Details of Advance Receivable)

DETAILS OF ADVANCE RECEIVABLE FOR F.Y. 2013 - 2014

1	Abhijit Chakraborty	12,000.00
2	Achintya Hati	41,600.00
3	Ajoy Ghosh	20,000.00
4	Arindam Bhattacharyya	31,000.00
5	Bangshilal Dhanuk	59,500.00
6	Bikash Hardware Mart	110,000.00
7	Bishnupada Sarkar	1,000.00
8	Gitidhari Dhanuk	8,500.00
9	Hitasish Bhowmik	8,000.00
10	Kajal Chakraborty	17,000.00
11	Krishnakanta Dhali	340,000.00
12	Padyum Ram	11,500.00
13	Pradipta Sinha Ray	15,000.00
14	Puspakanta Kunar	50,300.00
15	Rajiba Lochan Mahapatra	81,000.00
16	Sandip Mandal	5,000.00
17	Santanu Biswas	5,000.00
18	Somnath Mahato	10,000.00
19	Tapan Sarkar	5,355.00
20	Ujjwal Paul	37,000.00
21	Universal Book Concern	32,965.00
		<u>901,720.00</u>
	Puja Advance	
1	Pradipta Sinha Ray	<u>5,000.00</u>


Principal
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

Statement showing details of Provident Fund as on 31st March, 2014


Sl. No.	Name of the Employee	Designation	Balance as on 01.4.2013	G.P.F.	C.P.F.	Recovery of loan	Intt. accured from Treasury	Intt. accured from Loan	Total (Col. 3 to 7)	Less: Advance disbursed	Settlement	Total Less 9+10 (Col. 8-11)	Balance as on 31.3.2014 (Col. 8-11)
1	2		3	4		5	6	7	8	9	10	11	12
1	Gautam Bandyopadhyay	Associate Prof.	681226	84000	0	0	54617	0	819843	0	0	0	819843
2	Debjitprasad Nagchoudhury	Ex-Reader	21833	0	0	0	4049	0	25882	0	0	0	25882
3	Pradip Kr. Sengupta	Assistant Prof.	555847	42000	0	20000	46568	400	664815	200000	0	200000	464815
4	Hitasish Bhownik	Assistant Prof.	323037	38000	0	0	25838	0	388675	0	0	0	388675
5	Abhijit Guha	Assistant Prof.	410546	42000	0	0	32926	0	485472	0	0	0	485472
6	Satvjit Kar	Assistant Prof.	149770	24000	0	0	11895	0	185665	0	0	0	185665
7	Pradip Sarkar	Assistant Prof.	147228	19000	0	51500	12079	0	229807	0	0	0	229807
8	Pradipta Sinha Ray	Head Clerk	115585	73271	0	61640	11153	938	282587	35000	0	129000	184000
9	Gurupada Purkait	Accountant	59557	24000	0	29000	6175	490	119222	0	0	68000	98567
10	Goutam Mukherjee	Clerk	227834	36000	0	20400	20453	0	304687	0	0	0	304687
11	Achintya Hati	Library Clerk	63097	12824	0	45000	3967	1440	126328	20000	0	96000	30328
12	Jayanta Naskar	Cashier	128328	24101	0	55000	12441	1134	221005	60000	0	60000	161005
13	Sandipan Pandit	Typist	12000	18000	0	0	425	0	30425	0	0	0	30425
14	Bishnupada Sarkar	Skilled Lab. Worker	72484	24290	0	15000	6774	0	118546	0	0	0	118546
15	Nathuni Mullick	Ex-Sweeper	1176	0	0	0	0	0	1176	0	0	0	1176
16	Kajal Chakraborty	Peon	27367	9200	0	18550	2858	680	56655	22700	0	22700	35955
17	Samar Bera	Skilled Lab. Attendant	182136	18019	0	0	14615	0	214770	0	0	0	214770
18	Niralan Jana	Skilled Lab. Attendant	91677	19000	0	30620	8486	700	150483	0	0	96000	54483
19	Prahlad Mahato	Pump Operator	50430	24100	0	24650	4541	576	104297	37000	0	37000	67297
20	Chandramani Sethy	Hostel Guard	198402	7960	7960	33000	15278	780	263361	50000	0	50000	213361
21	Pusbakanta Kumar	Mail	135394	8368	8368	20000	10333	360	182823	24000	0	24000	158823
22	Padyum Ram	Driver	126235	36000	0	116350	8613	2850	290048	157000	0	157000	133048
23	Saniay Bhandary	Hostel Guard	54030	12559	0	39850	6084	814	113337	45000	0	45000	68337
24	Laichand Ojha	Library Peon	3000	18000	0	0	55	2	21055	0	0	0	21055
TOTAL			3838220	614692	16328	580560	320224	11162	5381186	650700	0	370178	1020876

Balance as per Treasury as on 31.3.2014

Less : Contribution of March 2013 (Salary paid in April 2014)

Less: Excess deposited (Amt. of College Fund) as per 2012-13 statement

4437463
76133
4,361,330
1020
4,360,310


Principal
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

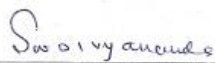
DECLARATION BY THE HEAD OF THE CENTRE

Name of the centre: Ramakrishna Math Mission Sikshanamandira

(Please tick (✓) the relevant answer and attach separate sheet, if necessary)

1. Whether accounting policies as defined in our circular Audit 4 / 2008 dated 16.12.2008 has been followed? (Please attach a copy of the *Significant accounting Policies* duly signed.)
✓Yes / No.
2. Surplus Calculation
 - a. Whether *Surplus Calculation* has been made following our circular Audit 4 /2004 dated 12.4.2004 ?
✓Yes / No.
 - b. Whether surplus is within the permissible limit?
✓Yes / No.
In case of excess surplus, please state the reason and mention your plan of how you are going to utilize the excess surplus in the following financial year?
3. Whether all necessary schedules to accounts (in HQ format) have been attached?
 - (i) *Assets*: Loans & Advance, Sundry Debtors, Sundry Deposits and Sundry Amount Receivable – only for Unadjusted Items and Others.
 - (ii) *Liabilities*: Loans & Advance, Sundry Creditors, Sundry Deposits, Caution Money and Students' Deposit and Sundry Amounts Payable – only for Unadjusted Items and Others.
✓Yes / No.
4. Whether detail statements of accounts i.e, Balance Sheet and Income & Expenditure Statement along with other necessary schedules [in centre's own format (not HQ's printed heads of accounts) showing corresponding ledger heads of accounts as written in the cashbook and ledgers] attached?
✓Yes / No
5. Whether 'letters of consent' have been collected for donations towards corpus funds i.e. Land & Building Fund, Movable Properties Fund, Endowment & Permanent Fund and Development Fund? (if fully not collected, please ensure to collect them at your earliest.)
✓Yes / No ✓N.A.
6. Whether all transfers of funds are justified? Please state the reason for unusual transfer of funds, if any.
✓Yes / No
7. Whether unutilized portion of different Capital Funds have been invested and accounted for? (For example unutilized portion of Land & Building Fund should be invested under Land & Building Fund Investment A/c. If not invested in full, please state the reason.)
✓Yes / No
8. Any other comments.

23 JUN 2014
Date:20


Signature of Secretary / Adhyaksha
Secretary
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

SIGNIFICANT ACCOUNTING POLICIES:

1. Basis of Accounting

The financial statement is prepared on accrual basis under historical cost convention as per generally accepted accounting principles excepting income from investments and retirement benefits which are generally considered on cash basis.

2. Fixed Assets

All fixed assets other than land are stated at net book value without showing original cost and accumulated depreciation. Additions to fixed assets are stated at cost of acquisition, inclusive of taxes, duties, freight and other incidental expenses related to acquisition. Capital gifts in kind are stated at market value on the date of making the gifts. The Mission creates the relative Fund Account by transfer of sums from Income & Expenditure Account in respect of Fixed Assets acquired out of Mission's own funds and not covered by Capital Donations / and or Government Grants so as to exhibit the same balance under the Fixed Asset Account and the corresponding Fund Account.

3. Depreciation

Generally, depreciation on fixed assets other than land is provided on "reducing balance method" at the rates stated below:

Full year's depreciation is charged on additions to fixed assets irrespective of the date of acquisition / installation. No Depreciation is provided on the fixed assets sold / discarded during the year. Depreciation on fixed assets is set off against corresponding funds and not charged to Income & Expenditure Account.

Particulars	Rate of Depreciation (%)
Buildings, Boundary wall, Statue, Tube wells & Water connection	5
Lift	15
Furniture, Equipment and Office Machinery	10
Electrical equipment/installation and Utensils	15
Computer	40
Medical equipment, Instruments, X-ray plant, Accessories etc.	20
Motor car, Jeeps, Motor cycles, Bicycles, Rickshaws	20
Buses, Lorries, Tractors etc.	30
Library books	15

4. INVESTMENTS

Investments are long term in nature and are stated at cost. Earnings on investments are accounted for on cash basis. Incentives if any received at the time of making investments are treated as revenue income. Income from mutual funds under growth scheme are booked under "profit / loss on Sale of Investments" at the time of sale.

5. INVENTORIES

Inventories are valued at direct cost except for livestock, which are valued at estimated net realizable value.

6. FUND ACCOUNTS

i) Land & Building Fund and Movable Properties Fund:

Specific receipts and earnings from investments ear-marked for that purpose are credited to Land & Building and Movable Properties Funds and depreciation is set off against these funds.

ii) Endowment & Permanent Fund and Development Fund:

Specific receipts are credited to Endowment & Permanent and Development Funds. Earnings from investments ear-marked for development purposes are credited to Development Fund and in case of Endowment & Permanent Fund earnings from investments are credited to Income & Expenditure Account.

iii) General Fund, Relief Fund and Other Funds:

Surplus or deficit as generated from the activities are taken into the respective funds.

7. TRANSACTIONS IN FOREIGN CURRENCIES

Donations in foreign currencies are taken into account at the conversion rates as credited by the banks.

8. RETIREMENT BENEFITS

Retirement benefits are generally considered in the accounts on cash basis. The provident fund contribution of both the employer's and employees' are transferred to recognised provident fund trusts maintained mainly at Belur Math and also at few other centres. In case of few state government employees, provident funds are maintained at the centres as per directives of the local state governments.

9. GOVERNMENT GRANTS

Government grants are taken into account as per the norms and policies of the Government Schemes. Receipts of grants from government for acquiring capital assets are credited to respective funds account.

23 JUN 2014

Subinayachand
Secretary
Ramakrishna Mission Sikshanamandira
A Post-Graduate Autonomous College
of Teacher Education
Belur Math, Howrah

ANNEXURE – 7

Latest Recognition Order by NCTE & University of Calcutta

Registered 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) 2416156, 2415793, FAX: (0674) 2414873

Email: ncteerc@hotmail.com Visit us at: http://www.ncte-in.org

TO BE PUBLISHED IN GAZETTE OF INDIA PART – III, SECTION 4

ERC/7-35(ER-35.4.1)/2003/1047⑦

June 3, 2003

Order

In terms of Section 14(1) of the NCTE Act, 1993 Ramakrishna Mission Sikshanamandira, Belur Math, Howrah-711202, West Bengal 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 2003-2004 with an annual intake of 200 (Two hundred) students.

2. On scrutiny of the application submitted by the institution, the documents attached therewith and the input received from the visiting team, the Committee has noted the following:

- a. The institution has acquired the land for setting up the teacher education institution.
- b. The institution has constructed the building for conducting the course.
- c. The institution has selected Principal, seven regular teachers and three part time teachers for the said course and the list of faculty members has also been approved by the competent authority 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 Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, West Bengal for B.Ed. Course of One year duration from the academic session 2003-2004 with an intake of 150 (One hundred Fifty) students, subject to fulfillment of the following:

- a. That the institution will ensure that Principal and at least Seven regular faculty members and six part time lecturers duly approved by the affiliating University are in position for an intake of 150 students before commencement of the course and a report to this effect shall be sent to the ERC within one month of commencement of the course.
- b. The institution shall comply with the various other norms and standards prescribed in the NCTE regulations.

4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Govt. etc.

P.T.O.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along with a copy of the approval of the affiliating university to the appointment of faculty members, and the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued thereunder, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

By order

Regional Director (I/c)

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi – 110 054

C.C.

1. The Principal, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah – 711 202, West Bengal
2. The Secretary, Dept. of Elementary Education and Literacy, Ministry of Human Resource Development, Govt of India, Shastri Bhawan, New Delhi-110 001
3. The Secretary, Higher Education Deptt. (CS Branch), Govt. of West Bengal, Bikash Bhawan, Salt Lake City, Kolkata – 700 091.
4. The Registrar, Calcutta University, Kolkata – 700 073.
5. The Director, Higher Education Deptt. (CS Branch), Bikash Bhawan, Salt Lake City, Kolkata – 700 091.
6. The Member Secretary, National Council for Teacher Education, East Plaza, I.G. Indoor Stadium, I.P. Estate, New Delhi – 110 002.
7. Office Order file / Institution file

Regional Director (I/c)

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

ERC/7-88.6(I).14/2008/12811

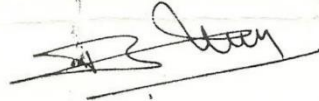
August 30th, 2008

Order

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993 Ramakrishna Mission Sikshanamandira, PO – Belur Math, Street No.8, Amritalal Nath Lane, Dist – Howrah, West Bengal – 711 202 has submitted an application (Code No. APE00854) to the Eastern Regional Committee of NCTE for grant of permission for conducting M.Ed. Course with an annual intake of 25 on 10.08.2007.

2. AND WHEREAS on scrutiny/perusal of the application submitted by the institution, the documents attached therewith, the affidavit and the input received from the visiting team in the form of report and videography, recommendation of the State Government, the Committee is satisfied that the institution/society fulfills the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Master of Education programme such as instructional facilities, infrastructural facilities, library, accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(3)(a) of the NCTE Act, 1993, the Eastern Regional Committee hereby grants permission to Ramakrishna Mission Sikshanamandira, PO – Belur Math, Street No.8, Amritalal Nath Lane, Dist – Howrah, West Bengal – 711 202 for conducting M.Ed. Course of Post Graduate level of one year duration with an annual intake of 25 from the academic session 2008-2009 under clause 7(11) of NCTE (Recognition Norms & Procedure) Regulations, 2007 subject to fulfillment of the following conditions:



P.T.O.

//2//

- (i) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.
- (ii) The institution shall make admission only after it obtains affiliation from the examining body in terms of clause 8(12) of the NCTE (Recognition Norms & Procedure) Regulations, 2007.
- (iii) The institution shall ensure that the required number of academic staff for conducting the course is always in position.

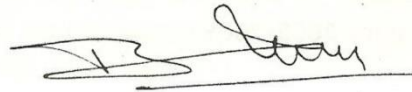
4. Further, the recognition is subject to fulfillment of all such other requirements as may be prescribed by other regulatory bodies like UGC, affiliating University/ Body, the State Government etc, as applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. The institution shall maintain & update its Web-site as per provisions of NCTE Regulations and always display following as mandatory disclosure:-

- (a) Copy of the Application Form
- (b) Land and Building Particulars
- (c) Staff Profile
- (d) Recognition letter
- (e) Information for having fulfilled the norms & standard and other required conditions.

7. If the institution contravenes any of the above conditions or the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee shall withdraw the recognition as under the provisions of Section 17(1) of the NCTE Act.



P.T.O.

//3//

8. Further, if the institution is not satisfied by the order, they can prefer an appeal to National Council for Teacher Education, Hans Bhawan, Wing-II, 1, Bahadur Shah Zafar Marg, Near ITO, New Delhi-110002 against this order under Section 18 of the NCTE Act, 1993 within 60 days of the issue of this order. The guidelines of appeal are enclosed herewith.



Regional Director

Encl: As above

The Manager to Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi - 110 054

C.C.

1. ✓ The Principal, Ramakrishna Mission Sikshanamandira, PO - Belur Math, Street No.8, Amritalal Nath Lane, Dist - Howrah, West Bengal - 711 202
2. The Secretary to Government of West Bengal, Department of Higher Education, 6th Floor, Bikash Bhawan, Salt Lake, Kolkata West Bengal - 700091.
3. The Registrar, University of Calcutta, 87/1, College Street, Kolkata, West Bengal-700073
4. The Director of Public Instruction, Govt. of West Bengal, 6th Floor, Bikash Bhawan, Salt Lake, Kolkata, West Bengal- 700 091
5. The Secretary, Dept. of School Education and Literacy, Ministry of Human Resource Development, Govt. of India, Shastri Bhawan, New Delhi - 110001.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan Wing -II, Bahadur Shah Zafar Marg, New Delhi-110 002.
7. Office Order file / Institution file.



Regional Director

RR38 31/02-8-10

PROF. MOHD. AKHTAR SIDDIQUI
CHAIRPERSON



गुरुमुखी कर्म
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद्
(मानव संसाधन का एक विधिक निकाय)

National Council for Teacher Education

(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)

Hans Bhawan, Bahadur Shah Zafar Marg
New Delhi-110 002

OFFICE OF THE VICE CHANCELLOR
011-23370114 Fax: 011-23370116
E-mail: nc@ncte-india.org

4836 - 2 AUG 2010

Letter No.D.O.No. 49-4/2010/P/NCTE/N&S/
UNIVERSITY OF CALCUTTA 30th July, 2010

Submitted to
the v.c.
I have received this e-mail.
to my secy. VCAc be sent
your kind order.
30.07.10

Dear Sir,

Taking cognizance of the shortage of trained teacher educators in teacher education institutions in the country, the National Council for Teacher Education has decided to enhance the intake capacity of one unit of M.Ed. Course from the existing 25 students to 35 students from the current session 2010-11. The enhancement in the intake of M.Ed. programme has been duly notified vide National Council for Teacher Education (Recognition Norms and Procedure) Second Amendment Regulations, 2010 in the Gazette of India on 26th July, 2010 and can be accessed on NCTE website (www.ncte-india.org). The amended Regulations stipulate that this increase be allowed, without insisting on any corresponding increase in the infrastructure and faculty.

You are, therefore, requested that the intake of students in the approved M.Ed. programme of 25 students may be enhanced to 35 students from the existing session 2010-11 so that a larger number of qualified M.Ed. are available for appointments in the teacher education institutions, in a short time.

With regards.

Yours sincerely,

(Mohd. Akhtar Siddiqui)

The VCs of Universities having approved M.Ed. programme.

Submitted
HOD. Edu
for right to a.
04/8/10

Alkesh
06/8/10
Misay Kumar Sen
Reader & Head
Department of Education
University of Calcutta



UNIVERSITY OF CALCUTTA

SENATE HOUSE

87/1, College Street, Kolkata - 700 073

Prof. (Dr.) Basab Chaudhuri

Registrar

Phone : 2241-0071/4984

Fax : 91-033-2241-3222

E-mail : basabc@vsnl.net

অধ্যাপক (ডঃ) বাসব চৌধুরী
নিবন্ধক

TO WHOM IT MAY CONCERN

This is to certify that **Ramakrishna Mission Sikshanamandira, Belur Math, Howrah - 711 202, West Bengal** is affiliated to the **University of Calcutta** since the month of April, 1958 and recognized by the University Grants Commission and NCTE as well; and the following Courses/Subjects are taught in the said college as per approval:

Sl No	Name of the Course(s) and Duration	Affiliation		Period of Validity for the year(s)
		Permanent	Temporary	
(I)	B.Ed Course	NA		2012-2013 & 2013-2014
(II)	M.Ed Course	NA		2012-2013 & 2013-2014
(III)	M. Phil Programme	NA		2012-2013 & 2013-2014

Date: 12.12.2013

(Prof. B. Chaudhuri)

Place : Kolkata

Registrar
University of Calcutta

ANNEXURE - 8

Sample of Feedback on Practice Teaching

CLASS: VI SUBJECT: History DATE: 13/2/2014
UNIT: Metagunk civilization (Kannanur part)
SUB - UNIT:

1. VOICE, EXPOSITION AND DELIVERY :

- (a) Voice : prominent and audible ~~from the~~ and words clearly pronounced which is easier to understand by the students.
(b) Exposition : Lesson developed systematically
(c) Delivery : Lesson delivered is interestingly but it could be more attractive by using proper civis examples & problem question.

2. PRESENTATION WITH CLEAR OBJECTIVES :

do presented with clear objectives as per prepare plans.

3. QUESTIONING :

Try to use more questions and use it for developing the lesson.

4. USE OF TEACHING AIDS :

T. Aid used. ~~but~~ but it could be more fruitful by using the timeline.

5. USE OF BALCK BOARD :

Black board work is prominent & sufficiently & systematically done.

6. STUDENT PARTICIPATION :

Most of students participated but back benches are looking to each other.

7. LESSON PLAN :

Properly planned and approved plan used.

8. COMMAND OVER THE SUBJECT :

Good

9. ATTENTION TO THE WHOLE CLASS :

Pay your attention to the back benches also, as they are not involved in your lesson.

10. CLASSROOM MANAGEMENT :

Satisfactory but manage the behaviour of the back benches as well.

11. REMARKS (if any) :

Your teaching is good but try to improve more with proper techne.

12. OVERALL EVALUATION : A + / A / B+ / B / C+ / C

Supervisor's Signature



RAMAKISHNA MISSION SIKSHANAMANDIRA
BELUR MATH, HOWRAH

PRACTICE TEACHING 20.13..... / 20.14.....

PEER FEEDBACK PROFORMA

Name of the Trainee : *Amiya Gopal Mondal* Roll No. : *F-48*

Class : *VIII* Subject : *Geography* Date : *10/2/14*

- 1 a. Voice :- *Prominent*
b. Exposition :- *good but try to improve*
c. Delivery :- *Systematic & interesting*
2. Questioning :- *Very good*
3. Use of Teaching Aids :- *Properly used*
4. Use of Blackboard :- *used*
5. Student Participation :- *Enthusiastic*
6. Lesson Plan :- *done*
7. Command over the Subject :- *Subject knowledge very good.*
8. Attention to the whole class :- *Attention must be given to the last bench.*
9. Classroom Management :- *A good classroom manager.*
10. Remarks (if any) :- *Try to improve*

@mukherjee *10/2/14*

Name of Observer Trainee :

Roll No. : *D-46*

RAMAKRISHNA MISSION SIKSHANAMANDIRA

BELUR MATH, HOWRAH - 711 202
A Government Sponsored Teachers Training College
Recognized by NCTE



Feedback From Practice Teaching School Teachers

Name of the Practice Teaching School.....Konnagar Rajendra

.....Smriti Vidyalyaya

Name of the Observer.....Madhumita Bhattacharjee

Name of Trainee.....Aniyya Gopal Mondal

Roll No.....F-48

Session.....2013-14

CLASS: VIII

SUBJECT: History

DATE: 13/2/2014

1. VOICE, PRESENTATION :

(a) Voice : Prominent & clear

(b) Presentation : attractive, & interesting

2. QUESTIONING : very good

3. USE OF TEACHING AIDS : properly used

4. USE OF BLACK BOARD : done

5. STUDENT PARTICIPATION : very good

6. LESSON PLAN : Prepared & approved

7. ATTENTION TO THE WHOLE CLASS : Well present

8. CLASSROOM MANAGEMENT : A good classroom management

9. REMARKS (if any) : Try to improve

10. OVERALL EVALUATION : A + / ☒ A / B + / B / C + / C



Meharini 13/2/14
Observer's Signature

ANNEXURE – 9

Last Draft Report by NAAC Peer Team in 2007

NAAC for quality and excellence in Higher Education

**DRAFT REPORT
ON
INSTITUTIONAL ASSESSMENT AND ACCREDITATION
OF
RAMAKRISHNA MISSION SIKSHANAMANDIRA,
BELUR MATH, HOWRAH
by
NAAC**

Section I: Introduction

The Ramakrishna Mission Sikshanamandira (hereafter, RMS) was established in the year 1958 as a residential Teacher's Training college for male students sponsored by the Govt. of West Bengal. The College is located in Howra, a semi urban area, at a distance of about a furlong to the west of the river Ganga and about two furlongs to the east of Grand Trunk Road. It is affiliated to Calcutta University and recognized by the NCTE Vide ERC/7-35 (ER-35, 4, 1)/2003/1047 dated June 3, 2003. The institution has a land area of 1.475 acres. It is an Grant-in-aid institution. The total faculty strength is 11 including the principal (4 vacant) and there are 6 part time faculty and 8 guest lecturers. The number of non teaching staff is 24 (4 vacant). The sanctioned intake 150, only male students are admitted. The college works on the academic year system and the unit cost of education is Rs.32,900 including salary and Rs.2700/- excluding salary. It has the facilities of a Library, Reading room, Computer Centre, indoor/outdoor sports, Auditorium, Hostel, canteen, Workshop, Laboratories for ET, Psychology and Sciences. The College received a sum of Rs.7, 84,714 as fees in (2005-06). It also got Grant-in-aid of Rs.49, 53,327.

RMS developed its Self-Appraisal Report (SAR) and submitted it to NAAC in 2006 for its institutional assessment and accreditation. After receiving SAR from

Draft Assessment Report of R.K. Mission Sikshanamandira, Belur Math, Howrah

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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 Das, Former Head and Dean, Dept. of Education, Guwahati University as Member Coordinator and Prof. N.J. Joseph Principal, St. John the Baptist College of Education, (Kottayam) (Kerala).

The peer team visited RMS campus on 22nd & 23rd March, 2007. It analyzed the SAR submitted by the college. During two 2 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 two of the schools namely P.Mahindra Vidyapitha and Salkia Anglo Sanskrit High School 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 RMS in terms of its strength and areas of concern. Criteria-wise 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

The vision of Ramakrishna Mission Sikshanamandira is to actualise – Swami Vivekananda's educational vision, which is the imparting of life building, man making and character building education.

The mission of the RMS is to train teachers who will harmonize professional competence with high idealism and seek to implement the educational vision of swami Vivekananda in a practical manner. The



mission includes the goals and objectives of the institution in terms of addressing the needs of the society.

In the curriculum development process, feedback from the stakeholders taken and conveyed to the Board of studies of the University. The faculty members also recommend the modifications of the curriculum. They attended various workshops cum seminars on B.Ed curriculum and such seminars were held in the college also. The B.Ed curriculum of the University of Calcutta was modified in 2003.

The institution introduced value added courses for communication skills, weekly classes for the development of life skills with respect to cultural heritage and community out reach programs.

Curriculum Planning

The curricular programmes are planned by the Board of Studies of the University which has representative members from the affiliated colleges. The co-curricular activities and community out-reach programs are planned by the institution and evaluated by the teachers throughout the year.

Feedback mechanism

The college obtains feedback from students, teacher educators and Head teachers of the neighboring schools. It is desirable to adopt a more systematic approach to obtain feedback and carryout monitoring and followup activities. For quality enhancement extended lectures were arranged in the institution. A total number of 60 lectures were delivered from September – December 2006 by educationists.

The institution has approached the University of Calcutta to accord permission to start seven more method subjects. The General Body of the college has decided to approach the authorities for starting M.Ed Course.



Criterion II Curriculum Transaction and Evaluation

Admission Process

RMS adheres to the norms given by the NCTE. Students are selected for admission through merit in the qualifying exams and through an interview. Graduate teachers deputed by recognized secondary schools of W.B and non-teacher graduates are eligible for admission. 95% seats are reserved for the students of Calcutta University and remaining 5% are available for the students of other universities. For admission 90% marks are allotted for academic qualification and 10% for interview.

Academic year begins in July and ends in June. The college annually publishes an academic calendar. It is prepared by the Teachers' Council before the commencement of the session in coordination with which each individual teacher plans his schedule accordingly. Total number of working days is 257 and the total teaching days is 180. The calendar covers various curricular and co-curricular activities, orientation classes, practice teaching, seminars and examinations.

Transaction Theory

The institution engages students in active learning by using Library, Internet, Individual projects, simulation, peer teaching, role playing and practicum. The institution is equipped with Laboratories for Geography, Physics, Chemistry, Life Science, Mathematics, Psychology, Language, ET and Computer. Teaching practice lasts for 30 days.

Preparation for practice teaching covers training in models of teaching, use of microteaching technique for developing teaching skills and practicing teaching in simulated lessons. Pedagogical Analysis of the content prescribed in difference courses is done systematically. Practice teaching in selected schools involves classroom Teaching, observation of peer teaching and peer feed back. Video analysis of the pre-practice teaching sessions is also done. Feed back in practice teaching is provided by the teacher educators, the principal of the college and the Head teachers and teachers of practice teaching schools.

Ideas on teaching-learning process and practical solutions of classroom discipline are discussed at the 'idea exchange' programme on the



concluding day. Moreover students and the teachers of teaching practice schools along with trainees share their views on various aspects of teaching-learning process.

There are forty computers in the institution being used in Library cataloguing, admission related administrative process and office maintenance. All the computers have internet facilities and are internally connected (LAN). Students and teachers are utilizing these facilities.

Assessment and Evaluation

The scheme of evaluation is made known to the students at the beginning of the academic session. The half yearly or mid term examination is conducted in all the theoretical papers after four months of the beginning of the session. Co-curricular activities of the students like cultural programmes, debates, lectures, seminars, indoor and out door games and yoga are assessed throughout the year. The University of Calcutta conducts the final practical examination which carries 100 marks. Students have to give two final teaching lessons on two method subjects each containing 50 marks. Simulated teaching, Laboratory practical examination, of preparation of lesson plan note books, achievement test note book, teaching aids and pedagogical analysis notebooks are evaluated jointly by external and internal examiners. The principal of the college assesses the note book containing activities of the community outreach programmes, 10 marks are allotted to it.

Criterion III: Research, Development and Extension

RMS is conducting B.Ed course only. Out of seven permanent Faculty, only two have a Ph.D. degree. The faculty members are to pursue Masters' and Doctoral courses. The institution recently constituted a research committee to screen, propose and monitor minor research projects. One of the faculty members was given special study leave to pursue post doctoral research work in Taiwan in the year 2002-03. Some of the teachers have undertaken UGC sponsored minor research projects.

The institution has recently taken an initiative to publish an international journal of education named 'Sikshachintan'. Various research projects on education and subjects related to education having interdisciplinary relevance are undertaken by the teachers. Four UGC (minor) projects were already completed by the staff in the last five years. A staff member



who resigned from the college recently has published a number of papers in national and international journals. Two teachers published articles in 'Sikshachintan'.

The institution also encourages the trainees to conduct action research. In the academic year 2005-06 a project on 'Literacy with special reference to children with special needs' was assigned to every trainee. The faculty members participated in some national and regional level seminars, national and international conferences and workshops.

Development

Faculty members have taken initiative to publish nine instructional booklets under CTE scheme. The innovative teaching aids are developed by the trainees in the course of teaching practice. Students get opportunities to exhibit various models/aids/projects during the annual exhibition. The college bears expenses of around 1 Lakh rupees annually for the same. The trainees also have developed short length documentaries on subjects like Geography, History, Life Science and Physical Science. A number of training programmes /workshops were organized for material development. An up gradation training to meet the needs of the computerized administrative system and admission process of the college was given to the teaching and non-teaching staff of the college.

Community Engagement

The institution has close linkage with the community. Extension activities in the form of certificate course in IT for the school students, service as volunteers in maintaining discipline, shoekeeping during Youva Utsav, providing college bus to allied institutions help in developing community feeling. The college has successfully conducted in-service training programmes in school teachers for which 240 teachers from 6 different districts participated. The college also organizes attractive exhibitions based on different themes attracting thousands of observers. Flood relief works are also conducted under extension activities.



Consultancy

The consultancy services rendered by the staff are purely honorary in nature as the institution is a non profitable, charitable and philanthropic organization.

Net work/Linkage

The institution is maintaining close linkage with NCERT, Ramakrishna Mission Vivekananda University, NCTE, ISRO, IGNOU and WBBSE. The college has links with Ramakrishna Mission Centres outside India. The college had initial discussion with Asia Pacific Educational Innovations for Development (APEID) for considering the institution as an educational wing of APEID.

Criterion IV: Infrastructure and learning Resources

RMS functions in its own building in a campus area of 1.475 acres. It has a built-in area of 2843 Sq.mts. The campus has the facilities of a hostel, canteen, playground, indoor games room and multigym in addition to instructional space for classrooms, library, laboratories, office accommodation and other support facilities. 36 lakhs of rupees have been invested for infrastructure development over the last five years. The facilities are maintained with the help of a grant from the Govt. In order to ensure the health and hygiene of the staff and students there is a separate medical room and one medical officer is staying very close to the college. A well equipped charitable dispensary run by the Ramakrishna Mission Belur Math is in very close proximity to the college. Garden and lawns are maintained. one full time and one part time gardeners take care of the garden.

The instructional infrastructure of the institution is supported with Broadband internet facilities with all the 40 computers, LCD projector, public address system, a digital camera and handycam, a 16 point EPABX system and institutional Website.



The computer lab has 14 computers including one server interconnected through LAN. The language laboratory of the college has a good collection of educational video and language development materials. A spoken English programme is offered to the students through this laboratory.

The college has a psychology lab, science lab, ET Room, method labs and a workshop for preparing teaching aids. The psychology lab has more than 31 testing apparatus to assess intelligence, aptitude, creativity and many other personality traits.

Library and Information services:

The process of computerization of the library has been initiated. In 2005-2006 the college spent Rs.46326 and added 603 Text books, 72 other books and journals/periodicals. Presently the library has only 5 journals on Education. Reference section of the library contains a large collection of extensive reference books including encyclopedias, dictionaries etc. It worked for 257 days last year from 10.30 a.m. to 5.00 P.M.. It has a reading room which can accommodate 50 students.

Criteria V: Students Support and Progression

The drop-out rate has been 22%, 10% & 13 % during the last three sessions. Pass percentage of the last three batches has been 94%, 92%, and 95%. Fee concession has been given to 9 students in 2004-2005 and 4 students in 2005-2006. SC stipend to 39 students in 2004-2005, 46 students in 2005-2006 and ST stipend to 02 students in 2004-2005 and 9s students in 2005-2006 has been given. The institution maintains very close-knit relationship between trainees and teachers. Students feel to be living in a large 'family' guided by the elders in the presence of a monastic Principal, other monks and professors. A number of students have become successful in diverging fields like lectureship, research work, state civil service and other services. 7 students cleared NET/SLET during the last two years. The institution updates prospectus almost every year. Professors adopt specific teaching strategies for teaching advanced learners and slow learners. The college has a grievance redressal mechanism. Classes for career counseling are arranged for the trainees. Alumni Association started functioning this year.

R. K. Khan

Criterion VI: Organization & Management

Administration of the RMS entirely proceeds through a decentralized process following the democratic norms. The MC Ramakrishna Mission Sarda pitha, RKMSM samsad and various sub committees like provident fund committee, non-teaching staff Association, Teachers' Council are in place. Different committees have also being constituted for the management of different institutional activities. RMS Governing body is constituted of senior monks, educators, academicians, Hon'ble Justice of High Court, Lawyers, renowned professors of the university and High officials in the Education Department of Govt. of West Bengal. General Body meets more than four times a year.


The staffs have access to loan facility through the cooperative association in the institution. The institution conducted computer awareness programme for the faculty and non-teaching staff. Full time faculty members are recruited by Governing Body of the institution in accordance with the recommendations by the W.B. College Service Commission.

The teaching in the institution is run by 7 permanent faculty members, 6 part-time and 10 guest lecturers. Two posts reserved for SC/ST have remained vacant for the last ten years.

The institution gets financial support for the salary of staff from the Govt of West Bengal. In the academic year (2005 - 2006) the institution received

Rs. 44, 53,327 as salary grants. Rs.5, 00,000 as grant has also being received for conduct of CTE programmes. The institution does not mobilize resources through donation.

The college and hostel accounts are audited by an internal and two external auditors- one appointed by the Govt. and other by RKM. The internal auditor audits the accounts four times a year and two external auditors audit yearly.



Section III: Over-all Analysis and Suggestions for Further improvement

Ramakrishna Mission Sikshanamandira is a premier teacher training institution of West Bengal. The goals and objectives of the institution is to actualize Swami Vivekanandas' educational vision i.e., to impart life building, man making and character building education through a balanced combination of secular and spiritual training. Such goals and objectives are clearly reflected in the academic programmes and in the whole environment of the institution.

The Governing body of RMS is very supportive and educationally orientated. It advises and facilitates the Principal and teachers on matters related to the functioning of the institution. Team based strategies and participatory management motivate the staff members to give their best in the cause of achieving the goals of the institution.


RMS has well equipped laboratories. The available facilities are being optimally utilized.

Being a well established institution, it has been upgraded as a CTE under Centrally Sponsored Scheme of 'Strengthening and Reorganization of Teacher Education' (1987), with added responsibility of INSET, conduct of research projects relating to class room and school practices and publication of material.

RMS has been performing well on all counts. The peer team hopes that in future too, its training will help students attain their life's fulfillment through harmonious combination of Jnana, Bhakti, Karma and Yoga.

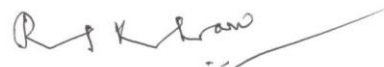
The peer team feels that RMS can play a lead role in future and seek grater heights. It is in this prospective that the peer team suggests the following measures for future development of RMS:

- ✚ For running a course, recognition is to be sought from NCTE.
- ✚ The urgent need of the college is the appointment of regular permanent faculty in required number including the Principal as



per NCTE norms. The college is presently functioning with only 7 permanent staff. The 6 faculty members are on part time basis. This situation needs serious consideration from management side and appropriate action has to be taken towards appointment of full time staff.

- ✦ Higher weightage may be given to Interviews in admission process.
- ✦ The institution conducts only 30 days of teaching practice instead of 40 days as prescribed in the NCTE norms.
- ✦ Practice teaching may be taken up in Internship mode.
- ✦ Evaluation is to be comprehensive and continuous.
- ✦ Internal evaluation may have 40% weightage.
- ✦ ICT should form a part of the curriculum.
- ✦ The faculty further be motivated to take up research/ action research and publish research papers.
- ✦ Dropout rate looks to be on higher side specially being a professional course ?
- ✦ Internal Quality Assurance Cell may be made functional, to ensure the quality of the teacher education programme.
- ✦ It is beneficial to organize students into tutorial groups for promoting better small group interaction and monitor student progress in academic learning and personality development.
- ✦ The Library of the college may be connected with the other libraries.
- ✦ The more number of books in English Medium, specifically by foreign authors are to be procured.



- ✦ At least two hundred titles are to be added in the Library annually.
- ✦ The institution may subscribe for more Educational Journals.
- ✦ Language lab needs to be upgraded with modern equipments.
- ✦ The PTA is an integral part of student development mechanism and has to be formulated as early as possible.
- ✦ It would be desirable to have a trained counselor for proper professional guidance and counseling.
- ✦ A formal placement cell needs to be setup in the college to provide employment guidance.
- ✦ Alumni Association of the college could play more active role by way of their human resources and financial help to the college.
- ✦ RMS needs to undertake specific functions of the CTE as visualized under the scheme more seriously. The following aspects may be looked into and necessary steps taken:
 - Organize subject orientated INSET programmes of 3-4 weeks duration and theme oriented programmes of 3-10 days.
 - Conduct experimentation and innovation in school education.
 - Engage in the development of instructional materials.

There is provision of financial support for all the above activities.

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)

R.S. Khan 23/03-07

Prof. Nandita Sharma
(Member Coordinator)

Nandita Sharma 23.3.07

Prof. N.J. Joseph
(Member)

N.J. Joseph 23/03/07

I have read the Peer Team Report and I agree with it;

Sw. Tattwasarananda
(Swami Tattwasarananda) 23.03.07
Principal,
R.K.Mission Sikshanamandira
Belur Math, Howrah

Place: Belur Math
Date: 23rd March, 2007