

PART I

PART A: Profile of the Institution

- 1. Name and address of the institution: **ABS Academy ,
J.P. Avenue, Sagarbhangha, Durgapur, Dist: Burdwan, West Bengal**
- 2. Website URL: **www.absacademy.org.in**

- 3. For communication: **ABS Academy ,
J.P. Avenue, Sagarbhangha, Durgapur, Dist: Burdwan, West Bengal**

Office

Name	Telephone	Fax No	E-Mail Address
	Number with STD Code		
Head/Principal: Dr. Akhilananda Mishra	0343 2550699	b.ed@absacademy.co	m
Vice-Principal			
Self - appraisal	0343 2550699	b.ed@absacademy.com	
Co-ordinator: Dr Manasi Medda			

Residence

Name	Telephone	Mobile Number
	Number with STD Code	
Head/Principal Dr. Akhilananda Mishra	09437609772	
Vice-Principal		
Self - appraisal Co-ordinator: Dr Manasi Medda	034325506 98	9434174329

- 4. Location of the Institution:

Urban Semi-ur ban Rural Tribal

Any other (specify and indicate)

5. Campus area in acres: **1 Acre out of 3.503 Acres of land possessed by Sarthak Educational Trust**

6. Is it a recognized minority institution? Yes No

7. Date of establishment of the institution:
Month & Year
MM YYYY
02 2008

8. University/Board to which the institution is affiliated:
THE UNIVERSITY OF BURDWAN

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.
Month & Year
MM YYYY
2f
Month & Year
MM YYYY
12B

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)

11. Does the University / State Education Act have pr ovision 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 Certificate	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pr e-primar y	Diploma Degree Certificate				
ii)	Pr imary/ Elementary	Diploma Degree Certificate				
iii)	Secondar y/ Sr .secondary	Diploma B.Ed. Graduation		Degree	1 Year	Bengali & Eng
iv.	Post Graduate	Diploma Degree				
v.	Other	Certificate Diploma (specify) Degree				

(Additional rows may be inserted as per requirement)

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

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pr e-primar y				
Pr imary/Elementary		B.Ed. ERC/7- 83.6(1).5/2008	100	
Secondar y/ Sr.secondary		102099 (14) Feb 28, 2008		
Post Graduate				
Other (specify)				

(Additional rows may be inserted as per requirement)

PART B: Criterion- wise inputs

Criterion I: Curricular Aspects

1.	Does the Institution have a stated Vision	Yes	No
	Mission	Yes	No
	Values	Yes	No
	Objectives	Yes	No
2.	a) Does the institution offer self- financed programme(s)?	Yes	No
	If yes,		
	a) How many programmes?	One	
	b) Fee charged per programme	37,000/-	
3.	Are there programmes with semester system	No	
4.	Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?		
	Yes No		

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

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

D.Ed.

B.Ed. 5/2

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

6. Are there Programmes offered in modular form

Yes No

Number

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

Yes No

Number

8. Are there Programmes with faculty exchange/visiting faculty

Yes No

Number

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

Heads of practice teaching schools	Yes	No
Academic peers	Yes	No
Alumni	Yes	No
Students	Yes	No
Employers	Yes	No

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

3 Years

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

No
- Number
12. Are there courses in which major syllabus revision was done during the last five years?
- Yes

No
- Number
- 1
13. Does the institution develop and deploy action plans for effective implementation of the curriculum?
- Yes

No
14. Does the institution encourage the faculty to prepare course outlines?
- Yes

No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?
- a) Through an entrance test developed by the institution
 - b) Common entrance test conducted by the University/Government
 - c) Through an interview
 - d) Entrance test and interview
 - e) Merit at the qualifying examination
 - f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):
- a) Date of start of the academic year **1st July**
 - b) Date of last admission **3rd July**
 - c) Date of closing of the academic year **30th June**
 - d) Total teaching days **180 Days**
 - e) Total working days **220 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.	42	58	100	16	15	31	26	43	69

M.Ed. (Full Time)

M.Ed. (Part Time)

4. Are there any overseas students? Yes No
If yes, how many?

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

- a) Unit cost excluding salary component **18,211/- per student**

- | | |
|---|-----------------------------|
| b) Unit cost including salary component | 36,438/- per student |
|---|-----------------------------|

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

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

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)

D.Ed.

B.Ed. 50% 40% (H), 37.5%

(P)

M.Ed. (Full Time)

M.Ed. (Part Time)

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

Yes No

8. Does the institution develop its academic calendar?

Yes No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	40 days (19%)	4%	
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre- practice teaching days	1	5
b) Minimum number of pre-practice teaching lessons given by each student	0	7

11. Practice Teaching at School

a) Number of schools identif ied for practice teaching	1	5
b) Total number of practice teaching days	4	0
c) Minimum number of practice teaching lessons given by each student	4	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	No. 9	No. of Lessons Pre-practice teaching	No. 7
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

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

Programmes	Internal	External
D.Ed.		
B.Ed.	20%	80%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper	0	2
b) Number of assignments for each paper		

17. Access to I CT (Infor mation and Communication Technology) and technology.

Yes No

Computers

Intranet

Inter net

Software / courseware (CDs)

Audio resources

Video resources

Teaching Aids and other related materials

Any other (specify and indicate)

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

Yes No

Number 1

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

Yes No

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

Compulsory Optional

Criterion III: Research, Consultancy and Extension

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

Number 2 % 25%

2. Does the Institution have ongoing research projects?

Yes No

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

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

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

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

Nil

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

Teachers are given study leave

Teachers are provided with seed money

Adjustment in teaching schedule

Providing secretarial support and other facilities

Any other specify and indicate

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

National journals – referred papers

Non referred papers

Academic articles in reputed magazines/news papers	2
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Books

Any other (specify and indicate)

9. Are there awards, recognition, patents etc received by the faculty?
- Yes No
- Number

10. Number of papers presented by the faculty and students (during last five years):
- Faculty Students
- National seminars
- 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

16. Does the institution provide consultancy services?

Yes

No

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

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

Local level

State level

National level

Inter national level

Criterion IV: Infrastructure and Learning Resources

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

2972 Sq Mts

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

a) Methods lab Yes No

b) Psychology lab Yes No

c) Science Lab(s) Yes No

d) Education Technology lab Yes No

e) Computer lab Yes No

f) Workshop for preparing
teaching aids Yes No

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

22

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

1.91 Lakh

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

67,470/-

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

2.04 Lakh

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

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

Yes No

9.	Total number of posts sanctioned	Open	Reserved
			M F M F
	Teaching	4	4
	Non-teaching	6	1

10.	Total number of posts vacant	Open	Reserved
			M F M F
	Teaching		
	Non-teaching		

11.	a. Number of regular and permanent teachers	Open	Reserved (Gender-wise)
	Lectur ers		M F M F
	Readers	3	M F M4F
	Professors		M F M F

	b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)				
	Open	Reserved			
			M	F	M F
	Lectur ers	1 1			
			M	F	M F
	Readers				
	Professors		M F M F		
			1		
	c. Number of teachers from same state		7		
	Other states		1		

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:12.5
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13.	a. Non-teaching staff	Open	Reserved	
		Permanent		M F M F
				5 1
		Temporar y		M F M F
	b. Technical Assistants	Permanent		M F M F
				1
		Temporar y		M F M F

14. Ratio of Teaching – non-teaching staff

8:7

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

38.3%

16. Is there an advisory committee for the libr ary?

Yes No

17. Working hours of the Librar y

On working days	8 Hours
On holidays	
Dur ing examinations	8 Hours

18. Does the library have an Open access facility

Yes No

19. Total collection of the following in the library

a. Books	5362
- Textbooks	3362
- Reference books	2000
b. Magazines	5
e. Journals subscribed	
- Indian journals	5
- Foreign journals	
f. Peer reviewed journals	
g. Back volumes of journals	
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	35
- Databases	
- Video Cassettes	
- Audio Cassettes	
20. Mention the	
Total carpet area of the Library (in sq. mts.)	1260
Seating capacity of the Reading room	60

21. Status of automation of Library

- Yet to intimate
- Partially automated
- Fully automated

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

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

23. Are students allowed to retain books for examinations?

- Yes
- No

24. Furnish information on the following

Average number of books issued/returned per day	20
Maximum number of days books are permitted to be retained	
by students	10 days
by faculty	30 days
Maximum number of books permitted for issue	
for students	2 Nos
for faculty	10 Nos
Average number of users who visited/consulted per month	510
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	20:1

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

4.9%

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

I II				III	
Number		Total cost	Number		Total cost
		(in Rs.)			(in Rs.)
Text books	1322	1,73,000/-	1031	1,11,000/-	1009 1,10,000/-
		(approx)		(approx)	(approx)
Other books	2000	1,12,000/-			(approx)
Journals/					
Periodicals					
Any others					
specify and					
indicate					

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

Criterion V: Student Support and Progression

1. Programme wise dropout rate for the last three batches

Programmes	Year 1	Year 2	Year 3
D.Ed.			
B.Ed.		1	

M.Ed. (Full Time)

M.Ed. (Part Time)

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

Yes No

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

14

3. Does the institution offer Remedial instruction?

Yes No

4. Does the institution offer Bridge courses?

Yes No

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

UG PG M. Phil

I	II	III	I	II	III	I	II	III
	(2010-11)	(2009-10)	(2008-09)					
Pass percentage	100%	100%	100%					
Number of first classes	96	87	79					
Number of distinctions								
Exemplary performances (Gold Medal and university ranks)								

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

	I	II	III
NET	1		
SLET/SET			
Any other (specify and indicate)			

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

Financial Aid	I	II	III
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession	10	10	10
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

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

Yes No

9. Does the institution provide Residential accommodation for:

Faculty	Yes	No
Non-teaching staff	Yes	No

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

Yes No

If yes, number of students residing in hostels

Men	3
Women	6

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

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

12. Availability of rest rooms for Women

Yes No

13. Availability of rest rooms for men

Yes No

14. Is there transport facility available?

Yes No

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

Yes No

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

Organised Participated

Yes No Number Yes No Number

Inter-collegiate

Inter-university

National

Any other (specify and indicate)

(Excluding college day celebration)

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

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

18. Does the institution have an active Alumni Association?

Yes No

If yes, give the year of establishment

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

Yes No

20. Does the institution regular ly publish a college magazine?

Yes No

21. Does the institution publish its updated prospectus annually?

Yes No

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

Year 1	Year 2	Year 3
(%)	(%)	(%)

Higher studies

Employment (Total)

Teaching

Non teaching

23. Is there a placement cell in the institution?

Yes No

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

1 2 3

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

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

Criterion VI: Governance and Leadership

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

Yes No

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

Governing Body/management **At an interval of 3 months**

Staff council

IQAC/or any other similar body/committee **Twice a year**

Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies) **At least four times in a year**

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

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

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

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
- b. Number of teachers who were sponsored for professional development programmes by the institution
- National
- International
- c. Number of faculty development programmes organized by the Institution:
- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution
- 1 1 1
- e. Research development programmes attended by the faculty
- f. Invited/endowment lectures at the institution
- 2 2 2
- 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

11 Hours

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

Grant- in-aid	NA
Fees	35 Lakh
Donation	NA
Self-funded courses	Yes
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget	35,00,000/-	26,00,000/-
% spent on the salary of faculty	38.3%	43.1%
% spent on the salary of non- teaching employees	5.6%	6.3%
% spent on books and journals	4.9%	4.2%
% spent on developmental activities (expansion of building)	-	-
% spent on telephone, electricity and water	3.6%	4.5%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	6.9%	7.0%
% spent on maintenance of equipment, teaching aids, contingency etc.	5.8%	3.5%
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	4.3%	4.98%
% spent on travel	5.4%	5.5%
Any other (specify and indicate) (repair & maintenance & audit fees & depreciation & Stationery & security charges & taxes)	13.5%	18.2%
Total expenditure incurred	33,56,184/-	25,36,958/-

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.
	1,43,816/-
	63,042/-
	26,406/-

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

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

Administration	Yes	No
Finance	Yes	No
Student Records	Yes	No
Career Counselling	Yes	No
Aptitude Testing	Yes	No
Examinations/Evaluation/ Assessment	Yes	No

Any other (specify and indicate) Yes No

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

Yes No

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

Yes No

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

Yes No

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

Yes No

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

a) for teachers

b) for students

c) for non - teaching staff

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

Yes

No

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

Yes No

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 for		%	Women for		%
		2010-11		2010-11		
a SC	10	10%	9	9%		
b ST	1	1%	1	1%		
c OBC	5	5%	5	5%		
d Physically challenged	1	1%	0	0%		
e General Category	25	25%	43	43%		
f Rural						
g Ur ban						
h Any other						
	(specify)					

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

Category	Teaching staff	%	Non-teaching staff	%
a SC	0	0%	0	0%
b ST	0	0%	0	0%
c OBC	0	0%	0	0%
d Women	4	50%	1	14.2%
e Physically challenged	0	0%	0	0%
f General Category	8	100%	7	100%
g Any other				
(specify)				

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

Category	At Admission	On completion of the course			
		Batch I	Batch II	Batch I	Batch II
SC		23.3%	0.84%	23.3%	0.84%
ST		50%	-50%	50%	-50%
OBC		100%	0%	100%	0%
Physically challenged		-75%	100%	-75%	100%
General Category		8.78%	6.64%	10%	5.38%
Rural					
Urban					
Any other					
(specify)					

PART II

PART 1

Executive Summery

ABS Academy was established in the year 2008, with the recognition of NCTE and under affiliation of The University of Burdwan. Since inception the intake of students is limited to 100 as per stipulation of NCTE.

The Academy has a spacious accommodation in a building which is not less than 2000 sq mts in four storeys. The library, laboratories and other facilities are quite adequate to meet the growing needs of the Teachers and the Taught. Instructional facilities available in the Academy will no doubt elicit praise from every quarter. Recently a separate laboratory for ICT has been established in order to improve the status of preparation of reading learning materials required in the sphere of imparting lessons to the students.

The Academy has been sponsored by a philanthropic organization known as Sarthak Educational Trust. All the Trustees are very much alert to meet the needs of education imparted in the Academy. Moreover a separate Managing Committee is there, framed under the guidelines of The University of Burdwan, to attend to the day to day requirements necessary for running the B.Ed. Course.

The overall atmosphere in the Institution is very much conducive for a Teacher Education Course, conducted with active co-operation of the affiliating University that is The University of Burdwan. In respect of maintaining the quality of Course the role of the University is not only active but also praiseworthy.

Since it is a leading Institution in an urban sector of Bengal, students of top merits are normally sent to the Academy for admission through Centralized Counseling.

The faculty of the Academy have all the requisite qualifications as per NCTE norms but most of them are very young and inexperienced in the field of teaching. Naturally they suffer from various limitations, particularly in the sphere of innovative practices. Research and consultancy are very much neglected in the Institution.

ABS Academy is a self financed Institution run on private initiative. No additional facilities are available here for staff improvement programme. Only a few Seminars and Workshops are held in the Institution each year with stereotyped functions of preparation of teaching learning materials. Of course certain pedagogical aspects are also covered in the Seminars and Workshops. All taken together cannot be tantamount to staff improvement programme which has multifaceted dimensions.

There are immense opportunities for future improvement. The sponsoring Trust is a very rich organization and is quite amenable to any bigger demand regarding infrastructural facilities. If there is any internal upsurge for any demand, the Sponsoring Trust goes ahead very progressively and sympathetically. Teachers of the Institution may utilize their advancing gestures if they try to improve their academic lot.

The social atmosphere in the locality is not at all inimical to the interests of education. But the hindrance emerges with the guiding leadership at the level of the Affiliating University that lacks a broad view of the Teacher Education and its pragmatic aspects. Innovative practices, therefore, limp in every step.

In fine it may be stated that ABS Academy would rise in future as a State of the Art organization, provided a very dynamic leadership is made available to it from the end of the Affiliating University. The Authority and the Faculty of this organization are waiting for the future for such enlightenment from any quarter either from the University or from any unit of National Institutions.

PART 2

Criterion I: Curricular Aspects

1.1 Curricular Design and Development

Question 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.)

Answer 1. *Objectives of the Institution are to impart training to the prospective Teachers of Secondary and Higher Secondary Schools of the Country and to equip them to deliver quality education to the students who are the future citizens of India.*

The Course adopted by the Institution is B.Ed. Course under the University of Burdwan. The Curriculum of the Course has been designed by the University in keeping with the needs of education up to Higher Secondary level. In the Syllabus of the B.Ed. Course both theoretical and practical papers have been included in order to inculcate philosophical ideas in the sphere of education as well as to develop practical skills of imparting instructions in various fields.

The Curriculum designed by the University has been finalised through various workshops attended by teachers, educationists and philanthropists who try to shed opinion on the multifaceted aspects of education including ecology and environment, value education, employment, global trends and demands etc.

The Institution which is being run in the name and style of ABS Academy faithfully and obstinately adheres to the guidelines stipulated by the University of Burdwan in respect of the Course and thereby tries to implement the basic objectives of an Institution of Teachers Education.

Question 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 for malizing the decisions in statutory academic bodies).

Answer 2. *The University while attempting to develop the curriculum in respect of B.Ed. Course first tries to assess the need of the society of the country through various information models involving strong database pertaining to the feedback from faculty, academic experts etc.*

The decision of the University in curriculum development process is ultimately formalized in statutory academic bodies like Board of Studies and Council for Under Graduate Studies of the University.

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

Answer 3. *The global trends in Teachers Education are reflected in the curriculum of the existing Course through inclusion of various educational techniques including ICT facility. A separate paper of Educational Technology has been introduced in the syllabus with the provision of practical exercises in the Laboratory meant for the purpose.*

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

Answer 4. *In the curriculum of B.Ed. Course national issues like environment and value education have been given due weightage in paper 1 which is known as Philosophical and Sociological Foundation.*

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

Answer 5. *ABS Academy has built up a separate ICT laboratory where various types of animations and other methods are tried in order to make the subjects of teaching more objective and tangible to the target group. However, some measures for curricular planning through ICT have been adopted at the level of the University.*

1.2 Academic Flexibility

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

Answer 1. *The Institution i.e. ABS Academy invites every year a lot of experienced school teachers as Guest lecturers to exchange their views with the existing students on experiences of School teaching. In this method teaching in the subjects of the Course becomes not only reflective but also get oriented to practical needs in existing school environment of the country.*

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

Answer 2. *Some sort of flexibility is allowed in preparation of Learning Materials and Teaching Aids to be used at the operational level of the curriculum. Help of imaginative persons including Artists and Craftsmen are utilized for the purpose.*

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

Answer 3. *Value added Courses like Education through Nature, Education through Works and Gurukul System are normally accessed in the Institution with the additional facility of Spoken English Classes and Extension Education that have been introduced since the inception of the Academy.*

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

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

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

Answer 4 i) *The Curriculum of B.Ed. Course is itself interdisciplinary where subjects like philosophy, psychology, mathematics, technology etc are remaining as inbuilt components.*

ii) More over in the technique of multimedia approach emphasis is given on the development of multi- skills among the target group i.e. the Trainees.

iii) Aspects of Inclusive Education are also adequately delineated in the syllabus, where role of teachers of Special Education are very much important. Needless to mention that some of the teachers of ABS Academy are well versed in the items of Special Education and are also allowed to be associated with the Institutions imparting instructions in the subjects of B.Ed. Special Education Course. The students of ABS Academy get a special advantage to learn intensively about Inclusive Education by associating themselves with the said teachers.

iv) Forty days are devoted for Practice Teaching in approved schools situated in the surroundings of the place where ABS Academy is located. Before Practice Teaching intensive training in micro-teaching are offered to the students of the Academy.

v) School experience are acquired by the students through their deep involvement in Practice Teaching activities. Teaching Aids of various categories are manufactured by the students for use during practice teaching. Discourses with the experienced teachers also supplement their acquisition of School experiences.

vi) *SUPW are ensured through gardening, participation in literacy centers, organizing educational tours etc.*

vii) *Extensive experiences in community works are obtained by the students through their Extension Activities in the nearby slums and Bastis in Durgapur.*

1.3 Feedback on Curriculum

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

Answer 1. *ABS Academy always encourages Feedback & Communication from the Students, Alumni & Academic Peers with reference to the Curriculum. For the purpose Seminars and Discourses are organized at the level of the Academy, at least once a year, involving Students, Alumni and Lecturers of neighbouring Institutions including University Department of Education.*

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

Answer 2. *The Teacher-In-Charge of the Academy is deputed to the workshop for Curriculum Development organized at University level for placing the recommendations of the Academy in respect of improvement and changes to be brought in Curriculum. Till now two Seminars and Discourses have been successfully held at ABS Academy in the year 2009 & 2010, where some recommendations on the basis of feedback were made.*

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

Answer 3. *The above recommendations and suggestions to the University from the end of the Academy may be considered as the contributions of Institution to Curriculum Development.*

1.4 Curriculum Update

Major Curriculum revision has been indicated in Annexure I

Criterion II: Teaching Learning and Evaluation.

2.1 Admission Process and Student Profile

Question 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?

Answer 1 *Admission Process and Admission Policy regarding B.Ed. Course are streamlined at University level. The Council for Under Graduate Studies has formalised the system through its Regulations and Notifications. Role of a particular Institution is, in fact, very negligible in this aspect except circulation of its opinion through Teacher representatives of Under Graduate Colleges in the said council. So far information are available, till now equity, access and transparency etc. are all adhered to in the Centralized Counselling Mechanism of the University of Burdwan. Normally Graduates with 50% marks are eligible for admission in B.Ed. Course. Relaxation up to 10%marks is permitted in cases of S.C/S.T students.*

Question 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?

Answer 2 *No particular Institution including the ABS Academy can advertise for its programme of B.Ed. Course in National Dailies of India. The University of Burdwan reserves the authority of Advertisements in News papers regarding Admission, Eligibility of students etc of the prospective students.*

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

Answer 3 *The Institution has the simple task to admit students sent by the University through its Centralised Counselling System leaving only five percent of the approved intake under the discretion of the Institution in matters of admission. Normally the determined admission criteria are found to be equitably applied to all Applicants.*

Question 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)

Answer 4 *Since the Institution has no right to decide on diverse student population to be admitted to the Institution, ABS Academy has evolved no special strategy for the purpose, except provision of free ship, half free ship for the economically disadvantaged students.*

Question 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.

Answer 5 *At the level of Academy there is no scope for assessing students knowledge, their needs and skill before the actual commencement of the Teaching Programmes at the level of the Academy.*

2.2 Catering to Diverse Needs

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

Answer 1 *In order to create an overall Environment conducive to Learning & Development of students, each classroom is decorated with specially designed learning materials and information sheets relating to the subjects to be taught in the class.*

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

Answer 2 *To meet the diverse learning needs of the students special cells of*

a) Cultural activities,

b) Games & sports related works

c) Community and social accessibility programs etc.

are constituted so that through students participation active educational programmes can be generated & implemented.

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

Answer 3 *In the Curriculum designed by the University some Sessional Activities have been recommended for student teachers to understand the role of diversity & equity in teaching learning processes. Programmes amongst the diverse communities in different socio economic set ups are also implemented.*

Moreover students are given special orientation for preparation of materials both for the use of Community Education & School Education with a view to understand the pragmatic situations in Teaching Learning Processes.

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

Answer 4 *At the level of the Institution students are divided into several batches under the leadership of supervising teachers. The Teacher-In-Charge of each batch become very close to the students and try to assess their diverse needs. The Supervising Teachers remain*

responsible for overall development of the students under their charge and thereby become very much sensitive to cater to their diverse needs.

Question 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?

Answer 5 *No special mechanisms are there in the Academy except the teachers, endeavoring for the development of skills among the students in respect of diversity, inclusion etc. Practices on such aspects are sometimes suggested in Tutorial Classes, Micro-teaching, Psychological analysis, Cultural activities, Excursion, Study Tour or Exhibition etc.*

2.3 Teaching-Learning Process

Question 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.)

Answer 1 *The teachers take special effort to engage students in batches in orientation to use the library, internet facilities, peer teaching, practicum etc. The cultural sub committee is invested in the task of writing special scripts on various social and educational problems to facilitate the role playing and simulation activities. In the sphere of practical works, students are exposed to various methods of preparation of teaching materials through artistic creations. In this aspect help of professional artists are taken.*

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

Answer 2 *In order to make learning students centered*

a) Students are encouraged to take classes to teach certain subjects to his peers. In the process, they get some idea regarding self-management of knowledge and skill to teach.

b) Moreover students are allowed to handle electronic equipments for the purpose of making the subject of teaching more objective and visual to the clients.

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

Answer 3 *Multi-media approaches including lecture method, board work, illustrative figures, audio-visual tools etc. are used to ensure effective learning.*

No innovative approaches or methods are practiced by the teachers.

Question 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.

Answer 4 *The Institution till now has no special provision for additional trainings in models of teaching.*

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

Answer 5 *Micro Teaching for developing teaching skill are profusely used to develop teaching skill. Normally the following skills are practised in about eighteen micro-teaching sessions.*

List of skills for practice:

a) Explanation

b) Stimulus Variation

c) Use of Teaching Aids

d) Use of Black Board

e) Re-enforcement

f) Probing Questions

h) Illustration with Example

Question 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.)

Answer 6 *In the process of practice teaching in schools, a trainee gives at least one lesson per day which is duly observed by teacher educator. Feedbacks from the students are taken and each lesson plan is duly monitored and supervised by the teacher educator. Usually Forty Practice Teaching Days are spent by each trainee in a session.*

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

Answer 7 *In the Institution there is no provision of Block Teaching/Internship of students.*

Question 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.

Answer 8 *During practice teaching session, teaching plans are developed by the trainees themselves. The school staff and mentor teachers are consulted only to have an idea on the syllabus of the subject taught in the school.*

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

Answer 9 *The trainees/student teachers are given orientation in respect of managing the diverse learning needs of students in schools which incorporate practical exposures, field visits and some times nature observation.*

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

Answer 10 *Student teacher/Trainees are given adequate exposure in the sphere of use of computers and other audio-visual aids which they use during practice teaching.*

2.4 Teacher Quality

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

Answer 1 *Practice Teaching Programmes are chalked out involving the Heads of the Schools who are requested to meet in a meeting convened at the level at the Academy. Practice Teaching plans in details are normally prepared by the student teacher / Trainees themselves in consultation with the teachers of the Academy and concerned school teachers, if necessary.*

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

Answer 2 *The ratio of student teachers to identified Practice Teaching Schools normally varies from 5 to 8 per School. The decision regarding the number of Practice Teaching Schools is taken in consultation with the Head Masters of neighboring schools and on weightage of the subjects to be taught.*

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

Answer 3 *The feedback from the students of Practice Teaching Schools are communicated to student teacher/Trainees by Teacher Educators in order to improve their performance level.*

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

Answer 4 *ABS Academy normally convenes special meeting of the H. M(s) and Mentor Teachers in order to assess their opinion on the role of student teacher/ trainees during*

Practice Teaching drills of the student teachers in the Practice Teaching Schools. The constructive views of the H.M(s). and Mentor Teachers of Practice Teaching Schools are communicated to the student teachers/Trainees in special sessions arranged for measures for their improvement.

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

Answer 5 Recent developments in the schools subjects and teaching methodologies are communicated to the students by the faculties of the Academy who are well ahead conversant with those phenomena in various seminars and workshops arranged at district level.

Question 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.)

Answer 6 Till now no major initiatives of the Academy have been taken to ensure personal and professional development of the Teaching Staff of the Institution except by deputing them to certain seminars and workshops convened at various level.

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

Answer 7 The Institution have no mechanism to offer reward and additional incentive to the staff members to motivate them for good performance.

2.5 Evaluation Process and Reforms

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

Answer 1 Feedback of special nature are collected from Student Teachers /Trainees in order to learn about the barriers to student learning. Suggestions are also sought from learned persons who are invited in various seminars and discourses.

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

Answer 2 Internal assessment ,mid-term assessment, term-end evaluation as well as external evaluation are all resorted to for assessing student learning.

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

Answer 3 *Assessment /Evaluation out comes are communicated to the students in classes and meet together so that they can improve their future performance. Assessment/ Evaluation out comes are also made known to the teachers to facilitate newer methods of curriculum transaction.*

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

Answer 4 *ICT is not normally used in assessment and evaluation process both at the level of the Academy and the University.*

Criterion III: Research, Consultancy and Extension

3.1 Promotion of Research

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

Answer 1 *The Institution normally dose not bother in respect of research activities of teachers who are involved in teaching in the Institution.*

Question 2 What are the thrust areas of research prior itized by the institution?

Answer 2 *Nil.*

Question 3 Does the Institution encourage Action Research? I f yes give details on some of the major outcomes and the impact.

Answer 3 *Nil.*

Question 4 Give details of the Conference / Seminar / Workshops attended and/organized by the faculty member s in last five years.

Answer 4 *Details of the conference/Seminar/workshops attended and /Organized by the faculty members are given in the enclosed sheet (Annexure-II)*

3.2 Research and Publication Output

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

Answer 1 *The number of innovative instructional and other materials developed through “Research are so negligible that these should not be mentioned at all.*

Question 2 Give details on facilities available with the institution for developing instructional mater ials?

Answer 2 *Facilities including computers, books, journals etc. are available with the Institution for developing Instructional materials through researches but teachers scarcely use them for the purpose. The reason lies with them.*

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

Answer 3 *ICT facilities are available in the Institution but these are used by the teachers for developing instructional materials in limited areas.*

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

- a. Organised by the institution
- b. Attended by the staff
- c. Training provided to the staff

Answer 4 *Two workshops on material development (both instructional and other material) were organized by ABS Academy one in the year 2009, and another in the year 2010. Both the workshops were attended by both the staff and the students. The proceedings of the workshops may be considered to be the trainings provided to the staff.*

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

Answer 5 *Only Two articles were published in college magazines.*

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

Answer 6 *Nil.*

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

Answer 7 *Nil.*

3.3 Consultancy

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

Answer 1 *Nil.*

Question 2 Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicise the available expertise.

Answer 2 *Nil.*

Question 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?

Answer 3 *Nil.*

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

Answer 4 *Nil.*

3.4 Extension Activities

Question 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)

Answer 1 *The local community i.e. a nearby slum has been benefited from the Institution through its various extension activities in the sphere of literacy centre and continuing education centre. Persons of backward communities were involved as target group.*

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

Answer 2 *The institution has been benefited through the extension centre in as much as these provided channels of experimentation of non-formal methods of education taught to the students in their subject "Alternative Education". No other benefit was accrued in the process.*

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

Answer 3 *At present no major plans are there for providing community orientation to students except motivating the students to take part in large number in Extension Activities.*

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

Answer 4 *Only one Literacy Centre and one continuing education centre are being run at community level.*

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

Answer 5 *The institution tries to develop social and citizenship values and skills among the students in classroom environment only.*

3.5 Collaborations

Question 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.

Answer 1 *Nil.*

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

Answer 2 *Nil.*

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

Curriculum Development

Teaching

Training

Practice Teaching

Research

Consultancy

Extension

Publication

Student Placement

Answer 3 *Nil.*

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

Answer 4 *Linkages with the schools selected for Practice Teaching are always there.*

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

Answer 5 *The faculty of ABS Academy have to involve themselves with schools and with school teachers to plan for delivering and evaluating the Practice Teaching Programmes undertaken by the Academy. Each year at least three meetings and discourses are organized at the Academy to conduct the Practice Teaching Programmes satisfactorily and to decide matters relating to designing, evaluating and delivering Practice Teaching.*

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

Answer 6 *The faculty of the Academy collaborate with school faculty in respect of the drawing plan of Practice Teaching Programmes.*

Criterion IV: Infrastructure and Learning Resources

4.1 Physical Facilities

Question 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.

Answer 1 *The Institution i.e. ABS Academy has the physical infrastructure as per NCTE norms.*

Facilities:

- a) *More than 2,500 sq.mts. Land.*
- b) *More than 2000 sq.mts. Built up area.*
- c) *Class Room 6 nos*
- d) *Hall 2 (1 of 2000 sq. ft.)*
- e) *Psychology Lab.*
- f) *Educational Technology Lab/ I.C.T. Laboratory.*
- g) *Library with about five thousand books.*
- h) *Activities Room.*
- i) *Indoor Games Room*
- j) *Play Ground.*
- k) *College Canteen.*
- l) *Common Room (separate for Boys & Girls)*
- m) *Office Room.*
- n) *Principal's Room.*
- o) *Store Room.*
- p) *Teachers Room etc.*

More than 2 cores of rupees have been spent for providing adequate physical infrastructure as per NCTE norms.

The Building Plan is enclosed as separate document in Annexure- III.

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

Answer 2 *The Institution has got adequate building resources. Moreover the Trust which has sponsored ABS Academy possesses enough funds required for augmenting other infrastructure to keep space with the growth of the Academy.*

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

Answer 3 *For co-curricular activities undertaken in cultural sphere, the big Hall is normally used. If additional Space is required for any reason, another big hall is there in an adjacent building, by the side of the earmarked one for B.Ed. Department. Moreover, materials as per requirements of co-curricular activities are all adequately provided.*

Extra curricular activities in the sphere of out door Games and Sports are conducted on the Play Ground which is attached with the Academy. There are Gyms and adequate accommodation including equipments for indoor games also.

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

Answer 4 *No physical infrastructure are shared with other programmes of the Sponsoring Trust or any other Institution of the locality.*

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

Answer 5 *Rest room for women, wash room facilities for men and women, canteen, health clinic etc. are all available in the campus to ensure the health and hygiene of the staff and students.*

Question 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.

Answer 6 *The Institution has got no Hostel of its own. Two buildings have been taken on rent in order to provide Hostel accommodation separately for girls and boys.*

4.2 Maintenance of Infrastructure

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

Building
Laboratories
Furniture
Equipments
Computers
Transport/Vehicle

Answer 1 *The budgets and the balance sheets for the years 2008-09, 2009-10, 2010-11 are enclosed as Annexure –IV, V, VI. The funds spent were according to requirements on the above heads.*

The unspent balance, if any, is normally utilized in augmenting resources in library and laboratories and the maintenance of the building.

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

Answer 2 *The existing infrastructure available in the Institution are more than adequate for a B.Ed .Course of one year duration. Considering the present situation, application for an additional intake of another one hundred students has been made to NCTE in the current year.*

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

Answer 3 *The requisite infrastructure of the B.Ed. Institution in the name & style of ABS Academy are normally free from environmental hazards.*

Moreover ABS Academy is situated in an open space where there are no congestions of any sort.

Naturally necessity to adopt special measures regarding environment issues does not arise.

4.3 Library as a Learning Resource

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

Answer 1 *ABS Academy has a qualified Librarian and sufficient technical staff to support library.*

Question 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.).

Answer 2 *All sorts of library resources viz five thousand volumes of books of 1,500 titles, various type of Journals, Magazines, Audio-Visual Teaching Learning Resources, software, Internet access etc. are all available in the library and are frequently used by the staff and students of the Institution.*

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

Answer 3 *A library committee, consisting of the following members normally look after the library resources for adequate access, relevance etc. and to make acquisition decision. The library committee has the authority to decide on any aspect of library activities including its financial matters.*

Members of the Library Committee:

- a) Principal (Ex-officio Chairman)*
- b) Three Teachers (nominated by the Managing Committee)*
- c) One non teaching staff (nominated by the Managing Committee).*
- d) Librarian (Ex-officio Secretary)*
- e) One Student member (nominated by the principal)*

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

Answer 4 *The Library has not yet been computerized, though, resolution has been taken in the meeting of the Managing Committee of the Institution to fully computerize the library.*

Question 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.

Answer 5 *Computers with internet and Reprographic facilities are available in the library. Staff and Students of the Institution have free access to these facilities during the time from 10a.m-5p.m on each working day.*

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

Answer 6 *No inflibnet/ Delnet/IUC facilities are available in the library.*

Question 7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc.)

Answer 7 *The library of the Institution remains open on all working days of the Academy which are about 220 days in a year. Every day the working hours of the library is 9a.m-6p.m.*

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

Answer 8 *New arrivals in the library are made known to the students and staff through jacket demonstration as well as display of notices.*

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

Answer 9 *ABS Academy has a Book Bank. Students are allowed to use this Book Bank. At a time, at least, 5 books are issued to a student for a duration of 3 months.*

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

Answer 10 *There are no special facilities offered by the Library to the visually and physically challenged person.*

4.4 ICT as Learning Resource

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

Answer 1 *A separate laboratory for ICT facilities has been established in the Institution in the year 2011. In the ICT lab. Computer, hardware and software, internet connections, audio-visual and other materials are available and students are encouraged to avail of the ICT facilities.*

But only a limited response on the part of the student is noticed.

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

Answer 2 *There is a provision in the curriculum for imparting computer skill to all students. In the 2nd half of the paper- IV, Management and Technology in Education, Individualized instruction regarding program infrastructure and computer assisted learning (CAL) etc. have been incorporated.*

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

Answer 3 *The Institution, through the assistance of some experts, tries in limited way to make use of ICT facilities in curriculum transaction processes.*

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

Answer 4 *Normally in developing lesson plan, class room transactions, evaluation and preparation of Teaching Aids, some technologies are used with the assistance of experts who are paid part time allowances for the purpose.*

4.5 Other Facilities

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

Answer 1 *The existing instructional infrastructures are optimally used by the students and the teachers. But the facilities are not shared with other in any case.*

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

Answer 2 *Audio-Visual cassettes and a few CDs are available in the Institution for use in the instructional sessions for the students.*

During Practice Teaching in schools all the materials are profusely used by the student teachers.

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

Answer 3 *Only Educational Technology Lab and Psychology Lab are available in the Institution. Teachers with the assistance of outside experts normally take responsibility to enhance the facilities and ensure the maintenance of the equipments and other facilities.*

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

Answer 4 *There is a Multipurpose Hall of 2000 sq. ft. a) Workshops of Art and Craft in separate rooms, b) for Music and Dance performance a separate room, and c) Play Ground for Sports are available in the Institution.*

Question 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.

Answer 5 *Class rooms are decorated with various Teaching Aids. No other steps have been taken to modernize class rooms with the additions of Technologies.*

4.6 Best Practices in Infrastructure and Learning Resources

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

Answer 1 *Nothing notable can be mentioned in respect of best practices in infrastructure and learning resources.*

Criterion V: Student Support and Progression

5.1 Student Progression

Question 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?

Answer 1 *The Institution has no mechanism to assess the students preparedness for the programmes before their admission in the Academy. However after their admission they are given certain advice and suggestions regarding their professional educational programmes and their various steps towards its completion.*

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

Answer 2 *The Institution provides necessary infrastructure for satisfactory development and performance improvement of the students. In this respect the role of the teachers are highlighted and emphasized, which is ensured through strict vigilance by the authority of the Academy on the teachers. Campus environment is always supervised by the teachers.*

Question 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?

Answer 3 *In the B.Ed. Course, occurrence of dropout is normally negligible. During the past four years only a single student did not appear in the Final Examination, because she got a job at the middle of the session of the Course.*

Question 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?

Answer 4 *No additional services are provided to students for enabling them to compete for the jobs and progress to higher education except certain exposures of TET under School Service Commission.*

Only a single student of B.Ed. Course of ABS Academy got himself qualified for NET in the session 2011- 12. It may be considered as Individual independent achievement.

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

Answer 5 *About cent percent students of B.Ed. Course appear in the examinations conducted by School Service Commission each year. During last three years the success rate was about*

30% .There is no information at the level of the Institution regarding their involvement in higher studies other than the courses related with Teaching Profession.

Question 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.

Answer 6 *The Institution provides trainings in computer related methods .Students are, however, given free access to library, audio-visual resources during their studies in the Academy. After completion of the Course, students, however, get detached from the Academy in above respects.*

Question 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.

Answer 7 *In ABS Academy there is no cell for placement services. However students at the end of their syllabus are given orientation in TET subjects.*

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

Answer 8 *Nil.*

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

Answer 9 *No.*

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

Answer 10 *Nil.*

5.2 Student Support

Question 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?

Answer 1 *No special planning is designed in respect of achieving the objective and effective implementation of the curriculum except by adhering to the directions and guidelines provided by the University. The Institution, of Course, chalk out plans on co-curriculum and extra-curricular programmes through involvement of experts and the students.*

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

Answer 2 *In the curriculum planning there is no additional scope for special education of the physically challenged students. Very few items of Special Education have been incorporated in the syllabus of the B.Ed. Course.*

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

Answer 3 *In the Institution there is a system regarding mentoring arrangement in the name of supervising teachers for different batches of the student trainees.*

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

Answer 4 *There is no special provision in the institution which support and enhance the effectiveness of the faculty in teaching and mentoring of students except encouraging them through various meetings.*

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

Answer 5 *The Institution has a website. Information regarding staff, no. of students, members of Managing Committee and its financial matters are all reflected in the website.*

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

Answer 6 *The Institution arranges remedial programmes for academically low achievers. The programmes are conducted by the teachers themselves.*

Question 7 What specific teaching strategies are adopted for teaching
a) Advanced learners and b) Slow Learners

Answer 7 *No specific teaching strategies are adopted for teaching advanced learners and slow learner except advices to the slow learners to attend remedial classes.*

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

Answer 8 *Guidance & Counseling services are available to the students while they require assistance to qualify in the competitive examinations conducted by School Service Commission only.*

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

Answer 9 *There is a grievance redressal cell in the Institution. The cell attends to the grievances of the students in respect of gender harassment, bad treatment of the teachers and their inconveniences regarding their residential accommodation. During the past two years no grievances were communicated to the cell.*

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

Answer 10 *The progress of students are evaluated at an interval of six months through internal evaluations. Teachers monitor and advise the steps for the improvement of the students.*

Question 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?

Answer 11 *Pre-practice teaching preparations through microteachings and preparation of teaching-aids are normally made with the participation of the experts and subject teachers. Follow-up supports are provided to the student teachers after observing their activities in each week. Normally classes for follow-up support are arranged on Saturday at the campus of the Academy on the matters which the student teachers consider difficult in their practice teaching exercises.*

5.3 Student Activities

Question 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.

Answer 1 *ABS Academy has no Alumni Association till now. However efforts are being taken this year for formation of an Alumni Association in the Institution.*

Question 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.

Answer 2 *Special prizes and gifts are offered to the students for their achievements in extra-curricular activities including sports and games at the level of the Institution. No inter collegiate participation have been done during the four years tenure of the establishment of the Institution.*

Question 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.

Answer 3 *Wall magazines and college magazines are published regularly. Students and teachers of the Institution contribute articles in the magazine. The list of major publications brought out by the students is given in Annexure- VII*

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

Answer 4 *The Institution has no students council or any similar body Question of the constitution, activities etc. does not arise.*

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

Answer 5 *In the Managing Committee of the Institution there are provisions of one students representatives. Students representation in Library Committee and other sub- committees like Sports, Games, Cultural Activities etc. are also encouraged and given effect to.*

Question 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?

Answer 6 *There is no mechanism at the level of the Institution to seek and use data and feedback from its graduates and from employers to improve the preparation of the programmes and the growth of development of the Institution.*

Criterion VI: Governance and Leadership

6.1 Institutional Vision and Leadership

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

Answer 1 *The purpose of ABS Academy is to provide trainings to the prospective teachers who have been admitted in the Institution for B.Ed. Course.*

The vision of the Institution is to establish a centre of excellence in education with facilities of P.G studies and the State of the Art research activities in the sphere of teacher education.

The mission of the Institution is to help build-up in the country a regiment of well trained teachers to impart meaningful education to the students at secondary and H.S level.

The values that are given weightage in this Institution belong to the traditional cores of the great educators of "Gurukul Age".

The purpose of the Institution, its vision, mission and the values are made known to the various stakeholders through group discussions and specially convened meetings.

Question 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?

Answer 2 *The needs of the society, the students the Institution seeks to serve, the school sector, ,, educational institutions in tradition and value orientation are all addressed in the goals and objectives of ABS Academy incorporated in the overall Mission of the Institution.*

Question 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.)

Answer 3 *The Managing Committee of ABS Academy is fully committed to the effective and efficient transaction of teaching learning process in the Academy. The Committee consists of persons from various levels like educationist, administrators, guardians, and the students. The University of Burdwan has given a guideline regarding formation of the Governing Body which appear to be highly effective for the purpose of implementing the educational motto of teacher education.*

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

Answer 4 *The Management and the Head of the Institution have defined various responsibilities of the Institution on the categories like -*

1. *Day to Day Administration.*
2. *Academic co-ordination.*
3. *Financial Administration.*
4. *Students Management etc.*

Sub committees have also been constituted to look after the above purposes.

Question 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?

Answer 5 *The principal of college through co-ordinators of the sub committees collect valid information and place them before management in every 3 months to review the activities of the Institution.*

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

Answer 6 *Barriers in achieving the vision, mission and goals are identified and addressed through discussions and policy makings etc. in the meetings of Managing Committee of the Academy.*

Question 7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

Answer 7 *Two teachers representatives and one representatives of non –teaching staff have been included in the Managing Committee of the Institution in order to ensure the involvement of the staff for improvement of the effectiveness and the efficiency of instructional process.*

Question 8 Describe the leadership role of the head of the institution in governance and Management of the curriculum, administration, allocation and utilization of the resources for the preparation of students.

Answer 8 *The Principal of ABS Academy plays effectively the leadership role in Governance and Management of the curriculum administration, allocation and utilization and resources for the preparation of the students .*

6.2 Organizational Arrangements

Question 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.

Answer 1 *Different Institutional activities are looked after by different sub-committees constituted for the purpose. Normally the following sub committees are allowed to function.*

- a) *Academic Sub- Committee.*
- b) *Finance Sub- Committee.*
- c) *Students Managing Sub-Committee.*
- d) *Cultural Sub-Committee.*
- e) *Sports & Games Sub-Committee.*
- f) *Sessional Activities Sub- Committee.*
- g) *Students Grievance Redressal Sub-Committee.*

The above Sub- Committees convene meetings each month and report the Principal about the proceedings of the meetings

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

Answer 2 *The Managing Committee of ABS Academy is the supreme body to monitor the Academic and administrative function of the Institution. The Managing Committee is constituted as per the guideline provided by the University of Burdwan in its circular no. IC/GB/752(8).dated 10.12.2008, the copy which is enclosed as an (Annexure-VIII.)*

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

Answer 3 *Decentralization in various administrative functions has been ensured through Sub-Committees already mentioned.*

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

Answer 4 *Till now no collaborative effort with other institution, department etc. have been noticed except inviting certain experts either as Guest lecturers or Extension lecturers .The quality of educational provisions are monitored through Internal Quality Assurance Cell.*

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

Answer 5 *Reports, recommendations and suggestions from the Sub-Committees are used in decision making by the Managing Committee of the Institution in the sphere of performance of Institution.*

Question 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).

Answer 6 *No appreciable or major initiatives on the part of the Institution have been taken in promoting co-operation, sharing of knowledge, innovation and empowerment of the faculty. Whatever is done have been done in the supreme body i.e. Managing Committee of ABS Academy.*

6.3 Strategy Development and Deployment

Question 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?

Answer 1 *No MIS has been development in ABS Academy to select, collect, align and integrate data and information on Academic and Administrative aspect of the Institution.*

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

Answer 2 *Resources both human and financial are allocated as per requirements for curriculum transaction of the B.Ed. Course. No special action plans are envisaged.*

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

Answer 3 *The mission of the Institution is a very noble one. Both resourceful men and high financial facilities are needed to achieve the mission in its fullest. The Sponsoring Trust is trying hard to harness such as resources under its disposal.*

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

Answer 4 *The Academic plan is developed in the Institution with the involvement of teachers and students as per the guidelines provided by the University. Practice Teaching School Teachers are not normally involved in overall academic plan of the Academy. But their co-operation in respect of conducting Practice Teaching is sought.*

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

Answer 5 *The objectives of the Institution are communicated and deployed at all levels including the employees of the Academy through meetings and discourses. Contributions of the employees are always there for the growth and development of the Institution.*

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

Answer 6 *Each year at the end of the academic session the activities in all their aspects are reviewed in order to assess achievements in the sphere of the vision and mission of ABS Academy.*

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

Answer 7 *New technology, whatever be its nature, is planned and deployed whenever University gives direction and guidelines for their use.*

6.4 Human Resource Management

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

Answer 1 *Faculty development needs and career progression of the staff are not at all taken care of and identified at the level of the Institution.*

Question 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?

Answer 2 *Performance assessment of faculty and staff is not done scientifically. Only report of the Principal and some remarks and evaluation by the peers are considered by the Managing Committee of the Academy at the end of a session.*

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

Answer 3 *Welfare measures of special nature for the staff and faculty are limited. Only enhancement of their salary and allowances are reviewed each year and are given effect to. Adequate infrastructural facilities are also provided to them to ensure satisfactory implementation of their commitments in job.*

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

Answer 4 *Some inputs are given through Seminars and Workshops organized at the level of the Academy, where specialists are invited for a limited period.*

Question 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.)?

Answer 5 *Faculty and other staff of the Institution are recruited through Selection Committees after adequate advertisement in National Dailies of India. The qualifications and other statutory requirements are fixed as per guidelines of NCTE.*

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

Answer 6 *Part-time/ adhoc faculties are recruited absolutely on temporary basis for certain special activities in teaching and training . Six classes in a week are normally allotted and payments of 5 to 6 thousand rupees per month are made to each part-time/adhoc faculties.*

Question 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).

Answer 7 *There is no major provision in the Academy to support and ensure professional development of the faculty. So there is no budget allocation for staff development or sponsoring for advanced study in any quarter of the country.*

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

Answer 8 *Physical facilities like well maintained and functional of fice, instructional and other space to carry out their works effectively are provided to the faculties for smooth functioning.*

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

Answer 9 *The Institution has no well defined mechanism in place for faculty and other stakeholders except a Grievance Redressal Cell to seek information and/ or to make complaints.*

Question 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.

Answer 10 *Teachers who remain engaged in working with schools during Practice Teaching and community engagements during Extension Activities are given relaxation in workload of class teachings only. Usually such teachers remain free from class teachings during Practice Teaching programmes in outside schools.*

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

Answer 11 *No reward or additional incentives are given to any staff of the Institution for their better accomplishment of task.*

6.5 Financial Management and Resource Mobilization

Question 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

Answer 1 *The Institution sustains only on Tuition Fees paid by the students. No financial support from the government is available till now.*

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

Answer 2 *No resources are available through donations except financial assistance of the Sponsoring Trust in times of need.*

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

Answer 3 *The operational budget of the Institution is adequate to cover the day to day expenses of the Institution.*

Question 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)

Answer 4 *Budget allocation and the income expenditure statement are as per audited report .*

Question 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).

Answer 5 *The accounts of the Institution are audited regularly at the end of the year. The auditor is appointed by the Sponsoring Trust in one of its meetings.*

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

Answer 6 *The accounts of the entire finance management system of the Academy have been fully computerized.*

Criterion VII: Innovative Practices

7.1 Internal Quality Assurance System

Question 1 Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Answer 1 *An Internal Quality Assurance Cell has been established in the institution in the year 2010, by involving certain experts. The present composition of the Cell is as under.*

- a) Principal of the College (Chairman).*
- b) Three Teachers of the Academy (nominated by the Managing Committee of the Academy).*
- c) One student representative (nominated by the Principal).*
- d) Two members to be nominated by the V.C. of Burdwan University.*
- e) Two External Experts (nominated by the Managing Committee of the Academy).*
- f) One School Head Master (nominated by the Managing Committee of the Academy).*
- g) Secretary of the Sponsoring Trust.*

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

Answer 2 *The task of evaluating the achievement of goals and objectives of the institution is vested on the IQAC.*

Question 3 How does the institution ensure the quality of its academic programmes?

Answer 3 *The quality of academy programmes of ABS Academy is ensured through evaluation at 6 months interval in the meetings of IQAC.*

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

Answer 4 *The quality of administration and financial management processes are ensured through periodical inspection by the University as well as observation of IQAC, if any.*

Question 5 How does the institution identify and share good practices with various constituents of the institution.

Answer 5 *Since it is a single Department Institution with divers activities in the field of teaching and extension works whatever good practices are available are shared by the persons attached with teaching and extension works.*

7.2 Inclusive Practices

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

Answer 1 *The Institution try to sensitize teachers to issues of inclusion given in national policy and the school curriculum through various discourses on the matter arranged in Academy itself.*

Question 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.

Answer 2 *In the syllabus of B.Ed. Course there are some items about inclusion and exceptionalities as well as gender differences Students get exposures to those subjects in their class rooms also.*

Question 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.

Answer 3 *Positive social interaction and active engagement in learning and self-motivation have been ensured in sessional activities and subjects of Alternative Education in the curriculum which are obstinately carried out in the Institution.*

Question 4 How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Answer 4 *During Practice Teaching Programmes student teachers get ample scope for working with children from diverse back ground and exceptionalities.*

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

Answer 5 *Special needs of movement within the campus are addressed through the provisions of wheel-chairs, crutches etc. for the physically handicapped students.*

Question 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)?

Answer 6 *There is a woman cell in the Institution that handle gender sensitive issues within the campus.*

7. 3 Stakeholder Relationships

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

Answer 1 *Periodical meetings of the stakeholders both academic and administrative are held in order to apprise them of various information on the organizational performance of the Institution.*

Question 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?

Answer 2 *In the meetings so convened, data on success and failures are shared by all concerned and suggestions, if any, for improvement are sought.*

Question 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?

Answer 3 *No scientific feedback mechanisms have been developed. Importance is however, given to casual information from various quarters including the students, professional communities or other stakeholders of the programmes. All the matter are discussed in the meetings of the Managing Committee of the Academy and measures are suggested for improvement.*

PART 3

Mapping of Academic Acti vities of the Institution

Weeks

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27

Admission and
Orientation



Theory



Tutorials/ Seminars



Sessional Work –
Tests &
Assignments



Practical Work

Preparation of
Internship:
Demonstration/
Observation of
lessons/ micro
teaching/
simulations



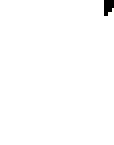
Practice Teaching/
Internship



Co-curricular
Activities



Working with
communit y/ project
work



End-Term
Examination

Mapping of Academic Activities of the Institution

Weeks	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
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																										

D. Declaration by the Head of the Institution

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

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

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

Signature of the Head of the Institution
with seal:

Place:

Date:

ANNEXURE I

Syllabus

Paper- I

First Half

Old Syllabus	New Syllabus
Paper name: Principal of Education.	Paper name: Philosophical and Sociological Foundations of Education.
Unit-I , 1.Value oriented Education-(social,Moral,Spiritual) 2. Philosophy and Education.	Unit-I, *Education-Its meaning, aims and objectives *Bases of Edn.-Philosophical, sociological& Economical. *Forms of Education-Formal, Informal, Non-Formal. *Child-centric Edn.
Unit-II, Rabindr anath, Gandhiji, Roussacu,Spencer, John Dewey.	Unit-III, Rabindranath, Gandhiji, Vivekananda, Rousseu, Montessari, Deway.
Unit-III, Curriculum Study.	Unit-IV, Curriculum Study

Second Half

Old Syllabus	New Syllabus
Sociological portion	Sociological Foundation of Education
Unit-I, Sociology & Edn.-relation , nature, Scope etc.	Unit-V, Relationship between individual & individual, Individual & society. *Education as a tool of economic development. *Education as an agent of social change. *National Welfare. *Education& Human Resource Development.
Unit-II, Agencies of Edn.- Differ ent type of agencies- home, school, community etc.	Unit-VI, Agencies of Edn.- Formal & Informal, Active& Passive
Unit-III, equalization of Educational opportunities, education of backward communities, slows lear ners & handicapped children, non- formal edn. , population Edn.	Unit-VII, Population Edn.& Life Style Edn. at secondar y stage.

Unit-VIII, Environmental Edn.

Unit-IX, Equality of Educational opportunities.

*Backward Communities

*Lifelong Edn.- Open& Distance Edn.

PAPER -II

OLD SYLLABUS NEW SYLLABUS

Paper Name-Education I n Emerging India. Paper Name-Development of Education in India.

Sector-A.

1st Half:

Unit-I: Indian Renaissance and education:
Rammohan, Young Bengal, Vidyasagar.

Unit- 1.

- Renaissance in India and Education:
Rammohan, Young Bengal and Vidyasagar.
- Brief review of development of Education
under British rule((Specifically): Woods
Despatch;

Unit –II: Education under the British rule (since
1854to1947).

- A. Wood’s Despatch 1854
- B. First Indian Education Commission.
- C. Education Policy of lor d Curzon.
- D. National Education on
Movements:1905-1938
(Special reference of national Council of
Education-Vivekananda ,Gandhiji,
Rabindranath in the prospective of
National Education Movement)
- E. Sadlar Commission (1917-1919),Wood-
Abort,Hartog Committee (1938)
- F. Basic Education propounded by
Gandhiji.
- G. Report of the Ser gent Committee 1944
Plan for post-war educational
reconstruction.

Hunter Commission; Curzon Policy;
Hartog Committee, Sadler Commission & Sargent
Report
(only major recommendations).

Unit- 2.

- Provisions for Education in the Constitution
of Independent India.
- Educational Values as reflected through
the provisions of Indian Constitution.

Sector-B

Unit-I: Education after Independence with
special reference to current problem:-

- A. Educational province in the constitution
(relevant articles).

Unit- 3.

University Education Commission (1948-49)
– Recommendations with reference to the following:
(a) Aims of Education; (b) Structure; (c) Curriculum;
(d) Examination Refor m;
(e) Rural University; and (f) Religious, Spiritual and
Moral education.

Unit- 4.

Secondar y Education Commission (1952-53)
– Recommendations with reference to the following:
(a) Aims of Education; (b) Structure; (c) Curriculum;
(d) Examination Refor m.

- B. Landmark in the development of education in India:
- Radhakrishnan Commission (1948)
 - Mudaliar Commission (1952-53)
 - Kothari Commission (1964-66)

C. National Policy of Education/Recommendation of 1968, 1979, 1986.

Unit II: Education under different 5 year plans

- Seventh Plan
- Eight Plan
- Report of the Ashoke Mitra Commission.

Sector-C: Modern trends in Education in details:

Unit-I:

- Primary Education In West Bengal after Independence .Problem and prospect and development of primary education.
- Secondary Education, structure, curriculum, problems and prospects.
- Higher Education In India with special reference to the role of UGC.
- Teacher Education.
- (Social and Adult Education ,NLM,TLC,NAEP.
- Technical and Vocational Education.
- Women Education.

Unit -II : Different agencies for Formulation of educational policy-

- C.A.B.E.
- N.C.E.R.T.
- N.C.T.E.
- State Board of primary Education,
- S.C.E.R.T.
- Council for HIGHER education.
- West Bengal Board of Secondary Education.
- West Bengal Higher Secondary council.

Unit -5.

- Indian Education Commission (1964-66) – Recommendations with reference to the following:

(a) Aims of Education; (b) Structure; (c) Curriculum; (d) Examination Reform; (e) School Complex; and (f) Work Experience.

Second Half: Recent Developments and Current Issues.

Unit 6.

- National Policy on Education 1986 (NPE 1986).
- Revised Draft of NPE 1986.
- Programme of Action 1992 (POA 1992).

Unit 7.

- Education in 10th Five Year Plan.
- Education in 11th Five Year Plan.

Unit 8.

- Reports of the World Conferences on Education for All (EFA) - 1990 & 2000 – salient features.
- Global Monitoring Report of UNESCO – salient features.
- Sarva Siksha Abhijan /Mission (SSA/SSM) - objectives & salient features.

Unit 9. Contemporary Approaches and Issues

(to be discussed with reference to Asok Mitra Commission; Bhabatosh Datta Committee; Pabitra Sarkar Committee and Ranjugopal Mukherjee Committee in the perspective of W.B.)

- Elementary Education – present problems and prospect.
- Secondary Education – present problems and prospect.
- Higher Education – present problems and prospect.
- Women Education – present problems and prospect.
- Teacher Education – present problems and prospect.

- Adult & Continuing Education – present problems and prospect.
- Distance Education – present problems and prospect.
- Inclusive Education – present problems and prospect.

Paper-III

1st Half

Old Syllabus : New Syllabus

Paper name: Educational Psychology

Unit-I, Understanding the nature, function and method of psychology in Edn.

*Meaning, nature and scope of educational psychology.

*Functional relevance of educational psychology for the higher secondary teachers in understanding the learner and their psychometric development, including learning and adjustment.

Unit-2, Growth and development, general principals of development, stages of development, with special response to adolescence and teachers role.

*Function influencing development(heredity and environment)

*Aspects of development; (a) physical, (b) social, (c) Emotional, (d) Cognitive (Blooms Taxonomy, Bruner& Piaget)

Unit-3, Understanding the Learners as Individuals.

*Major areas of individual difference- (a) Abilities: intelligence- definition- major theories (two factor theory and creativity, aptitude, S. Y Model)& Measurement. (b) Achievement.

Unit-4, Understanding Learning- (i) Concept of Learning, (ii) Significant concept and pr incipals of Learning

*Learning: Cognitive, effective and psycho-motor.

* Learning theories- Connectionism, Behaviorism, Cognitive Field theory.

Paper name; Psychology of Learning and Instruction

Unit-I, * Educational psychology: its meaning, nature, scope, methods and functions.

*Stages of human development.

*Adolescence- Characteristics, problems: needs

* Development as a basis of Learning-

(a) Language, (b) Cognitive-Piaget, (c) Moral-Kohlberg.

Unit-2, * Nature of Learning; Lear ning theories- (Skinner’s): Information processing (Roger’); Humanistic (Maslow’s), and Cognitive/Field theory (Gestalt).

* Factors influencing Learning and teaching process

*Motivation- nature, types: determinants.

Unit-3, * Modern concept of intelligence, intelligence and creativity.

*Theories of intelligence as propounded by (a) Thurstone, and (b) Guilford.

*Measurement of intelligence- Verbal, non-ver bal.

Unit-4,*Individual differences

*Exceptional children.

Unit-5, *Personality- definition and characteristics: development of personality: measurement of personality.

*Adjustment: maladjustment in school- causes

- * classical conditioning and operant conditioning and remedies.
- (Trial and error.
- *Motivation: meaning , importance
- *Memory: STM& LTM
- Unit-5, A Personality and adjustment-
Concept of personality; types, dimensions, traits
and self- concept- humanistic view.
- B Understanding and helping with special
needs, difficulties and problems arising out of
them.

2nd Half

Old Syllabus: New Syllabus

- Unit-VI, Basic concepts of Teaching & Instruction.
- Unit-VII, *Direct and Indirect Instruction
- *Designs of Instruction (Skinner and Gange)
- Unit-VIII , Technology based Teaching Strategies
(Web-based Instruction, Multi-media, CD-ROM,
Intelligent Tutoring Systems)
- Unit-IX,* Models of Teaching: necessity, Different
models of teaching-Advance Organizer, Concept
Attainment & Inquiry Training*Constructivist
approach to Teaching and Participatory Learning.

Paper-IV

Old Syllabus	New Syllabus
Paper name- School Organization.	Paper name- Management and Technology in Education.
Unit-I, School Organization.	Unit-I, Concept of management different management process in the school.
Unit-II, Institutional Planning: Its different factor,the School Planning,Library,Workshop and Play Ground etc.	*System approach in Educational management . Unit-II, Leadership style in management:- Role of the H.M. *Organisation of a congenial School climate.
Unit-III. School time table.	Unit-III. School Services a) Students' self Government & Discipline etc.
Unit-IV. School Administration. Role of the H.M.	Time table & Academic Calendar. Unit-IV. Teacher as the Manager of the classroom

School Services.

Professional Ethics and Accountability of the teacher.

Unit-V. Quality Management in School Education

Boar d/Council of secondary/H.S. Education.
NCERT,SCERT,NCTE etc.

Sector- B

Old Syllabus New Syllabus
Unit-1, Factor of Teaching.

Unit- 6, Educational Technology.

Unit II. Methodology of Teaching.
Different approaches and methods.

Unit -7, Technology of Teaching.
*Group Teaching.
*Individualised Instruction.

Unit-III, Techniques of communication
*Exposition, Narration etc.

Unit-8,Communion Technology-Concept.
*Project and Non Projected teaching aids and multi media
* EDUSAT

Unit- IV, Planning of Lesson.

Unit -V. a) Evaluation.
b) Processing of Data.

Unit -9, Evaluation.

Unit- 10, Statisical Technique in Education.

Methods of Teaching History

OLD SYLLABUS NEW SYLLABUS

Group-A-Contents (40marks)

Group A: Contents and Pedagogical Analysis of contents(20 +30 marks)

Unit-I: Ancient period/the ancient world civilization:

- A) Indus valley and vodic India.
- B) Egyption civilization .
- C) Civilisation of Mesopotomia.
- D) Chinese civilization.

Unit 1. Contents of the Syllabus of Class IX-X under WBBSE or equivalent. 20 marks

With special reference to:-

1. Indian History during the a)Pre-Ar yan period.

B)Ar yan Period.

2. Age of Imperial unity:

India during

Mayuryan,Guptas,Palas,Sens.

- 3.Advont of Braimanism,Buddism and Jainism.

Unit;I I: Medieval Period:

Wor ld perspective:

1. Second Roman Empire.
2. Renaissance in Europe
3. Reformations
4. The r esults of Renaissance.
5. Birth of colonialism.

Indian Perspective:

1. Muslim invasions and imperialism.
(Slave
dynesty,Khaljis,Tughlaks,Lodhis.Mug
hals).
2. Rise of Rajputh and Marathas.
3. Socio-economic conditions during the
period.

Unit;I II: A) World per spective:

Industrial Revolution, American War of
Independence, French Revolution, Italian
Unification, Unif ication Germany.

Advant of Nationalism and Democracy.

Soviet Revolution ,Nazism and Fascism.

Second World War.

Chinese Revolution: UNO- r etrospect and
Prospect.

B) Indian perspective:

Battle of Palassey and Rue under East India
Company,National Revolt in 1857.

Renaissance in Bengal,

Birth of National Congress,Swadeshi Movement.

Ghandhian Movement.

Unit 2. Pedagogical Analysis on the
contents of the syllabus of classes VI-
VIII: 30 marks

Which includes

- (a) Identification of units and sub-units.
- (b) Summar ization of the essence of each
unit.
- (c) Sequence and r esequene the units.
- (d) Specification of instructional
objectives.
- (e) Selection of Teaching Strategies.
- (f) Selection of Teaching Aids with notes
on their preparation and mode of use.
- (g) Questioning with reference to specific
objectives.
- (h) Criterion Referenced Test.

GROUP – B: METHODS OF
TEACHING HISTORY (50 marks)

Unit 3.

- Objectives of Teaching History.
- Modern Conception of History
- Aims and Values of Teaching History.
- Correlation of History with other
subjects.
- National integration and international
understanding.
- Indian Historiography

Unit 4.

Impact of International Socialis m.	• Methods of Teaching History – Lectur e; Discussion; story Telling, Question- Answer; Pr imary and
Group-B. Methods of Teaching History.(40marks).	Secondary Sources; Biographical Method; DramatiSation; Workshop.
Unit:I :	• Knowing History through – Excursion; Museum.
A) Concept And nature and scope of History.	• History Teacher-essential qualities and training of a History teacher.
B) Aims and Objectives and Value of Teaching History.	Unit 5.
C) Syllabus and Mater ials	• Importance, Types & Preparation of Low-cost Teaching Aids in History.
Unit II:	• History Room.
a) Methods of Teaching History- Story telling, Narrative, Source methods etc.	Unit 6.
b) Qualities and Training of a History Teacher.	• Principles of framing the History Syllabus.
c) History Text Book.	• Criteria of a good History Text Book.
d) History Room.	Unit 7. Preparation of Lesson Plan/Note.
e) History Laboratory.	
f) Different types and techniques of evaluation in History.	
Group C .. Marks 20	
Lesson Plan.	

Method- English

	Old Syllabus	New Syllabus
Sector-A		Paper name: PEDAGOGICAL
Contents-40		ANALYSIS OF CONTENTS AND
Unit-1,		METHOLOGY OF TEACHING
1. Grammar and Language		ENGLISH
2. Phonology		Group-A: Contents and Pedagogical
3. Elementary Theoretical Linguistics.		Analysis of contents(20+30) marks
4. Comprehension and Composition		Unit-1, Contents of syllabus of class-IX-
5. Elementary practical criticism (Based on text mater ials for classes-IX-X)		X under WBBSE or equivalent---20 marks
Sector-B		Unit-2, Pedagogical Analysis on the
Methods-40		

Unit-1, 1. Position of English in India. 2. Standards and objectives to be aimed at-Specification in terms of the four language skills. 3. Whom & how a child should start learning English as a second language. 4. General principles of teaching English as a second 5. Language.	contents of the syllabus of classes---VI-VIII, 30 marks
Unit-2, (20) 1. Methods and approaches of teaching English. 2. Importance of verbal-oral skills. 3. Reading skills. 4. Writing skills 5. Teaching of literature. 6. Aids- Audio- visual. 7. Evaluation	Group-B: Methodology of Teaching --50 marks. Unit-3, Aims & objectives of Teaching English – as a second language in Secondary & H.S stage. Unit-4, Methods and Approaches of Teaching English. (i) Grammar translation vs. the Natural Methods (ii)Dr. West’s New Method vs. Rabindranath’s Method of Teaching English. (iii)Structural Approach vs. Functional Communicative Approach. (a) The above mentioned methods/approaches are to be considered critically to delineate the techniques of developing- (i) Reading Skill, (ii) Listening Skill, (iii) Speaking and Writing Skill, (iv) Grammatical sense, (v) Vocabulary, (vi) Creative Writing, (b) Innovative Techniques‘ for development of the Language Skills and Literacy Appreciation. Unit-5, Lesson Plan/Note.

Method- Bangla Bhasa- Sahitya abon Shikhan Padhhati

Old syllabus New Syllabus

1. Bangla sahitayer Itihas-Adi- Madhhaya o Adhunik.	Pedagogical Analysis of Contents and Methodology of Teaching –BENGALI.
2. Bangla Goddyer Udvab, Bikash o Bibortoner Itibr itya.	Group-A
3. Bangla Kbbayer Adhunikata Prosonga.	Contents and Pedagogical Analysis of Contents- (20+30) marks.
*Special Pattha: Jibanananda Dash	Unit-1
	Contents of the Syllabus of class IX-X under WBBSE or equivalent—20 Marks
4. Bangla natoker Udvab, Bikash, Bibortoner Itibirtya Prosonge- Dinobandhu Mitra, Madhusudan Dutta, Girish Ch. Ghosh, D.L. Roy- er abodan	Unit-2,
	Pedagogical Analysis on the contents of the Syllabus of classes –VI-VIII: 30 Marks.
	Group-B: Methodology of Teaching (50 marks)
5. Uppanas o Choto- galpo: Tulanamulok alochona- Bankim Ch. Chatterjee, Rabindra nath Thakur, Sarat Ch. Chatterjee, Pravat Mukhopadhyay, Tarasankar, Bibhutibhusa,Manik Bandopadhyay.	Unit-3,
	Mother tongue: Definition, Aims and objectives, Importance of Mother tongue etc.
6. Probandha sahitaye Bakim Ch. o Ramedra Sundar Tribedi-r Abadan.	Unit-4, Reading
	*I mportance of reading
	* Qualities of good reading.
7. Bangala grammar: Vasa- Upavasa, sadhu- chalet, sandhi, samas, karak, bivakti, protoya, lingo etc.	Unit-5,
	Bengali pr ose, Poetry, grammar, Rapid reading, Spelling mistake, Translation.
8. Chhando o Alonkar.	Unit-6,
	Phonetics.
	Unit-7
	, Literary Activities: Different types of activities.
Group-B	Unit-8,
*As per new Syllabus	Teaching Aids- Importance, different types of teaching aids etc.
	Unit-9
	, Lesson Plan
	Definition, Objectives, Preparation of Lesson Plan, Characteristic of good Lesson Plan.

Method: PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING POLITICAL SCIENCE

Old syllabus New Syllabus

SECTOR-A

Unit-II- Civics.

- a) State- definition, characteristics, sovereignty- its characteristics.
- b) Theories of state-origin- social Contract Theory and Evolutionary Theory.
- c) Form of Government-Unitary and Federal
- d) Different organ of Govt.
- e) Nationality-Nationalism-right to self determination-organizational and function of U.N.O
- f) Citizenship-Definition, acquisition and loss of citizenship.
- g) Public opinion.
- h) Party system
- i) Adult Franchise- Ar guments for and against.
- j) Constitution- Deferent kinds of it.
- k) Union Lagislature-Organisation and functions.
- l) State Lagislature-Organisation and functions.
- m) Local self Govt.

SECTOR- B

Methodology.....40 marks

- 1.General importance of the study of economics & Civics,
2. Place of Econ. And Civics in the Secondar y and Higher secondary curr iculum.
3. Principles of co- relation-its merits (Economics & Civics, sociology, geography, Mathematics, Commerce, Statistics and History)
4. Methods of teaching: a) Lecture Method, b) Discussion Method, c) Inductive & Deductive Method) Individualized I nstruction, e)Project Method, f) Socialization of the subject.
5. Teaching aids.
6. Evaluation.

Group A: Contents and Pedagogical Analysis of contents (20+30 Marks)

Unit-1. Contents of the Syllabus of Class XI - XII under: WBCHSE Or equivalent. 20 mar ks

Unit-2. pedagogical Analysis on the contents of the syllabus of classes XI-XII: 30 mar ks

- (a) Identification of units and sub-units.
- (b) Summarization.
- (c) Sequence and resequence the units.
- (d) Specification of instructional objectives.
- (e) selection of teaching Strategies.
- (f) Selection of Teaching Aids.
- (g) Questioning with reference to specific objectives.
- (h) Criterion Reference Test.

GROUP-B: METHODS OF TEACHING POLITICAL SCIENCE (50 marks)

Unit.3

Place of Political science in the school curr iculum and its importance in democratic society.
Relation between Political science and other school subjects.
Aims & Objectives of Teaching Political Science in schools.

Unit-4.

Methods of Teaching Political science; Lectur e; Inductive & Deductive; Discussion; Project Method; Individualized Instruction; CAI. Economics Room.

Unit-5.

Teaching Aids: Projective & non-projective. Evolution.

Unit-6. Preparation of Lesson Plan/Note.

Method: Sanskrit

Old Syllabus New Syllabus

Contents & Methods of Teaching Sanskrit

SECTOR- A Contents (40 Marks)

1. A brief study of the history of Sanskrit Literature.
2. Definition and classification of
3. Sanskrit Grammar and its Characteristics.

SECTOR – B methods (40 Marks)

1. Importance of Sanskrit in the study of Indian Language.
2. Aims and objectives of Teaching Sanskrit.
3. Position of Sanskrit in the school Curriculum.
4. General Principles of language teaching in relation to Sanskrit.
5. Different method of teaching Sanskrit
6. Utility of oral approach, translation etc.
7. Place of oral work in teaching Sanskrit pronunciation.
8. Teaching of Sanskrit composition at lower and upper stage.
9. Causes of errors in Spelling- methods of correcting them.
10. Use and application of good saying from Sanskrit literature in the present day context with special reference to population education.

PEDAGOGICAL ANALYSIS OF CONTENTS AND METHODOLOGY OF TEACHING SANSKRIT

Group A: Contents and Pedagogical Analysis of contents (20+30 marks)

Unit 1. Contents of the Syllabus of class IX-X under WBBSE or equivalent. 20 marks

Unit 2. Pedagogical Analysis on the contents of the syllabus of classes VI -VII I: 30 marks

Group B: Methodology of Teaching (50 marks)

Unit 3.

Importance of Sanskrit in Indian History.

Aims and Objectives of Teaching Sanskrit.

Relation between Sanskrit and other Indian Languages.

Principles of construction of syllabus in Sanskrit.

Unit 4. A. Methods of Teaching Sanskrit:

(i) Traditional

(ii) Text Book

(iii) Direct

(iv) Translation

B. Approaches of Teaching Sanskrit:

(i) Oral Work (Pronunciation, Spelling mistake, use of Dictionary and Dialogue)

(ii) Dramatisation.

(iii) Use of reference books.

(iv) Individual and group work.

(v) Play-way Method.

C. Aims and Methods of Teaching:

(i) Reading and Writing Devnagari script.

(ii) Prose, (iii) Poetry, (iv) Grammar, (v) Composition.

D. Cause of errors in spelling and method of

correcting them.

Unit 5. Instructional Materials:

Characteristics of a good text book in
Sanskrit (class VII & VIII)

Place of Teaching Aids in Sanskrit
and their proper and effective use.

Preparation of Lesson Note.

ANNEXURE II

List of the teachers who have participated/presented paper/co-ordinated in conference, science & workshop in last 3 years

Name	Seminar(s) or ganized at	Duration in days	Date/Month/Year
Dr. Manasi Medda.	David Hare Training College	3	9,10 & 11Feb,2009
	ABS Academy	2	21& 22 Nov,2009
	ABS Academy	1	20 Dec, 2010.
	ABS Academy	1	7 Nov, 2011.
Manas Kanti Ghosh.	Belurmth Ramakrishna Mission Training College	2	5 & 6 Mar ch, 2009.
	ABS Academy	2	21& 22 Nov, 2009
	ABS Academy	1	20 Dec, 2010.
	ABS Academy	1	7 Nov, 2011.
Mr. Bholanath Ganguly	ABS Academy	2	21& 22 Nov, 2009
	ABS Academy	1	20 Dec, 2010.
	ABS Academy	1	7 Nov, 2011.
Mrs. Tanusr ee Roy	ABS Academy	1	20 Dec, 2010.
	ABS Academy	1	7 Nov, 2011.
Parna Chakraborty	ABS Academy	1	7 Nov, 2011
Piyanka Dey	ABS Academy	1	7 Nov, 2011
Susanta Pal	ABS Academy	2	21& 22 Nov, 2009
	ABS Academy	1	20 Dec, 2010.
	ABS Academy	1	7 Nov, 2011.

ANNEXURE III

Building Plan

ANNEXURE IV
Audited Report of 2009

<p>Syam & Chakravarty Chartered Accountants</p>	<p>Mangaldeep 2/1, 1st Road, Eastern Park, Santoshpur, Kolkata - 700 075 Tel. : (033) 40628331 Mob : 9830996417 E-mail : biswajitsyam@yahoo.co.in rsinfosystems@yahoo.co.in biswajit_syam@yahoo.co.in</p>
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We have examined the Balance Sheet of ABS ACADEMY (A UNIT OF SARTHAK EDUCATIONAL TRUST) of J P Avenue , Sagarbhangra, Durgapur 713211, as at 31-03-2009 (i.e, from the period 01.04.2008 to 31.03.2009) and the Income and Expenditure Account for the year ended on the date which is in agreement with the books of account maintained by the Institution.



We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion proper books of account have been kept by the Institution , so far as appears from our examination of the books as produced before us.

In our opinion and to the best of our information and according to information given to us the said accounts give a true and fair view.

I) In the case of the balance sheet of the state of affairs of the above named Institution as at 31st march 2009 and.

II) In the case of the income and expenditure account of the surplus of its accounting year ending on 31st March 2009.

Place: Durgapur Date: 11.09.2009	<p>For, Syam & Chakravarty, Chartered Accountants</p> <p> (Biswajit Syam) Membership no 052417</p> <p></p>
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ABS ACADEMY (A unit of Sarthak Educational Trust) JP AVENUE, SAGARBHANGA, DURGAPUR 713211			
BALANCE SHEET AS ON 31.03.2009			
FUND	180,460.15	FIXED ASSETS	2,155,280.15
TEMPORARY RECEIPTS	1,800,000.00	ADVANCES	20,864.00
HOSTEL SECURITY DEPOSIT	2,500.00	CASH IN HAND	500.00
LIABILITY FOR EXP	226,339.00	CASH AT BANK (with CBI, Mumrabazar Br)	32,655.00
	<u>2,209,299.15</u>		<u>2,209,299.15</u>
Signed in terms of Audit report dated 11.09.2009 annexed			
Durgapur 11.09.2009	For, Syam & Chakravarty, Chartered Accountants  (Biswajit Syam) Membership No 052417		
			

ABS ACADEMY
(A unit of Sarthak Educational Trust)

JP AVENUE, SAGARBHANGA, DURGAPUR 713211

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2009

TO SALARY TEACHING STAFF	1100000.00	BY FEES LESS FREESHIP	2550000.00
TO SALARY NON-TEACHING STAFF	150000.00		
TO BOOKS & JOURNAL	222520.00		
TO TELEPHONECHARGES	30760.00		
TO ELECTRICITY CHARGES	78560.00		
TO TAXES	5100.00		
TO TEACHING AID, CONTINGENCY ETC	88100.00		
TO RESEARCH, SEMINERS & COFERENCE ETC	123560.00		
TO EDUCATIONAL TOUR	157990.00		
TO REPAIRS & MAINTAINENCE	28410.00		
TO SECURITY CHARGES	75030.00		
TO COMPUTER STATIONERY	21530.00		
TO MAINTENACE OF BUILDING	61570.00		
TO PRINTING & STATIONERY	10870.00		
TO AUDIT FEE	10000.00		
TO DEPRECIATION	359594.00		
TO SURPLUS	26406.00		
	<u>2550000.00</u>		<u>2550000.00</u>

Signed in terms of Audit report dated 11.09.2009 annexed

Durgapur
11.09.2009

For, Syam & Chakravarty,
Chartered Accountants




(Biswajit Syam)
Membership No 052417

ANNEXURE V
Audited Report of 2010

<p>Syam & Chakravarty Chartered Accountants</p>	<p>Mangaldeep 2/1, 1st Road, Eastern Park, Santoshpur, Kolkata - 700 075 Tel. : (033) 40628331 Mob : 9830996417 E-mail : biswajitsyam@yahoo.co rsinfosystems@yahoo.co biswajit_syam@yahoo.co</p>
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We have examined the Balance Sheet of ABS ACADEMY (A UNIT OF SARTHAK EDUCATIONAL TRUST) of J P Avenue , Sagarbhanga, Durgapur 713211, as at 31-03-2010 (i.e, from the period 01.04.2009 to 31.03.2010) and the Income and Expenditure Account for the year ended on the date which is in agreement with the books of account maintained by the Institution.


We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion proper books of account have been kept by the Institution , so far as appears from our examination of the books as produced before us.

In our opinion and to the best of our information and according to information given to us the said accounts give a true and fair view.

I) In the case of the balance sheet of the state of affairs of the above named Institution as at 31st march 2010 and.

II) In the case of the income and expenditure account of the surplus of its accounting year ending on 31st March 2010.

<p>Place: Durgapur Date: 10.09.2010</p>	<p>For, Syam & Chakravarty, Chartered Accountants</p> <div style="text-align: center;"></div> <p>(Biswajit Syam) Membership no 052417</p>
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ABS ACADEMY (A unit of Sarthak Educational Trust) JP AVENUE, SAGARBHANGA, DURGAPUR 713			
BALANCE SHEET AS ON 31.03.2010			
FUND	256,218.65	FIXED ASSETS	1,900,021.65
TEMPORARY RECEIPTS	1,650,000.00	CASH IN HAND	74.00
HOSTEL SECURITY DEPOSIT	2,500.00	CASH AT BANK	282,999.00
LIABILITY FOR EXP	274,376.00	(with CBI, Mumrabazar Br)	
	<u>2,183,094.65</u>		<u>2,183,094.65</u>
Signed in terms of Audit report dated 10.09.2010 annexed			
Durgapur 10.09.2010	For, Syam & Chakravarty, Chartered Accountants (Biswajit Syam) Membership No 052417		
			

ABS ACADEMY
(A unit of Sarthak Educational Trust)

JP AVENUE, SAGARBHANGA, DURGAPUR 713211

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2010

TO SALARY TEACHING STAFF	1121000.00	BY FEES LESS FREESHIP	2600000.00
TO SALARY NON-TEACHING STAFF	165000.00		
TO BOOKS & JOURNAL	111710.00		
TO TELEPHONECHARGES	36260.00		
TO ELECTRICITY CHARGES	81240.00		
TO TAXES	5900.00		
TO TEACHING AID, CONTINGENCY ETC	91990.00		
TO RESEARCH, SEMINERS & COFERENCE ETC	129440.00		
TO EDUCATIONAL TOUR	143280.00		
TO REPAIRS & MAINTAINENCE	22490.00		
TO SECURITY CHARGES	78400.00		
TO COMPUTER STATIONERY	37460.00		
TO MAINTENACE OF BUILDING & STUDENTS AMENITIES	184500.00		
TO PRINTING & STATIONERY	10870.00		
TO AUDIT FEE	10000.00		
TO DEPRECIATION	307418.00		
TO SURPLUS	63042.00		
	<u>2600000.00</u>		<u>2600000.00</u>

Signed in terms of Audit report dated 10.09.2010 annexed

Durgapur
10.09.2010



For, Syam & Chakravarty,
Chartered Accountants

(Biswajit Syam)
Membership No 052417

ANNEXURE VI
Audited Report of 2011

Syam & Chakravarty
Chartered Accountants

Mangaldeep
2/1, 1st Road, Eastern Park,
Santoshpur, Kolkata - 700 075
Tel. : (033) 40628331
Mob : 9830996417
E-mail : biswajitsyam@yahoo.co
rsinfosystems@yahoo.co
biswajit_syam@yahoo.co

We have examined the Balance Sheet of ABS ACADEMY (A UNIT OF SARTHAK EDUCATIONAL TRUST) of J P Avenue , Sagarbhangra, Durgapur 713211, as at 31-03-2011 (i.e, from the period 01.04.2010 to 31.03.2011) and the Income and Expenditure Account for the year ended on the date which is in agreement with the books of account maintained by the Institution.


We have obtained all the information and explanation, which to the best of our knowledge and belief were necessary for the purposes of the audit. In our opinion proper books of account have been kept by the Institution , so far as appears from our examination of the books as produced before us.


In our opinion and to the best of our information and according to information given to us the said accounts give a true and fair view.

I) In the case of the balance sheet of the state of affairs of the above named Institution as at 31st March 2011 and.

II) In the case of the income and expenditure account of the surplus of its accounting year ending on 31st March 2011.

Place: Durgapur
Date: 10.09.2011

For, Syam & Chakravarty,
Chartered Accountants

(Biswajit Syam)
Membership no 052417



ABS ACADEMY
(A unit of Sarthak Educational Trust)
JP AVENUE, SAGARBHANGA, DURGAPUR 713

BALANCE SHEET AS ON 31.03.2011

FUND	-1,643,803	FIXED ASSETS	0
TEMPORARY RECEIPTS	1650000	CASH IN HAND	74
HOSTEL SECURITY DEPOSIT	2500	CASH AT BANK	282999
LIABILITY FOR EXP	274376	(with CBI, Mumrabazar Br)	
	<u>283,073</u>		<u>283,073</u>

Signed in terms of Audit report dated 10.09.2011 annexed

Durgapur
10.09.2011



For, Syam & Chakravarty,
Chartered Accountants

(Biswajit Syam)
Membership No 052417

ABS ACADEMY
(A unit of Sarthak Educational Trust)
JP AVENUE, SAGARBHANGA, DURGAPUR 713211
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31.03.2011

TO SALARY TEACHING STAFF	1340000.00	BY FEES LESS FREESHIP	3500000.00
TO SALARY NON-TEACHING STAFF	195000.00		
TO BOOKS & JOURNAL	173670.00		
TO TELEPHONECHARGES	41410.00		
TO ELECTRICITY CHARGES	84930.00		
TO TAXES	5900.00		
TO TEACHING AID, CONTINGENCY ETC	204380.00		
TO RESEARCH, SEMINERS & COFERENCE ETC	148620.00		
TO EDUCATIONAL TOUR	189430.00		
TO REPAIRS & MAINTAINENCE	67470.00		
TO SECURITY CHARGES	164500.00		
TO COMPUTER STATIONERY	124380.00		
TO MAINTENACE OF BUILDING & STUDENTS AMENITIES	243990.00		
TO PRINTING & STATIONERY	89610.00		
TO AUDIT FEE	20000.00		
TO DEPRECIATION	262893.08		
TO SURPLUS	143816.92		
	<u>3500000.00</u>		<u>3500000.00</u>

Signed in terms of Audit report dated 10.09.2011 annexed

Durgapur
10.09.2011

For, Syam & Chakravarty,
Chartered Accountants


(Biswajit Syam)

Membership No 052417



ANNEXURE VII
Wall Magazine & Printed Magazine.

Wall Magazine –UTTARAN

For year 2009

Sl.No.	Author Name	Title	Subject
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- | | | | |
|-----|---------------------|-----------------------|--------|
| 1. | Dolan Mondal | Debi Dasabhuja. | Poetry |
| 2. | Tapopriya Mukherjee | Infornt of the Mirror | Prose |
| 3. | Sukanya Mallick | Seasons of Festivity | Prose |
| 4. | Sougata Dutta | Sagnik | Poetry |
| 5. | Ramita Ghosh | Sabuj Toke | Poetry |
| 6. | Bappaditya Mondal | Adhunik Samaj | Poetry |
| 7. | Sanjida Begum | Jalkhonj | Poetry |
| 8. | Debdas Nag | Ki Vikhaya Debo Tomai | Poetry |
| 9. | Mithu Seth | Dahan Shukh | Poetry |
| 10. | Rupali Das | Jago Nari Jago | Poetry |

Wall Magazine –UTTARAN

For year 2010

Sl.No. Author Name Title Subject

1. Ratna Mukherjee Matri Rupeno Prose
2. Sujata Banerjee Sundori Tumi Poetry
3. Jayanta Banerjee Pirur katha Poetry
4. Shambu Das Swapno Poetry
5. Soma Chandra The World of Love Calls Poetry
6. Sk. Soffiuddin Ajker Samachar Poetry
7. Abhijit Acharya Sahajia Poetry
8. Goutam Paul Abujh Poetry
9. Tanu Ghosh Chora Bali Poetry
10. Anwesha Sinha Darkness Falls Poetry

Wall Magazine –UTTARAN

For year 2011

Sl.No.	Author Name	Title	Subject
1.	Amit Ganguli	Uttarer Khonje	Poetry
2.	Sk. Nurul Islam	Abhiman	Poetry
3.	Tapan Kr. Mistri	Sandhya Godhuly	Poetry
4.	Jaharlal Biswas	Tumi Asechila Tai	Poetry
5.	Abdur Rahaman	Maron	Poetry
6.	Hemanta Das	Dao Fire Se Aranya	Poetry
7.	Atanu Banerjee	Bandhu	Poetry
8.	Moniara Khatun	Shiksha	Poetry
9.	Sampa Gharami	Biltu	Prose

PRINTED MAGAZINE

=BHASKAR‘

For year 2010

Sl.No.	Author Name	Title	Subject
1.	Rupali Das	Friendship	Poetry
2.	Apar na Banerjee	Desire for Togetherness	Poetry
3.	Minakshi Roy	Smr itir Aloy ABS Academy	Poetry
4.	Asitava Das	Sesh Thikana	Prose
5.	Tanima Ghosh	Jiban Mane	Poetry
6.	Shyamal Kr. Mondal	Loko Sahitya/Loko Sanskriti Prasangik Alochana	Essay
7.	Samimara Parvin	Dhanda Dhanda	
8.	Biraj Saha	Amar B.Ed. Patthacrom	Poetry
9.	Munmun Saha	Antohin	Poetry
10.	Sougata Dutta	Aka	Poetry
11	Tapopriya Mukherjee	Importance of Politenss in Life	Prose
12.	Bholanath Ganguli (Lecturer)	The Role of a Teacher in Socio-educational World	Essay
13.	Partha Mondal(Lecturer)	The Non Stop Vehicle	Poetry
14.	Palash Chakraborty(Lecturer)	Green House Effect	Poetry
15.	Dr. Manasi Medda(Lecturer)	Smaj o Sanskritite Banglar Nar ii-Maddha Yoger Nirikhe	Essay

PRINTED MAGAZINE


=BHASKAR‘

For year 2011

Sl.No.	Author Name	Title	Subject
1.	Biplab Banerjee	Jiban Smriti	Prose
2.	Dinesh Das	Finke Ranger Sanjbela	Prose
3.	Sutapa Karmakar	Kannya Naki Debi	Prose
4.	Soumen Bhattacharya	Smrity	Prose
5.	Achinta Kr. Bag	Daridrata-Sisushram o Sisumrittu	Essay
6.	Sunit Chakraborty	Desh Kakhon Desh Hoye Othe	Essay
7.	Shyamal Kr. Tudu	Shikhnout	Poetry
8.	Jaharlal Biswas	Manasi	Poetry
9.	Molla Osiulla Ahmad	Ektu Bhabun	Quiz
10.	Moniara Khatun	Shafallya	Poetry
11	Tapan Kr. Mistri	Maa	Poetry
12.	Priyotosh Kundu	Ora Kara	Poetry
13.	Atanu Banerjee	Pushpanjali	Poetry
14.	Anir ban Chowdhur y	Ygabasan	Poetry
15.	Sangita Roy Chowdhury	Life	Poetry
16.	Moumita Bag	Bondhu Tumi	Poetry
17.	Rijiya Khatun	Magazine	Poetry
18.	Dr. Manasi Medda	Nari yuge yuge	Essay

ANNEXURE VIII

Governing Body as prescribed by The University of Burdwan

The University of Burdwan Department of Inspector of Colleges Rajbati, Burdwan- 713104 West Bengal		Tel. Nos. +91-0342-2533913, 2533914, 2533917-19 (EPABX) Telegraphic Code : BURDSITY Fax : +91-0342-2530452 E-mail : ic@buruniv.ac.in Website : http://www.buruniv.ac.in
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No. IC/GB/ 752-B(8) Burdwan, 10th December, 2008.
12

To
The Principal/Teacher-in-Charge
of all Non-Government Degree Colleges/Institutes/B. Ed. Colleges/Institutes/Law Colleges/Institutes
under the University of Burdwan

Sir,

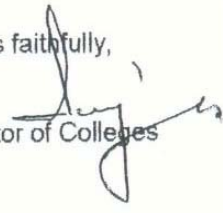
I am sending herewith a format regarding formation of Governing Bodies in respect of Non-Government Degree Colleges/Institutes/B. Ed. Colleges/Institutes/Law Colleges/Institutes under the University of Burdwan as per resolution of the Executive Council held on 08.11.2005. The Governing Bodies of the said Colleges/Institutes will be formed with the following members, namely :

1. President – One Person nominated by the Trust Body/Registered Society.
2. Secretary – Principal/Teacher-in-Charge of the college.
- 3-5. Member – Three Academicians nominated by the Trust Body/Registered Society.
6. Member – One representative of donors to be nominated by the Trust Body/Registered Society.
- 7-8. Member – Two representatives of the teachers to be elected by the Teachers.
9. Member – One member of non-teaching staff, to be elected by the non-teaching Employees.
10. Member – One nominee of the affiliating University, not a College or University Teacher in-service.
11. Member – One nominee of the local Panchayat Samitee/Municipality/Corporation.
12. Member – One nominee of the State Government not a College or University teachers in-service.
- 13-14. Member – Two representatives of the Guardians to be nominated by the Governing Body.
15. Member – One student representative/General Secretary of the Student Body/Students Union.

It was decided that the tenure of the Governing Body of the Private Non-aided College/Institute should be 3 years.

It was also decided that the meeting of the guardians should be held at least twice in a year.

You are therefore requested kindly to take appropriate steps for constitution of Governing Body of your College/Institute as per direction of the Executive Council within 3 months.

Yours faithfully,

Inspector of Colleges

N.B. Please ignore this, if Governing Body has already being formed as per above mentioned ~~terms~~.

GOVERNING BODY, ABS ACADEMY

1.	PRESIDENT	SRI SOMNATH CHAKRABORTY	NOMINEE OF THE TRUST BODY
2.	SECRETARY	DR. AKHILANANDA MISHRA	PRINCIPAL OF ABS ACADEMY
3.	MEMBER	DR. JAGAT BANDHU MEDDA	ACADEMICIAN
4.	MEMBER	DR. S.K. CHAKRABORTY	ACADEMICIAN
5.	MEMBER	SRI AMITAVA GHOSH	ACADEMICIAN
6.	MEMBER	SRI GOUTAM DUTTA	REPRESENTATIVE OF DONORS
7.	MEMBER	DR. MANASI MEDDA	TEACHER’S REPRESENTATIVE
8.	MEMBER	SRI MANAS KANTI GHOSH	TEACHER’S REPRESENTATIVE
9.	MEMBER	SRI PRAVAT CHATTERJEE	REPRESENTATIVE OF NON- TEACHING STAFF
10.	MEMBER	ONE NOMINEE OF THE UNIVERSITY OF BURDWAN	
11.	MEMBER	ONE NOMINEE OF THE DURGAPUR MUNICIPAL CORPORATION	
12.	MEMBER	ONE NOMINEE OF THE STATE GOVERNMENT	
13.	MEMBER	ASIT KR. ROY	REPPRESENTATIVE OF THE GURDIANS
14.	MEMBER	SRI ASHIS KESH	REPPRESENTATIVE OF THE GURDIANS
15.	MEMBER	MD. IFTEKHAR AHMED	STUDENT’S REPRESENTATIVE