

EASTERN DOOARS B.Ed. TRAINING COLLEGE

NAAC Accredited

Estd-2005

Recognized by NCTE and Affiliated to WBUTTEPA & WBBPE



PROSPECTUS

M.Ed., B.Ed. & D.El.Ed. Programmes

Dakshinayan, P.O. Bhatibari, Dist. Alipurduar, P.S.-Samuktala, Pin – 736121

Visit us: www.edbdtc.org.in E-mail- edbdtc@gmail.com

Ph. 03564-222413

From the Desk of Governing Body:

We the members of the Governing Body of Eastern Dooars B.Ed. Training College are trying to spare time for the development of the infrastructures and on facilities of the students and teachers. We have developed physical and infrastructural accommodation to provide good quality instructional activities.

Now the college has been running with three instructional courses of M.Ed., B.Ed. & D.El.Ed. approved by the NCTE. Very recently our institution has been accredited by the NAAC. We have appointed qualified teachers and members of non-teaching staff in sufficient numbers. The institute has provided sufficient hostel facilities for both male and female students as well as quarters for male and female teachers and staff. A peaceful, calm and good nature environment of the college premises are helpful to educate the pupil – teachers.

We the members of the Governing Body believe that with all co-operations of students, teachers, members of non-teaching staff, guardians and local people, our institution will be placed the best “temple of learning” in India.

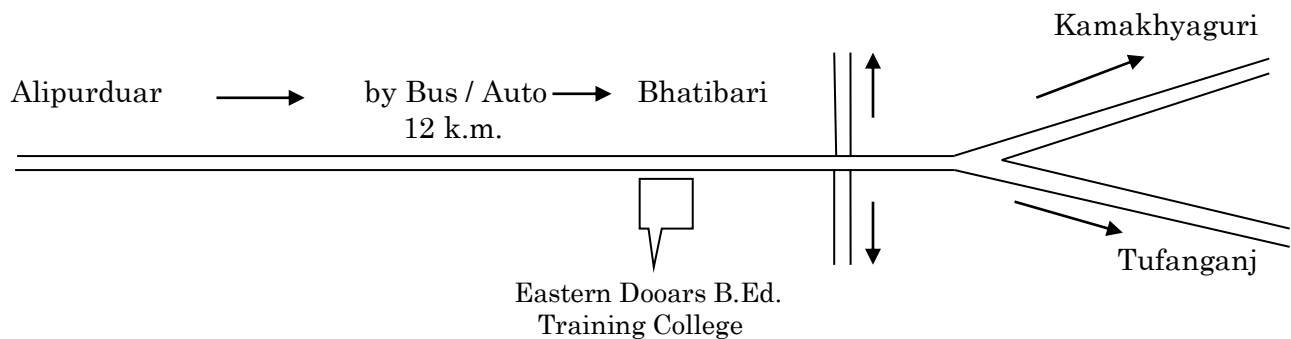
Eastern Dooars B.Ed. Training College



Eastern Dooars B.Ed. Training College was established in the year 2005. The college is a co-educational day teacher's training college recognized by the NCTE and affiliated to the WBUTTEPA and WBBPE and approved by the Higher Education Department, Govt. of West Bengal for M.Ed., B.Ed. & D.El.Ed. Courses.

Location:

The college is situated at Dakshinayan, P.O. Bhatibari which is adjacent to the Alipurduar town. The location of the college is by the side of Alipurduar – Bhatibari Road at a distance of 12 k.m. from New Alipurduar Railway Station.



The Institute:

“Education is the manifestation of perfection already in man”

Swami Vivekananda

Eastern Dooars B.Ed. Training College has been established with a firm commitment to booster a holistic approach to facilitate and promote studies and research in emerging areas of education. We are empowering our students with a lake of language and its power to communicate, to entertain and to express their needs and feelings. We generate the hidden talents in our future teachers through various group and individuals activities which are highly recommended for a successful teacher.

A teacher has to renew and update his/her teaching, competency all along his/her career and M.Ed., B.Ed. & D.El.Ed. Course is just the base of teaching process. B.Ed. & D.El.Ed. is a professional course that prepares teachers for primary to senior secondary levels (from classes’ I-XII) and M.Ed. course is for preparation of college teacher.

Vision

- Self development through modern, scientific and value based education to lead a purposeful life of learners.
- To develop the institute as an honoured ‘Resource Centre’ of Teaching – learning and Resource activities.

Mission

To promote quality education of global standards on a strong foundation of Indian values and traditions to students based on current advances in science, technology and social demands with emphasis on commitment to social progress, peace harmony leadership and national integration.

Management Committee

An independent management committee looks after, controls and manages affairs of the college. The committee consists 16 members.

| Sl. No. | Name Of The Members | Designation |
|---------|---|-----------------------------------|
| 1 | Sri Bimal Roy | President |
| 2 | Prpf(Dr, Sanatana Tripathy | Secretary |
| 3 | Sri Dilip Kumar Saha | Treasurer |
| 4 | Sri Ashit Ghosh | Academician |
| 5 | Sri Ratan Sarkar | Academician |
| 6 | Sri Indraneel Goswami | Academician |
| 7 | Dr. Sanatana Tripathy | Teacher's Representative |
| 8 | Mr. Shib Shankar Ray | Teacher's Representative |
| 9 | Sri Guna Sekhar Naidu | Non-Teaching Staff Representative |
| 10 | VACANT (Applied for) | University Nominee |
| 11 | VACANT (Applied for) | State Govt. Nominee |
| 12 | Smt. Chandana Roy Adhikary, Pradhan, Bhatibari G.P. | Local P.S. Nominee |
| 13 | Jhutan Kar | Guardian's Representative |
| 14 | Bachu Das | Guardian's Representative |
| 15 | Sushama Das | Student's Representative |
| 16 | Rakesh Roy | Student's Representative |

Our Family

Principal

Prof (Dr.) Sanatna Tripathy

M.Ed. Programme

Professor:

Prof (Dr.) Sanatna Tripathy

Associate Professor:

Dr. Dilip Kumar Samanta M.A (Education)

Dr. Subhadeep Mazundar M.A (Education)

Assistant Professor:

Mr. Chandan Singh Yadav M.A (Education) NET

Pinki Paul M.A(Sanskrit)NET

Mr. Ahijeet Ghosal M.A (Geography)NET

Mr. Emdadul Hoque M.A (Education)NET

Mr. Santosh Kumar Yadav : M.A.(Education), M.Ed., NET (Education)

Mr. Ray Sahab Yadav : M.A.(Education), M.Ed., NET (Education)

B.Ed. Programme

Faculty Profile:

| | |
|---------------------------|--------------------------------------|
| Mr. Shib Shankar Ray | : M.A. (Hist., Education), M.Ed. |
| Mr. Uttam Kumar Das | : M.A. (English), M.Ed., MSW |
| Mr. Apu Roy | : M.A. (Bengali), M.Ed. |
| Mr. Shailesh Kumar Yadav | : M.A.(Sanskrit), M.Ed., NET (Edu.) |
| Mrs. Madhumita Deb | : M.Sc. (Chemistry), M.Ed. |
| Mr. Subhasis Sarkar | : M.Sc. (Zoology), M.Ed. |
| Mr. Dilip Kumar Yadav | : M.Sc. (Math.), M.Ed., NET (Edu.) |
| Mr. Ashis Ghosh | : M.A. (History), M.Ed. |
| Mr. Bharat Ram | : M.A. (Geography), M.Ed., NET(Edu.) |
| Mr. Suresh Kumar Yadav | : M.A. (Education), M.Ed., NET(Edu.) |
| Mrs. Suchitra Roy | : M.A. (Education), B.Ed. |
| Mr. Sujay Kumar Chanda | : M.A. (History, Bengali), M.Ed. |
| Mr. Gopesh Das | : M.F.A. |
| Mr. Kishan Kahar | : B.A., M.P.Ed., M.Phil. |
| Mr. Sutapa Bandhopadhyaya | : M.A. (Music) |
| Mr.Subhankar Das | M.A (Pol. Science) |

D.El.Ed. Programme

Faculty Profile:

| | |
|-----------------------------|---|
| Mrs. Moumita Banerjee (HOD) | : M.A. (Geography, Education), M.Ed. |
| Mr. Bijay Kumar Das | : M.A.(Bengali), M.Ed. |
| Mr. Arif Hossain | : M.Sc.(Zoology), B.Ed.,M.A. in Education |
| Mr. Chandan Mukhopadhyay | : M.Sc.(Chemistry), B.Ed., M.A. in Education |
| Mr. Anil Kumar | : M.Sc.(Mathematics), M.Ed. |
| Mr. Debdas Roy | : M.Sc. (Mathematics), B.Ed., M.A. in Education |
| Mr. Tanmay Karjee | : M.A. (Geography), M.Ed. |
| Mr. Kartik Roy | : M.A. (Education), B.Ed. |
| Mrs. Afsana Parvin | : M.A. (Education), B.Ed. |
| Mr. Mantosh Kumar Basak | : M.F.A. |
| Mr. Basudeb Das | : M.P.Ed. |
| Mrs. Subhra Mohanta | : M.A. (Music) |

Ancillary Teaching Faculty

| | |
|---------------------|----------------|
| Mrs. Moutushi Datta | : B.A., M.Lib |
| Mr. Biren Das | : B.A., M.Lis. |

Non-teaching Staffs

M.Ed. Programme:

| Sl. No. | Name | Designation | Qualification |
|---------|---------------------|------------------|---------------|
| 1. | Joydeep Prosad Shaw | Office Manager | B.B.A |
| 2. | Amit Das | I.T. Executive | M.A. |
| 3. | Pradip Das | Office Assistant | B.A. |
| 4. | Shankhadeep Mitra | Office Assistant | B.A. |
| 5. | Nanigopal Das | Helper | M.P. |

B.Ed. Programme:

| Sl. No. | Name | Designation | Qualification |
|---------|-----------------------|--|---------------|
| 1. | Partha Pratim Dhar | Lab. Assistant | B.C.A. |
| 2. | Gunasekhar Naidu | Office cum Account Assistant | B.Com. |
| 3. | Biswajit Das | Office Assistant cum Computer Operator | B.A., D.C.A |
| 4. | Sailen Das | Store Keeper | H.S. |
| 5. | Rampratap Pandey | Technical Assistant | M.P. |
| 6. | Suman Routh Choudhuri | Lab Attendant | H.S. |
| 7. | Soma Barma | Lab Attendant | M.P |
| 8. | Shilpi Dey | Attendant | H.S. |
| 9. | Pradip Basfore | Cleaning staff | VIII |

The College Building consists of:

1. Management Room :
2. Administrative Officer's room:
3. Principal's Room :
4. Professor's Room :
5. Faculty Room for M.Ed. :
6. Faculty Room for B.Ed. :
7. Faculty Room for D.El.Ed. :
8. Office Room :
9. Seminar Hall :
10. Multipurpose Hall :
11. Class Rooms (14 Nos.) :
10. Laboratory Rooms (9 Nos.):
11. Sick Room :
12. Store Room :
13. Library with reading Rooms for M.Ed., B.Ed. & D.El.Ed.
14. Head of Departments Room for M.Ed., B.Ed. & D.El.Ed.

Instructional Facilities

The college has enriched:

1. Library:

Eastern Dooars B.Ed. Training College has a rich library with big reading rooms, sufficient texts and reference books, Journals suitable for Teacher education programme as specified by the NCTE. The library also subscribes Bengali, Hindi and English news papers and has good collection of informative and leisure time magazines, CDs, DVDs etc.



Facilities available –

01. Catalogue facilities :
 - i. Card Catalogue
 - ii. Computerised Catalogue
02. Reading room facilities : Trainees & Staffs

Rules for library:

- i. The library remains open from 10.30 a.m. to 5 p.m. in all working days.
- ii. M.Ed., B.Ed. and D.El.Ed. Students will be issued maximum two books respectively at a time.
- iii. Books are issued for fifteen days only. However the same may be renewed depending on the availabilities of copies in the library.
- iv. Students should check the condition of books before receiving from the library.
- v. A fine of Rs. 5/- per day should be fined after the last date of renewal.

LABORATORY:

- a. ***Science Lab:*** The College has a well equipped Science lab as per NCTE norms.



- b. ***Multipurpose Hall:*** The college has a well equipped and decorated Multipurpose Hall with all apparatus which as per latest NCTE norms.

Multipurpose Hall





- d. *Educational Technology / ICT lab:* The College provides a well equipped VCT/ET lab with computers, DVD, CD players, OHP and modern electronic devices.



ICT lab

- e. ***Social Science Lab:*** The College has a well equipped Social Science Lab with test materials and other accessories.



Social Science Lab

- f. **Language Lab:** The College has a well decorated multilingual digital Language Lab with all accessories as per latest NCTE norms.



Performing Arts / Music Lab: The College provides a well equipped Music lab with all instruments and accessories.

Music Lab



g. **Fine Arts Lab:** The College has a well equipped Arts and Crafts



h. **Health and Physical Lab:** The College has a well equipped health and physical lab with all accessories and facilities.



FACULTY AND STAFF:

The college has recruited a high profile teaching staff maintaining standard as specified by NCTE. All the teachers M.Ed., B.Ed. and D.El.Ed. are highly motivated resourceful, qualified, talented and hard working .

AMENITIES:

1. **Common Room:** The College has well equipped common room and lavatory for both girls and boys.



2. **Canteen:** The College has its own canteen which serves hygienic, delicious and quality food at a reasonable price both for staff and students. It provides separate dining hall for boys and girls with purified drinking water.



3. **Play ground:** The College has equipped with its own playground with in the campus of the college.



4. **Hostel:** The College gives accommodation for pupil teachers boys and girls separately in campus with Wi-Fi connectivity.



5. **Tea** for its staff.
6. **Xerox corner:** The College has provided with Xerox facilities for its students and staff inside the campus.
7. **Cycle/Motor cycle stand:** The college has furnished its own cycle/motor cycle stand for students and staff inside the campus.
8. **Drinking water:** college has its own arrangement of supplying drinking water through Aqua guard besides normal water supply.
9. **Wi-Fi and CCTV:** The College has free Wi-Fi for both students and staff as well as CCTV facilities.

10. **Staff Quarter:** The College provides well equipped quarters for both male and female staff in the campus.

Dress:

The college has fixed uniform dress for students. A trainee must come wearing proper uniform in every working day.

Medium of instruction:

The medium of instruction of M.Ed. , B.Ed. and D.El.Ed. course will be Bengali and English.

College Hours:

Classes are generally held from 10.30 a.m. to 4.30 p.m. with half an hour recess but as it is a training college the trainees have to stay for a longer period. The college office remains open from 10.00 a.m. to 5.30 p.m.

Observance: The College always observes all the National & International memorable days.

The following days are specially observed with due solemnity:

1. College foundation day (27th July)
2. Independence day (15th August)
3. Teachers Day (5th September)
4. Vidyasagar's birthday.
5. Rabindra Jayanti.
6. Netaji's birthday.
7. Raksha Bandhan.
8. Republic Day.
9. Saraswati Puja.
10. International Language Day.
11. Annual games and Sports.
12. Educational Excursion / picnic.

Co-curricular Activities:

To introduce “Self government” in the true sense the term in our institution is our ultimate goal. This is why we put so much insist and importance on carrying out co-curricular activities in a disciplined way in our college.

The activities are following –

Games and Sports



Dance, Drama, Music and Recitation.





Educational Trip and picnic.



Social Awareness and service.



TEACHING METHODOLOGY:

An integrated teaching program covering both the theoretical & practical aspects effected by the way of –

1. Lecture and demonstrations.
2. Team teaching.
3. Group discussion.
4. Collaborative and corporative method.
5. Role plays.
6. Project Method.
7. Power point presentation.
8. Assignment and Explanations.
9. Workshop.
10. Seminar.
11. Field trips.

LIST OF HOLIDAYS:

Institutional calendar is prepared in the month of the June while preparing the calendar; the college follows the holiday list supplied by

the WBUTTEPA and WBBPE. The session commences on the 1st July in every year.

ADMISSION PROCEDURE AND FEE:

M.Ed. and B.Ed. : The West Bengal University of Teachers' Training, Education Planning and Administration invites online application form in the month of May-June of each academic year for admission in M.Ed. and B.Ed., two year professional courses. Official portal: www.wbuttepa.ac.in Admissions will be on the basis of merits as per norms of university.

M.Ed.:- Application fees: Fees for online application Rs. 750/- for General/OBC category, Rs. 450/- for SC/ST/PWD.

Course Fee: course fee as per the University fee structure of the university.

There will be a written / Entrance test for seeking M.Ed. course.

B.Ed.:- Application fees: Fees for online application Rs. 650/- for General/OBC category and Rs. 450/- for SC/ST/PWD.

Course Fee: course fee as per the fee structure of the university.

D.El.Ed.- The West Bengal Board of Primary Education invites online application form in the month of May-June of each academic year for admission in D.El.Ed. two (2)year elementary education courses. Official portal: www.wbbpe.org

Application fees: Fees for online application Rs. 300/- for General/OBC category and Rs. 150/- for SC/ST/PWD.

Course Fee: course fee as per the fee structure of the WBBPE.

M.Ed. (NCTE approved, Order No. ERC/7-92.6(I).12/2009/15759):

Master of Education (M.Ed.) is a professional and research oriented post graduate programme in Education which aims at preparing Teacher educators and other educational professional including Curriculum developers, Education policy Analysts, Planners , Administrators, Super visors, School Principals and researchers.

Duration:

- Two (2) years in four (4) semesters.
- 100 working days in each semester.

Eligibility: Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programme-

- i. B.Ed., B.A.-B.Ed., B.Sc.-B.Ed., B.El.Ed.
- ii. D.El.Ed. with an undergraduate degree with 50% marks in each.

*Eligible candidates are to appear at the admission test.

*Relaxation for SC/ST/OBC of 5% marks will be admissible as per Govt. rules.

Intake Capacity: The intake capacity for M.Ed. course is 50 Students.

M.Ed Academic Calender

| Semester | Duration (Tentative) | Activities |
|------------|--|---|
| I | 1st July to 31st December (1st Year) | |
| | ❖ 1 st July to 30 th November | Theory Class, Practicum, Communication and Expository Writing Yoga Education |
| | ❖ 1 st December to 15 th December | Examination: Theory, Communication and Expository Writing Yoga Education |
| | ❖ 16 th December to 31 st December | Evaluation and Publication of Result (Semester Break for the Students) |
| II | 1st January to 30th June (1st Year) | |
| | ❖ 1 st January to 31 st May | Theory Class, Practicum and Internship in Teacher Education Institutions |
| | ❖ 1 st June to 15 th June | Examination: Theory, Evaluation of Internship |
| | ❖ 16 th June to 30 th June | Evaluation and Publication of Result (Semester Break for the Students) |
| III | 1st July to 31st December (2nd Year) | |
| | ❖ 1 st July to 1 st December | Theory Class, Internship, Dissertation Related Work and Academic Writing |
| | ❖ 16 th December to 31 st December | Examination Evaluation and Publication of Result (Semester Break for the Students) |
| IV | 1st January to 30th June (2nd Year) | |
| | ❖ 1 st January to 31 st May | Theory Class and Research Related Specialization dissertation submission |
| | ❖ 1 st June to 15 th June | Examination: Theory and Viva voce on Dissertation |
| | ❖ 16 th June to 30 th June | Evaluation and Publication of Result |

M.Ed .Programme

Course Learning Outcomes and Programs Learning Outcomes

1st Semester

Courses:- 2.1.1

Course Learning Outcomes

After completion of the course the students will be able to-

- Understand the socio-cultural context of education.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the nature of education as a discipline/an area of study.
- After completion of the course the students will be able to- Understand the basic concepts/issues of education with reference to kind of
- institutions are working. Discuss the emerging dimensions of school and teacher education.
- concerns the NCF (2005)

Courses:- 2.1.2

Course Learning Outcomes

After completion of the course the students will be able to-

- Develop an understanding about the historical evolution of education in our
- Develop a grasp of political perspectives of Indian system of education
- country (ancient, medieval and emergence of modern system of education. Learn about group diversity and its implication to education
- Grasp the implication of Human Resource and Human Development Index

- Understand the economics of education in Indian context

Courses:- 2.1.3

Course Learning Outcomes

After completion of the course the students will be able

- To understand the process of development of a child.
- To enable the learner to understand implication of Psychological theories
- To understand the Changing Concept of Intelligence and its application.
- Learning Process. To develop the understanding of the theories of Personality and their use
- for education. in the development of learner's Personality, measurement of personality

Courses:- 2.1.4

Course Learning Outcomes

After going through this course the student teachers shall be in a position

To critically analyse the needs and relevance of pre-service and

- in-service teacher education programmes in the context of quality enhancement of school system vis-a-vis development of To understand the logistics involved in organisation of teacher
- professionalism among school teachers. To comprehend the dynamics of various schemes and programmes
- education curriculum and its implementation. meant for professional development of in-service teachers and its impact.

Courses:- 2.1.5

Course Learning Outcomes

After completion of the course the students will be able understand

- Meaning of effective and understandable writing
- Meaning and essence of Nature, Purpose, Perspective, sensitivity to Catch and Hold attention, connectivity and relation and use of clarity, brevity,
- Organize simple academic representation to express and appreciate The sense of effective writing.

Courses:- 2.1.6

Course Learning Outcomes

After going through this module the students will be able to:

1. Illustrate the yogic concept of personality in terms of Personality and triguna theories.
2. Explain the meaning and dimensions of an integrated personality.
3. Explain how the practice of yoga can help you develop an integrated personality
4. Discuss the concept of stress in terms of its causes, symptoms and consequence.
5. Relate the role or contribution of yoga practices in coping with stress. Elucidate the concept if self-development and the role of human values

M.Ed .Programme

2nd Semester

Courses:- 2.2.1

Course Learning Outcomes

After completion of the course the students will be able to

Develop an understanding about the contribution of Philosophy to education as a discipline .

- Develop capacity to grasp the Indian Philosophy of Education
- Acquaint themselves with the educational contributions of some great thinkers(both Western & Indian) on education.

Understand, interpret and evaluate the concepts related to social philosophy of education & society.

- To develop knowledge about Education & society.
- To enable learners to correlate Education& society.
- To understand sociological theories and its practices in our educational•Sociology; system

Courses:- 2.2.2.

Course Learning Outcomes

It is expected that on completion of the paper, the students will be able to

Comprehend Sociological Foundations of Education .

- 1 Familiarize with the sociological inquiry and its relevance in the process of education .
- 2 Interpret social structure, culture and social inequality in Indian society.
3. Recognize the role of Education in a changing social context

4. Provide an understanding of certain current problems and issues of Education in the social context .

Recognize the role of Education in a changing social context.

Courses:- 2.2.3.

Course Learning Outcomes

1. To develop the concept of research methodology and its importance in education .
2. To learn about different types of research and research design.
3. To understand the various aspects of research process
4. To know about sampling and tools of data collection.
5. To understand descriptive and inferential statistics and learn their application.

Courses:- 2.2.4.

Course Learning Outcomes

To acquire the concept, Need, Importance and Objectives of inclusive education.

1. To explain the Concept, Identification, Causes Prevention and Remedies for Various Disabilities.
2. To analyze Special Education, Integrated Education and Inclusive Education practices and identify and utilize existing resources for promoting Inclusive practice.
3. To acquire basic knowledge on Teaching Learning Strategies, Vocational

Courses:- 2.2.5.

Course Learning Outcomes

On completion of this course the Prospective Teacher Educators will be able to-

1. Understand the concept, nature and forms (types) of curriculum.
2. Understand the foundations, basics of foundation and determinants of curriculum
3. Understand and apply various principles of curriculum development.

4. Know the various stakeholders their role and manner of participation in curriculum development.
5. Identity criteria and instruments of curriculum evaluation.

Courses:- 2.2.6

Course Learning Outcomes

After going through this course the student teachers shall be in a position to:

1. Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
2. To analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
3. To develop competencies in organising various kinds of teacher education curriculum specific activities.

To develop an understanding of the needs and relevance of in-service teacher education practices.

M.Ed .Programme

3 rd Semester

Courses:- 2.3.1.S.(A)

Course Learning Outcomes

After completion of the course the prospective teacher educators will be able to:

1. understand the status of secondary and higher secondary education in India.
2. know different commissions and policies on secondary and higher secondary education in India.
3. analyze the issues of secondary and higher secondary education in different aspects.
4. interpret the outcome of different programmes in different levels.
5. examine condition of teacher education programmes in secondary and higher secondary level.

Courses:- 2.3.1.S.(B)

Course Learning Outcomes

After completion of the course the prospective teacher educators will be able to:

1. understand the status of secondary and higher secondary education in India.
2. know different commissions and policies on secondary and higher secondary education in India.

3. analyze the issues of secondary and higher secondary education in different aspects.
4. interpret the outcome of different programmes in different levels.

Courses:- 2.3.1.S.(c)

Course Learning Outcomes

After completion of the course the prospective teacher educators will be able to:

1. understand the status of secondary and higher secondary education in India.
2. know different commissions and policies on secondary and higher secondary education in India.
3. analyze the issues of secondary and higher secondary education in different aspects.
4. interpret the outcome of different programmes in different levels.
5. examine condition of teacher education programmes in secondary and higher secondary level.

Courses:- 2.3.2.

Course Learning Outcomes

After completion of the course the students will be able to-

1. To develop understanding and skills in using various quantitative and qualitative techniques of data analysis.
2. To develop understanding and skills to analyze & interpret data.
3. To develop competencies in Research reporting& Research Synthesizing.

Courses:- 2.3.3.

Course Learning Outcomes

After going through this course the student teachers shall be in a position to

1. Be sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmers.
2. To analyze involvement of pupil teachers in organizing various curricular activities in a teacher education institution.

3. To develop competencies in organizing various kinds of teacher education curriculum specific activities.
4. To develop an understanding of the needs and relevance of in-service teacher education practices.

Courses:- 2.3.4.

Course Learning Outcome

The objectives of the course –

1. To understand the Concept, need and importance of ICT.
2. To prepare the students to become ICT skilled teachers
3. To get acquainted with ICT supported teaching learning strategies.
4. To prepare the students to select to appropriate ICT facilities.
5. To get acquainted with the new trends in ICT.
6. To comprehend the meaning of system and instructional systems.
7. To realize the importance of instructional systems.

Courses:- 2.3.5.

Course Learning Outcome

After completing this component of dissertation the prospective

teachers will be able to

1. understand the purpose and importance the review of related studies in any kind of research
2. analyse the existing research and be able to establish the need of their study in the background of studies reviewed.
- 3 learn how to organize the review chapter/section
- 4.learn basic criteria for selection of tool(s) from the available standardized tools.
5. learn guidelines, principles and procedures for the development of various tools
- 6.understand the various intricacies of data collection

7. learn to tabulate data according to the objectives of the study

M.Ed .Programme

4th Semester

Courses:- 2.4.1.

Course Learning Outcome

After going through this course the student teachers will be a position to:

- Develop a holistic perspective of teacher education in the country.
- Analyze the implications of education policies on reforms in teacher education and its norms and guidelines.
- Identify the problems of teacher education programmers and teacher effectiveness.
- Understand the significance of research for knowledge generation in the area of Teaching and teacher development with methodical perspectives.

Courses:- 2.4.3.(A)

Course Learning Outcome

After completion of the course student will be able to

Define Educational Planning

- Types of Educational Planning
- Approaches of Educational Planning
- Methodology of Educational Planning

Courses:- 2.4.3.(A)

Course Learning Outcome

After completion of the course student will be able to

- Define Educational Planning
- Types of Educational Planning
- Approaches of Educational Planning
Methodology of Educational Planning

Courses:- 2.4.3.(B)

Course Learning Outcome

After completion of the course student will be able to

Define Educational Administration

Know Types of Educational Administration.

Learn about Educational Administration in India

Understand problems related to educational administration.

Courses:- 2.4.3.(C)

Course Learning Outcome

The Objectives of the course are the following

- 1.The student teacher will be able to understand the concept of educational management .
2. They will be able to develop concepts of human resources financial resources with special reference to secondary Education .

3. They will gain insight into the Educational Management and its different aspects.
4. They will acquire knowledge about different issues related to management of secondary education .

Program Learning Outcomes (PLOs)

Program Learning Outcomes actively describe what graduates of the program will be able to put into practice as a result of what they have learned in the program. They are a series of measurable statements that, taken together, describe what graduates can do with the learned body of knowledge, the set of skills, and the attitudes or values considered important for success in the discipline. Program Learning Outcomes also clarify the program's purpose and objectives for students and instructors to improve communication, shared expectations, and program coherence.

According to NEP 2020, Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring students' performance i.e. outcomes at different levels. So, in this context, after the completion of the M.Ed. degree program of the *Eastern Dooars B.Ed.*

Training College (under BSAEU, erstwhile WBUTTEPA), the pupil teachers can grab/acquire-

PLO1. Professional Capacity Building: Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of the teaching profession and advance the capacities in teaching, research, and extension work in the field of education in general and Teacher Education Institutes in particular.

PLO2. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values, and high standards in teaching, research, and administration at diversified educational settings and Teacher Education Institutes.

PLO3. Resilience and coping with Complex issues: Demonstrate the spirit of work in diversified situations and apply knowledge & skills to cope with educational issues in complex situations with appropriate consideration for the rules, norms, and Social, cultural, and environmental context.

PLO4. Academic Administration and Management Capacities: Apply the knowledge of educational administration & management and other allied subjects like Philosophy, Sociology, Psychology, etc. in academic planning, organization, evaluation, decision-making, and resource management according to predetermined goals, norms, and standards.

PLO5. Continuous Academic Development: Identify the learner's own educational needs and requirements, and keep academic development and learning independent in the context of change in different aspects of education and teacher education.

PLO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PLO7. Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education, etc., and respond to emerging issues by applying critical, constructive, and creative thought processes. **PLO8. Research and Knowledge Creation:** Involvement in knowledge creation, research, and innovative educational practices related to different stakeholders of education.

1. **PLO9: Professional Communication Skills:** Use diversified tools & technologies of communications and communication skills to serve the professional purpose and standards expected from the classroom to broader zone of educational activities.

PLO8. Research and Knowledge Creation: Involvement in knowledge creation, research, and innovative educational practices related to different stakeholders of education.

2. **PLO9: Professional Communication Skills:** Use diversified tools & technologies of communications and communication skills to serve the professional purpose and standards expected from the classroom to broader zone of educational activities.

Semester-wise details curriculum pattern for M.Ed Course

| COURSE & CODE | COURSE NAME | MARKS | | Marks(Credit) | Class Teaching Hour |
|--------------------------------------|--|----------------|----------------|--------------------------|---------------------|
| | | Theory | Practicum | | |
| SEMESTER-I | | | | | |
| 2.1.1 | Educational Studies | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.2 | Historical ,Political and Economic Perspectives of Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.3 | Psychology of Learning and Development | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.4 | Pre- service and In- service Teacher Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.1.5 | Communication and Expository Writing | | 50 | 25+25 (1+1) | 32 |
| 2.1.6 | Self Development through Yoga Education | | 50 | 25+25 (1+1) | 32 |
| TOTAL | | 280 | 220 | 500(13+7) | 512 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-II | | | | | |
| 2.2.1 | Philosophical Perspective of Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.2 | Sociological Perspectives of Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.3 | Introduction to Research Methodology | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.4 | Inclusive Education and gender Issues in Education) | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.2.5 | Curriculum Studies | 35 | 15 | 35+15 (2) | 48 |
| 2.2.6 | Internship in Teacher Education Institutions | | 50 | 50(0+2) | 0+32 |
| TOTAL | | 315 | 185 | 500(13+7) | 400 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-III | | | | | |
| 2.3.1 | Specialization Courses in Elementary Or Secondary Education | 140 | 60 | 140+60) (5+3) | 80+96 |
| | a) Institutions, Systems and Structures | 35 | 15 | 35+25 (2) | 16+32 |
| | b) Stage Specific Status Issues and Concerns | 35 | 15 | 35+25 (2) | 16+32 |
| | c) Policy and Practice Relating to Curriculum, Pedagogy and Assessment | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.3.2 | Advance Research Methods(Including Statistical Techniques) | 35 | 15 | 35+15 (2) | 16+32 |
| 2.3.3 | Internship | | 100 | 100 (0+4) | 128 |
| 2.3.4 | ICT in Education | 35 | 15 | 25+25 (2) | 16+32 |
| 2.3.5 | Dissertation Related Work | | 50 | 50 (0+2) | 0+32 |
| 2.3.6 | Academic Writing | | 50 | 50 (0+2) | 0+32 |
| TOTAL | | 210 | 290 | 500(7+13) | 416 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-IV | | | | | |
| 2.4.1 | Perspectives and Issues and Research in Teacher Education | 70 | 30 | 70+30 (3+1) | 48+32 |
| 2.4.2 OR 2.4.3 OR 2.4.4 | Specialization (Any One) | 210 | 90 | 210+90 (9+3) | 144+96 |
| 2.4.2 E OR 2.4.2 S | Educational Policy, Economics of Education and Educational Planning in the context of Elementary Education | 70 70 70 | 30 30 30 | 210+90 (9+3) | 144+96 |
| | OR Secondary Education | | | | |
| | Educational Planning , Educational Administration and | 70 | 30 | 210+90 | 144+96 |

| | | | | | |
|--|--|----------------|----------------|-----------------|--------|
| 2.4.3 E OR 2.4.3 S | Management, Leadership in the Context of Elementary Education OR Secondary Education | 70 70 | 30 30 | (9+3) | |
| 2.4.4 E OR 2.4.4 S | Educational Technology and ICT in Elementary / Secondary Education | 70 70 70 | 30 30 30 | 210+90 (9+3) | 144+96 |
| 2.4.5 | Dissertation | | 100 | 100 (0+4) | 128 |
| TOTAL | | 280 | 220 | 500(12+8) | 448 |
| Full Marks: 500 (Credit : 20) | | | | | |
| Total Marks: 2000 (Credit : 80) | | | | | |

Examination Policy:

Pattern of questions for theoretical examination .

5 marks x 2 questions =10 marks

10 marks x 4 questions (out of 6)= 40 marks

20 marks x 1 easy questions (out of 2) = 20 marks

Note : All practical activities (Practicum/Engagement with the field) will have both Internal(40%) as well as External (60) assessment .

Duration of Examination :

In written examination for B.Ed programs all 35 marks paper will be of One and half hours and all 25 marks will be of One hour duration.

Medium of instruction and written in examination:

In all the examinations , question papers shall be framed bilingually and answer should be written should be English or Bengali (except language).

Promotion to the Next Semester:

The students will automatically be promoted to the next and subsequent semester immediately after completion one semester or course.

Supplementary Examination:

If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforeseen situation, there will be provision of supplementary examination.

Issuance of Degree:

After declaration of the final result of the B.Ed programme each successful candidate shall receive a degree/ certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

Grading system for evaluation:

Letter Grades and Grade Points

| Performance | % | Letter Grade | Grade Points |
|--------------------|-----------------|---------------------|---------------------|
| Excellent | 90-100 | A | 5 |
| Very Good | 80-89.99 | B | 4 |
| Good | 70-79.99 | C | 3 |
| Average | 60-69.99 | D | 2 |
| Fair | 50-59.99 | E | 1 |
| Failed | Below 50 | F | 0 |

B.Ed. (NCTE approved, Order No. ERC/7-70.6.3/2006/3839(1):

Bachelor of Education (B.Ed.) is a professional course that prepares teachers for upper primary level (classes VI-VIII), Secondary level (Classes IX-X) and senior secondary level (Classes XI-XII).

Duration:

- Two (2) years in four (4) semesters.
- 100 working days in each semester.

Eligibility: 3 years Bachelors degree /Master degree in Science/Social Science/Humanities with 50% marks, bachelors in Engineering or technology with specialization in science and Math with 55% marks.

For SC/ST/ OBC and others categories, relaxation as per the rules of the central / state government.

Intake Capacity: There is a unit of 100 students divided into two sections with 50 students each for general sections and not more than 25 students per teacher per Pedagogical subject.

Pedagogical subjects offered:

- | | | |
|--------------------|---|----------------------|
| ➤ Bengali | } | Language Group |
| ➤ English | | |
| ➤ Sanskrit | | |
| ➤ Physical Science | } | Science Group |
| ➤ Life Science | | |
| ➤ Geography | } | Social Science Group |
| ➤ History | | |
| ➤ Education | | |
| ➤ Mathematics | | |

Optional Courses:

- i. Health and Physical education**
- ii. Peace and Value Education**
- iii. Guidance and Counselling**
- iv. Work and Vocational Education**
- v. Yoga Education**
- vi. Environmental and Population Education**

School Internship Program :

In two year B.Ed program there is compulsory School Internship Program ,One month for 2nd semester and Four months for 3rd semester.

Examination Policy:

Pattern of questions for theoretical examination (For 35 marks)

2 marks x 5 objectives type questions (out Of 7) =10 marks

5 marks x 3 shrot type questions (out of 5)=15 marks

10 marks x 1 easy questions (out Of 2) = 10 marks

Note : All practical activities (Practicum/Engagement with the field) will have both Internal(40%) as well as External (60) assessment .

Duration of Examination :

In written examination for B.Ed programs all 35 marks paper will be of One and half hours and all 25 marks will be of One hour duration.

Medium of instruction and written in examination:

In all the examinations , question papers shall be framed bilingually and answer should be written should be English or Bengali (except language).

Promotion to the Next Semester:

The students will automatically be promoted to the next and subsequent semester immediately after completion one semester or course.

Supplementary Examination:

If a candidate is unsuccessful at the examination on account of failure to secure pass marks or unfit for appearing the examination for unforsen situation , there will be provision of supplementary examination.

Issuance of Degree:

After declaration of the final result of the B.Ed programme each successful candidate shall received a degree/ certificate in prescribed format with the seal and signature of the Vice-Chancellor of the University.

B.Ed .Programme

1st Semester

Course Code and Name : 1.1.1(1st Half) ,Childhood and Growing Up

Course Learning Outcomes

1. Explain the concept of growth and development and stages of development with special reference to the stage of adolescence.
2. Know about the development a characteristics
3. Be aware of in fluency of heredity ,environment including socio-cultural factors on developmental process
4. Develop the skills of applying the principles of development in improving the teaching learning process.

Course Code and Name: 1.1 .1(2nd Half), Aspect of development

Course Learning Outcomes

1. Know about various aspects related to development.
2. Acquainted with theories, types and factors of motivation, attention and interest.
3. Understand the nature of intelligence and know various theories related to it.
4. Develop skills for identifying and nurturing creativity.

Course Code and Name : 1.1.2 (1st Half) , Education in post independent India

Course Learning Outcomes

1. Comprehend the various constitutional provisions .
2. Develop the knowledge about the recommendations of various commissions and National Policies of Education.
3. Examine the problems and solutions of elementary and secondary education and find out probable solution..
4. Acquire the skill to eradicate inequality, discrimination and marginalization in education.

Course Code and Name : 1.1.2 (2st Half) , Policy Framework for Education in India

Course Learning Outcomes

1. *Realize* the policy framework for Education in India.
2. Know the contemporary issues in education.
3. Develop the knowledge about various policies on education.
4. Examine the role and functions of different monitoring agencies of education.

Course Code and Name :- 1.1.4 , Language across the Curriculum

Course Learning Outcomes

1. Recognize nature, function and role of language across the curriculum.
2. Acquaint with obstacles in language usage while using the language and ways to overcome them.
3. Understand importance and use of first and second language, multilingualism and impact of culture.
4. Acquire knowledge about the communication process and verbal and nonverbal communication skills.

Course Code and Name : 1.1.5, Understanding discipline and subjects

Course Learning Outcomes

1. Know the basis of knowledge and branches of emerging knowledge.
2. Be aware of the emergence of various disciplines.
3. Develop among the teacher trainees an understanding of science as a discipline.
4. Understand nature of Mathematics as a discipline.
5. Develop among the teacher trainees an understanding of language as a discipline.

Course Code and Name : 1.1EPC1, Reading and Reflecting on Texts

Course Learning Outcomes

1. Know the meaning, process, importance and characteristics of reading.
2. Appreciate and apply different levels, types, techniques and methods of reading.
3. Acquaint with the skills of reading different types of texts.
4. Develop different types of reading skills through various activities and met cognition.
5. Learn the skills of reading comprehension and to enhance vocabulary

B.Ed .Programme 2nd Semester

Course Code and Name : 1.2.3(1st Half), Learning and Teaching

Course Learning Outcomes

1. Comprehend the range of cognitive capacities among learners.
2. Reflect on their own implicit understanding of the nature and kinds of learning.
3. Gain an understanding of different theoretical perspectives on learning.
4. Demonstrate his/her understanding of different skills at different phases of instruction.

Course Code and Name : 1.2.3 (2nd Half) , Teaching

Course Learning Outcomes

1. Understand the process of teaching.
2. 2. Understand and efficiently used different models of teaching.
3. 3. Engage in teaching with proper approach.
4. Develop skills required for teach

**Course Code and Name -1.2.7A, Pedagogy of Language Teaching
(Bengali, English, Sanskrit)**

Course Learning Outcomes

1. Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal.
2. Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills.
3. Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson.
4. Work out and practice strategies for teaching language skills and communication skills.

Course Code and Name : 1.2.7A, Pedagogy of Social Science Teaching (History, Geography, Political Science, Education)

Course Learning Outcomes

1. Appreciate the significance of teaching Social Science.
2. Be acquainted with the approaches & Methods of Teaching Social Science.
3. Be used to the application of knowledge and skills in Social Science.
4. Be acquainted with various practical aspects of Social Science.

Course Code and Name : 1.2.7A , Pedagogy of Science Teaching (Physical Science, Life Science)

Course Learning Outcomes

1. Appreciate the significance of teaching Science.
2. Be acquainted with the Approaches & Methods of Teaching Science.
3. Be used to the application of scientific knowledge and skills.
4. Be acquainted with various practical aspects of science.

Course Code and Name : 1.2.7A , Pedagogy of Mathematics Teaching (Mathematics)

Course Learning Outcomes

1. Understand the nature of mathematics and mathematics education.
2. Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.
3. Understand Teaching methodologies in mathematics education.
4. . Apply Mathematics education in cross-cultural perspectives.

Course Code and Name : 1.2.8A , Knowledge and Curriculum Part 1

Course Learning Outcomes

1. Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.
2. Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief.
3. Understand education in relation to constitutional goal, social issues and modern values.
4. . Understand the concept, scope and objectives of education.

Course Code and Name : 1.2.9 (1st Half) , Assessment of the Learning Process

Course Learning Outcomes

1. Get basic knowledge of assessment for learning.
2. Know the process of evaluation and its uses.
3. Write educational objectives.
4. Know different techniques of evaluation, tools of evaluation and their uses.

Course Code and Name : 1.2.9 (2nd Half), Assessment of the Learning System

Course Learning Outcomes

1. Understand different aspects of the complexities of the learning system.
2. Know various school records designed for specific purposes.
3. about physical, infrastructural and human resources available in the schools.
4. Understand the curricular process in the school.

Course Code and Name : 1.2EPC2 , Drama and Arts in Education

Course Learning Outcomes

1. Understand the use of 'Drama' as Pedagogy.
2. Use 'Role play' technique in the teaching learning process.
3. Understand the importance of dramatic way of presentation.
4. Understand various 'Dance forms' and their integration in educational practices.

**B.Ed .Programme
3rd Semester**

Course Code and Name – 1.3.7B, Pedagogy of Language

Course Learning Outcomes

- 1.Design appropriate teaching – learning strategy suited to particular contents.
2. Use ICT and various teaching aids in teaching of languages.
3. Develop various skills related to language learning
4. Prepare a blue print before entering into a class.

Course Code and Name : 1.3.7B , Pedagogy of Social Science (History, Geography, Political Science, Education)

Course Learning Outcomes

1. Be aware of teaching & learning of the subject concern.
2. Examine critically the major concept, ideas, principles & values relating the subject concern.
3. Engage the students into the methods of Teaching & learning the subject.
4. Provide the students authentic historical knowledge with the proposed content & make them to be component to do pedagogical analysis of the subject.

Course Code and Name : 1.3.7B , Pedagogy of Science (Life Science, Physical Science)

Course Learning Outcomes

1. Be aware of teaching & learning of the subject concerned.
2. Examine critically the major concept, ideas, principles & values relating to the subject concerned.
3. Engage the students into the methods of Teaching & learning the subject.
4. Make them competent to do the pedagogical analysis of the subject concerned .

Course Code and Name : 1.3.7B , Pedagogy of Mathematics (Mathematics)

Course Learning Outcomes

1. Know about Mathematics curriculum and text-book preparation.
2. . Know how does Practical activities associated with mathematical concepts.
3. Understand about assessment and evaluation related to mathematics teaching-learning.
4. Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing.

**B.Ed .Programme
3rd Semester**

School Internship

Courses:- VII-(B) (1.3.7B)

Course Learning Outcomes/Objectives

1. Develop the ability to define clearly the general and specific objectives of teaching the subjects, the different units and the individual lessons.
2. Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
3. Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subject taught.
4. Develop the ability to diagnose the strengths and weaknesses and achievements and failures of the individual pupils.
5. Develop the ability to use different methods and techniques of teaching and use them effectively in appropriate situations.

B.Ed .Programme

4th Semester

Course Code and Name : 1.4.6 , Gender School and Society

Course Learning Outcomes

1. . Develop gender sensitivity among the student teachers.
2. Understand the gender issues faced by the schools.
3. . Understand the paradigm shift with reference to gender studies.
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Course Code and Name : 1.4.7B, Knowledge and Curriculum Part II

Course Learning Outcomes

1. Realize the concepts of curriculum and syllabi.
2. Discover the relationship between power, ideology and curriculum.
3. Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice & its transactional modes.

Course Code and Name - 1.4.10 , Creating an inclusive education

Course Learning Outcomes

1. Sensitise to the concept of inclusive education and social inclusion.
2. Familiarize with the legal and policy perspectives behind inclusion in education.
3. . Understand the types, probable causes, preventive measures and characteristics of different types of disability.
4. . Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other.

Course Code and Name- 1.4.11 (Optional) Guidance and Counselling

Course Learning Outcomes

1. Understand guidance and counselling in details.
2. Understand the mental health.
3. Develop the knowledge about adjustment and maladjustment.
4. Acquire skill to develop tools and techniques.

Course Code and Name - 4.11 (Optional) Work & Vocational Education

Course Learning Outcomes

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

Course Code and Name -1.4.11 (Optional) Yoga Education

Course Learning Outcomes

1. Understand the concept and principles of Yoga.
1. Understand the ancient system of yoga.
2. Develop awareness about the historical aspects of Yoga.
3. Learn some meditational practices and technique.

Course Code and Name - 1.4.11 (Optional) Environmental & Population Education

Course Learning Outcomes

1. Understand the concept of population and environmental education.
2. Know the objectives and methods of teaching environmental and population.
3. Be aware of population and environmental education policies.
4. Help teachers students analyse the various issues related to population and environmental education.

Course Code and Name - 1.4.EPC3 , Critical understanding of ICT

Course Learning Outcomes

1. Understand the social, economic, security and ethical issues associated with the use of ICT.
2. Identify the policy concerns for ICT.
3. Describe a computer system;.
4. Operate the Windows and/or Linux operating systems;.
5. Use Word processing, Spread sheets and Presentation software.

Course Code and Name - 1.4.EPC4 , Yoga Education, Self understanding and development

Course Learning Outcomes

- 1.**Understand the meaning and importance of self-concept and self- esteem.
- 2.**Be aware of different factors related to self-concepts and self-esteem.
- 3.**Understand the concept and importance of yoga and well-being.
- 4.**Record a brief history of the history of development of yoga through the ages.

PLOs:- Programme learning Outcomes

PLOs stand for Program Learning outcomes are an essential element of learning catered outcomes that specify what students will know or be able to do as a result or after the completion of a degree or certificate.

After completion the bachelor of teacher education program the pupil teacher will be able to:-

1. Develop various life skills needed for successful survival in society.
2. Attain harmonious development of their personality.
3. Analyses curriculum and select appropriate teaching strategies according to their needs.
4. Apply teaching skills and methodology to deal with classroom problem .
5. Develop critical thinking and higher level cognitive skills.
6. Able to function as a professional in the discipline and ethics when making decisions.
7. To judge the quality of something based on its adequacy, value and logic.
8. Apply knowledge to new situations to solve problems using required knowledge or skills.
9. Contribute to the community in the form of services like.
 - I) Cleaning of public spaces (parks, Roads).
 - II) Educational Communication.
 - III) Professional services and medical care etc.
- 10 . Enhance the analytical capabilities and logical thinking of students that make students capable of life-long learning.
- 11.be skilled and competent teachers.
- 12.Develop the skills and aptitudes of academic , administrative and socio-cultural leadership.

B.Ed Academic Calendar

1st July to 31st December (1st Semester)

| Semester | Duration (Tentative) | Activities |
|--------------------------|--|---|
| 1 st Semester | 1 st July to 30 th November | Theory, Engagement with Field /Practicum |
| 1 st Semester | 1 st December to 15 th December | Examination: Theory, Practicum(Internal and External) |
| 1 st Semester | 16 th December to 31 st December | Evaluation and Publication of result(Semester Break for the students) |

1st January to 30th June (2nd Semester)

| Semester | Duration (Tentative) | Activities |
|--------------------------|---|--|
| 2 nd Semester | 1 st January to 15 th April | Theory, Engagement with Field /Practicum |
| 2 nd Semester | 16 th April to 15 th May | Teaching Internship (No External Evaluation) |
| 2 nd Semester | 16 th May to 31 st May | Sharing the experience with the teacher educators and engage with the other co curricular activities |
| 2 nd Semester | 1 st June to 15 th June | Examination: Theory, Practicum(Internal and External) |
| 2 nd Semester | 16 th June to 30 th June | Evaluation and Publication of result(Semester Break for the students) |

1st July to 31th December (3rd Semester)

| Semester | Duration (Tentative) | Activities |
|--------------------------|--|--|
| 3 rd Semester | 1 st July to 30 th July | Theory class, Orientation in college for Pedagogy files of school subjects and internship Teaching Skills. |
| 3 rd Semester | 1 st August to 30 th November | Four (4) Months of School Internship. |
| 3 rd Semester | 1 st December to 15 th December | Evaluation of School Internship. |
| 3 rd Semester | 16 th December to 31 st December | Evaluation and Publication of result (Semester Break for the students) |

1st January to 30th June (4th Semester)

| Semester | Duration (Tentative) | Activities |
|--------------------------|---|--|
| 4 th Semester | 1 st January to 31 st May | Examination: Theory, Practicum (Internal and External) |
| 4 th Semester | 1 st June to 15 th June | Examination, theory and practical (internal and external) |
| 4 th Semester | 16 th June to 30 th June | Evaluation and Publication of result (Semester Break for the students) |

Semester – wise details curriculum pattern for B.Ed Course

| COURSE & CODE | COURSE NAME | MARKS | | Marks(Credit) | Class Teaching Hour |
|--------------------------------------|--|------------|----------------------------|------------------|---------------------|
| | | Theory | Engagements with the Field | | |
| SEMESTER-I | | | | | |
| Course-I (1.1.1) | Childhood and Growing Up (1 st &2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-II (1.1.2) | Contemporary India and Education (1 st &2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-IV (1.1.4) | Language across the Curriculum | 50 | 50 | 50+50 (2+2) | 32+64 |
| Course-V (1.1.5) | Understanding Discipline and Subjects | 50 | 50 | 50+50 (2+2) | 32+64 |
| CourseEPC-1 (1.1EPC1) | Reading and Reflecting on Texts | 25 | 25 | 25+25 (1+1) | 16+32 |
| TOTAL | | 325 | 175 | 500(13+7) | 208+224 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-II | | | | | |
| Course-III (1.2.3) | Learning and Teaching (1 st & 2 nd half) | 50+50 | 25 | 100+25 (4+1) | 64+32 |
| Course-VII-(A) (1.2.7A) | Pedagogy of a School Subject Part-I | 50 | 50 | 50+50 (2+2) | 32+64 |
| Course-VIII-(A) (1.2.8A) | Knowledge and Curriculum- Part-I | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-IX (1.2.9) | Assessment for Learning (1 st & 2 nd half) | 50+50 | 50 | 100+50 (4+2) | 64+64 |
| CourseEPC-2 (1.2EPC2) | Drama and Arts in Education | 25 | 25 | 25+25 (1+1) | 16+32 |
| TOTAL | | 325 | 175 | 500(13+7) | 208+224 |
| Full Marks: 500 (Credit : 20) | | | | | |

| SEMESTER-III | | | | | |
|--|--|-----|-----|-----------------|----------|
| Course-VII(B) (1.3.7B) | Pedagogy of a School Subject- Part-II | 50 | 100 | 50+100 (2+4) | 32+128 |
| | School Internship | | | 350 | 350 (14) |
| | TOTAL | 50 | 450 | 500(2+8) | 52+576 |
| Full Marks: 500 (Credit : 20) | | | | | |
| SEMESTER-IV | | | | | |
| Course-VI (1.4.6) | Gender, School and Society | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-VIII(B)(1.4.8B) | Knowledge and Curriculum- Part-II | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-X (1.4.10) | Creating an Inclusive School | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Vocational/Work Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Health and Physical Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Peace Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Guidance and Counselling | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Environmental and Population Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| Course-XI (1.4.11) Optional | Yoga Education | 50 | 25 | 50+25 (2+1) | 32+32 |
| CourseEPC-3 (1.4EPC3) | Critical Understanding of ICT | 50 | 50 | 50+50 (2+2) | 32+64 |
| CourseEPC-4(1.4EPC4) | Yoga Education: Self Understanding and Development | 50 | 50 | 50+50 (2+2) | 32+64 |
| | TOTAL | 300 | 200 | 500(12+8) | 192+256 |
| Full Marks: 500 (Credit : 20) | | | | | |
| Total Marks: 2000 (Credit : 80) | | | | | |

Grading system for evaluation:

Six point grading system for evaluation is adopted, which is as follows:

| Performance | % | Letter Grade | Grade Points |
|--------------------|-----------------|---------------------|---------------------|
| Excellent | 90-100 | A | 5 |
| Very Good | 80-89.99 | B | 4 |
| Good | 70-79.99 | C | 3 |
| Average | 60-69.99 | D | 2 |
| Fair | 50-59.99 | E | 1 |
| Failed | Below 50 | F | 0 |

D.El.Ed. (NCTE approved, Order No. ER-249.6.3(Part-1)/ERC APP1612 /D.El.Ed./2018/56139): Diploma in Elementary Education (D.El.Ed.) is a professional course that prepares teachers for elementary education or primary education i.e. lower primary (Classes I-V) and upper primary (classes VI-VIII).

Duration:

- Two (2) years, 1st year and 2nd year
- 180 working days in each year.

Eligibility: The candidates who have passed the Higher Secondary (+2) or its equivalent examination from a recognized Board / Council with 50% marks in the aggregate.

For SC/ST/ OBC/PH/Ex-serviceman / exempted category 5% relaxation (45% marks) as per the rules of the central / state government.

Intake Capacity: There is a unit of 100 students divided into two sections with 50 students each for general sections.

D.El.Ed. (Part-1)

Course Learning Outcomes (CLOs)

Course Code and Name: CC-01, Child studies

Outcomes:

1. To understand general conceptions about child and childhood .
2. To acquire a sensitive and critical understanding of the different social, educational and cultural realities at the core of the exploration into childhood
3. To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
4. To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

Course Code and Name : CPS-01, Bengali

Outcomes:

1. To help the student teachers develop a clear understanding of the pedagogy and content of the school curriculum in Bengali at the elementary level
2. To develop an understanding of the processes of teaching-learning and acquisition of Bengali in context
3. To promote reflective teaching practice among the student teachers
4. To enable the student teachers to assess the needs and performance of every child and guarantee learning for each child accordingly.

Course Code and Name : CPS-02, English

Outcomes:

1. To help the student teachers develop a clear understanding of the pedagogy and content of the school curriculum in English at the elementary level
2. To develop an understanding of the processes of teaching-learning and acquisition of English in context
3. To enable the students teachers to facilitate acquisition of English through the constructivist approach in inclusive classrooms
4. To promote reflective teaching practice among the student tea

Course Code and Name : CPS-03, Mathematics

Outcomes:

1. To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level.
2. To make student-teachers aware of factors that exercise impact on the process of acquisition of mathematical knowledge
3. To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning.
4. To appreciate the importance of mathematics laboratory in learning mathematics.

Course Code and Name : CPS-04, Environmental Science

Outcomes:

1. To prepare Teachers who understand Philosophical and epistemological basis of EVS as a composite area of study that draws upon Science and Social Science.
2. The content related to Concepts in Science and Social Science is embedded within the Course.
3. To help Student-Teachers understand the Scope of EVS and examine different perspectives of Curriculum organization.
4. To prepare Student-Teachers to plan for and carry out classroom transaction in the light of various Theoretical and Practical viewpoints of learning and children's ideas.

Course Code and Name : P-01, Pre-internship

Outcomes:

1. To help the student teachers understand necessity of integration, facilitating child-centric learning, inspiring learner to question, developing the learners' power of observation, relating performing arts with the learning situation
2. To expose the student-teachers to five selected teaching skills and help them understand their implications in terms of the defined behavioral components
3. To help them use the skills and the behavioral components in teaching
4. To ensure their professional development in teaching strategies
5. To help them plan process –based teaching with due emphasis on all the five skills.

Course Code and Name : P-02, Creative Drama, Fine Arts, Physical and Health Education.

Outcomes:

1. To ensure all round development of professionalism within the student- teachers
2. To help them understand how to integrate Music, Drama, Fine Arts and Physical and Health Education
3. To inculcate value-sense and value-judgment within the student-teachers
4. To provide for joyful environment in the learning environment.

D.El.Ed. Part-II

Course Code and Name - CC-02, Educational Studies

Outcomes:

1. To understand and explore the meaning, aims and purposes of education
2. To develop understanding of philosophical, sociological and historical dimensions of education
3. To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
4. to expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

Course Code and Name - CC-03 , CONTEMPORARY STUDIES

Outcomes:

1. To make the student-teachers aware of the interdisciplinary concepts, ideas and concerns of education
2. To help them gain an understanding of structure of Indian Nation States
3. To help them understand Historical perspective and development of Indian education
4. To throw light on RTE Act-2009 and provisions therein for ensuring quality elementary education for all.

Course Code and Name – CC-4, Pedagogy Across Curriculum

- 1.To ensure quality instruction and develop learners with good understanding of the contents and their intra relationship.
- 2.To develop an understanding of the concept of pedagogy across curriculum.
- 3.To develop an understanding of how children learn and the importance socio-culture economic and political contexts.

Course Code and Name - CC – 05, COMPUTER APPLICATION IN EDUCATION

Outcomes:

1. To prepare the student-teachers for the emerging ICT- dependent-class- room transactions
2. To acquaint them with the basic operations in computer system
3. To help them understand Computer Aided Learning (CAL) and prepare CAL materials and plan such lessons
4. To help them use computer for learning enhancement program.

Course Code and Name – P 03, SCHOOL INTERNSHIP INCLUDING PRACTICE TEACHING (P-03)

Outcomes:

1. To observe children and the teaching learning process in a systematic manner.
2. To learn to relate to and communicate with children.
3. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
4. To develop a repertoire of resources which can be used by the intern later in her teaching-textbooks, children's literature, activities and games, excursions.

Program Learning Outcomes (PLOs)

A pupil teacher who complete the program of D.El.Ed. will be able to acquire the following skills. These are considered the PLOs of D.El.Ed. programme. He/she will able to -

1. Understand the concepts involved in the subjects, the methods of obtaining information & their structure.
2. Prepare the learning experiences in such a way that learning the subject will be a meaningful activity for the children.
3. Connect their subject knowledge with other subject areas.
4. Understand how children develop and learn & how they can be given opportunities to learn that can help them in their intellectual, social & personal development.
5. Understand the physical, social, emotional, moral and cognitive development that affects children's ability to learn.
6. Understand the various instructional techniques to be used in the teaching learning process.
7. Understand formal & informal assessment methods.
8. Understand the principles of communication, language development & the role of language in learning. Attain harmonious development of their personally.
9. All the qualities required of an ideal teacher will be present on their characteristics.

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D.El.Ed Academic Calender

From 1st July to 30 June 1st Year and 1st July to 30 June 2nd Year

| Year | Duration (Tentative) | Activities |
|----------------------------|--|--|
| 1st Year | 1st July to 31 December | Theory, Engagement with field / Practicum |
| 1st Year | 1st January to 21st March | School internship and School Based Activities |
| 1st Year | 1st April to 30 June | Theory, Evaluation and Examination |
| 2nd Year | 1st July to 31st December | Theory, Engagement with Field/Practicum |
| 2nd Year | 1st January to 31st March | School Internship including Practice Teaching |
| 2nd Year | 1st April to 30 June | Theory , Evaluation and Examination |

Year-wise details curriculum for D.El.Ed Course

Course Structure - Part-1(First Year)

Total Marks : 700 (External :450 ; Internal :250)

Total Hours : Theory-450hrs; Practical-180 hrs

| Area | Course Code | Name | Marks | Total credit | Term End Evaluation | Internal Evaluation | | |
|------------------------------------|-------------|--|-------|--------------|---------------------|---------------------|-------------------------------|---------------------------------|
| Core | CC-01 | Child Studies | 100 | 6(4+2) | 4 | 2 | | |
| Compulsory Pedagogic Subject (CPS) | CPS-1 | Language-(L1) | 100 | 6(4+2) | 4 | 2 | | |
| | CPS-2 | Language-(L2) | 100 | 6(4+2) | 4 | 2 | | |
| | CPS-3 | Mathematics | 100 | 6(4+2) | 4 | 2 | | |
| | CPS-4 | Environmental Science | 100 | 6(4+2) | 4 | 2 | | |
| PRACTICUM | P-1 | Pre-Internship (Process Based Teaching – Learning Skill Enhancement) | 100 | 6 | 3 | 3 | 50 (by external) (16x5skills) | 50(by internal) Minimum 30 days |
| | P-2 | Creative Drama, Fine Arts, Physical and Health Education | 100 | 6 | 3 | 3 | 50 (By external) | 50 (By internal) |
| TOTAL | | | 700 | 42 | 26 | 16 | | |

Course Structure for Part-2 (Second Year)

Total Marks : 700 (External :310 ; Internal :390)

Total Hours : Theory-270 hrs; Practical-330 hrs

| Area | Course Code | Name | Marks | Total credit | Term End Evaluation | Internal Evaluation | | |
|--------------|-------------|---|-------|--------------|---------------------|---------------------|-----------------|--|
| CORE | CC-02 | Educational Studies | 100 | 6(4+2) | 4 | 2 | | |
| CORE | CC-03 | Contemporary Studies | 100 | 6(4+2) | 4 | 2 | | |
| CORE | CC-04 | Pedagogy Across Curriculum | 100 | 6(4+2) | 4 | 2 | | |
| CORE | CC-05 | Computer Application in Education | 100 | 6(4+2) | - | 6 | | |
| PRACTICUM | P-3 | School Internship including Practice Teaching. | 200 | 10 | 5 (By External) | 5 (By Internal) | Minimum 45 days | |
| | P-4 | *School Based Activities: Physical, Emotional Health Education. | 100 | 6 | | 6 (By Internal) | | |
| TOTAL | | | 700 | 40 | 17 | 23 | | |

Marks-grade Point Conversion-

| Range of % of Marks | Grade | Grade Point | Qualitative Evaluation |
|---------------------|-------|-------------|------------------------|
| 90 & above | O | 9 | Outstanding |
| 80 -89 | E | 8 | Excellent |
| 70- 79 | A | 7 | Extraordinary |
| 60- 69 | B | 6 | Very Good |
| 50- 59 | C | 5 | Good |
| 40- 49 | D | 4 | Average |
| Below 40 | K | Nil | Poor(Not Qualified) |

Examination Pattern (Theoretical)

1.All theoretical papers for written examinations shall be of 70 marks.

2.Of these 70 marks 20 shall be kept for Multiple Choice Type Questions

3. There will be 10 very short type questions of 2 marks each. Such answers should be written within 25 words.

4.There will also be one essay type question to be answered within 500 words and for this answer 16 marks will be awarded.

5.Apart from these there will be two short answer type questions of 7 marks each, to be answer within 250 words.

Rules and Regulations: All students shall abide by the rules and regulations laid down for their discipline and development.

- All students are expected to be present in the college premises during the working hours from 10.30 a.m. to 4.30 p.m.
- Students are required to be neatly dressed and to wear their ID cards at all times within the campus.
- Students should attend the common assembly and also participate in all the activities and events of the college. Absenting on such occasions will be considered as misconduct.
- Students should read the notice board everyday to keep themselves updated with the activities of the college.
- Ragging is strictly prohibited in the college campus. Student found guilty of ragging would be expelled.
- Smoking, gambling , use of drugs and alcohol is strictly prohibited.

Code of Conduct for Governing Body/Management:

- Support the aims and objectives of the Institute, showing it the highest loyalty, and act in good faith in its interests.
- Each member should also act honestly and diligently in promoting the interests of the Institute, its students and the wider community;
- Work co-cooperatively with other stakeholders for the benefit of the Institute as a whole and not for any improper purpose, or personal motive.
- A decision of the Governing Body, even when it is not unanimous, is a decision taken by the Governing Body collectively and each members must stand by it, whether or not he/she was present at the meeting when the decision was taken.
- Use social networking sites responsibly both as an individual and members to ensure that neither personal/professional reputations nor the institute's reputation are compromised by inappropriate postings.
- It is unethical for members publicly to criticize, canvass, or reveal the views of other members expressed at meetings of the Governing Body or its Committees.
- Not make statements to the press or media or at any public meeting relating to the proceedings of the Governing Body or its Committees without first obtaining the approval of the President or, in his/her absence, the Vice President or any of the later members.

Code of Conduct for Principal:

- Provide leadership, direction and co-ordination within the Institution.
- Planning and Execution of vision and mission statement of the institution.
- Guide the staff members to shape vision of academic success of students interacting with students at the grass roots level.
- Give importance to students' ideas for betterment of academic and overall development of education.
- Plan the budgetary provisions and go through the financial audited statements of the Institution.

- Ensure the academic development plan for students, also provide them with opportunities to prove themselves by means of extracurricular and co-curricular activities of the Institution which are duly processed and implemented through relevant authorities, bodies and committees.
- Direct and monitor the administration of the academic programmes and general administration of the Institution.
- Promote industry institution interaction and inculcate research development activities.
- Form various college level committees which are necessary for the development of the Institution, guide and monitor tasks completed by the committees.
- Ensure that the staff and students aware of rules, policies and procedures laid down by the college and enforce them to carry out.
- To maintain discipline in the Institution, take necessary action whenever required.
- Be fair in his disciplinary actions for all the members of faculty, non-teaching staff and students.
- Empower all the staff to reach their maximum potential and improve teacher performance by arranging various faculty development programs with coordination of teaching and administrative staff.
- Take remedial measures / actions based on the stakeholder's feedback.
- Exhibit outstanding and strong leadership skills with highest integrity.
- Promote various value education programs and related activities to inculcate values in students. If required, promote counseling sessions also.
- Manage and preparation of budgetary proposals.
- Provision should be made for disaster management.
- Get implementation of college policy on research and innovation.
- The entire functioning of the college rests on two key words 'Modern' and 'Progressive'. Insist teaching, non teaching staff members and students to work on this line.
- Monitoring the functioning of the academic and administrative staff and to see that they fulfil all their responsibilities as prescribed.
- Monitoring the conduct of both administrative and academic staff in terms of their regularity, discipline and conduct.
- Monitoring the conduct of meetings on behalf of the institution which include the meetings of staff, HoDs, Coordinators, college Academic Council and management.

- Developing a strong association with industry, research and consultancy establishments and signing Memorandum of Understandings aimed at improving specific strengths of the college.
- To inspire all his / her colleagues towards the achievement of the goals of the organization and leading them from the forefront.
- Promote teachers for healthy competition and pursue teacher level awards at college and other levels.

Code of Conduct for Students:

- The students must adhere to the rules and discipline of the college so that they can develop their potential in an orderly way by promoting a healthy relation between the teachers and the taught and also by preserving a peaceful academic atmosphere essential for study.
- The students must attend the classes on time and stay for the entire class period (or, until dismissed) because random arrivals and exits are disrespectful and distracting.
- All the students must treat their teachers, all college employees and other students of the institution with respect, dignity, impartiality, courtesy and sensitivity.
- Ragging is banned in the institute campus. Anyone found guilty of ragging is liable and will be dealt with seriously. The culprits will be dismissed from the institution and a case will be filed with local police authorities.
- Violations of academic conduct like cheating during examination, plagiarism or unauthorized presentation of collaborative work will make the student liable for punishment.
- All kind of political activities in the campus is forbidden.
- Smoking and consumption of alcohol in the institute premises or entering the institute premises after consuming alcoholic drinks is strictly prohibited.
- Destroying or miss using or stealing or defacing and damaging any property of the Institute is a punishable offence.
- Students have to attend at least 75% of available classes , failing which they shall not be allowed to appear in end term semester examinations.

- Posting derogatory comments about individuals of the institution on the social media or indulging in any such related activities having grave consequences on the reputation of the institute is prohibited.
- Tuition fees and other related fees like examination fees must be paid within the stipulated period of time.
- The students shall always carry identity cards with them and produce the same whenever they are asked to by the institute authorities.
- The safety of girls students is given utmost priority by the institute authority. Students must behave politely with one another as well as teachers and other stake holders of the college. Any incident of harassment in any form will be taken very seriously and strict action will be taken against the students.
- Any grievance or discrepancy must be brought to the notice of the principle only. Some morning any external agency or media by the students is prohibited.
- Students must park their vehicles in the parking space only and forbidden to blow horn or indulge in bike race in the campus.
- Sexual miss conduct or harassment in a case sensitive deed which includes but not limited to sexual assault, unwanted touching, or persistent unwelcoming comments, or emails or picture of an insulting or degrading sexual nature is prohibited for the students and is a punishable offence.
- Students are expected to be dressed in the uniform properly and dysentery and to behave properly with their peer group and other students.

Code of Conduct for Teachers:

- All the teachers must maintain decorum both inside and outside the classroom and set a good example for the students.
- Teachers are expected to act with integrity and comply with the laws and maintain a professional work environment by complying with institutional policies.
- Everyone should try to protect institutional assets including physical or intellectual and electronic or digital properties.
- The institute executes strong policy on prevention and prohibition of sexual harassment at workplace.

- The faculty should dress appropriately in such a manner that they reflect a professional image to the public and his respectful of others.
- A teacher shall be required to maintain the scheduled hours of work during which she must be present in the place of his or her duty. No teacher shall be absent from duty without permission from the competent authority.
- As per the rules of the institution, all the staff members must strictly follow the procedure of adjusting their classes and show the consent of the substitute teacher to the HOD before going on leave as far as practicable.
- Welcoming and supporting people of all backgrounds and identities irrespective of race, ethnicity, culture, National origin, social, economic class and educational level as well as colour, immigration, status, sex, age, size, family status, political belief, religion and mental and physical ability is expected from the faculty members.
- Teachers shall make use of all ICT infrastructure built in the institution as per topic or concept or subject of discussion. They should help to guide and encourage and assist the students to ensure that the learning experience is effective and successful. All the teachers should help as a subject knowledge expert in enhancing subject skills and also act as mentor to guide their students in planning and furthering their future career goals.
- A teacher should maintain active membership in professional organization and strive to improve education and profession through them.

Code of Conduct for Non-teaching Staff:

- All the non-teaching staff, being supporting staff of the college should work in collaboration with the Administrative Officer under the orders of the Authorities. Each one shall report to the duty on time.
- They should strive to maintain the academic atmosphere of the college through the work assigned to them.
- They are not allowed to sub-delegate the responsibilities entrusted to them without the prior permission of the Authorities.
- They are not allowed to leave the college campus during working hours unless permitted by the Authorities.
- They should adhere strictly to the rules and regulations of the college.

- They should deal with students, staff, and colleagues with respect and courtesy.
- They should maintain honesty, discipline, fairness, and justice in their official duties.
- They should keep the confidentiality of the records maintained in their offices and are custodians of the files and papers entrusted to his/her section.
- If anyone raises complaints against the functioning of any section, he/she should be directed by the Administrative Officer. Matters beyond the jurisdiction of the Administrative Officer should be referred to the Authorities without any delay.
- On unavoidable circumstances they can take leave on working days. They should get permission from the authorities and inform the leave to administrative officer for the proper functioning of the offices.
- They should refrain from the use of alcohol and other intoxicants on the campus and also from receiving bribes of any type. Moral uprightness is expected from all staff members.
- All should cooperate with the administration and the teaching staff for the smooth and efficient functioning of the college.

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