

**Submission of**  
**Annual Quality Assurance Report (AQAR)**

**By**

**Fakir Chand College, B.Ed. Section,  
Diamond Harbour**

**Academic Session: 2014 – 15**

Track-ID: WBCOTE15369

☎ : 03174-255 244

# FAKIR CHAND COLLEGE

[ B.ED. SECTION ]

**DIAMOND HARBOUR**

**P.O.- F. C. COLLEGE □ SOUTH 24 PARGANAS □ PIN - 743331**

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**Ref. No.** .....

**Date.** 21.08.2015 .....

To  
The Director  
NAAC  
P.O. Box No. 1075  
Nagarbhavi, Bangalore – 560072  
India

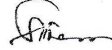
Sir,

We the B.Ed. section of Fakir Chand College, Diamond Harbour, West Bengal are pleased to submit the AQAR for the session 2014-15 after getting accreditation by NAAC in the year 2014.

Hoping for your acknowledgement at your earliest.

Thanking you,

Yours faithfully



Dr. Subires Bhattacharyya  
Principal /Chairperson of IQAC  
B.Ed.Section,Fakir Chand College  
Diamond Harbour

# The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

## Part – A

### I. Details of the Institution

1.1 Name of the Institution

**FAKIR CHAND COLLEGE, B.ED. SECTION**

1.2 Address Line 1

**P.O.-Diamond Harbour**

Address Line 2

**Dist-24 Parganas[South]**

City/Town

**Diamond Harbour**

State

**West Bengal**

Pin Code

**743331**

Institution e-mail address

[admin@fakirchandcollege.org](mailto:admin@fakirchandcollege.org), [fakirchandcollege@yahoo.com](mailto:fakirchandcollege@yahoo.com)

Contact Nos.

**[03174]255244/230**

Name of the Head of the Institution:

**Dr.Subires Bhattacharyya**

Tel. No. with STD Code:

**03174-255230**

Mobile:

**09434085230**

Name of the IQAC Co-ordinator:

**Dr. Mausumi Chatterjee**

Mobile:

**09830302408**

IQAC e-mail address:

**iqac@fakirchandcollege.org,**  
[mausumichatterjee31@gmail.com](mailto:mausumichatterjee31@gmail.com)

1.3 NAAC Track ID (For ex. MHC0GN 18879)

**WBCOTE 15369**

1.4 NAAC Executive Committee No. & Date:

(For Example EC/32/A&A/143 dated 3-5-2004.

This EC no. is available in the right corner- bottom  
of your institution's Accreditation Certificate)

**EC(SC)/01/A&A/070**

1.5 Website address:

**<http://fakirchandcollege.org>**

Web-link of the AQAR:

**[http://fakirchandcollege.org/iqac/BED\\_AQAR\\_2014-15.doc](http://fakirchandcollege.org/iqac/BED_AQAR_2014-15.doc)**

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 <sup>st</sup> Cycle	<b>B</b>	<b>2.30</b>	<b>2014</b>	<b>4<sup>th</sup> May,2019 or 5years</b>
2	2 <sup>nd</sup> Cycle				
3	3 <sup>rd</sup> Cycle				
4	4 <sup>th</sup> Cycle				

1.7 Date of Establishment of IQAC :

DD/MM/YYYY

**12.07.2014**

1.8 AQAR for the year (for example 2010-11)

**2014-2015**

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR \_\_\_\_\_ N.A. \_\_\_\_\_ (DD/MM/YYYY)
- ii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iii. AQAR \_\_\_\_\_ (DD/MM/YYYY)
- iv. AQAR \_\_\_\_\_ (DD/MM/YYYY)

1.10 Institutional Status

University State  Central  Deemed  Private

Affiliated College Yes  No

Constituent College Yes  No

Autonomous college of UGC Yes  No

Regulatory Agency approved Institution Yes  No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education  Men  Women

Urban  Rural  Tribal

Financial Status Grant-in-aid  UGC 2(f)  UGC 12B

Grant-in-aid + Self Financing  Totally Self-financing

1.11 Type of Faculty/Programme

Arts  Science  Commerce  Law  PEI (Phys Edu)

TEI (Edu)  Engineering  Health Science  Management

Others (Specify)

**B.Ed.Courses through distance mode under IGNOU & NSOU,  
Coaching for Entry to Services for TET & SSC Examinations**

1.12 Name of the Affiliating University (*for the Colleges*)

University of Calcutta

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

UGC

University with Potential for Excellence

—

UGC-CPE

—

DST Star Scheme

—

UGC-CE

—

UGC-Special Assistance Programme

—

DST-FIST

—

UGC-Innovative PG programmes

—

Any other (*Specify*)

—

UGC-COP Programmes

—

## **2. IQAC Composition and Activities**

2.1 No. of Teachers

06

2.2 No. of Administrative/Technical staff

02

2.3 No. of students

00

2.4 No. of Management representatives

02 [including Principal also acts as Employer]

2.5 No. of Alumni

02

2.6 No. of any other stakeholder and  
community representatives

01

2.7 No. of Employers/ Industrialists

01

2.8 No. of other External Experts

01

2.9 Total No. of members

14

2.10 No. of IQAC meetings held

03

2.11 No. of meetings with various stakeholders:

No.

02

Faculty

02

Non-Teaching Staff Students

02

Alumni

01

Others

-

2.12 Has IQAC received any funding from UGC during the year? Yes  No

If yes, mention the amount

N.A.

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos.

01

International

-

National

-

State

-

Institution Level

01

(ii) Themes

**Environment & Pollution : An Overview of Tree Plantation**

2.14 Significant Activities and contributions made by IQAC

- Establishment of IGNOU study centre for B.Ed. programme.
- Active encouragement to pursue Research Project by the faculty for submission & greeting approval for Minor Research Project with UGC funding.
- Proposal for increasing the No. of reference books in Library.
- Proposal for expansion of building & submission of application to Rusa for funding .
- Greater focus on ICT based learning .
- Publication of works as well as seminar lectures
- Application submitted for UGC sponsored national level Seminar.
- Procurement of new Equipments in the laboratories .
- Facilitating the introduction of add-on course like stitching

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year \*

Plan of Action	Achievements
Introduction of placement cell	Special classes started for TET examination as well as for SSC examination
Introduction of short term certificate course to serve the stakeholders	Communicative English courses is going to be introduce
Conduction of topic based workshop on revised syllabus	New syllabus is going to start from the session 2015-2016 & at least 4-5 workshop will be organised by the institution .
Introduction of new study centre	IGNOU study centre for B.Ed. courses has been started from January ,2015.
Students', Teacher Educators', alumni's as well as practice teaching schools' feedback on curriculum .	All the feedback on curriculum were sought in the open house and given due consideration .

\* Attach the Academic Calendar of the year as Annexure. [pl. See Annexure :I]

2.15 Whether the AQAR was placed in statutory body    Yes     No

Management     Syndicate     Any other body

Provide the details of the action taken

**The AQAR was placed before the Governing Body as well as IQAC and its approval was received in the meeting dated 04.07.2015**



## Part – B

### Criterion – I

#### I. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD		–	–	–
PG[B.ED]	<b>01</b>	–	–	–
UG	–	–	–	–
PG Diploma	–	–	–	–
Advanced Diploma	–	–	–	–
Diploma	–	–	–	–
Certificate	–	–	–	–
Others	<b>02[IGNOU +NSOU] B.Ed.</b>	<b>01[IGNOU] B.Ed.</b>	–	–
<b>Total</b>	<b>03</b>	<b>01</b>	–	–

Interdisciplinary	–	–	–	–
Innovative	–	–	–	–

##### 1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

##### (ii) Pattern of programmes:

Pattern	Number of programmes
Semester	<b>1[B.Ed]+2[other]</b>
Trimester	–
Annual	–

##### 1.3 Feedback from stakeholders\* (On all aspects)

Alumni	<input checked="" type="checkbox"/>	Parents	<input type="checkbox"/>	Employers	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>
Mode of feedback :	Online	<input type="checkbox"/>	Manual	<input checked="" type="checkbox"/>	Co-operating schools (for PEI)	<input type="checkbox"/>	

\*Please provide an analysis of the feedback in the Annexure [pl. See Annexure :II]

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

**No, it is going to revise in the coming year i.e. from the session 2015-2016**

1.5 Any new Department/Centre introduced during the year. If yes, give details.

**Study Centre of IGNOU, B.Ed[Sc-28148P]is introduced in the month of January, 2015**

## Criterion – II

### 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
<b>7+1=8</b>	<b>04</b>	<b>03</b>	<b>1[principal]</b>	

2.2 No. of permanent faculty with Ph.D.

**03 [including Principal]**

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
—	<b>01</b>	—	—	—	—	—	—	—	<b>01</b>

2.4 No. of Guest and Visiting faculty and Temporary faculty

**06 [guest]**

—

—

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	—	<b>07</b>	—
Presented papers	—	<b>01</b>	—
Resource Persons	—	—	<b>01</b>

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Emphasis given on the training courses for TET exams.
- Importance given on Remedial Classes for backward learners.
- Greater use of ICT in the classrooms
- Publication of the Science Annuals 'Boson' [ISSN:2349-2686] & students' magazine 'Padadhvani' wall magazine 'Probaho', students' seminars, workshops & subject based exhibition .
- Students are also trained on Project Initiation, Action Research, Skill Development program in the form of Simulation teaching / Block teaching.
- Special training classes 'Entry to services' to our pre-service trainee students [S.C/S.T/O.B.C].
- Motivated the students for self learning as well as group teaching during the actual school teaching i.e. practice teaching .
- Emphasis given on the preparation of Academic calendar before commencement of the session with which each individual teacher plans his/her schedule in advance in the form of modular break up which is also informed to the students for their better preparation.

2.7 Total No. of actual teaching days

during this academic year ][2014-2015]

215

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

N.A.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development

01[restructuring]

07[Curriculum Development workshop]

as member of Board of Study/Faculty/Curriculum Development workshop

2.10 Average percentage of attendance of students

89.2

2.11 Course/Programme wise distribution of pass percentage :

Title of the Programme	Total no. of students appeared	Division				
		Distinction %	I %	II %	III %	Pass %
<b>B.Ed.[Sem-I]</b>	<b>97</b>	<b>28[above 80%]</b>	<b>99[including distinction]</b>	—	—	<b>99</b>

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes :

- All ideas related to the enhancement assurance of quality teaching and learning are constantly discussed at the IQAC and concrete proposals are forwarded to all the faculties for their implementation .
- The IQAC held separate meetings with the faculty on teaching learning and evaluation processes.
- The IQAC interacts with the department on a constant basis to monitor the implementation of its proposal and receive feedback [verbally] on their outcome .

### 2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	—
UGC – Faculty Improvement Programme	—
HRD programmes	—
Orientation programmes	—
Faculty exchange programme	—
Staff training conducted by the university	<b>04</b>
Staff training conducted by other institutions	—
Summer / Winter schools, Workshops, etc.	—
Others	—

### 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	<b>05</b>	—	—	—
Technical Staff	—	—	—	—

## Criterion – III

### 3. Research, Consultancy and Extension

#### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

IQAC formed a research committee to screen, I propose, submit process monitor any minor & major research projects that could be undertaken with the present infrastructure of the college .

#### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	—	—	—	—
Outlay in Rs. Lakhs	—	—	—	—

#### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	—	—	—	—
Outlay in Rs. Lakhs	—	—	—	—

#### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	<b>02</b>	<b>06</b>	—
Non-Peer Review Journals	—	—	—
e-Journals	<b>01</b>	—	—
Conference proceedings	—	—	—

#### 3.5 Details on Impact factor of publications:

Range  Average  h-index  Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	—	—	—	—
Minor Projects	—	—	—	—
Interdisciplinary Projects	—	—	—	—
Industry sponsored	—	—	—	—
Projects sponsored by the University/ College	—	—	—	—
Students research projects <i>(other than compulsory by the University)</i>	—	—	—	—
Any other(Specify)	—	—	—	—
<b>Total</b>	—	—	—	—

3.7 No. of books published i) With ISBN No.  Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP  CAS  DST-FIST   
DPE  DBT Scheme/funds

3.9 For colleges

Autonomy  CPE  DBT Star Scheme   
INSPIRE  CE  Any Other (specify)

3.10 Revenue generated through consultancy

3.11 No. of conferences

organized by the Institution

Level	International	National	State	University	College
Number	—	—	—	—	<b>02</b>
Sponsoring agencies	—	—	—	—	<b>F.C.College [G.B]</b>

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International  National  Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency  From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	-
	Granted	-
International	Applied	-
	Granted	-
Commercialised	Applied	-
	Granted	-

3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year N.A.

Total	International	National	State	University	Dist	College
-	-	-	-	-	-	-

3.18 No. of faculty from the Institution   
who are Ph. D. Guides  
and students registered under them

3.19 No. of Ph.D. awarded by faculty from the Institution

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF  SRF  Project Fellows  Any other



3.21 No. of students Participated in NSS events:

University level	<input type="text" value="—"/>	State level	<input type="text" value="—"/>
National level	<input type="text" value="—"/>	International level	<input type="text" value="—"/>

3.22 No. of students participated in NCC events:

<input type="text" value="—"/>	<input type="text" value="—"/>
University level	State level
National level	International level
<input type="text" value="—"/>	<input type="text" value="—"/>

3.23 No. of Awards won in NSS: N.A.

University level	<input type="text" value="—"/>	State level	<input type="text" value="—"/>
National level	<input type="text" value="—"/>	International level	<input type="text" value="—"/>

3.24 No. of Awards won in NCC: N.A.

University level	<input type="text" value="—"/>	State level	<input type="text" value="—"/>
National level	<input type="text" value="—"/>	International level	<input type="text" value="—"/>

3.25 No. of Extension activities organized

University forum	<input type="text" value="—"/>	College forum	<input type="text" value="02"/>
NCC	<input type="text" value="—"/>	NSS	<input type="text" value="—"/>
		Any other	<input type="text" value="—"/>

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Plantation of trees [Briksha Bandana] was held in the section to aware the students about environment.
- Distribution of B.P.Instrument ,& different nutritious food like fruits, horlicks, complan and different types of story books among the members of the old age home [Ananda Ashram] at Subhasgram. .

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	<b>11.82 acers</b>	–	–	<b>11.82 acers</b>
Class rooms	<b>03</b>	–	–	<b>03</b>
Laboratories	<b>12</b>	–	–	<b>12</b>
Seminar Halls	<b>01</b>	–	–	<b>01</b>
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	–	–	–	–
Value of the equipment purchased during the year (Rs. in Lakhs)	–	–	–	–
Others	–	<b>03[Air Conditioner]</b>	<b>NSOU</b>	<b>03</b>
	–	<b>01[PC]</b>	<b>NSOU</b>	<b>01</b>

#### 4.2 Computerization of administration and library

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Online admission system</li> <li>2. Computerised data for Admission &amp; Examination</li> <li>3. Data entry in Library books using koha software</li> </ol> |
|--|

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	<b>6279</b>	<b>13,24,570</b>	<b>284</b>	<b>40093</b>	<b>6563</b>	<b>13,64,663</b>
Reference Books	<b>158</b>		<b>18</b>		<b>176</b>	
e-Books	–		<b>103138</b>		<b>103138</b>	
Journals	<b>35</b>		<b>1</b>		<b>36</b>	
e-Journals	–		<b>16707</b>		<b>16707</b>	
Digital Database	–		–		-	
CD & Video	<b>14</b>		-		<b>14</b>	
Others (specify)	–		–		–	

#### 4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	<b>43</b>	<b>03</b>	<b>14</b>	<b>01</b>	<b>01</b>	<b>02</b>	<b>01</b>	
Added	-	-	-	-	-	-	-	<b>Ac : 3pcs computer 1pc</b>
Total	<b>43</b>	<b>03</b>	<b>14</b>	<b>01</b>	<b>01</b>	<b>02</b>	<b>01</b>	

#### 4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

1. Five basic computer and internet access training programme for students.
2. Lan based Language Lab.

#### 4.6 Amount spent on maintenance in lakhs :

i) ICT	—
ii) Campus Infrastructure and facilities	<b>Rs. 87,988</b>
iii) Equipments	<b>Rs. 85,533</b>
iv) Others	—
<b>Total :</b>	<b>1,73,521</b>

## Criterion – V

### 5. Student Support and Progression

#### 5.1 Contribution of IQAC in enhancing awareness about Student Support Services

- Grievance Redressal Cell is became operative in November ,2014
- Placement Cell became strengthened from the session 2014-2015
- Equal Opportunity Cell became operative in March, 2015

#### 5.2 Efforts made by the institution for tracking the progression

- Identification of students in need of remedial classes by our section through the continuous assessment process
- After the publication of the results of class tests as well as Test Examination the teachers and the administration participation in the result consideration meeting to track students progression .

#### 5.3 (a) Total Number of students

UG	PG	Ph. D.	Others[B.Ed]
–	–	–	<b>97</b>

#### (b) No. of students outside the state

**00**

#### (c) No. of international students

**00**

Men	No	%	Women	No	%
	<b>60</b>	<b>62</b>		<b>37</b>	<b>38</b>

Last Year [2013-2014]						This Year-[2014-2015]					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
<b>56</b>	<b>32</b>	<b>8</b>	–	<b>4</b>	<b>100</b>	<b>64</b>	<b>28</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>97</b>

Demand ratio **20.37: 1** Dropout % **0**

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- The college provide coaching for TET & SSC examinations.
- Special training classes 'Entry to services' to our pre-service trainee students [S.C/S.T/O.B.C].
- Provide special coaching for NET/SET for those who are interested .

No. of students beneficiaries

**27**

5.5 No. of students qualified in these examinations

NET	<b>14</b>	SET/SLET	-	GATE	<b>01</b>	CAT	-
IAS/IPS etc	-	State PSC	<b>03</b>	UPSC	-	Others	<b>09</b>

5.6 Details of student counselling and career guidance

- The Teachers' Council has a subcommittee , namely guidance & career counselling cell, which addresses particularly this important area.
- The Soft-skill development courses are offered .
- Introduction of short term certificate course like Communicative English courses is going to introduce very soon.

No. of students benefitted

**38 out of 48**

5.7 Details of campus placement **N.A.**

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
-	-	-	-

### 5.8 Details of gender sensitization programmes

Till now the college has not conducted any gender sensitization programme for the staff .  
However teachers in their individual capacity have participated in such programmes.

### 5.9 Students Activities

#### 5.9.1 No. of students participated in Sports, Games and other events

State/ University level  National level  International level

No. of students participated in cultural events

State/ University level  National level  International level

#### 5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level  National level  International level

Cultural: State/ University level  National level  International level

### 5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	-	-
Financial support from government	<b>14</b>	<b>Rs.98000.00</b>
Financial support from other sources	-	-
Number of students who received International/ National recognitions	-	-

5.11 Student organised / initiatives

Fairs : State/ University level  National level  International level

Exhibition: State/ University level  National level  International level

5.12 No. of social initiatives undertaken by the students

5.13 Major grievances of students (if any) redressed: **There has been no major grievances of students**

## Criterion – VI

### **6. Governance, Leadership and Management**

#### 6.1 State the Vision and Mission of the institution

- The B.Ed Section of Fakir Chand College was established in 1966 with a view to provide training facilities for would be teachers and teacher trainees. This Section was a student step toward specialization to meet the need of the hour. With increase of demand for trained secondary school teachers, the college stepped in to harness the teaching talents in this remote area through the B.Ed section.
- The vision of the B.Ed section includes (i) man-making (ii) life building (iii) character-building education through proper training and to spread education among the greatest number possible, permeating the light of awareness through a wide spectrum of social strata.
- Our section, the oldest and largest institution of south 24 parganas was established with the mission of fulfilling the academic aspirations of these people which otherwise could never be transformed into reality. After almost fifty years, we are still progressing with the same mission.
- The B.Ed section aims at attaining this result by blending the regular teacher training course with practices based on Indian values, inculcated by Swami Vivekananda and Mahatma Gandhi.
- The ultimate mission of our section is to develop today's most desired factors of qualitative Teacher Education, namely:- (i) Input (ii) Investment (iii) Interaction (iv) Transaction (v) Integration [vi]Adjustment process and (vii) Output .



## 6.2 Does the Institution has a management Information System

At present we do not have management Information System (MIS) in place. As in our college LAN is configured as fully functional internet with the facilities of e-mail service browsing service, local Usenet news service, local mailing list service, we have decided to provide facilities of MIS very soon.

## 6.3 Quality improvement strategies adopted by the institution for each of the following:

### 6.3.1 Curriculum Development

The IQAC ensure quality in curriculum development through

- Regular meetings among the teaching staff regarding academic affairs.
- Feedback from students .
- Feedback from alumni .
- Feedback from practice- teaching schools.
- Feedback from teacher educators.

### 6.3.2 Teaching and Learning

- Up gradation of the existing system.
- Introducing innovations in teaching learning process.
- Greater focus on ICT.

### 6.3.3 Examination and Evaluation

- The Examination and Evaluation process has been made more systematic and student-friendly.

### 6.3.4 Research and Development

- One member of the teaching faculty have registered their names for research-work
- Modernization of laboratories
- Publication of works as well as seminar lectures
- Application submitted for UGC sponsored National level Seminar.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

- New titles have been added to the library.
- Procurement of new Equipments in the laboratories .

### 6.3.6 Human Resource Management

- Ensuring healthy academic environment .
- Strengthening the bond between teachers and students .
- Sensitizing pupils to develop a pollution free and green habitat.
- Aiming at the manifestation of the inner potential of every individual .
- Instilling the fundamental values among the students.

### 6.3.7 Faculty and Staff recruitment

- The College does not have the appointing authority for sanctioned posts. They are appointed on the recommendation of the West Bengal College Service Commission.
- The Management on the recommendation of a properly constituted interview board selects part-time [Govt] and contractual whole-time teachers as well as guest faculty .
- Visiting faculty members are selected on the recommendation of the B.Ed.Section .
- Non-teaching staff members are selected as per the regulations framed by the state Govt.
- Part time Non-teaching staff members are appointed by the Governing Body of the college as per state Govt. Rules .

### 6.3.8 Industry Interaction / Collaboration

- Applied for UGC sponsored National level Seminar on “Education for Peace and Human Rights” in collaboration with Jyotirmoy College of Education, Sonarpur.

### 6.3.9 Admission of Students

Stand alone on- line admission process has been introduced for admission in the B.Ed. course for the first time

### 6.4 Welfare schemes for

Teaching	<b>GSLI &amp; Loan facility from Fakir Chand College Staff Cooperative Credit Society</b>
Non teaching	<b>GSLI &amp; Loan facility from Fakir Chand College Staff Cooperative Credit Society</b>
Students	<b>Students’ welfare fund ,Medical help</b>

### 6.5 Total corpus fund generated

**N.A.**

### 6.6 Whether annual financial audit has been done

Yes

No

### 6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	<b>No</b>	<b>N.A.</b>	<b>Yes</b>	<b>IQAC</b>
Administrative	<b>No</b>	<b>N.A.</b>	<b>Yes</b>	<b>IQAC</b>

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes      Yes  No

For PG Programmes[B.Ed]      Yes  No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

The evaluation process has been made more systematic and student- friendly. No major reform has been introduced from the part of the University.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

**N.A.**

6.11 Activities and support from the Alumni Association

'Sanjog'- the Alumni Association of the B.Ed section, Fakir Chand College is registered [No. S/IL/96125 of 2012-13 dt. 14.09.2012] under the Registered society set in . The Alumni Association contributes greatly to the overall development of the college and the welfare of its students .

\*Among its activities are

1. Organising cultural programmes.
2. Gardening & maintaining the B.Ed. campus.
3. Organizing seminar lectures.

6.12 Activities and support from the Parent – Teacher Association

**N.A.**

6.13 Development programmes for support staff

Training is offered to newly appointed staff members to develop their skill in ICT based administration.

#### 6.14 Initiatives taken by the institution to make the campus eco-friendly

- The college installs a spirit of energy-saving in all stakeholders, particularly among the trainees.
- To keep the greeneries in the campus, we regularly maintain the gardens which are looked after by paid staff.
- No tree is cut unless it become dead .Moreover, we try to plant new trees very frequently.
- Emphasis on environmental awareness has resulted in plantation [Bana-mahotsav], campaigning in local area and postering.
- Emphasis on Health Awareness has resulted in installation of water treatment plant.

## Criterion – VII

### 7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- Emphasis on environmental awareness has resulted in plantation (Banomahotsav ), campaigning in local area and postering .
- Emphasis on health awareness has resulted in installation of water treatment plant
- Emphasis given on **auto learning** and **self motivation**

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Plan of action	Action taken report
1. NAAC accreditation cycle 1	1. Peer team visit 27 <sup>th</sup> & 28 <sup>th</sup> march 2014 followed by accreditation certification by NAAC on 5.05.2014
2. Introduction of centre of Indira Gandhi National Open University for B.Ed course	2. Centre of Indira Gandhi National Open University for B.Ed course was established on 1 <sup>st</sup> January 2015
3. Innovation in teaching learning and evaluation 4. Students feedback on <ul style="list-style-type: none"><li>• Curriculum</li><li>• Classroom interaction</li><li>• Evaluation</li><li>• Administration &amp; office</li><li>• Other facilities</li></ul>	3.Emphasis given on auto learning and making various projects as a part of continuous assessment as well as end semester evaluation 4. Feedback of the students on the curriculum, classroom interaction, evaluation, administration& office and other facilities were sought in the open house and given due consideration.

7.3 Give two Best Practices of the institution (please see the format in the NAAC Self-study Manuals)

- value based education
- Social awareness

*\*Provide the details in annexure (annexure need to be numbered as i, ii,iii)*

*Pl. See Annexure III & IV*

7.4 Contribution to environmental awareness / protection

- Energy conservation
- Plantation
- Efforts for carbon neutrality
- Installation of water treatment plant

7.5 Whether environmental audit was conducted? Yes  No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

• **STRENGTH :-**

- The college is based on a unique philosophy of education 'light more light' which combines the material life with the spiritual of the students and teachers both.
- The college has a dedicated faculty, highly efficient support staff. Faculty believes in maintaining a lifelong relationship with all the students.
- The performance of the students of the college in the National level and State level Competitive and entrance examinations like Net, Set ,SSC.
- The college has an active alumni association which works in close cooperation with college administration .It offers different types of academic help to the existing students.
- The institution has a adopted village 'Ramgobindapur'. Trainees of the college are offering medical and educational help to the villagers throughout the year.
- The institution provides the special coaching classes entry to services to our pre-service trainee students (SC/ST/OBC)

▪ **WEAKNESS:-**

- The socio economic condition of many of the trainees (some of them are first generation or second generation learners) admitted in this college is responsible for poor language competence (Both in mother tongue as well as in English). This leads to an unsatisfactory level of communication and comprehension.
- Most of the students of this institution coming from the under privileged section of society generally lack in nutrition which is necessary for proper growth and development. They also lack the desired level of hygiene awareness.
- Within the existing structure the college finds it difficult to respond to the different needs of the students, teachers and non-teaching members of the institution

▪ **OPPORTUNITIES:-** •The vision of the college makes it imperative to engage in socially relevant programmes such as organizing blood donation camps, health awareness programmes, literacy camps. The college with its resources and networking can ensure students greater participation in these activities .

▪ **CHALLENGES:-** •Fakir Chand College is basically a semi-urban college and the biggest challenges the B.Ed section faces are to make the trainees efficient teachers and skilled human resource for India with comparatively limited resources and equipments.



## 8. Plans of institution for next year

### ▪ Academic

- Introduction of different job-oriented certificate courses like stitching .
- Increasing the number of reference books in Library.
- To pursue Research Project by the faculty for submission & getting approval for Minor Research Project with UGC funding.
- Introduction of Communicative English courses .
- Conduction of subject based workshops according to new syllabus [2015-17].
- Introduction of computer application as method paper .
- Procurement of new equipment in different laboratories .

### • Administrative

- Submission of AQAR in time .
- Comprehensive analysis of self Appraisal Report of the faculty members .

### ▪Infrastructure

- Creation of more space by constructing a new building & expanding the existing ones [funding from RUSA] .
- i] For creation of separate computer Laboratory for B.Ed. section .
- ii] For increasing accommodation in class rooms as well as library .
  - Converting all class rooms in to ICT enabled one

Name Dr. Mausumi Chatterjee

MChatterjee 21/08/2015

Signature of the Coordinator, IQAC

Co-ordinator  
Internal Quality Assurance Cell  
Fakir Chand College, B.Ed. Section  
Diamond Harbour

Name Dr. Subires Bhattacharyya

S.Bhattacharyya 21/08/15

Signature of the Chairperson, IQAC

Principal  
Fakir Chand College  
(B.Ed. Section)  
Diamond Harbour, 2<sup>nd</sup> Pgs.(S)

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## ANNEXURE-I

### FAKIR CHAND COLLEGE, B.ED. SECTION DIAMOND HARBOUR ANNUAL ACADEMIC CALENDER : 2014-2015

<b>SEMESTER - I [1ST JULY - 31ST DECEMBER, 2014</b>	
<b>PROGRAMMES</b>	<b>DATES</b>
Joining and Introduction	1st July,2014
Orientation classes	2nd to 7th July, 2014
Regular Classes	8th July, 2014 onward
Weekly Seminars and Co-curricular-activity classes [debates, extempore etc.]	Every Friday
Extempore competition	11th July2014
Formation of Trainees' Council	1st August 2014
Class tests	5th,12th, 20th August 2014
A competition of vocal music[Rabindra sangeet & Nazrul geeti]	8th August 2014
Observation of Independence day	15th August 2014
Volley ball match	18th August 2014
Visit to a centre of learning [Science City]	22nd August 2014
Football match between Section A & Section B	29th August 2014
Peer teaching	July-August, 2014
Project/computer assisted teaching	August-September, 2014
Sraddha O Sanhati':Teachers' day and Rakhibandhan Utsav celebration & Publication of the wall magazine "Prabaha"	5th September 2014
College sponsored seminar organised by the Section on Env.& Pollution : An Overview & Tree Plantation'	12th September 2014
"Birksha -Ropon" [Plantation] Utsab--community outreach activity	12th Sep.2014
'Sharodotsav' : Pre-puja cultural programme	29th Nov. 2014
Lab Practical /Initiation of a Project	29th Nov. 2014
Test Examination	29th, 31st october & 3rd Nov.2014
Publication of result of the Test Examination	24th Nov.2014
B.Ed. Sem - I Examination [final]	9th to 16th December 2014

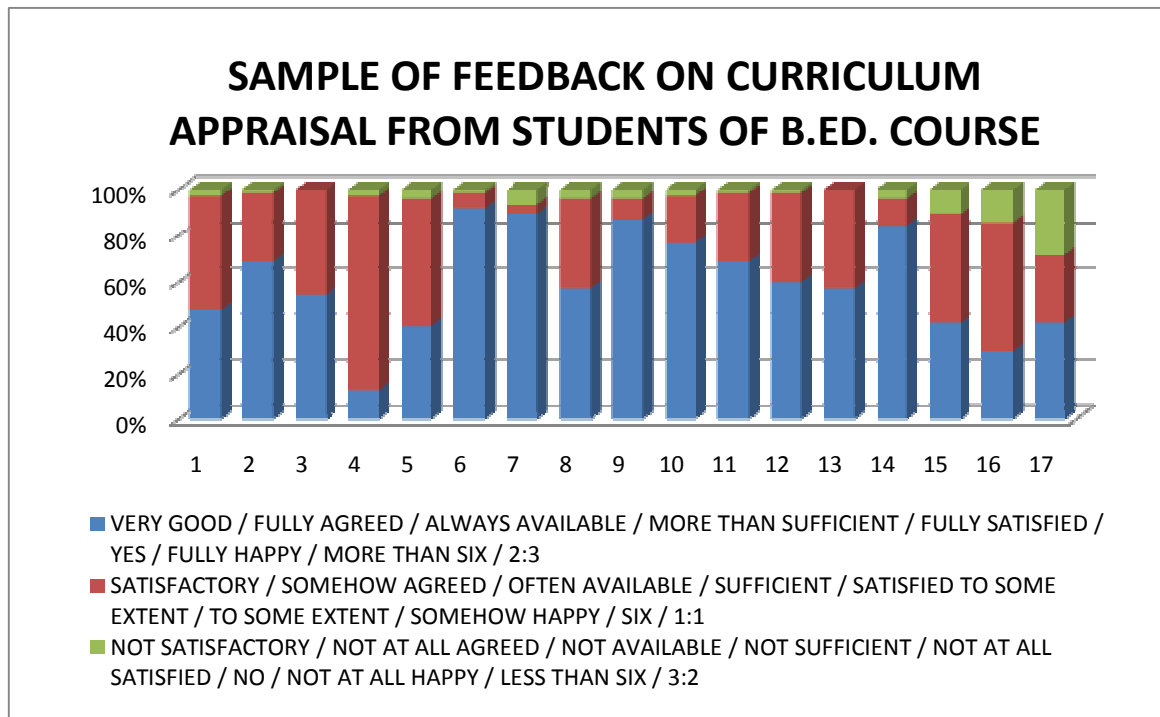
PTO.

<b>SEMESTER - II [1st January - 30th June,2015]</b>	
Annual Sports	9th Jan,2014
Demonstration classes	6th to 8th Jan. 2015
Observation of Vivekananda's birth day	12 <sup>th</sup> Jan,2015
Teaching Practice	13th Jan. to 23rd Feb. 2015
Observation of Republic Day	26 <sup>th</sup> Jan,2015
School Initiation Programme	During Practice teaching
Action Research by the trainees	During Practice teaching
Seminar and Cultural programme organized by the Alumni Association of the B.Ed Section on 'International Day of Mother tongue]	22nd Feb. 2015
Classes on Value based Education	Every Friday
Preparation of teaching learning material	Mar-15
Sreejoni' the annual cultural programme & the Exhibition	2nd,3rd Mar,2015
Educational tour to Puri & Konark	14th to 18th May, 2015
Visit to the Old-Age Home [Ananda Ashram] as Community Outreach Activity	17th & 19th Apr 2015
Test Examination of Semister II	2nd 7th & 8th May 2015
Celebration of 'Rabindra Jayanti' [birth day of Tagore]	9th May 2015
Publication of Departmental magazine 'Padadhwani'	May 2015
Publication of Test Exam.Result	25th May,2015
B.Ed. Final Exam. [Sem-II]	19th June to 26th June ,2015
Seminar organised by college on 'Quality Assurance for NAAC Accreditation of Colleges'	27th June, 2015
Farewell programme for the trainees of the session 2014-15	30th June, 2015

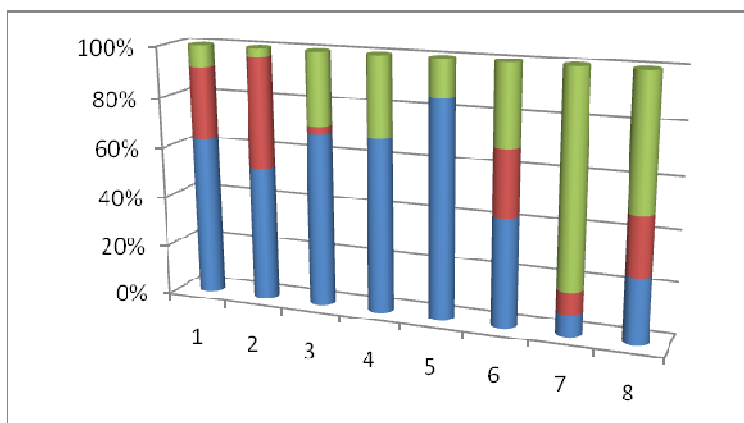
## ANNEXURE-II

### SAMPLE OF FEEDBACK ON CURRICULUM APPRAISAL FROM STUDENTS OF B.ED. COURSE

SESSION- 2014-2015



## Feedback on Curriculum from Alumni Members



- 1) Satisfied with present B.Ed courses
- 2) Satisfied with present evaluating system
- 3) Simulation teaching is helpful to improve the teaching
- 4) Present B.Ed course is helpful for man power development
- 5) Present B.Ed programme is helpful for teaching learning in class
- 6) Practical programme of B.Ed is not sufficient for real situation
- 7) Time prescribed for B.Ed is sufficient
- 8) Present curriculum is not helpful for managing day by day school administration

\* satisfied, \* to some extent, \*not satisfied

<b>Criteria</b>	<b>Satisfied</b>	<b>To some extend</b>	<b>Not satisfactory</b>
<i>Satisfied with present B.Ed courses</i>	<b>22</b>	<b>10</b>	<b>3</b>
<i>Satisfied with present evaluating system</i>	<b>17</b>	<b>14</b>	<b>1</b>
<i>Simulation teaching is helpful to improve the teaching</i>	<b>24</b>	<b>1</b>	<b>10</b>
<i>Present B.Ed course is helpful for man power development</i>	<b>24</b>	<b>0</b>	<b>11</b>
<i>Present B.Ed programme is helpful for teaching learning in class</i>	<b>30</b>	<b>0</b>	<b>5</b>
<i>Practical programme of B.Ed is not sufficient for real situation</i>	<b>15</b>	<b>9</b>	<b>11</b>
<i>Time prescribed for B.Ed is sufficient</i>	<b>3</b>	<b>3</b>	<b>29</b>
<i>Present curriculum is not helpful for managing day by day school administration</i>	<b>9</b>	<b>8</b>	<b>18</b>

**PTO.**

## **Interpretation:**

*This graph represents feedback on curriculum from alumni members of Fakirchand College B.Ed section. Here we have taken eight criteria such as 1) Satisfied with present B.Ed courses 2) Satisfied with present evaluating system 3) Simulation teaching is helpful to improve the teaching 4) Present B.Ed course is helpful for man power development 5) Present B.Ed programme is helpful for teaching learning in class 6) Practical programme of B.Ed is not sufficient for real situation 7) Time prescribed for B.Ed is sufficient 8) Present curriculum is not helpful for managing day by day school administration. It is clear from the above data that most of the members are satisfied very few are not satisfied in some criteria.*

## ANNEXURE-III

### Value Based Education

#### 1. Title of the Practice- Value Based Education

#### 2. The context that required initiation of the practice-

The B.Ed. curriculum of the University of Calcutta included the concept and practice of value based education for the teachers . But the values that are to be practised by the teachers are difficult to define in a sentence that the contemporary social context is extremely complex . Also the teachers being educated adults had already acquired their own subjective values which were needed to be integrated with future professional life. Formal lectures on value education would have been useless because it is most unlikely that academic knowledge would be transformed into practice . Therefore it was decided by the faculty of our college that programmes to explore the values depicted through the life and works of great personalities in the field of social reforms and education will be organized. Students should be entrusted to organize the practice under the guidance of faculty.

#### 3. Objectives of the Practice – The programme had two parts to fulfil two correlated objectives

[a] To read the life and activities of great educators and social reformers followed by discussion to explore the values practised by them .

[b] To observe National and International days with utmost sincerity and discuss its significances. Also to explore the ways and means to impart the values through teaching .

4. **The Practice** – To inculcate the value among the trainee students special lecturers were delivered by the eminent professors from the B.Ed. section as well as general section of our college on the lives and teaches of some grater education and philosophers . The date & name of the great educators are being mentioned below:

1. Swami Vivekananda - 6<sup>th</sup> March, 2015
2. Dr. Sarbapally Radhakrishna - 13<sup>th</sup> March 2015
3. Iswar Chandra Vidyasagar – 20<sup>th</sup> March 2015
4. Raja Rammohan Roy - 27<sup>th</sup> March 2015
5. Rishi Aurbindo - 10<sup>th</sup> April 2015
6. Mahatma Gandhi - 24<sup>th</sup> April 2015

We also observed the various National days in proper ways . The detail of which are mentioned below:

Independence day - 15<sup>th</sup> August 2014

Teachers day - 5<sup>th</sup> September 2014

Vivekananda's birth day - 12<sup>th</sup> January 2015

Republic day – 26<sup>th</sup> January 2015

Rabindranath Tagore's birth day - 9<sup>th</sup> May 2015

5. **Obstacles faced** - We faced some major obstacles in conducting such programmes.

[a] B.Ed. curriculum being loaded with compact programme for the whole year , it was difficult to allocate date and time during the working days. However, sometimes scheduled holidays were to be utilised and in other cases college hours were to be extended.

[b] It was difficult to motivate atleast some of the examination oriented students who are reluctant to participate actively in programmes which are not directly linked to examination. However, they were convinced and persuaded to participate .

[c]To engage all students in discussion is a difficult organizational problem which was overcome by arranging group discussion.

[d] Day students who do not reside in hostel or nearby areas make it difficult to ensure 100% attendance in the programme . Strict vigilance and rotational assignments were found to be helpful.

6. **Impact of the Practice**- There is no scope of follow up for any long term impact . However, the satisfaction expressed by the students was a good indicator of positive impact . Gradual enhancement of eagerness to participate in the programmes and sincerity is another index of the acknowledgement of importance of such programmes . The learners pledged to follow the ideals , values and ethics openly . However, it cannot be taken as granted that such positive impacts were equally enduring and forceful among all the students. The reason is not difficult to understand . The values which are already acquired by the students and which have formed part of their personality, cannot be changed by a few mandatory programme.

Other indications of the impact of these programmes have been reported by the supervisor of practice teaching classes. Also the heads of the institutions, where the students were lodged for practice teaching reported the behavioural [regularity of attendance, complying with school regulations, punctuality etc.] indication of the values internalized by the trainee teachers. Whenever, there was any such scope, they also participated in similar programmes organised by the schools for their students. All these provided with some reasons which could ascertain at least partial success of such programmes.



**7.Resource required :**

Manpower : College authority, students, teaching & non-teaching staff of the B.Ed.section  
Finance : College Fund

**8.Contact person :** Dr.Subires Bhattacharyya

Principal,Fakir Chand College, B.Ed.section,Diamond Harbour

## ANNEXURE-IV

### Social Awareness

#### 1. Title of the Practice : Programmes for developing socially aware teaching community

#### 2. The context that required initiation of the practice

There is a common perception of majority of people that today's youth are more concerned with virtual reality than social reality . Many of those are joining teaching community these days are not aware of the social background of their students. Their real life social experiences are restricted to the world around them and after employment as teacher they fail to connect the class room with vast Indian social diversity outside school . NCTE is continually advocating to incorporate in B.Ed. curriculum such programmes that will make the future teacher socially sensitive .The Calcutta University syllabus also included formally social service programme which is to be assessed internally .

#### 3. Objective of the Practice : Three objectives were selected.

[a] To help students understand the importance of social support system for the isolated and helpless individuals, e.g., Inmates of old age home.

[b] To become aware about contemporary national debates on highly sensitive socio-legal issues like Euthanasia

[c] To develop sensitivity to age old evil social practices which still persist with renewed vigour [e.g., Dowry , Religious intolerance, right of the third gender , gender disparity etc]

4. **The Practice** : The B.Ed.section of Fakir Chand College with the teaching, non-teaching staff & trainee students visited the old age home [ANANDA ASRAM BRIDDHASRAM ] on 17<sup>th</sup> - 21<sup>st</sup> April 2015 . The details of the visits /programmes are mentioned below :

- Spending quality –time with all the aged persons of the briddhasram for mental satisfaction of them as well as of the trainees
- Organising and participating of a colourful cultural programme by the trainees for the mental enrichment of the aged person . it is worth mentioning that many aged persons of the Briddhasram also took active part in the said programme which was a special attraction of all us .
- Donation of different value able as well as relevant books of different authors of worth rupees ten thousands [Rs.10,000/] to the concerned library of Biddhasram
- Donation of few Blood Pressure Instruments to the Briddhasram & use of those Instruments to check their Blood Pressure by some efficient trainees .
- Distribution of nutritious food packages [manly dry food] ,sweets, fruits & healthy drinks to the aged persons of the Briddhasram
- Communicating as well as counselling different practical problems of them & giving mental strength & discussing easy possible way out of those problems .

**5.Obstacles faced** : The obstacles faced are mentioned below :

[a]Management and administration of old age home are always suspicious about the people outside and hesitate to allow such programmes regularly.

[b] It was difficult to motivate atleast some of the examination oriented students who are reluctant to participate actively in programmes which are not directly linked to examination. However, they were convinced and persuaded to participate .

[c]To engage all students in discussion is a difficult organizational problem which was overcome by arranging group discussion.

[d] Day students who do not reside in hostel or nearby areas make it difficult to ensure 100% attendance in the programme . Strict vigilance and rotational assignments were found to be helpful.

**6.Impact of the Practice** : The main purpose of the programme were fulfilled in general .Students gathered firsthand knowledge and experience about the social circumstances under which the old people are compelled to take shelter in old age homes .They were overwhelmed emotionally and many of them pledged to continue with visiting old age homes occassionally. Others decided to campaign in favour of social rehabilitations of the old people in fostered families .Many of them pledged to take care of old people living alone.

The evil social practices like dowry , religious intolerance , etc. are not unknown to the students . But while participating in debates and extempore lectures they were quite analytical about the causes and nature of the issues . The collected considerable amount of data on the problems and analysed them from the perspective of their own subjects . Many suggestions emerged . The consensus opinion was that vigorous social movements and campaign can weaken the prejudices beliefs and misconceptions associated with social evils. Also, it was realised that total economic upliftment , social security and justice are needed to become tolerant of diversity and other right . Narrow political motives dent into the social foundation only because of injustice and deprivation .

**7.Resource required** :

Manpower : College authority, students, teaching & non-teaching staff of the B.Ed.section  
Finance : College Fund

**8.Contact person** : Dr.Subires Bhattacharyya  
Principal,Fakir Chand College, B.Ed.section,Diamond Harbour