

# **NIKHIL BANGA SIKSHAN MAHAVIDYALAYA**

**(Affiliated to BSAEU & BU : Recognized by NCTE : Accredited by NAAC)**

**P.O.-Bishnupur, Dist – Bankura, PIN- 722122, West Bengal**



## **Information Brochure**



**Academic Session 2023-2024**

## PREFACE

**Nikhil Banga Sikshan Mahavidyalaya** was founded in **1969** and is located in Bishnupur (a projected "heritage town" known for its medieval Bengali art and architecture). The Bankura district unit of the All Bengal Teachers' Association (A.B.T.A.) has created a novel and unique example of '**Self-help**'. This incredible undertaking was completed in less than a year because to the district's teachers' unwavering determination. The A.B.T.A. Central Committee provided books to help to create a library, while the local **K.G. Engineering Institute** gave a portion of their buildings to begin with. When the college was founded, there was a backlog of **60% untrained teachers** in the district, owing primarily to teacher donations based on low salary. In 1973, the university moved into its own large and gorgeous structure, which included sufficient classroom and laboratory space. It features a large and comprehensive library with approximately **19,000 books**, including current and valuable journals. The College runs two programme viz. **B. Ed and B. P. Ed.** both of which are recognized by **National Council for Teacher Education (NCTE)** and affiliated to the **BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY (BSAEU)**. It is the only Govt. aided Teacher Education Institute till now in the district of Bankura. Staff Salary, grants for development of library, laboratory etc. are borne by the Govt. of West Bengal. In December, 2016 College is accredited by NAAC with grade B.



**PRINCIPAL**

**Vision:**

- To equip the present student teachers to prepare the learners to face the global challenges and vagaries of the future.

**Mission:**

- To inculcate in the minds of teacher trainees, an absolute desire for ‘Learning to teach and Teaching to learn’ with the will of leadership; To inspire the learners to acquire knowledge and skill so as to enable them to apply these tools to benefit the society at large.

**Values:**

- Flexibility – to cope with any situation in life
- Willingness – to contribute to innovation
- Interest for life long learning
- Spirit of team work
- Social, Moral, and spiritual values
- Freedom of thought and expressions
- Respect – for diversity and the dignity of the individual
- Responsibility – as good citizens and towards the environment
- Excellence – in intellectual , personal
- Integrity – in character and knowledge
- Inclination to use new technologies and inter-disciplinary approach

**Objectives :**

- To develop competency to teach the subject of one’s specialization on the basis of accepted principles of teaching and teaching in the context of the changing school curriculum.
- To develop the skills required for effective teaching and the skills in utilizing different media and library resources in the teaching – learning process.
- To enable the teacher trainees to develop the right attitude (a) to work (b) to carry out socially useful productive work (c) towards community and (d) towards all round growth.
- To provide sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational, cultural activities and creative abilities.
- To enable the teacher trainees for understanding the pupils and guide them in solving their academic and personal problems.

- To enable the teacher trainees to undertake action oriented research to solve professional problems.
- To enable the teacher trainees develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation through World Wide Web.

## **COLLEGE PROFILE**

<b>1</b>	<b>Establishment</b>	<b>22<sup>nd</sup> September, 1969</b>
<b>2</b>	Campus Area	14.552 acres
<b>3</b>	Built up Area	4022 square meter
<b>4</b>	Department	2 (B.Ed & B.P.Ed)
<b>5</b>	Total no. of Teachers	17
<b>6</b>	Total no. of Non-Teaching staff	05
<b>7</b>	No. of Books	19000
<b>8</b>	No. of Journals	7
<b>9</b>	Total no. of Classrooms	6
<b>10</b>	Virtual classrooms	1
<b>11</b>	No of classroom equipped with ICT	6
<b>12</b>	Seminar Hall	1
<b>13</b>	Auditorium	1
<b>14</b>	Multigym	1
<b>15</b>	Hostels	2 ( 1 each for Boys & girls)
<b>16</b>	Playground	2
<b>17</b>	Canteen	1
<b>18</b>	Green generator	2
<b>19</b>	Water supply	Municipality at Boys Hostel-01 Bore well - 01
<b>20</b>	Cool water station	3
<b>21</b>	Cycle stand	1
<b>22</b>	Guard outpost	1

## AFFILIATION, RECOGNITION & ACCREDITATION

Nikhil Banga Sikshan Mahavidyalaya is situated at Bishnupur in the of Bankura and was established in the month of September 22<sup>nd</sup>, 1969. The Institute started to train the untrained of 60% backlog teachers in the districts of Bankura. It has magnificent own building in the year 1973 with ample classrooms facility, laboratory and library. The college is affiliated to The University of Burdwan for both the programme viz B.Ed & B.P.Ed since 1969 and 1975 respectively. The affiliation of B.Ed programme has been shifted to BABA SAHEB AMBEDKAR EDUCATION UNIVERSITY (Erstwhile WBUTTEPA) since academic session 2021-23 vide order no. **WBUTTEPA/RO/AFFL/03/2021** dated **14.09.2021**. The Institute is duly recognized by UGC sine 1969 u/s 2(f) and 12 (B) vide no. **13-2/71(CD) dated 31.03.1971**. National Council for Teacher Education (NCTE) recognized the Institution vide order no **ERC/7-74.7(1).5/2007/6994(1)** dated **12.03.2007** & **F.ERC/NCTE/APE00336/B.Ed (Revised order)/2015/32250** dated **27.05.2015** for **B.Ed programme** and **ERC/7-71.6.4/2006/4962(1)** dated **15.12.2006** & **F.ERC/ NCTE/APE00316/ B.P.Ed/ Revised order/2015/32349** dated 29.05.2015 for B.P.Ed programme. It is also accredited by NAAC on **02.12.2016** with **grade B** with **CGPA 2.18**.

## MANAGEMENT

The College is manged by Governing Body with the following members:

SI No	Name of the members	Position
1	Dr. Shyamal Kumar Santra, Ex-Minister-in-Charge, GoWB & Assistant Professor, Bankura Zilla Saradamani Mahila Mahavidyapith	<b>President</b>
2	Dr. Bhim Chandra Mondal, Principal	<b>Secretary</b>
3	Dr. Subrata Pan, Govt. Nominee	<b>Member</b>
4	Dr. Sabyasachi Chatterjee, Govt. Nominee	<b>Member</b>
5	Dr. Sanjiv Nath, University Nominee	<b>Member</b>
6	Dr. Nilanjana Chatterjee, University Nominee	<b>Member</b>
7	Dr. Diptiman Ghosh , Teacher Representative	<b>Member</b>
8	Dr. Nityananda Karmakar, Teacher Representative	<b>Member</b>
9	Dr. Santanu Golui, Teacher Representative	<b>Member</b>
10	Sri Krishnapada Kundu, Non Teaching Representative	<b>Member</b>

## **ADMISSION**

The Institution has the separate and specific admission committees for B.Ed. and B. P. Ed. course. Each admission committee has one convener and all the regular faculty members are the member of that committee. The committees go through all the relevant updates of instructions, norms and rules published, issued and circulated by the NCTE, BSAEU & B.U., Govt. of West Bengal. The admission process is available on website [www.nbsmahavidyalaya.org](http://www.nbsmahavidyalaya.org). The eligible candidates aspiring for admission to B.Ed. and B.P.Ed. course submit their applications online on the format given on the website.

### **Criteria for B.Ed admission for Session 2023-25**

1. Candidates (both Fresh & Deputed) with at least **50% marks** either in the Bachelor's Degree and/or in the Master's Degree in Science/Social Science/ Humanity/ Commerce, or Bachelor's in Engineering or technology with specialization in Science and Mathematics with **55% marks**, or any other qualification equivalent thereto, be eligible for application. There shall be relaxation of **5% marks** in favor of SC, ST and PWD (Persons with disabilities) categories.

N.B. : 50% or 45% marks (as the case may be) in Bachelor's degree with Hons. may be determined either on the basis of Hons. marks only or on the basis of Hons. marks and marks of the elective subjects taken together.

2. Age of Fresher candidate as on 30th August, 2023, would be less than 38 years (relaxation as per Govt. of West Bengal).
3. Verification of all original documents will be made at the time of counselling. If any short-listed candidate fails to produce her/his all original documents, her/his candidature will be automatically cancelled and the next candidate would be given the opportunity for admission.
4. Deputed candidates must submit filled up duly generated format for certification by their employer and government authority duly signed and *copies of Approval for the Post held* at present and earlier along with the *Resolution of the Managing Committee* of the School concerned (present employer) along with a certificate from the School, countersigned by DI of Schools (SE) concerned that they teach classes IX onwards in the school. Teachers working in the Govt.-aided (by the Govt. of West Bengal) institutions only, will be considered under Deputed category. Their candidature will only be treated valid after the format is duly countersigned by the D.I. of Schools (SE)/ competent authority concerned.

5. **Reservation:22%, 10%, 7%, 6% & 3%** of total seats will be reserved for **SC, OBC - A, OBC – B, ST & PWD** candidates respectively.

**Selection Procedure:**

- For Deputed candidates, short-list will be made on the basis of approved Teaching Experience and subject-group wise.
- For Fresher candidates of all categories (Gen, SC, OBC – A , OBC – B, ST, PWD), short list will be made on the basis of their academic records as follows :–
  - ❖ **10%** of the percentage of obtained marks in Madhyamik/equivalent examination.
  - ❖ **10%** of percentage of obtained marks in H.S./equivalent examination.
  - ❖ **15%** of percentage of obtained in B.A/B.Sc./B.Com General Degree examination **OR**
  - ❖ **20%** of marks obtained in B.A/B.Sc./B.Com (Hons) examination (% of marks obtained in this case must be computed considering the marks of Hons. subject only.)
  - ❖ **20%** of percentage of obtained marks in Post graduate Degree level.
  - ❖ Additional **5 score point** for candidate possessing valid M Phil degree.
  - ❖ Additional **8 score point** for candidate possessing valid Ph. D degree (here M Phil will not be counted).

Aggregate of above, calculated for a candidate would constitute the Total Score Point.

6. The deputed candidates are required to produce “**No Objection Certificate**” from their employer allowing them to pursue the course of studies on full-time basis and *candidates pursuing any other Course of Studies/ Part-time or Full-time Job/Full-time Research Work and the like will not be allowed to pursue the Course simultaneously.*

**Method subject offered**

<b>Group</b>	<b>Sl No</b>	<b>Subject</b>
Language group	1	Bengali
	2	English
Science group	1	Physical Science
	2	Life Science
Mathematics group	1	Mathematics
Social Science Group	1	Geography
	2	History

## Seat Matrix (Intake capacity – 50)

Group	Subject	Seat distribution of Fresher candidate						Deputed	Total			
		UR	SC	ST	OBC A	OBC B	PWD					
Language Group	Bengali	04	02	01	02	01	01	03	50			
	English	03	01									
Social Sc Group	History	04	02	01	01	01						
	Geography	03	02									
Science Group	Physical Science	03	01	01	01	01						
	Life Science	03	02									
	Mathematics Group	Mathematics	03							01	01	01
<b>Total</b>		<b>23</b>	<b>11</b>	<b>03</b>	<b>05</b>	<b>04</b>				<b>01</b>	<b>03</b>	<b>50</b>

## Information sheet (B.P.Ed) for Admission

### 1. Eligibility:

A. Bachelor's Degree in any discipline with 50% marks and having at least participation in the Inter-College/ Inter-Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India

OR

B. Bachelor's Degree in Physical Education with 45% marks

OR

C. Bachelor's Degree in any discipline with 45% marks and studied Physical Education as compulsory elective subject with 300 marks.

OR

D. Bachelor's Degree with 45% marks and having participated in National/Inter University/State competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in Inter-College/Inter Zonal/District/School competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India

OR



- E. Bachelor's Degree with participation in International Competitions or secured 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> position in National / Inter University competition in sports and games as recognized by the AIU/IOA/SGFI/Govt. of India

**OR**

- F. Graduate with 45% marks and at least three years of Teaching experience (For deputed in-service candidates i.e. trained physical education teachers/coaches). However **5% marks** relaxation will be given to SC/ST/PWD candidates.

2. Age of Fresher candidate as on 30<sup>th</sup> August, 2023 would be less than 38 years (relaxation as per Govt. of West Bengal rule)

3. **Reservation:** @ 22%, 10%, 7%, 6% and 3% of total seats will be reserved for SC, OBC – A, OBC – B, ST and PWD candidates respectively.

4. **Calculation of academic norms:**

- 10% of the percentage of obtained marks in Madhyamik/equivalent examination.
- 10% of percentage of obtained marks in H.S./equivalent examination.
- 15% of percentage of obtained marks in Degree General level examination (in case of candidates with only General level degree).
- Sports achievement : International level - 10 point, National level – 8, Inter University level – 6, State Level – 4 , District level (Inter College/School) – 2. Highest participation to be considered.

**ATTENTION**

The total obtain marks at the UG level examination (Pass &Hons.) will be calculated in the following way - For Hon's Candidate : Aggregate (Total ) Marks = Hon's Subject Total Marks + Pass Subject Total Marks (Excluding Compulsory Language and Compulsory Elective subjects Marks) and same procedure for calculation of Total Marks Obtained.

For Pass Candidate: Aggregate (Total) Marks = Pass Subject Total Marks (Excluding Compulsory Language and Compulsory Elective subjects Marks) and same procedure for calculation of Total Marks Obtained.

5. Rules of the Burdwan University, the Govt. of West Bengal & the NCTE will be followed.
6. **20%** seats of the candidates will be reserved for the other university candidates. Last Degree will be considered for determining candidature of a particular category.
7. In case of any dispute, the decision of the Admission Committee of the college is final.

### Seat Matrix (Intake capacity – 50)

Home University			Other University			Total
Sl No	Category	Seat	Sl No	Category	Seat	
1	UR	22	1	UR	5	27
2	SC	9	2	SC	2	11
3	OBC - A	4	3	OBC - A	1	5
4	OBC - B	3	4	OBC - B	1	4
5	ST	2	5	ST	1	3
<b>Total</b>		<b>40</b>	<b>Total</b>		<b>10</b>	<b>50</b>

### FEE STRUCTURE B.Ed (Deputed) 2023-25

Sl No	Head of Account	SEM - I	SEM - II	SEM - III	SEM - IV	Total
1	Admission fee	Rs. 3000/-	Rs. 0	Rs. 0	Rs. 0	Rs. 3000/-
2	Computer Lab fee	Rs.0/-	Rs.1000/-	Rs.1000/-	Rs.2000/-	Rs. 4000/-
3	Semester fee	Rs. 7500/-	Rs. 7500/-	Rs. 7500/-	Rs. 7500/-	Rs. 30000/-
4	Electric fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
5	Library fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
6	Student Union fee	Rs 300/-	Rs. 0	Rs 300/-	Rs. 0	Rs 600/-
7	Tuition fee	Rs 600/-	Rs 600/-	Rs 600/-	Rs 600/-	Rs 2400/-
8	Magazine Fee	Rs0/-	Rs. 500/-	Rs 500/-	Rs. 0	Rs.1000/-
9	Laboratory Fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
10	Practice Teaching Fee	Rs 0	Rs1000	Rs0/-	Rs1000/-	Rs 2000/-
11	Games Fee	Rs.0/-	Rs. 500/	Rs. 500/-	Rs.0/-	Rs.1000/-
12	Miscellaneous	Rs. 100/-	Rs 400/-	Rs. 1100/-	Rs 400/-	Rs 2000/-
<b>Total</b>		<b>Rs 13000/-</b>	<b>Rs 13000/-</b>	<b>Rs 13000/-</b>	<b>Rs 13000/-</b>	<b>Rs 52,000/-</b>

**B.Ed (Fresher) 2023-25**

SI No	Head of Account	SEM - I	SEM - II	SEM - III	SEM - IV	Total
1	Admission fee	Rs. 3000/-	Rs. 0	Rs. 0	Rs. 0	Rs. 3000/-
2	Computer Lab fee	Rs.0/-	Rs.1000/-	Rs.1000/-	Rs.2000/-	Rs. 4000/-
3	Semester fee	Rs. 5000/-	Rs. 5000/-	Rs. 5000/-	Rs. 5000/-	Rs. 20000/-
4	Electric fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
5	Library fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
6	Student Union fee	Rs 300/-	Rs. 0	Rs 300/-	Rs. 0	Rs 600/-
7	Tuition fee	Rs 600/-	Rs 600/-	Rs 600/-	Rs 600/-	Rs 2400/-
8	Magazine Fee	Rs 0/-	Rs. 500/-	Rs 500/-	Rs. 0	Rs.1000/-
9	Laboratory Fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
10	Practice Teaching Fee	Rs 0	Rs 1000	Rs 0/-	Rs 1000/-	Rs 2000/-
11	Games Fee	Rs.0/-	Rs. 500/	Rs. 500/-	Rs.0/-	Rs.1000/-
12	Miscellaneous	Rs. 100/-	Rs 400/-	Rs. 1100/-	Rs 400/-	Rs 2000/-
Total		Rs 10500/-	Rs 10500/-	Rs 10500/-	Rs 10500/-	Rs 42,000/-

**B.P.Ed (Fresher) 2023-25**

SI No	Head of Account	SEM - I	SEM - II	SEM - III	SEM - IV	Total
1	Admission fee	Rs. 3000/-	Rs. 0	Rs. 0	Rs. 0	Rs. 3000/-
2	Computer Lab fee	Rs.0/-	Rs.1000/-	Rs.1000/-	Rs.2000/-	Rs. 4000/-
3	Semester fee	Rs. 5000/-	Rs. 5000/-	Rs. 5000/-	Rs. 5000/-	Rs. 20000/-
4	Electric fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-
5	Library fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.1000/-	Rs.2500/-
6	Student Union fee	Rs 300/-	Rs. 0	Rs 300/-	Rs. 0	Rs 600/-
7	Tuition fee	Rs 600/-	Rs 600/-	Rs 600/-	Rs 600/-	Rs 2400/-
8	Magazine Fee	Rs 0/-	Rs. 500/-	Rs 500/-	Rs. 0	Rs.1000/-
9	Laboratory Fee	Rs.500/-	Rs.500/	Rs.500/-	Rs.500/-	Rs.2000/-

10	Practice Teaching Fee	Rs 0	Rs 1000	Rs1000/-	Rs 0/-	<b>Rs 2000/-</b>
11	Games Fee	Rs.0/-	Rs. 500/	Rs. 500/-	Rs.500/-	<b>Rs.1500/-</b>
12	Miscellaneous	Rs. 100/-	Rs 400/-	Rs. 100/-	Rs 400/-	<b>Rs 1000/-</b>
<b>Total</b>		<b>Rs 10500/-</b>	<b>Rs 10500/-</b>	<b>Rs 10500/-</b>	<b>Rs10500/-</b>	<b>Rs 42,000/-</b>

### Sports Fund for B.P.Ed (1<sup>st</sup> Year)

<b>1</b>	<b>Camp/Tour</b>	Rs. 2000/-
<b>2</b>	<b>Intramural</b>	<b>Rs 500/-</b>
<b>3</b>	<b>Uniform</b>	<b>Rs. 3000/-</b>
<b>4</b>	<b>WBCIPE</b>	<b>Rs. 1500/-</b>
		<b>Total = 7000/-</b>

### B.P.Ed 2<sup>nd</sup> Year

<b>1</b>	<b>Camp/Tour</b>	Rs. 2000/-
<b>2</b>	<b>Intramural</b>	<b>Rs. 500/-</b>
<b>3</b>	<b>Uniform</b>	<b>Rs 1500/-</b>
<b>4</b>	<b>WBCIPE</b>	<b>Rs. 1500/-</b>
		<b>Total = 5500/-</b>

### Programme Learning Outcomes (PLO) and Course learning Outcomes (CLO) for B.Ed

#### Programme Learning Outcomes (PLO)

After completing the B.Ed Course, the students will develop the followings:

1. **Specialized Knowledge:** The students will get information from a variety of areas as well as professional, technical, and theoretical expertise. They will put knowledge, concepts, and experiences together, connecting them, and applying it to daily life.
2. **Communication skills:** They will exhibit the communication abilities necessary to clearly express thoughts and ideas in order to offer facts and explanations in a well-organized and logical way.
3. **Skills in problem-solving, critical thinking, and reflective thinking:** Through the development of new tactics, the evaluation of assumptions, and the making of decisions

regarding the relevance and calibre of information, the students will be able to use critical thinking and effective problem-solving techniques.

4. **Sense of Inquiry with Scientific reasoning:** Through practical and project-based learning, they will be able to analyse, interpret, and draw conclusions from quantitative and qualitative data as well as critically assess concepts, facts, and experiences from an unbiased and logical standpoint.
5. **Research-related skills:** By actively conducting research, they will be able to develop their research ability. a spirit of inquiry, problematization, synthesis, articulation, and conclusion-making.
6. **Leadership & Team Work:** With an emphasis on the connection between theoretical and practical components of leadership and administrative tasks in the service of a common goal, they will be able to lead and work successfully and respectfully with various teams.
7. **Digital Literacy:** They will be capable of incorporating modern technical advancements into assessment, portfolio development, and data analysis processes.
8. **Ethical Awareness and Reasoning:** They will be able to uphold moral principles, make wise decisions, and act with integrity, devoted morally to the teaching profession, upholding human values in the Indian and international cultural milieu.
9. **Respecting difference while maintaining a sense of justice and equity:** They will be able to respect cultural variety both within and outside the classroom and empathise with others' needs and viewpoints. Understanding social and environmental justice and acting justly and fairly in all situations in life while fostering social resilience.

### Course learning Outcomes (CLO) for B.Ed

Sl No	Course Code	Title of the course	Course Learning Outcomes (CLO)
<b>SEMESTER - I</b>			
1	Course - I (1.1.1)	Child hood and Growing Up (1 <sup>st</sup> half)	The student Teacher will be able to - <ul style="list-style-type: none"> <li>• Explain the concept of growth and development and stages of development with special reference to the stage of adolescence.</li> <li>• Know about the developmental characteristics</li> <li>• Be aware of influence of heredity, environment including socio cultural factors on developmental process</li> <li>• Develop the skills of applying the principles of development in improving the teaching learning process.</li> </ul>
2		Child hood and Growing Up (2 <sup>nd</sup> half)	The student Teacher will be able to - <ul style="list-style-type: none"> <li>• Know about various aspects related to development.</li> <li>• Acquainted with theories, types and factors of motivation, attention and interest.</li> </ul>

			<ul style="list-style-type: none"> <li>• Understand the nature of intelligence and know various theories related to it.</li> <li>• Develop skills for identifying and nurturing creativity.</li> </ul>
3	Course - II (1.1.2)	Contemporary India and Education (1 <sup>st</sup> half)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Comprehend the various constitutional provisions</li> <li>• Develop the knowledge about the recommendations of various commissions and National Policies of Education.</li> <li>• Examine the problems and solutions of elementary and secondary education and find out probable solution.</li> <li>• Acquire the skill to eradicate inequality, discrimination and marginalization in education.</li> <li>• Develop an idea about National Values.</li> </ul>
4		Contemporary India and Education (2 <sup>nd</sup> half)	<p>The student Teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Realize the policy framework for Education in India</li> <li>• Know the contemporary issues in education</li> <li>• Develop the knowledge about various policies on education</li> <li>• Examine the role and functions of different monitoring agencies of education</li> <li>• Understand community participation and development in education</li> <li>• Acquire skill to develop educational planning and management.</li> </ul>
5	Course - IV (1.1.4)	Language across the Curriculum	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Recognize nature, function and role of language across the curriculum</li> <li>• Acquaint with obstacles in language usage while using the language and ways to overcome them.</li> <li>• Understand importance and use of first and second language, multilingualism and impact of culture.</li> <li>• Acquire knowledge about the communication process and verbal and nonverbal communication skills.</li> <li>• Familiarize the students with of barriers to (Listening, Speaking, Reading, Writing) LSRW skills and activities</li> </ul>
6	Course - V (1.1.5)	Understanding Discipline and Subjects	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Know the basis of knowledge and branches of emerging knowledge.</li> <li>• Be aware of the emergence of various disciplines</li> <li>• Develop among the teacher trainees an understanding of science as a discipline.</li> <li>• Understand nature of Mathematics as a discipline.</li> <li>• Develop among the teacher trainees an understanding of language as a discipline.</li> <li>• Develop among the teacher trainees an understanding of social science as a discipline.</li> </ul>
7	Course EPC -1 (1.1EPC1)	Reading and Reflecting on Texts	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Know the meaning, process, importance and characteristics of reading.</li> <li>• Appreciate and apply different levels, types, techniques and methods of reading.</li> </ul>

			<ul style="list-style-type: none"> <li>• Acquaint with the skills of reading different types of texts.</li> <li>• Develop different types of reading skills through various activities and met cognition</li> <li>• Learn the skills of reading comprehension and to enhance vocabulary.</li> <li>• Acquaint with the problems of reading across curriculum</li> </ul>
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**SEMESTER - II**

8	Course-III (1.2.3)	Learning and Teaching (1 <sup>st</sup> )	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Comprehend the range of cognitive capacities among learners.</li> <li>• Reflect on their own implicit understanding of the nature and kinds of learning.</li> <li>• Gain an understanding of different theoretical perspectives on learning</li> <li>• Demonstrate his/her understanding of different skills at different phases of instruction</li> </ul>
9		Learning and Teaching (2 <sup>nd</sup> )	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the process of teaching</li> <li>• Understand and efficiently used different models of teaching.</li> <li>• Engage in teaching with proper approach.</li> <li>• Develop skills required for teaching</li> </ul>
10		Pedagogy of Language Teaching (Bengali & English)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Merit effective and constructive acquaintance with the basic foundations of Language teaching in India and West Bengal</li> <li>• Acquire practical expertise in pedagogical analysis and develop behavioural competencies in teaching skills</li> <li>• Apply principles abstracted from the study of various methods and approaches as regards purpose and procedure of planning lesson</li> <li>• Work out and practice strategies for teaching language skills and communication skills</li> <li>• Credit working acquaintance with concepts of language learning assessment</li> <li>• Turn in to resourceful user of different kinds of Language Test</li> <li>• Become efficient in construction of Test and Test Items</li> <li>• Explore and experience various resources for target language learning</li> <li>• Try out various means of organizing various resources for target Language Learning.</li> </ul>
11	Course VII(A) (1.2.7A)	Pedagogy of Social Science Teaching (History & Geography)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Appreciate the significance of teaching Social Science.</li> <li>• Be acquainted with the approaches &amp; Methods of Teaching Social Science.</li> <li>• Be used to the application of knowledge and skills in Social Science.</li> <li>• Be acquainted with various practical aspects of Social Science.</li> </ul>
12		Pedagogy of Science Teaching (Physical Science & Life Sc.)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Appreciate the significance of teaching Science.</li> <li>• Be acquainted with the</li> <li>• Approaches &amp; Methods of Teaching Science.</li> <li>• Be used to the application of scientific knowledge and skills.</li> <li>• Be acquainted with various practical aspects of science.</li> </ul>

		Pedagogy of Mathematics Teaching	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the nature of mathematics and mathematics education</li> <li>• Know the Objectives of teaching mathematics and the principles of the preparation of relevant curriculum and text books.</li> <li>• Understand Teaching methodologies in mathematics education.</li> <li>• Apply Mathematics education in cross cultural perspectives.</li> <li>• Understand the Assessment and evaluation in the teaching learning of mathematics.</li> </ul>
13	<b>Course - VIII(A) (1.2.8A)</b>	Knowledge and Curriculum- Part-I	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Introduce themselves to perspectives in education focusing on epistemological, philosophical and sociological bases of education.</li> <li>• Distinguish between knowledge and skill, teaching and training, knowledge and information and reason and belief.</li> <li>• Understand education in relation to constitutional goal, social issues and modern values.</li> <li>• Understand the concept, scope and objectives of education.</li> <li>• Realize the concepts of curriculum and syllabi.</li> <li>• Design curriculum in the context school experiences, evaluation, power, ideology, process and practice &amp; its transactional modes.</li> </ul>
14		Assessment for Learning (1 <sup>st</sup> Half)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Get basic knowledge of assessment for learning.</li> <li>• Know the process of evaluation and it uses.</li> <li>• Write educational objectives.</li> <li>• Know different techniques of evaluation, tools of evaluation and their uses.</li> <li>• Know different characteristics of instruments of evaluation.</li> <li>• Know different types of teacher made tests and will construct them.</li> <li>• Compute simple statistics to assess the learning.</li> </ul>
15	Course- IX (1.2.9)	Assessment of the Learning System (2 <sup>nd</sup> Half)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand different aspects of the complexities of the learning system.</li> <li>• Know various school records designed for specific purposes.</li> <li>• Understand the relationship between school and the community.</li> <li>• Acquire knowledge about physical, infrastructural and human resources available in the schools.</li> <li>• Understand the curricular process in the school.</li> <li>• Evaluate the school effectiveness and other functional aspects of the schools.</li> <li>• Explore the students support services available and achievements of the schools.</li> </ul>
16	<b>Course EPC-2 (1.2EPC2)</b>	Drama and Arts in Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the use of ‘Drama’ as Pedagogy</li> <li>• Use ‘Role play’ technique in the teaching learning process. □</li> <li>• Understand the importance of dramatic way of presentation.</li> <li>• Integrate singing method in teaching learning process</li> <li>• Understand various ‘Dance forms’ and their integration in educational practices.</li> <li>• Use art of drawing and painting in teaching learning process.</li> </ul>



			<ul style="list-style-type: none"> <li>• Develop creativity through different creative art forms.</li> <li>• Understand the efficacy of different art forms in education.</li> </ul>
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**SEMESTER - III**

17	CourseVII(B) (1.3.7B)	Pedagogy of Language Teaching (Bengali & English)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Design appropriate teaching - learning strategy/approaches suited to particular content.</li> <li>• Be at home with the principles of constructing content analysis of school curriculum.</li> <li>• Use ICT and various teaching aids in teaching of Languages</li> <li>• Understand the historical development of Language Teaching.</li> <li>• Develop various skills related to language learning.</li> <li>• Prepare a blueprint before entering into a class.</li> </ul>
18		Pedagogy of Social Science Teaching (History & Geography)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Be aware of teaching &amp; learning of the subject concern.</li> <li>• Examine critically the major concept, ideas, principles &amp; values relating the subject concern.</li> <li>• Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>• Provide the students authentic historical knowledge with the proposed content &amp; make them to be component to do pedagogical analysis of the subject.</li> </ul>
19		Pedagogy of Science Teaching (Physical Science & Life Sc.)	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Be aware of teaching &amp; learning of the subject concerned</li> <li>• Examine critically the major concept, ideas, principles &amp; values relating to the subject concerned</li> <li>• Engage the students into the methods of Teaching &amp; learning the subject.</li> <li>• Make them competent to do the pedagogical analysis of the subject concerned</li> </ul>
20		Pedagogy of Mathematics Teaching	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Know about Mathematics curriculum and textbook preparation</li> <li>• Know how does Practical activities associated with mathematical concepts</li> <li>• Understand about assessment and evaluation related to mathematics teaching-learning.</li> <li>• Apply the Concept of Pedagogical analysis of mathematics content of school level mathematics curriculum and learning designing</li> <li>• Understand about Simulated and integrated lesson</li> </ul>
21		School Internship	<ul style="list-style-type: none"> <li>• At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)</li> <li>• During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.</li> <li>• Student teachers will be able to recognize the needs of In-Service Programme.</li> <li>• Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct</li> </ul>

himself/ herself in all activities of the school.

**SEMESTER - IV**

22	Course-VI (1.4.6)	Gender, School and Society	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Develop gender sensitivity among the student teachers.</li> <li>• Understand the gender issues faced by the schools.</li> <li>• Understand the paradigm shift with reference to gender studies.</li> <li>• Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).</li> </ul>
23	Course-VIII(B) (1.4.7B)	Knowledge and Curriculum- Part-II	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Realize the concepts of curriculum and syllabi.</li> <li>• Discover the relationship between power, ideology and curriculum.</li> <li>• Design curriculum in the context of school experiences, evaluation, power, ideology, process and practice &amp; its transactional modes.</li> </ul>
24	Course-X (1.4.10)	Creating an Inclusive School	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Sensitise to the concept of inclusive education and social inclusion</li> <li>• Familiarize with the legal and policy perspectives behind inclusion in education</li> <li>• Understand the types, probable causes, preventive measures and characteristics of different types of disability.</li> <li>• Understand street children, platform children, and orphans, children born and brought up in correctional homes, child labour and other socioeconomically backward children.</li> <li>• Know how inclusion can be practiced in mainstream class.</li> </ul>
25		Health and Physical Education	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Build a scenario of Health Education in India.</li> <li>• Develop a Knowledge Base of the Most Common and Uncommon Diseases in India; their Diagnosis &amp; Remediation.</li> <li>• Learn the Tech Related Health Risks &amp; Learn How to Fix These.</li> <li>• Study the Health Education Vision &amp; Mission of India.</li> </ul>
26		Peace & Value Education	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Understand the meaning and role of peace education and value education in present context.</li> <li>• Understand the components of peace education.</li> <li>• Understand different perspectives of peace education.</li> <li>• Be acquainted with methods and evaluation of value education.</li> </ul>
27		Guidance and Counselling	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Understand guidance and counselling in details</li> <li>• Understand the mental health</li> <li>• Develop the knowledge about adjustment and maladjustment.</li> <li>• Acquire skill to develop tools and techniques.</li> <li>• Understand the idea about Abnormal Behaviour and Mental illness.</li> </ul>
28		Course -XI (1.4.11) Optional	Work & Vocational Education

			<p>Education.</p> <ul style="list-style-type: none"> <li>• Make the teacher trainees aware of different methods of teaching suitable to different topics of Work Education.</li> <li>• Make the teacher trainees acquainted with the ways and means for managing classroom from the stand point of inclusive education.</li> </ul>
29		Yoga Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the concept and principles of Yoga</li> <li>• Understand the ancient system of yoga</li> <li>• Learn some meditational practices and techniques</li> <li>• Learn to maintain a healthy condition of body and mind</li> <li>• Learn the utility of yoga in modern life</li> </ul>
30		Environmental & Population Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the concept of population and environmental education</li> <li>• Know the objectives and methods of teaching environmental and population</li> <li>• Be aware of population and environmental education policies</li> <li>• Help teachers students analyse the various issues related to population and environmental education.</li> </ul>
31	Course EPC-3 (1.4EPC3)	Critical Understanding of ICT	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the social, economic, security and ethical issues associated with the use of ICT</li> <li>• Identify the policy concerns for ICT</li> <li>• Operate the Windows and/or Linux operating systems;</li> <li>• Use Word processing, Spread sheets and Presentation software;</li> <li>• Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.</li> <li>• Operate on Internet with safety</li> <li>• Elucidate the application of ICT for Teaching Learning</li> <li>• Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups</li> </ul>
32	Course EPC-4 (1.4EPC4)	Yoga Education: Self Understanding and Development	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand the meaning and importance of self- concept and self-esteem.</li> <li>• Be aware of different factors related to self-concepts and self-esteem.</li> <li>• Understand the concept and importance of yoga and well-being.</li> <li>• Discuss how yoga and yoga practices are important for healthy living.</li> <li>• Explain some important principles of yoga.</li> <li>• Know and develop their personality through various practices.</li> </ul>

## STRUCTURE OF THE CURRICULUM

### For B. Ed

COURSE & CODE	COURSE NAME	MARKS		Marks (Credit)	Class Teaching Hour
		Theory	Engage with the Field		
<b>SEMESTER-I</b>					
<b>Course-I (1.1.1)</b>	Child and Growing Up (1 <sup>st</sup> &2 <sup>nd</sup> half)	50+50	25	100+25 (4+1)	64+32
<b>Course-II (1.1.2)</b>	Contemporary India and Education (1 <sup>st</sup> &2 <sup>nd</sup> half)	50+50	25	100+25 (4+1)	64+32
<b>Course-IV (1.1.4)</b>	Language across the Curriculum	50	50	50+50 (2+2)	32+64
<b>Course-V (1.1.5)</b>	Understanding Discipline and Subjects	50	50	50+50 (2+2)	32+64
<b>CourseEPC-1 (1.1EPC1)</b>	Reading and Reflecting on Texts	25	25	25+25 (1+1)	16+32
<b>TOTAL</b>		325	175	500 (13+7)	208+22 4
<b>Full Marks: 500 (Credit : 20)</b>					
<b>SEMESTER-II</b>					
<b>Course-III (1.2.3)</b>	Learning and Teaching (1 <sup>st</sup> & 2 <sup>nd</sup> half)	50+50	25	100+25 (4+1)	64+32
<b>Course-VII-(A) (1.2.7A)</b>	Pedagogy of a School Subject Part-I	50	50	50+50 (2+2)	32+64
<b>Course-VIII-(A) (1.2.8A)</b>	Knowledge and Curriculum- Part-I	50	25	50+25 (2+1)	32+32
<b>Course-IX (1.2.9)</b>	Assessment for Learning (1 <sup>st</sup> & 2 <sup>nd</sup> half)	50+50	50	100+50 (4+2)	64+64
<b>CourseEPC-2 (1.2EPC2)</b>	Drama and Arts in Education	25	25	25+25 (1+1)	16+32
<b>TOTAL</b>		325	175	500(13 +7)	208+2 24
<b>Full Marks: 500 (Credit : 20)</b>					
<b>SEMESTER-III</b>					
<b>Course-VII-(B) (1.3.7B)</b>	Pedagogy of a School Subject- Part-II	50	100	50+10 0 (2+4)	32+128
	<b>School Internship</b>		350	350 (14)	448
<b>TOTAL</b>		50	450	500(2 +18)	32+576
<b>Full Marks: 500 (Credit : 20)</b>					
<b>SEMESTER-IV</b>					
<b>Course-VI (1.4.6)</b>	Gender, School and Society	50	25	50+25 (2+1)	32+32
<b>Course-VIII(B)</b>	Knowledge and Curriculum- Part-II	50	25	50+25	32+32

(1.4.8B)				(2+1)	
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)	Understanding the Self	50	50	50+50 (2+2)	32+64
	TOTAL	300	200	500 (12+8)	192+25 6
<b>Full Marks: 500 (Credit : 20)</b>					
<b>Total Marks: 2000 (Credit : 80)</b>					

#### Programme Level Outcomes (PLO) and Course Level Outcomes (CLO) for B.P. Ed

After completing the B.P. Ed Course, the students will develop the followings:

1. **Factual Knowledge:** Students will learn about physical education from a variety of fields, gaining professional, technical, and academic knowledge. They will put knowledge, concepts, and experiences from the course together and link them to everyday life.
2. **Development of professional knowledge:** They will be able to acquire the personal, professional, and social skills necessary for the vocation of teaching.
3. **Organizational capabilities:** They will get the opportunity to foster potential within themselves for organising physical education programmes and different related activities. Additionally, they are able to run social and player rehabilitation programmes.
4. **Motivational capacities:** After completing the course, the student will acquire the capacity to inspire their students so that they may actively participate in Physical and Yogic Exercises, Games and Sports.
5. **Social skills:** Social skills will be developed among the trainees through the participation of various games and sports activity.
6. **Knowledge of mental health:** The student will be able to acquire knowledge on mental health, power of self-decision and self-control, correct judgment and action, emotional stability, respect for other and acceptance of the authority and rules.

7. **Promotion of indigenous games:** They will be able to promote the indigenous games, sports and yogic practices among learner.

**Course learning Outcomes (CLO) for B.P.Ed**

Sl No	Course	Course Code	Title of the course	Course Learning Outcomes (CLO)
<b>SEMESTER - I</b>				
1	Core courses	CC-101	History, Principle and Foundation of Physical Education & Olympic Movement.	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Explain the concepts of physical Education</li> <li>• Elaborate the concepts of development of Physical Education in India as well as in west Bengal</li> <li>• State the Principles of Physical education</li> <li>• Acquire the knowledge of Olympic moment</li> </ul>
2		CC - 102	Anatomy and Physiology	The student teachers will be able to : <ul style="list-style-type: none"> <li>• State the idea of human body and Anatomy Physiology in Physical education</li> <li>• Explain muscular system, digestive system, respiratory system, circulatory, excretory, endocrine and nervous system</li> <li>• Illustrate the effect of exercise on different system</li> </ul>
3		CC-103	Health Education and Environmental Studies	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Describe the concepts of the health &amp; physical education</li> <li>• Discuss the health problems in India</li> <li>• Explain the concepts of environmental concern</li> <li>• Explain the natural resources including disaster management</li> </ul>
4	Elective courses	EC-101	Physical Literacy through Movement Education	The student teachers will be able to : <ul style="list-style-type: none"> <li>• Explain motor skills and its movement pattern</li> <li>• Participate in various physical activity</li> <li>• Prepare pedagogical models for Physical literacy and movement education</li> </ul>
5		EC-102	Officiating and Coaching	The student teachers will be able to : <ul style="list-style-type: none"> <li>• State the concepts of officiating and coaching</li> <li>• Discuss the role of coach and officials</li> <li>• Realize the qualities of coaches and mentors</li> </ul>

6	Practical courses	<b>PC-101</b>	Track and Field: All Running Event, Running Broad Jump & Triple Jump-	The student teachers will be able to : <ul style="list-style-type: none"> <li>Acquire the skills of running events including broad jump and triple jump</li> </ul>
7		<b>PC-102</b>	Swimming (Free Style & Back Stroke) <b>or</b> Gymnastics Floor	The student teachers will be able to : <ul style="list-style-type: none"> <li>Acquire the skills of swimming and gymnastics in floor</li> </ul>
8		<b>PC-103</b>	March Past Mass Demonstration Activities: Indigenous Sports Kabaddi, Kho-Kho and Archery	The student teachers will be able to : <ul style="list-style-type: none"> <li>Demonstrate dumbbell, lezim, calisthenics</li> <li>Acquire skill of march pasting</li> <li>Develop the skill of Indigenous game like Kho-Kho, Kabadi and Archery</li> </ul>
9		<b>PC-104</b>	Yoga- Weight Training Aerobics	The student teachers will be able to : <ul style="list-style-type: none"> <li>Develop skills among themselves in Yogasana, weight training and Aerobics</li> </ul>

### SEMESTER - II

10	Core courses	<b>CC-201</b>	Yoga Education	The student teachers will be able to : <ul style="list-style-type: none"> <li>Discuss about aims, objectives and methods of Yoga</li> <li>Explain the effect of yogic practices on human body</li> <li>Express their idea on modern trends of yoga</li> </ul>
11		<b>CC - 202</b>	Educational Technology and Methods of Teaching in Physical Education	The student teachers will be able to : <ul style="list-style-type: none"> <li>Know the concept of Educational technology</li> <li>Identify the different techniques of teaching physical education</li> <li>Compare between verbal and nonverbal communications</li> <li>Demonstrate using Teaching Aids</li> <li>Prepare Teaching Aids and Learning design</li> </ul>
12		<b>CC-203</b>	Organization and Administration	The student teachers will be able to : <ul style="list-style-type: none"> <li>State the concept of organization and administration in physical education</li> <li>Gain knowledge on office management</li> <li>Prepare Time Table for schools</li> <li>Explain different types of tournaments</li> </ul>
13	Elective courses	<b>EC-201</b>	Contemporary issues in physical education, fitness and wellness	The student teachers will be able to : <ul style="list-style-type: none"> <li>State the concept of fitness, wellness and life style</li> </ul>

				<ul style="list-style-type: none"> <li>• Mention the principles of exercise programme</li> </ul>
14		<b>EC-202</b>	Sports Nutrition and Weight Management	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• State the concept of nutrition and nutrients</li> <li>• Explain importance of weight management</li> <li>• Clarify the steps of weight management</li> </ul>
15		<b>PC-201</b>	Track and Field Jumping Events-High Jump and Throwing Events, Shot Put, Discus and Javelin	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Acquire competency in jumping events</li> <li>• Develop skills on throwing events</li> </ul>
16	Practical courses	<b>PC-202</b>	Gymnastics- for men-Parallel bar & Vaulting horse/Box , women-Balancing Beam& Vaulting horse/box <b>OR</b> Swimming- Breast stroke & Butterfly stroke	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Acquire the skills of breast stroke and butterfly stroke swimming</li> <li>• Acquire skills on gymnastics in floor</li> </ul>
17		<b>PC-203</b>	Team Games: Football, Netball, Volleyball, Handball Racket Sports: Badminton/Table Tennis/Squash/Tennis	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Acquire the skills of football, volleyball and throwballl</li> <li>• Develop the skills of Table tennis, badminton and tennis</li> </ul>
18		<b>TP -204</b>	Teaching practice	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Teach physical education and school subjects</li> <li>• Teach outdoor games</li> </ul>

### SEMESTER - III

19	Core courses	<b>CC-301</b>	Sports Training	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Acquaint about sports training</li> <li>• Describe about strength, speed, endurance, power and balance</li> <li>• Plan regarding sport training programme</li> </ul>
20		<b>CC -302</b>	Computer Application in Physical Education and Sports Science.	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Gain basic knowledge on computer application</li> <li>• Apply Microsoft word, Excel and power point in physical education</li> </ul>
21		<b>CC-303</b>	Sports Psychology and Sociology in Physical Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Gain basic knowledge on sports psychology</li> </ul>



			and Sports.	<ul style="list-style-type: none"> <li>Define learning and its types of learning</li> <li>Discuss about growth and development</li> <li>Relate physical education with social science</li> <li>Understand about culture and its effect on peoples life</li> </ul>
22	Elective courses	<b>EC-301</b>	Sports Medicine, Physiotherapy and Rehabilitation	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Classify different types of sport medicines</li> <li>Gain basic knowledge on doping</li> <li>Apply physiotherapy knowledge in the sports field</li> <li>Gain basic knowledge on rehabilitation</li> </ul>
23		<b>EC-302</b>	Curriculum Design	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Explain modern concept of curriculum on physical education</li> <li>Tell about principles of curriculum construction</li> </ul>
24	Practical courses	<b>PC-301</b>	Combative Sports: Karate/Judo/Fencing/Boxing /Taekwondo/Wrestling/Lathi	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Develop skills on combative sports like karate, taekwondo, lathi</li> </ul>
25		<b>TP-302</b>	Teaching Practice:	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Develop teaching skills among themselves</li> </ul>
26		<b>TP-303</b>	Sports Specialization-Coaching	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Develop coaching capabilities among themselves</li> </ul>
27		<b>TP-304</b>	Teaching Practice: Yoga or Aerobics	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Develop teaching skills on yoga and aerobics among themselves</li> </ul>

#### SEMESTER IV

28	Core courses	<b>CC-401</b>	Measurement and Evaluation in Physical Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Gain basic knowledge on measurement and evaluation</li> <li>Differentiate between measurement and evaluation</li> <li>Know how to administer psychological test</li> <li>Know how to test sports skills</li> </ul>
29		<b>CC -402</b>	Kinesiology and Biomechanics	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>Know basic concepts on kinesiology and biomechanics</li> <li>Differentiate kinetics and kinematics of human</li> </ul>

				movement
30		<b>CC-403</b>	Research and Statistics Physical Education	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand basic of research and its importance in the field of physical education</li> <li>• Classify different types of research</li> <li>• Learn how to write research proposal</li> <li>• Analyse data with the help of statistics</li> </ul>
31	Elective courses	<b>EC-401</b>	Theory of Sports and Games	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Discuss about different principles of coaching</li> <li>• State the importance of weight training</li> </ul>
32		<b>EC-402</b>	Sports Management	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand sports management</li> <li>• Develop leadership qualities among themselves</li> <li>• Illustrate financial management in physical education</li> </ul>
33	Practical courses	<b>PC-401</b>	Games Specialization: Evaluation Performance Ability	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Acquire skills in the specific games</li> </ul>
34		<b>PC-402</b>	Adventure activity/Outdoor activity: Camping/Trekking/Hiking/Rock-Climbing/Artificial Climbing / Educational Tour etc.	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Gain skills on trekking and camping</li> <li>• Develop leadership qualities among themselves</li> </ul>
35		<b>PC-403</b>	Team Games: Cricket, Basketball, Hockey, Softball, Baseball, Throw ball and Tennikoit	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Develop skills on Cricket, Basketball Throw ball among themselves</li> </ul>
36		<b>PC-404</b>	AAHPERD Youth Fitness Test Standardized Skill Test	<p>The student teachers will be able to :</p> <ul style="list-style-type: none"> <li>• Understand how to test physical fitness of the individual</li> </ul>

## For B. P. Ed

### SEM - 1

	Course Code	Course Title	Total Hours	Credit	Internal Marks	External Marks	Total Marks	
Part-A Theoretical Course	Core Course	CC-101	History, Principle and Foundation of PE & Olympic Movement.	4	4	30	70	100
		CC-102	Anatomy and Physiology	4	4	30	70	100
		CC-103	Health Education and Environmental Studies	4	4	30	70	100
	Elective Course (Any one)	EC-101	Physical Literacy through Movement Education	4	4	30	70	100
		EC-102	Officiating and Coaching					
Part-B Practical Course		PC-101	Track and Field: All Running Event	6	4	30	70	100
		PC-102	Swimming (Free Style & Back Stroke) or Gymnastics (100) Floor	6	4	30	70	100
		PC-103	March Past-20 Mass Demonstration (Any two)-10+10=20 Indigenous Sports (any two) (30+30=60Marks)	6	4	30	70	100
		PC-104	Yoga-40, Weight Training-30 Aerobics-30	6	4	30	70	100
<b>Total</b>			<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>	

### SEM - II

Course Code		Course Title	Total Hours	Credit	Internal Marks	External Marks	Total Marks	
Part-A Theoret	Core Course	CC-201	Yoga Education	4	4	30	70	100
		CC-202	Educational Technology and Methods of Teaching in Physical Education	4	4	30	70	100
		CC-203	Organization and Administration	4	4	30	70	100

Elective Course	Elective Course (Any one)	EC 201	Contemporary issues in physicaleducation, fitness and wellness	4	4	30	70	100
		EC 202	Sports Nutrition and Weight Management					
Part- B Practical Course	PC-201	Track and Field (40) Jumping Events-High Jump and Throwing Events (60)		6	4	30	70	100
	PC-202	Gymnastics- for men- Parallel bar & Vaulting horse/Box women- Balancing Beam & Vaulting horse/box <b>OR</b> Swimming- Breaststroke Butterfly stroke		6	4	30	70	100
	PC-203	Team Games: Football, Netball, Volleyball, Handball (any two) (2x30=60) Racket Sports: Badminton/Table Tennis/Squash/Tennis(any one) (1x40=40)		6	4	30	70	100
Part- C Teaching Practices	TP-204	Class Room Teaching Practices		6	4	30	70	100
<b>Total</b>				<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>

### SEM III

Course Code		Course Title	Total hours	Credit	Internal Marks	External Marks	Total Marks	
Part-A Theoretical Course	Core Course	CC-301	Sports Training	4	4	30	70	100
		CC - 302	Computer Application in Physical Education and Sports Science.	4	4	30	70	100
		CC-303	Sports Psychology and Sociology in Physical Education and Sports.	4	4	30	70	100
	Elective	EC-301	Sports Medicine, Physiotherapy and Rehabilitation	4	4	30	70	100

	course (Any one)	EC-302	Curriculum Design					
Part-B Practical Course		PC-301	Combative Sports: (Any two) (50+50)	6	4	30	70	100
Part- C Teaching		TP-302	Teaching Practice: General	6	4	30	70	100
		TP-303	Sports Specialization- Coaching lesson plan within college	6	4	30	70	100
		TP-304	Teaching Practice: Yoga or Aerobics within college	6	4	30	70	100
<b>Total</b>				<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	<b>800</b>

#### SEM IV

	Course Code	Course Title	Total Hours	Credit	Internal Marks	External Marks	Total Marks	
Part-A Theoretical Course	Core Course	CC-401	Measurement and Evaluation in Physical Education	4	4	30	70	100
		CC-402	Kinesiology and Biomechanics	4	4	30	70	100
		CC-403	Research and Statistics Physical Education	4	4	30	70	100
	Elective Course (Any one)	EC-401	Theory of Sports and Games	4	4	30	70	100
		EC-402	Sports Management					
	PC-401	Games Specialization : Evaluation Performance Ability	6	4	30	70	100	

Part-B Practical Course	<b>PC-402</b>	Adventure activity/Out door activity: Camping/ Trekking/Hiking/ Rock-Climbing/ Artificial Climbing / Educational Tour etc. (50marks).	6	4	30	70	<b>100</b>
	<b>PC-403</b>	Team Games: Cricket, Basketball, Hockey, Softball, Baseball, Throw ball and Tenniko it (Any Two) 50 marks for each activity.	6	4	30	70	<b>100</b>
	<b>PC-404</b>	AAHPERD Youth Fitness Test(50 marks Evaluation on any two items) Standardized Skill Test (50 marks any one)	6	4	30	70	<b>100</b>
		<b>Total</b>	<b>40</b>	<b>32</b>	<b>240</b>	<b>560</b>	800
Grand Total (SEM1+2+3+4)			160	128	960	2240	3200

### ACADEMIC CALENDAR (2023-24)

MON TH	WEEK	ACADEMIC ACTIVITY	COVERAGE OF SYLLABUS	NO. OF WORKI NG DAYS	REMARK S, IF ANY
<b>Septe mber</b>	<b>1</b> ( 1.9 – 2.9.23)	Theory and Practical of B.Ed&B.P.Ed.SEM II Admission Process & Counselling , Hostel Admission for 2023-25 Session	Theory and Practical of B.Ed&B.P.Ed. SEM II & Admission for2023-25 Session	2	Sunday
<b>Septe mber</b>	<b>2</b> (3.9.22 - 9.9.23)	Theory and Practical of B.Ed & B.P.Ed. SEM II Admission Process going on, Staff Induction Programme	Theory and Practical of B.Ed & B.P.Ed. SEM II & Admission for 2023-25 Session, Staff Induction programe	5	Janmastami (6.9.23)
	<b>3</b> (10.9. – 16.9.23)	Theory and Practical of B.P.Ed. SEM II Internship of B.Ed SEM II	Theory and Practical and Internship	6	Sunday
	<b>4</b> (17.9 – 23.9.23 )	Do	Do	5	Biswakarm a Puja (18.9.23)
<b>Septe mber</b>	<b>5</b> (24.9 – 30.9.23)	Unit Test for B.Ed&B.P.Ed SEM II	Internal Evaluation	5	Fateha Dwaz Daham (28.9.23)
<b>Octob</b>	<b>6</b> (1.10. –	Student Orientation for B.Ed &	Orientation of B.Ed	5	Gandhi

<b>er</b>	7.10.23)	B.P.Eds SEM I of 2023-25, Examination of B.Ed & B.P.Ed SEM II	& B.P.Ed. SEM I, Evaluation of B.Ed & B.P.Ed SEM II		Jayanti** (2.10.23)
	<b>7</b> (8.10 – 14.10.23)	Theory and Practical of B.Ed & B.P.Ed. SEM I, Examination of B.Ed&B.P.Ed SEM II	Do	5	Mahalaya (14.10.23)
	<b>8</b> (15.10 – 21.10.23)	Theory and Practical of B.Ed & B.P.Ed. SEM I, Commencement of B.Ed&B.P.Ed SEM III classes	Theory and Practical of B.Ed & B.P.Ed. SEM I & SEM III	3	Puja Vacation (19.10, 20.10 & 21.10.23)
	<b>9</b> (22.10 – 28.10.23)	Puja vacation	Puja vacation	-	Puja vacation
<b>Octob er - Nove mber</b>	<b>10</b> (29.10 – 4.11.23)	Puja vacation	Puja vacation	-	Puja vacation
<b>Nove mber</b>	<b>11</b> (5.11. – 11.11.23)	Puja vacation	Puja vacation	-	Puja vacation
<b>Nove mber</b>	<b>12</b> (12.11 - 18.11.23)	Theory and Practical of B.Ed & B.P.Ed. SEM I & SEM III,	Theory and Practical of B.Ed & B.P.Ed. SEM I & SEM III,	2	13.11. - 16.11.23 (Puja Vacation)
	<b>13</b> (19.11 – 25.11.23)	Do	Do	5	21.11.23 (Jagadhatri Puja)
<b>Nove mber - Dece mber</b>	<b>14</b> (26.11. – 2.12.23)	Theory and Practical of B.Ed & B.P.Ed. SEM I, B.Ed. &B.P.Ed SEM-III Internship	Theory & Practical & Internship	5	27.11.23 (Guru Nana Birthday)
	<b>15</b> (3.12. – 9.12.23)	Do	Do	6	Sunday
	<b>16</b> ( 10.12. – 16.12.23)	Do	Do	6	Sunday
<b>Dece mber</b>	<b>17</b> ( 17.12. – 23.12.23)	Do	Do	5	23.12.23 (Bishnupur Festival)
	<b>18</b> ( 24.12. – 30.12.23)	B.P.Ed Annual Camp	Extension activities	-	Christmas day, Bishnupur Festival
	<b>19</b> ( 31.12.23. – 6.1.24)	Theory and Practical of B.Ed & B.P.Ed. SEM I, B.Ed. &Internship of B.Ed SEM- III and End of B.P.Ed SEM-III Internship	Theory & Practical & Internship	5	New year 2023 (1.1.24)
<b>Janua ry</b>	<b>20</b> ( 7.1.– 13.1.24)	Theory and Practical of B.Ed&B.P.Ed. SEM I and B.P.Ed SEM III, Internship of B.Ed SEM- III	Do	5	Birth day of Swami Vivekananda (12.1.24) **
	<b>21</b> (14.1.24. – 20.1.24)	Do	Do	4	15.1- 16.1.24 (Maker sankranti)

	<b>22</b> (21.1 – 27.1.24)	Do	Do	4	Netaji Jyanti** (23.1.24), Republic day** (26.1.24)
<b>January - February</b>	<b>23</b> (28.1 – 3.2.4)	Annual Excursion for B.Ed SEM I & B.P.Ed SEM III	Extension activities	6	Sunday
<b>February</b>	<b>24</b> (4.2 – 10.2.24)	Theory & Practical Classes of B.Ed and B.P.Ed, Annual Sports	Games activity	6	Sunday
<b>February</b>	<b>25</b> (11.2 – 17.2.24)	Theory and Practical B.Ed & B.P.Ed. SEM I, B.Ed. & B.P.Ed SEM-III Internship	Theory & Practical & Internship	4	Saraswati Puja (14.2, 15.2.24)
<b>February</b>	<b>26</b> (18.2 – 24.2.24)	Theory and Practical of B.Ed & B.P.Ed. SEM I, B.Ed. & B.P.Ed SEM-III Internship	Theory & Practical & Internship	6	Sunday
<b>March</b>	<b>27</b> (25.2 – 2.3.24)	Submission of Practicum and Assignments for B.Ed SEM I and SEM III	Do	5	SankatTari ni Puja (28.2.24)
	<b>28</b> (3.3 – 9.3.24)	Theory and Practical of B.Ed & B.P.Ed. SEM I, B.Ed. & B.P.Ed SEM-III Internship	Theory & Practical & Internship	4	Shibatarti (8.3.24& 9.3.24)
	<b>29</b> (10.3 – 16.3.24)	Theory and Practical of B.Ed&B.P.Ed. SEM I., Evaluation of B.Ed SEM III Internship	Theory & Practical of both B.Ed. &B.P.Ed, Evaluation of B.Ed Internship	6	Sunday
	<b>30</b> (17.3 – 23.3.24)	Theoretical Examination of B.Ed & B.P.Ed. SEM I	Evaluation for SEM I Students	6	Sunday
	<b>31</b> (24.3 – 30.3.24)	Do	Do	2	Doljatra (25.- 26.3.24), Good Friday, (29.3., 30.3.24)
<b>March - April</b>	<b>32</b> (31.3 – 6.4.24)	Theoretical Examination of B.Ed & B.P.Ed. SEM III	Evaluation for SEM III Students	5	Birthday of Harichand Thakur (6.4.24)
<b>April</b>	<b>33</b> (7.4 – 13.4.24)	Commencement of B.Ed and B.P.Ed SEM II and SEM IV classes	Theory & Practical of both B.Ed. &B.P.Ed	4	Id-UI-Fitar (11.4.24), ChaitraSan kranti (13.4.24)
	<b>34</b> (14.4 – 20.4.24)	Theory and Practical of B.Ed & B.P.Ed. SEM II and SEM IV	Theory & Practical of both B.Ed. &B.P.Ed	5	Bengali New Tear (14.4.24)
	<b>35</b> (21.4 – 27.4.24)	Do	Do	6	Sundays
<b>April - May</b>	<b>36</b> (28.4 – 4.5.24)	Do	Do	5	May Day (1.5.24)
<b>May</b>	<b>37</b> (5.5 – 11.5.24)	Do	Do	5	RabindraJa yanti



					** (8.5.24)
May	38 (12.5 – 18.5.24)	Do Blood donation Camp	Do Extension activities	6	Sundays
	39 (19.5 – 25.5.24)	Theory and Practical of B.Ed & B.P.Ed. SEM II and SEM IV	Theory & Practical of both B.Ed. & B.P.Ed	5	Birthday of Raghunath Murmu (23.5.24)
May - June	40 (26.5 – 1.6.24)	Do	Do	6	Sunday
June	41 (2.6 – 8.6.24)	Summer Recess		-	Sunday
June	42 (9.6 – 15.6.24)	Summer Recess		-	Sunday
	43 (16.6 – 22.6.24)	Summer Recess		-	Id-ud-Zoha (17.6.24)
	44 (23.6 – 29.6.24)	Theory & Practical of SEM II & SEM IV B.Ed. & B.P.Ed	Theory & Practical of both B.Ed. & B.P.Ed.	6	Sunday
June - July	45 (30.6 - 6.7.24)	Do	Do	6	Sunday
July	46 (7.7.- 13.7.24)	Do	Do	5	Rathjatra (7.7.24)
	47 (14.7.- 20.7.24)	Do	Do	4	Ultrath (15.7.24), Muhharam (17.7.24)
	48 (21.7.- 27.7.24)	Do	Do	6	Sunday
July-August	49 (28.7.- 3.8.24)	Submission of Assign& Practicum for B.Ed SEM II & SEM IV, Practical evaluation for B.P.Ed SEM IV	Evaluation of Practical	6	Sunday
August	50 (4.8.- 10.8.24)	Examination of B.Ed&B.P.Ed SEM IV	Evaluation of Final Year students	6	Sunday
	51 (11.8.- 17.8.23)	Do	Do	5	Independence Day (15.8.24)**
	52 (18.8.- 24.8.24)	Examination of B.Ed&B.P.Ed SEM II and Preparation for admission to 2024-26	Evaluation of Final Year students and admission process	5	RakhiBandhan (19.8.24)
	53 (25.8.- 31.8.24)	Do	Do	5	Janmastami (26.8.24)

**\*\* Days to be celebrated**

### **PHYSICAL FACILITIES**

An enclosure or group of buildings forming an activity area or occupancies is referred to as a Physical facility. Nikhil Banga Sikshan Sikshan has adequate physical infrastructure to fulfill the demand of the students of both B.Ed and B.P.Ed section.

**Library:** The college has a library with 19900 books, 7 Indian Educational Journals, 12 encyclopedia in the library. There is an adequate space for self - reading. Four books are issued to each B.Ed. and B.P.Ed. Students for 15 days. Each staff member can get 15 books for 90 days. The library has



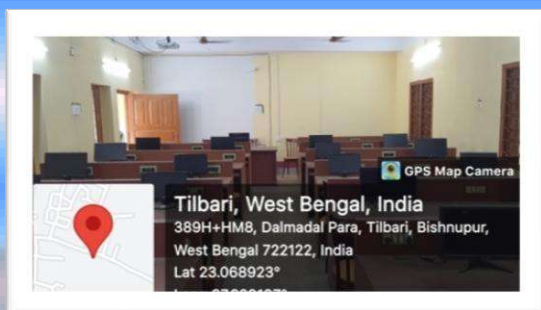
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West Bengal 722122, India  
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a 7 member in advisory committee which meets several times during every session. The library functions from

10.30AM to 5.30 PM hours on all working days including examination days. The reading room can accommodate 30 students at a time. Reference services and circulations are provided in the reading room where the students enhance their knowledge by reading books. Conducive environment for studies is created in the reading room.



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**ICT Resource Centre:** The primary aim of the ICT Resource Center is to improve the fundamental functions of education, research, and innovation by utilizing contemporary ICT resources and services for the benefit of the institution's personnel and students. For the purpose of fostering professional development, Nikhil Banga Sikshan Mahavidyalaya provides internet-connected ICT

services and support to both staff and students. The college has an 25 no of modern PCs with all the required software installed. The ICT resource of the Institute is equipped with Broadband connection with **150 mbps** speed. The entire campus is enabled with Wi-Fi.

**Physical Science Laboratory:** There are many advantages to having a scientific lab at an educational institution. It makes science more engaging for students and facilitates their understanding of challenging subjects by allowing them to participate in practical experiments and project work. Our Institute has Physical Science Laboratory having instruments for Physics and chemicals to conduct chemistry experiments.



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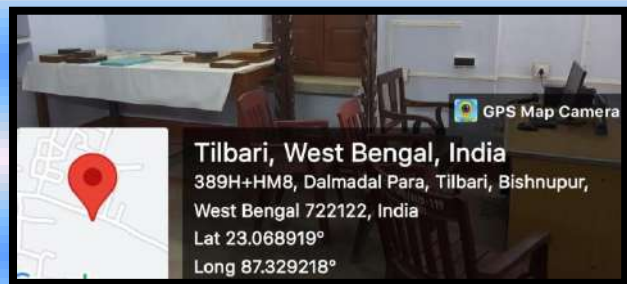
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**Life Science Laboratory:** Laboratory are critical for developing scientific abilities, improving comprehension of scientific ideas, and getting students ready for chances in further education and employment. Researchers gather in life sciences laboratories, often called life sciences facilities, to conduct research and uncover new information.

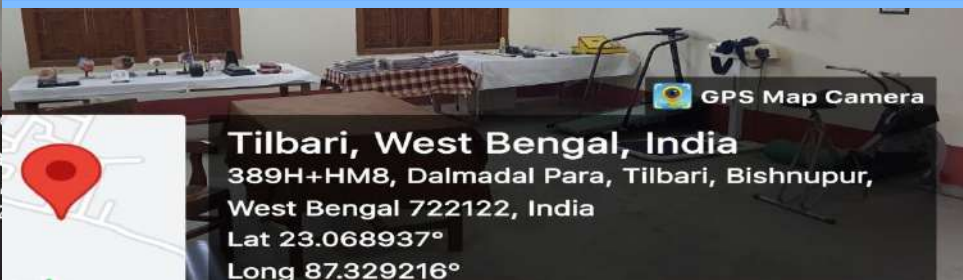
Modern equipment graces our facilities, which are connected to a network of some of the

most brilliant brains in the life sciences sector. Our life science laboratory is equipped with necessary instruments of higher secondary level to conduct experiments related with the curriculum.

**Psychology and Sport Psychology Lab:** In psychology, a laboratory experiment is a type of study where researchers modify one or more independent variables and then observe how those changes affect the dependent variable under carefully monitored circumstances. The psychology laboratory of our Institute is equipped with 30 no of psychological tests and some instruments to measure various psychological parameters.



**Human Performance laboratory :** Exercise science, nutrition, and wellness research are all carried out at the Human Performance Lab in addition to offering fitness and health testing services to the community. Discover more about testing for body composition. Department of Physical Education mainly maintains this laboratory. It is equipped with necessary instruments like Treadmills, bicycle, vibrators etc.



**Geography Laboratory :** Geography is a fascinating subject that requires practical experience to fully appreciate its nuances; it is not just about memorizing data from textbooks. Because of this, we have created a special environment where students may become engrossed in the social and physical sciences that are incorporated into this multidisciplinary subject, igniting their curiosity about geography.



**Gymnasium:** Engaging in regular physical activity can increase your endurance and muscle strength. Exercise improves the efficiency of your circulatory system and delivers nutrients and oxygen to your tissues. Additionally, you will have more energy to complete everyday tasks as your heart and lung health improves. Gymnasium enhances heart health, lubricates joints, preserves lean body mass and halts osteoporosis, increases muscular mass and tone, and makes muscles stronger, tighter, and more toned. Physical Education students made up the majority of users of this facility.



**Playground:** Playgrounds at college are crucial for encouraging play and teamwork. They give students a special place to play and learn. They can explore new things and strengthen their developmental skills while playing on a playground. Additionally, playgrounds give pupils a chance to work out during the daytime. Almost all the activities of the B.P.Ed department were performed in the playground.



**Auditorium:** An auditorium serves as a significant hub for a variety of purposes, including regular announcements and special events. All of these events share the common goal of ensuring that audiences or students can properly hear what is being spoken on stage. In our auditorium indoor games, cultural activities, etc were organized with 500 peoples.



**Hostels:** There are two recognized hostels in the campus for the students-one for the Ladies (**MAA SARADA CHATRINIBAS**) with accommodation for **50 students**; and the other for the Boys for B.P.Ed. students with accommodation for **100 students**. Regular cooking staffs are on the roll. Hostel Superintendent is the in-charge of administration of the hostels. The boarders are strictly to adhere to the rules of the College Hostels. The Hostel Employees are liable to cook and distribute food (within the time



frame). The entire messing process was conducted by the boarders.



## **HUMAN RESOURCES**

HR is essential to the creation, maintenance, and modification of an organization's culture. When people possess the necessary information, skills, and technology, they may optimize the utilization of nature to generate additional resources. That is the reason why people are regarded as unique and valuable resources.

### **Teaching staff:**

#### **B. Ed section**

<b>SI No</b>	<b>Name</b>	<b>Qualification</b>	<b>Designation</b>
1	Dr. Bhim Chandra Mondal	M. Sc. M.Ed. Ph.D.(Sc) Ph.D (Edu)	Principal
2	Dr. Diptiman Ghosh	M.A. M Ed M. Phil	Assistant Professor
3	Dr. Santanu Golui	MA, M.Ed. Ph.D.	Assistant Professor
4	Dr. Kalpataru Mondal	M.A., M.Ed., Ph.D.	Assistant Professor
5	Dr. Samit Kumar Das	M.Sc, B.Ed	Assistant Professor
6	Sri Lakhsmikanta Kar	M.A. (Edu), B Ed, M.Phil	SACT
7	Sri Arabinda Dey	M.A. M Ed	SACT
8	Sri Kalicharan Hembram	M.F.A	Assistant Professor (Contractual)
9	Mrs Susmita Mandal	M.A in Dance	Assistant Professor (Contractual)

#### **B.P.Ed section**

<b>SI No</b>	<b>Name</b>	<b>Qualification</b>	<b>Designation</b>
1	Dr. Nityananda Karmakar	M. P. Ed, M Phil, Ph. D	Assistant Professor
2	Dr. Bidya Roy	M.P.Ed, Ph.D	Assistant Professor
3	Sri Sanjay Bhunia	M.P.Ed	Assistant Professor

4	Sri Tarun Biswas	M.P.Ed	Assistant Professor
5	Dr. Susanta Jana	M.P.Ed, Ph.D	Assistant Professor
6	Dr. Sumanta Sarkar	M.P.Ed, Ph.D	Assistant Professor
7	Dr. Santinath Patra	M. P. Ed	SACT
8	Sri Subrata Kundu	M. P. Ed	SACT

### Library Section

SI No	Name	Qualification	Designation
1	Dr. Barun Chattopadhyay	M.A., M.Lib, Ph.D.	Librarian

### Non-Teaching (Permanent)

SI No	Name	Designation
1	Sri Krishnapada Kundu	Head Clerk
2	Sk Abul Kalam Azad	Lab attendant
3	Smt Anima Ghosh	Field worker
4	Sri Lalu Sardar	Guard
5	Sri Shyamal Lohar	Cook

### Non-Teaching (Temporary)

SI No	Name	Designation
1	Sri Sukanta Sinha	Ex. Head Clerk
2	Sri Swarup Aikait	Casual Staff
3	Sri Tarashankar Bhattacharyya	Casual Staff
4	Sri Arup Lohar	Casual Staff
5	Sri Sukumar Majhi	Cook (Casual)
6	Smt. Namita Lohar	Cook (Casual)

## PRACTICE TEACHING SCHOOLS

Sl No.	Name of the School	Type	Category	Distance from NBSM (KM)
1	Bishnupur High School	Govt. sponsored	Boys (BM)	1
2	Mission High School	Govt. sponsored	Boys (BM)	1
3	Jamunadas K. High School	Govt. sponsored	Co-Ed (BM)	3
4	Kritibas Mukherjee High School	Govt. sponsored	Co-Ed (BM)	2
5	Mahakuma High School	Govt. sponsored	Boys (BM)	3
6	Maniklal High School	Govt. sponsored	Co-Ed (BM)	4
7	Ramsagar High School	Govt. sponsored	Co-Ed (BM)	6
8	Joy Krishnapur High School	Govt. sponsored	Co-Ed (BM)	8
9	Morar High School	Govt. sponsored	Co-Ed (BM)	6
10	Bankadaha High School	Govt. sponsored	Co-Ed (BM)	8
11	Parimal Devi High School	Govt. sponsored	Girls (BM)	1
12	Shibdas Girls High School	Govt. sponsored	Girls (BM)	2

