

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
SUKANTA MAHAVIDYALAYA
Dhupguri, Jalpaiguri**

**YEAR END PERFORMANCE SELF-APPRAISAL REPORT OF TEACHERS
FOR THE ACADEMIC YEAR: 2020 – 2021**

1. General Information

a.	Name	Dr Palas Samanta
b.	Address (Residential)	61/D, Shantiniketan Pally, Parul, Ward No – 13, Arambagh, Hooghly, Pin – 712601, WB
c.	Address (Permanent)	61/D, Shantiniketan Pally, Parul, Ward No – 13, Arambagh, Hooghly, Pin – 712601, WB
d.	Cell number	8327220799
e.	Email address	samanta.palas2010@gmail.com
f.	Designation	Assistant Professor
g.	Department	Environmental Science
h.	Date of Birth	14/10/1987
i.	Area of Specialization (if MPhil or PhD holder)	Environmental Toxicology
j.	Date of appointment in this institution	24/09/2019
k.	Awards/Recognition (in reverse chronological order)	<ol style="list-style-type: none"> 1. International Scientist Awards 2021, VD Good Technology Factory 2. BK21 Plus Fellow, Korea University, 2015-18 3. PhD Award in Environmental Science, The University of Burdwan 4. Senior Research Fellow, DST-INSPIRE Fellowship Program, 2013-2015 5. Junior Research Fellow, DST-INSPIRE Fellowship Program, 2011-2013 6. Qualified UGC–NET (Environmental Science) for Lectureship, June 2012 7. University Gold Medalist, the University of Burdwan, 2011 8. First Class First in <i>M.Sc. in Environmental Science</i>, the University of Burdwan 9. First Class First in <i>B.Sc. (H) in Environmental Science</i>, the University of Burdwan 10. Post-Graduate Merit-cum-Means Scholarship, GoWB, 2008-2010

2. Teaching

a. Classes taught in the year concluded:

Class	Assigned per Week (Lecture/ Practical)
i) U.G. (B.A./B.Sc.)	L: 16 P: 00
ii) Any other	NA

b. Total leave taken from 1 January 2020 to 31 December, 2020 (academic calendar)

Casual leave	03 days	Medical leave	00 days
Duty leave	01 days	Loss of pay leave	00 days
Commutated leave	00 days	Maternity leave	00 days
Half-pay leave	00 days	Others (specify)	00 days
Study leave	00 days		

c. Explain briefly how you planned your teaching for the year, mentioning a few reading lists provided to students (especially books/articles outside compulsory reading):

I have followed the departmental Academic Calendar to execute the assigned duties like syllabus completion, project work completion, etc.

Reading list:

1. Environmental Science — S. C. Santra, New Central Book Agency.
2. Ecology and Environment: P.D. Sharma., Rastogi Publication
3. Textbook of Environmental Studies: Erach Bharucha; University Grants Commission; University Press 2013
4. Fundamental of Ecology, E.P. Odum, W.B. Saunders Company, USA.
5. *Environmental Noise Pollution and Its Control*, Chhatwal, Mehra Katyal, Satake Katyal, Nagahiro, Anmol Publications (Pvt.) Ltd., New Delhi.
6. *Understanding environmental pollution*, Marquita K. Hill, Cambridge University Press, 1997.

d. Details of participation (University/College) in the following:

i. Internal Evaluation

Yes, project work assignment.

ii. Paper Setting

Yes.

1. vide letter no. 15/B/CE-2021, Dt. 02/02/2021
2. vide letter no. 691/A/CE-2021, Dt. 19/03/2021
3. vide letter no. 919/A/CE-2021, Dt. 06/05/2021
4. vide letter no. VU/CE/UG/PS/IV Sem CBCS Major Exam./Agr.Serv.-3/2021, Dt. 22/06/2021
5. vide letter no. 7582/SKBU/CE/UG Semester Paper-Setter/21, Dt. 25/06/2021

iii. Assessment of Home assignments

NA

iv. Conduct of Examinations

Yes.

1. NBU UG 1st, 3rd and 5th Semester Examination, 2020
2. U. G. BA Part-III (General) Examinations, 2020

v. Evaluation of Answer Script, etc.

Yes.

U. G. BA Part-III (General) Examinations, 2020

3. Details of Innovations in / Contribution to Teaching, during the year:

a. Design of curriculum:

NA

b. Teaching methods:

Traditional Method, PPT

c. Laboratory experiments:

NA

d. Preparation of resource material including books, reading materials, laboratory manuals etc.

Prepared study materials uploaded in the college website.

e. Remedial Teaching / Student Counseling (academic)

NA

f. Any other

NA

4. Improvement of Professional Competence:

Details regarding **refresher courses/orientation attended, participation in summer schools, workshops, symposia**, etc., including **Open University courses/ M.Phil., Ph.D.** during the academic year 2020-21:

No	Item details	Sponsoring agency	Place and date
1	Online Training: National Intellectual Property Awareness Mission	Intellectual Property Office, GoI	December 3, 2021
2	Online Training: Media and Disaster Management	NIDM, Ministry of Home Affairs, GoI	August 19 to 21, 2020
3	Online Workshop: Significance and Application of ICT in Teaching Learning Process	Vikrant Institute of Technology and Management, India	August 19, 2020
4	Online Workshop: COVID-19: RT-PCR Diagnostics & Therapeutics	University of Kalyani and CoM-JNM Hospital, WB	August 5 to 7, 2020
5	Online Workshop: Ethics in Research and Scholarly Publication	Rani Channamma University, Karnataka, India	August 4-8, 2020
6	Online Workshop: NAAC: Seven Assessment Criteria for Accreditation	Govt. Post Graduate College, UP, India	August 2 to 8, 2020
7	Online Training: National Capacity Building Training on Marine Biodiversity and its Conservation	PG and Research Department of Zoology, Dr. Ambedkar Govt. Arts College, Tamilnadu	July 29 to 31, 2020
8	Online Training: One Week Online GIS Training on Basics of GIS	by WWF India, ENVIS Resource Partner under Ministry of Environment, Forest and Climate Change, GoI	July 27 to August 1, 2020
9	Online Training: Environmental Impacts of COVID-19 Pandemic: Challenges and Remedies Through	Dept. of Applied Science, Poornima Institute of	July 27 to 31, 2020

	Science & Engineering	Engineering & Technology Jaipur	
10	Online Workshop: Easy Implementation of LMS in Your Institutions	Skill to Hire, India	July 25 to 26, 2020
11	Online Workshop: Research Patent & Development of Industry-Academia Collaborations	IQAC, University of Science & Technology Meghalaya	July 23, 2020
12	Online Workshop: Introduction to Web Development	IQAC, Surya Sen Mahavidyalaya and Skill to Hire, WB, India	July 17 to 19, 2020
13	Online Workshop: Research Methodology in Social Sciences	Siddhinath Mahavidyalaya and Pailan College of Education, WB, India	July 16 to 22, 2020
14	Online Workshop: Curriculum Design & Evaluation Process in Higher Education as per CBCS	IQAC, University of Science & Technology Meghalaya	July 14 & 15, 2020
15	Online International Faculty Development Program: <i>Technology and Skill Development in Higher Education</i>	Social Science & Management Welfare Association & Radiant Group of Institution, India	July 18 to 20, 2020
16	Online Faculty Development Program: <i>Current Environmental Impacts & Sustainable Research Solutions</i>	Dept. of Biotechnology and Biochemical Engineering, Sree Buddha College of Engineering, Kerala	July 21 to 28, 2020
17	Online International Faculty Development Program: <i>Gender Sensitization</i>	Barabazar Bikram Tudu Memorial College Purulia	July 25 to 31, 2020
18	Online Faculty Development Program: <i>Bioresources</i>	K.R. College of Arts & Science, Tamil Nadu	July 30 to August 1, 2020
19	Online Faculty Development Program: <i>The Role of a Teacher in Nation Building</i>	Keshav Memorial Institute of Commerce and Sciences, Telangana	August 3 to 9, 2020
20	Online State Level Faculty Development Program: <i>Quality Sustenance and Enhancement Parameters – NAAC and NIRF Ranking Framework</i>	Marudhar Kesari Jain College for Women, India	August 6 & 7, 2020
21	Online National Faculty Development Program: <i>E-Contents and ICT Tools</i>	Roorkee College of Management &	August 8 to 14, 2020

	<i>for Innovative and Effective Teaching & Learning Process</i>	Computer Applications, Uttarakhand, India	
22	Online National Faculty Development Program: <i>Online Teaching Tools</i>	Rajah Serfoji Government College, Tamilnadu, India	August 18, 2020
23	Online International Faculty Development Program cum Workshop: <i>Sustainable Environmental Engineering Practices (SEEP 2020)</i>	National Institute of Technology Rourkela, India	September 21 to 25, 2020
24	Online National Faculty Development Program: <i>Research Methodology</i>	Kamala Nehru Mahavidyalaya, India	April 26 to May 1, 2021
25	Online National Faculty Development Program: <i>ICT Tools for Effective Teaching Learning</i>	Kamala Nehru Mahavidyalaya, India	June 8 to 10, 2021
26	UGC-Sponsored '45 th Faculty Induction Program Conducted Online	UGC-HRDC, Punjabi University, India	October 3 to 31, 2020

5. Research Contributions:

a. Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil	NA	NA	NA
Ph.D.	NA	NA	NA

b. NUMBER of books/ research papers published/ presented at seminars/ conferences, etc., (Calendar Year, January to December, 2020)

Particulars	International	National	Stat e/ Local	Impact factor
Peer reviewed journals	Yes, 5			
	1. https://doi.org/10.1016/j.ecoeny.2020.110209	-	-	1. IF – 7.129
	2. https://doi.org/10.1016/j.et	-	-	2. IF – 5.785

	ap.2020.103490 3. https://doi.org/10.1016/j.enpol.2020.114432 4. https://dx.doi.org/10.1021/acsomega.0c04603 5. <i>Disaster & Development</i>	-	-	3. IF – 9.988 4. IF – 4.132 5. IF - 0
Non-reviewed journals	NA	NA	NA	NA
E-journals	NA	NA	NA	NA
Conference proceedings	NA	NA	NA	NA
Books with ISBN	NA	NA	NA	NA
Books without ISBN	NA	NA	NA	NA
Chapters in books with ISBN	Yes, 2 1. <i>NOVA Science Publishers, Inc</i> 2. <i>New Delhi Publishers</i>	-	-	NA NA

c. Research projects (Financial year, April 2020 to March 2021)

Title of the Project	Name of the funding agency	Duration
NA	NA	NA

d. Details of Seminars, Conferences, Symposia participation during the year:

1. Attended “ <i>International Conference on Biotechnology for Sustainable Agriculture, Environment and Health (BASEH-2021)</i> ” held on April 4 to 8, 2021, at Rajasthan, India organized by Birla Institute of Scientific Research 2. Attended “ <i>International E-Conference on Bioprospecting (ICONBIO)</i> ” held on January 29 & 30, 2021, at Tiruvannamalai, Tamilnadu, India organized by Arunai Engineering College 3. Attended “ <i>4th World Clean environment Summit 2020</i> ” held on December 22 to 24, 2020, Kolkata, West Bengal, India organized by Barrackpore Rastraguru Surendranath College

4. Attended “*4th International Conference (Webinar) on “Mother Earth: Save it to Achieve a Sustainable Future for All”*” held on August 27 to 29, 2020 at Burdwan, India organized by The University of Burdwan
5. Attended “*National Web Conference on “Challenges and Opportunities in Life Science for Self-Sustaining Life Security”*” held on August 19 & 20, 2020 at AKS University, Madhya Pradesh
6. Attended “*National Web Conference on “Plastic and E-waste Management: A Challenge to Clean Environment”*” held on August 13 & 14, 2020 at AKS University, Madhya Pradesh
7. Attended “*International Web Conference on “Innovative Technologies, Entrepreneurship Avenues, Livelihood Enhancement in Sustainable Management of Animal Farming”*” held on August 3 & 4, 2020 at Dr. Ambedkar Government Arts College, Tamilnadu
8. Attended “*National Conference on Socio-Economic Challenges & Possibility of Rural, Agriculture, Biodiversity, Environment, Tourism & Sustainable Resource Management Development*” held on August 1, 2020 organized by Social Science & Management Welfare Association & Radiant Group of Institution, Jabalpur & Vikramaditya College RDVV University, Jabalpur (M.P.) India
9. Attended “*National Conference on Entrepreneurship Development: Challenges & Possibilities*” held on August 1, 2020 organized by Social Science & Management Welfare Association & Radiant Group of Institution, Jabalpur & Vikramaditya College RDVV University, Jabalpur (M.P.) India

e. Membership of Professional Bodies, Editorship of Journals, etc., during the year:

1. Life Member of the ‘Electron Microscopy Society of India (LM-1738)’
2. Life Member of the ‘The Biotech Research Society, India (BRSI LM 2410)’
3. Editorial Member: Journal of Ecology and Toxicology, Omics;
4. Editorial Member: Journal of Nephrology Forecast, Science Forecast;
5. Editorial Member: Advances in Clinical Toxicology, Medwin; **ISSN: 2577-4328**
6. Editorial Member: World Journal of Aquaculture Research & Development, Medtext; **ISSN: 2688-5581**

6. Extension Work/Community Service

Please give a short account of your contribution, during the year, to:

- a. Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

NA

- b. Electoral Literacy

NA

- c. Positions held/leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity:

NA

7. Participation in Institutional Activities/Corporate Life:

Please give a short account of your contribution, during the year, to:

- a. College/University/Institution:

1. **Nodal Officer** of West Bengal Students' Credit Card (WBSCC) scheme appointed by Sukanta Mahavidyalaya (vide letter no. 2021/SMV/84(A), Dt. 08/06/2021)
2. Invited as **Resource Person** and delivered talk on "Almix-Induced Histochemical Alterations in Intestine and Stomach of Three Indian Teleostean Fishes" in the National Conference on Environment & Energy Materials (NCEEM 2020) organized by Sharda University, Uttar Pradesh held on June 27 & 28, 2020

- b. Co-curricular activities:

Admission Committee Member, Routine Committee Member, Green Audit Committee Convener

- c. Enrichment of campus life (hostels, sports, games, cultural activities, etc):

NA

- d. Students' welfare and discipline:

NA

- e. Membership/Participation in Bodies/Committees:

1. Life Member of the 'Electron Microscopy Society of India (LM-1738)'
2. Life Member of the 'The Biotech Research Society, India (BRSI LM 2410)'

8. Assessment

Steps taken by you, during the year, for the evaluation of the course programme taught:

We have calculated the PO-CO attainment at the end of semester based on the University results.

9. General Data

Give a brief assessment of your performance during the year, indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement:

- (a) Achievements: International Scientist Awards 2021, VD Good Technology Factory
- (b) Difficulties faced: Not applicable
- (c) Suggestions for improvement: Implementation of Core Courses in Environmental Science

10. I hereby declare that the information given above is true to the best of my knowledge and belief.

Date: 15/07/2021



(Name and Signature of the Teacher with date) (If you have a scanned image of your signature, please paste that here; if not just write your name)

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
SUKANTA MAHAVIDYALAYA
Dhupguri, Jalpaiguri**

**YEAR END PERFORMANCE SELF-APPRAISAL REPORT OF TEACHERS
FOR THE ACADEMIC YEAR: 2021 – 2022**

1. General Information

a.	Name	Dr. Tridib Mondal
b.	Address (Residential)	Ward No. 3, Trilak Chandra Lane, Dhupguri, Jalpaiguri, WB, 735210
c.	Address(Permanent)	South Kamrangu, Jhorehat, Sankrail, Howrah, West Bengal, 711302
d.	Cell number	8584037094
e.	Email address	tridib.mondal@gmail.com
f.	Designation	Assistant Professor
g.	Department	Department of Chemistry
h.	Date of Birth	11/11/1985
i.	Area of Specialization (if MPhil or PhD holder)	PhD in Physical Chemistry
j.	Date of appointment in this institution	03/08/2020
k.	Awards/Recognition (in reverse chronological order)	Dean Faculty Fellowship, Weizmann Institute of Science (2016) NET (2007)

2. Teaching

a. Classes taught in the year concluded:

Class	Assigned per Week (Lecture/ Practical)
i) U.G.: B.Sc.	L: 9 P: 8
ii) Any other	Nil

b. Total leave taken from 1 January 2021 to 31 December, 2021 (academic calendar)

Casual leave	6 days	Medical leave	0 days
Duty leave	0 days	Loss of pay leave	0 days

Commuted leave	0 days	Maternity leave	0 days
Half-pay leave	0 days	Others (specify)	0 days
Study leave	0 days		

- c. Explain briefly how you planned your teaching for the year, mentioning a few reading lists provided to students (especially books/articles outside compulsory reading):

Various study materials and youtube video clip links are provided related to theory and practical provided to the student.

- d. Details of participation (University/College) in the following:

i. Internal Evaluation

Various internal exam are conducted during the academic year.

ii. Paper Setting

There question are set during this academic year

Appointment letter: 18/PS/NB-1/Prog/CE-21(35), Subject: Organic Chemistry, Date: 15.12.2021

Appointment letter: 15/PS/NB-2/Che/CE-22(23), Subject: Organic Chemistry, Date: 26.03.2022

Appointment letter: C/23/PS/NB-4/Che/CE-22(23), Subject: Organic Chemistry, Date: 26.03.2022

iii. Assessment of Home assignments

Various home assignments are given to the student.

iv. Conduct of Examinations

23 numbers and total 61.5 hour of exam duty has been performed in this academic year.

v. Evaluation of Answer Script, etc.

Two times paper are evaluated in this academic year

Date: 27.07.2021, Semester: SEM II, IV & VI

Date: 22.02.2022, Semester: SEM V

3. Details of Innovations in / Contribution to Teaching, during the year:

a. Design of curriculum:

Nil

b. Teaching methods:

Online platform and various video links are used

c. Laboratory experiments:

Journal experimental techniques and various experimental video used during practical.

d. Preparation of resource material including books, reading materials, laboratory manuals etc.

Nil

e. Remedial Teaching / Student Counseling (academic)

Some remedial classes are taken after completion of courses.

f. Any other

Nil

4. Improvement of Professional Competence:

Details regarding **refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia** etc., including **Open University courses/ M.Phil., Ph.D.** during the academic year 2021-22:

No	Item details	Sponsoring agency	Place and date
1	RC: Recent Advancement in Science and Technology	University of North Bengal	Online mode 15/02/2022 - 28/02/2022
2			
3			
4			
5			

5. Research Contributions:

a. Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil	Nil	Nil	Nil
Ph.D.	Nil	Nil	Nil

b. NUMBER of books/ research papers published/ presented at seminars/ conferences etc, (Calendar Year, January to December, 2021)

Particulars	International	National	State/ Local	Impact factor
Peer reviewed journals	The journal of physical chemistry letters			6.88
	The Journal of Physical Chemistry B			3.466
Non-reviewed journals				
E-journals				
Conference proceedings				
Books with ISBN				
Books without ISBN				
Chapters in books with ISBN				

c. Research projects (Financial year, April 2021 to March 2022)

Title of the Project	Name of the funding agency	Duration
Nil	Nil	Nil

d. Details of Seminars, Conferences, Symposia participation during the year:

Nil

e. Membership of Professional Bodies, Editorship of Journals etc, during the year:

Nil

6. Extension Work/Community Service

Please give a short account of your contribution, during the year, to:

- a. Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

Nil

- b. Electoral Literacy

Nil

- c. Positions held/ leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity:

Nil

7. Participation in Institutional Activities/Corporate Life:

Please give a short account of your contribution, during the year, to:

- a. College/University/Institution:

Members in PCB (weather monitoring) installation in the college campus

- b. Co-curricular activities:

Nil

- c. Enrichment of campus life (hostels, sports, games, cultural activities, etc):

Nil

- d. Students' welfare and discipline:

Nil

- e. Membership/Participation in Bodies/Committees:

Green Audit Committee, Anti Women Harassment Cell Committee, Library Committee

8. Assessment

Steps taken by you, during the year, for the evaluation of the course programme taught:

Taken various exam through online mode and offline mode.

9. General Data

Give a brief assessment of your performance during the year, indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement:

Nil

10.1 hereby declare that the information given above is true to the best of my knowledge and belief.

Tridib Mondal
20/07/22

(Name and Signature of the Teacher with date) (If you have a scanned image of your signature, please paste that here; if not just write your name)

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
SUKANTA MAHAVIDYALAYA
Dhupguri, Jalpaiguri**

**YEAR END PERFORMANCE SELF-APPRAISAL REPORT OF TEACHERS
FOR THE ACADEMIC YEAR: 2019 – 2020**

1. General Information

a.	Name	RANJAN KUMAR DAS
b.	Address (Residential)	Satsang Para, Ward No- 11, Dhupguri
c.	Address(Permanent)	Vill+ P.O.- Toryal, Uttar Dinajpur
d.	Cell number	8617700899
e.	Email address	smvranjan11@gmail.com
f.	Designation	Assistant Professor
g.	Department	Political Science
h.	Date of Birth	11.07.19179
i.	Area of Specialization (if M.Phil or Ph.D holder)	
j.	Date of appointment in this institution	09.04.2010
k.	Awards/Recognition (in reverse chronological order)	

2. Teaching

a. Classes taught in the year concluded:

Class	Assigned per Week (Lecture/ Practical)
i) U.G. (B.A./B.Sc.)	L: 16 P:
ii) Any other	P.G. Classes at R.B.U. Study Centre of the college

b. Total leave taken from 1 January 2019 to 31 December, 2019 (academic calendar)

Casual leave	15 days	Medical leave	0 days
Duty leave	15 days	Loss of pay leave	0 days
Commutated leave	0 days	Maternity leave	0 days
Half-pay leave	0 days	Others	days
Study leave	0 days		

- c. Explain briefly how you planned your teaching for the year, mentioning a few reading lists provided to students (especially books/articles outside compulsory reading):

As per Class Routine and Course allotment under CBCS mode, I prepare myself before delivery of my lectures

- d. Details of participation (University/College) in the following:

- i. Internal Evaluation

Unit Test answer scripts evaluated

- ii. Paper Setting

Paper-setter: 3rd Semester- 3/PS/NB/Sem-III/GE/CE-19(20)

Paper-setter: 1st - 3/PS/NB/Sem-I/GE/CE-19(20)

- iii. Assessment of Home assignments

- iv. Conduct of Examinations

Perform duties as Invigilators of Unit Test and University Examination under CBCS mode

- v. Evaluation of Answer Script, etc.

Examiner: 1079/B/CE-2019

Examiner: 5934/A/CE-2019

3. Details of Innovations in / Contribution to Teaching, during the year:

- a. Design of curriculum:

- b. Teaching methods:

Lecture Method and Power Point Presentation, Students Seminar, Invited Lecture

c. Laboratory experiments:

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d. Preparation of resource material including books, reading materials, laboratory manuals etc.

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e. Remedial Teaching / Student Counseling (academic)

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f. Any other

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4. Improvement of Professional Competence:

Details regarding **refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia** etc., including **Open University courses/ M.Phil., Ph.D.** during the academic year 2019-20:

No	Item details	Sponsoring agency	Place and date
1	NSS Orientation Programme		7/7/19 to 13/7/19
2			
3			
4			
5			

5. Research Contributions:

a. Number of students (M.Phil./ Ph.D.)

At the beginning of the year	Registered during the year	Completed during the year
M.Phil		
Ph.D.		

b. **NUMBER** of **books/ research papers published/ presented at seminars/ conferences** etc, (Calendar Year, January to December, 2019)

Particulars	International	National	State/ Local	Impact factor

Peer reviewed journals				
Non-reviewed journals				
E-journals				
Conference proceedings				
Books with ISBN		National		
Books without ISBN				
Chapters in books with ISBN		National		

c. Research projects (Financial year, April 2019 to March 2020)

Title of the Project	Name of the funding agency	Duration

d. Details of Seminars, Conferences, Symposia participation during the year:

2

e. Membership of Professional Bodies, Editorship of Journals etc, during the year:

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6. Extension Work/Community Service

Please give a short account of your contribution, during the year, to:

- a.** Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

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- b.** Electoral Literacy

--

- c.** Positions held/ leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity:

Programme Officer of NSS Unit-III

7. Participation in Institutional Activities/Corporate Life:

Please give a short account of your contribution, during the year, to:

a. College/University/Institution:

b. Co-curricular activities:

c. Enrichment of campus life (hostels, sports, games, cultural activities, etc):

Member of Disciplinary Committee of Inter- state Sports and Games

d. Students' welfare and discipline:

e. Membership/Participation in Bodies/Committees:

G.B. Member, Member of Routine Sub- Library Committee

8. Assessment

Steps taken by you, during the year, for the evaluation of the course programme taught:

9. General Data

Give a brief assessment of your performance during the year, indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement:

10. I hereby declare that the information given above is true to the best of my knowledge and belief.

Ranjana Kumar Das

(Name and Signature of the Teacher with date) (If you have a scanned image of your signature, please paste that here; if not just write your name)

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
SUKANTA MAHAVIDYALAYA
Dhupguri, Jalpaiguri**

**YEAR END PERFORMANCE SELF-APPRAISAL REPORT OF TEACHERS
FOR THE ACADEMIC YEAR: 2018– 2019**

1. General Information

a.	Name	Dhiman Chakraborty
b.	Address (Residential)	Uttar Baman Para, Word no. 20, P.O-Kharia, Dist. Jalpaiguri, Pin. 735102
c.	Address(Permanent)	Uttar Baman Para, Word no. 20, P.O-Kharia, Dist. Jalpaiguri, Pin. 735102
d.	Cell number	9475915023
e.	Email address	contactgundu03@gmail.com
f.	Designation	Govt. Approved Part Time Teacher
g.	Department	English
h.	Date of Birth	03.07.1985
i.	Area of Specialization (if MPhil or PhD holder)	North East Indian English Literature
j.	Date of appointment in this institution	01.12.2009
k.	Awards/Recognition (in reverse chronological order)	N.A.

2. Teaching

a. Classes taught in the year concluded:

Class	Assigned per Week (Lecture/ Practical)
i) U.G. (B.A./B.Sc.) B.A.	L:11 P:
ii) Any other N.A	

b. Total leave taken from 1 January 2018 to 31 December, 2019 (academic calendar)

Casual leave	14 days	Medical leave	N.A days
Duty leave	NIL days	Loss of pay leave	NIL days

Commuted leave	NIL days	Maternity leave	N.Adays
Half-pay leave	NILdays	Others (specify)	NILdays
Study leave	NIL days		

- c. Explain briefly how you planned your teaching for the year, mentioning a few reading lists provided to students (especially books/articles outside compulsory reading):

Planning for a year-long curriculum on the British Victorian Age would involve several stages, starting from understanding the curriculum and student needs, setting learning objectives, selecting appropriate teaching methods, and finally, choosing a range of reading materials. Here's a brief overview:

Understanding the Curriculum and Student Needs: Firstly, it's important to understand the curriculum requirements, course objectives, and students' prior knowledge and skills. I'd conduct a preliminary survey or discussion to gauge students' interest in and understanding of the Victorian era.

Setting Learning Objectives: Based on the curriculum and student needs, I'd set clear, achievable learning objectives for the year. These might include understanding the historical and cultural context of the Victorian Age, analysing key themes and styles in Victorian literature, comparing different authors, and developing critical reading and writing skills.

Selecting Teaching Methods: I'd choose a mix of teaching methods to engage students and cater to different learning styles. This could include lectures, class discussions, group work, research projects, and creative assignments.

Choosing Reading Materials: In terms of reading materials, I'd choose a mix of compulsory texts and additional readings. Here's a potential reading list:

Compulsory Texts:

- "Middlemarch" by George Eliot
- "Great Expectations" and "A Tale of Two Cities" by Charles Dickens
- "Wuthering Heights" by Emily Bronte
- "Jane Eyre" by Charlotte Bronte
- "The Importance of Being Earnest" by Oscar Wilde

Additional Readings:

- "The Victorian Age in Literature" by G.K. Chesterton provides a broad overview of the period.
- "The Moonstone" by Wilkie Collins, considered one of the first detective novels.
- "The Picture of Dorian Gray" by Oscar Wilde for a different perspective on Wilde's work.
- "The Woman in White" by Wilkie Collins, another key work in the development of the mystery genre.
- "Victorian Poets" edited by Robert Aris Willmott – a collection of poetry from the era.

Finally, I'd create a detailed lesson plan for each week or unit, outlining the specific objectives, reading assignments, and activities for each class. I'd also plan for regular assessments and feedback sessions to track student progress and adjust the plan as needed.

d. Details of participation (University/College) in the following:

i. Internal Evaluation

YES

ii. Paper Setting

NIL

iii. Assessment of Home assignments

YES

iv. Conduct of Examinations

NIL

v. Evaluation of Answer Script, etc.

NIL

3. Details of Innovations in / Contribution to Teaching, during the year:

a. Design of curriculum:

Designing a curriculum for the British Victorian Age requires understanding the historical, cultural, and literary context of the era. The Victorian Age, which spans the reign of Queen Victoria from 1837 to 1901, was a time of significant social, economic, and cultural change. It was marked by industrialization, urbanization, and the expansion of the British Empire, as well as major developments in literature and the arts. Here's a suggested curriculum design:

Unit 1: Introduction and Historical Context

- Overview of the British Victorian Age, including key historical events and societal changes.
- Discussion of the impact of industrialization, urbanization, and imperialism on society and literature.

Unit 2: Victorian Poetry

- Introduction to Victorian poetry and its themes.
- Study of major poets such as Alfred Lord Tennyson, Robert Browning, and Christina Rossetti.
- Analysis of key poems and exploration of their themes, styles, and cultural context.

Unit 3: Victorian Novel

- Examination of the development of the Victorian novel, including its themes, styles, and structures.
- Study of major novelists such as Charles Dickens, George Eliot, Thomas Hardy, and the Bronte sisters.
- Detailed reading and analysis of selected novels.

Unit 4: Victorian Drama

- Exploration of Victorian drama, including its themes and styles.
- Study of major playwrights such as Oscar Wilde.
- Reading and analysis of key plays, such as "The Importance of Being Earnest."

Unit 5: Victorian Society and Culture

- Examination of Victorian society and culture, including gender roles, class structure, and attitudes toward science, religion, and morality.
- Discussion of how these societal aspects are reflected in Victorian literature.

Unit 6: Victorian Literature and the Empire

- Study of the representation of the British Empire and colonialism in Victorian literature.
- Examination of works by authors from the colonies or that represent colonial experiences.

Unit 7: The End of the Victorian Era and Transition to Modernism

- Discussion of the end of the Victorian era and the transition to modernism.
- Examination of late Victorian authors and how their works anticipate modernist themes and styles.

Unit 8: Review and Assessment

- Review of the key themes, authors, and works studied during the course.
- Final assessment, such as an essay or project, that allows students to demonstrate their understanding of Victorian literature and its context.

Remember, this is a suggested curriculum and can be adapted based on specific course goals, available resources, and student needs.

b. Teaching methods:

Teaching the British Victorian Age requires a mix of different methods to engage students, enhance understanding, and develop critical thinking skills.

Here are some teaching strategies that can be effective:

1. **Lecture and Discussion:** Lectures are useful for providing historical context, introducing key literary works and authors, and explaining complex ideas or themes. However, to ensure active learning, it's important to incorporate discussions where students can ask questions, share their interpretations, and engage with their peers.
2. **Close Reading:** Close reading involves careful, focused analysis of a text. This could involve examining a poem line by line, dissecting a paragraph from a novel, or analysing a scene from a play. This method helps students understand how authors use language, structure, and literary devices to convey meaning.
3. **Group Work:** Group work encourages collaboration and allows for a deeper or broader exploration of topics. For example, students could work in groups to research different Victorian authors, discuss a complex theme, or perform a scene from a Victorian play.

4. **Comparative Analysis:** By comparing different texts or authors, students can better understand the diversity within Victorian literature. For instance, students might compare how Charles Dickens and Elizabeth Gaskell portray industrialization or how different poets approach the theme of love.
 5. **Creative Assignments:** Creative assignments can engage students and allow them to connect with Victorian literature in a personal way. For instance, students could write a Victorian-style sonnet, create a visual representation of a Victorian novel, or write a diary entry from the perspective of a Victorian character.
 6. **Research Projects:** Research projects can help students develop important skills and deepen their understanding of specific topics. For example, students could research the role of women in Victorian society, the influence of imperialism on Victorian literature, or the life and works of a specific author.
 7. **Use of Multimedia:** Films, documentaries, and online resources can complement traditional teaching methods and bring the Victorian era to life. For example, students could watch a film adaptation of a Victorian novel or a documentary about the Victorian era.
 8. **Field Trips:** If feasible, visits to local museums, historic sites, or performances can provide valuable experiential learning opportunities.
- Remember, effective teaching involves adapting methods based on the needs and interests of your students. Regular assessments and feedback are also important to ensure that students are meeting the learning objectives.

c. Laboratory experiments:

A laboratory setting is typically associated with scientific experiments, such as those in biology, chemistry, or physics. However, when studying literature or history such as the British Victorian Age, the concept of a "lab" can be adapted to mean a space for active, experiential learning.

In the context of the British Victorian Age, here are some experimental activities that could be conducted:

1. **Historical "Forensics":** This could involve analyzing primary source documents from the Victorian era, such as letters, diaries, newspapers, or legal documents. Students can act as "historical detectives," using these

documents to draw conclusions about Victorian society, culture, or specific events.

2. **Textual Analysis:** Similar to a science lab where students might dissect a frog to understand its anatomy, students can "dissect" a Victorian novel, poem, or play to understand its structure, themes, and language. This might involve close reading, annotation, or the use of digital tools for text analysis.
3. **Creative Writing Workshop:** In a creative writing "lab," students can experiment with writing in the style of a Victorian author or genre. For example, they might write a sonnet in the style of Elizabeth Barrett Browning, a ghost story in the style of M.R. James, or a social novel in the style of Charles Dickens.
4. **Role-Playing or Simulations:** Students could participate in role-playing activities or simulations to better understand Victorian society. For instance, they might act out a scene from a Victorian novel, simulate a Victorian-era court case, or participate in a mock Victorian dinner party.
5. **Multimedia Projects:** In a multimedia "lab," students could create projects that incorporate different media to explore the Victorian era. For instance, they might create a podcast about a Victorian author, a short film adaptation of a Victorian poem, or a digital map of Victorian London.
6. **Book Club Discussions:** In these sessions, students could take turns leading discussions about different Victorian novels or short stories. This would provide a space for in-depth exploration of the texts and the exchange of ideas.

While these activities don't involve physical experimentation in the traditional sense, they promote active learning, critical thinking, and a deeper understanding of the British Victorian Age. They also allow students to "experiment" with different ways of engaging with the material and expressing their ideas.

- d. Preparation of resource material including books, reading materials, laboratory manuals etc.

NIL

e. Remedial Teaching / Student Counseling (academic)

NIL

f. Any other

NIL

4. Improvement of Professional Competence:

Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc., including Open University courses/M.Phil., Ph.D. during the academic year 2018-19:

No	Item details	Sponsoring agency	Place and date
1	Passed KARNATAKA SET	KARNATAKA	2018
2	QUALIFIED NE-SLET	ASSAM	2018
3	QUALIFIED TS-SET	TELENGANA	2018
4	QUALIFIED CG-SET	CHATRISGARH	2018
5			

5. Research Contributions:

a. Number of students (M.Phil./ Ph.D.)

At the beginning of the year		Registered during the year	Completed during the year
M.Phil	NIL		
Ph.D.	NIL		

b. NUMBER of books/ research papers published/ presented at seminars/ conferences etc, (Calendar Year, January to December, 2018)

Particulars	International	National	State/ Local	Impact factor
Peer reviewed journals	1	2		
Non-reviewed journals				
E-journals				
Conference proceedings				
Books with ISBN				
Books without ISBN				
Chapters in books with ISBN		5		

c. Research projects (Financial year, April 2018 to March 2019)

Title of the Project	Name of the funding agency	Duration
NIL		

d. Details of Seminars, Conferences, Symposia participation during the year:

<p>i) ‘Journey from Sanskrit...Environment...Omnipresent.’ in Acharya Brojendra Nath College, Cooch Behar, West Bengal in a National Level Seminar on Approaches to Environment: Society, Culture Polity and Economy on 26 – 27 February, 2018</p> <p>ii) Concept of India and Renaissance Bengal’ in Serampore Girls’ College, Serampore, Hooghly, West Bengal in UGC Sponsored National Seminar on The Idea of The Mind of Bengalee Intellectuals on 30 – 31 January, 2018</p> <p>iii) “Ethics and Politics: Prime Necessary Conditions for Sustainable Development’ in Alipurduar College, Maynaguri College and Cooch Behar PanchananBarma University organised by The Institute of Cross – Cultural Studies and Academic Exchange, ELON, NC, USA on 10-12 January 2018</p> <p>iv) ‘Ethnic Identity Formation and Hegemony: From the Vedic Era to Modern day North – Eastern Indian English Fictions’ in SukantaMahavidyalaya, Dhupguri on International Conference on Frames of Marginality: Interpreting and Interrogating Theory and Praxis on 21- 22 February, 2018</p> <p>v) ‘Love with a Gendered Victorian Women: Cathartic effects on Heathcliff.....’ in SukantaMahavidyalaya, Dhupguri in collaboration with Ananda Chandra College, Jalpaiguri organised by Department of Political Science and Department of Philosophy, SukantaMahavidyalaya, Dhupguri with Ananda Chandra College, Jalpaiguri on 28th March 2018</p> <p>vi) ‘Women Condition in Veda, Ramayana, Mahabharata, Manu Samhita and Victorian English Novels’, in Jhargram Raj College, organised by Department of Bengali, English, Sanskrit and Philosophy, Jhargram Raj College on A Two Day International Seminar on ‘Women in Text’ on 15 - 16 March 2018</p> <p>vii) A Journey from Mrichhakatika to the Poetry of Kamala Das: Society and Woman from Ancient to the Contemporary Times’ in Islampur College organised by Islampur College on International Seminar on ‘Changing World Changing Scenario: Challenges and Developments in Contemporary Times on 27 -28 March 2018</p> <p>viii) Dhiman ChakgabentySukastaMahavidyalay Presented a Paper entitled with a Gendered Victorian Noman: Cathartic effects on Heathdiff in the One Day National Seminar held on 28 March,2018 at SukantaMahavidyalaya, Dhupguri, Jalpaiguri,W.B.</p> <p>ix) Dhiman Chakraborty has presented a paper in Acharya Brojendra Nath Seal College Cooch Behar, West Bengal in A National Level Seminar on Approaches to Environment: Society, Culture Polity and Economy 26-27 February, 2018</p> <p>x) Dhiman Chakraborty of SukantaMahavidyalaya presented a paper , titled Ethics and Politics held from January 10-12, 2018 International Conference</p>
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on Environmentalism, Globalism Organized by THE INSTITUTE OF CROSS-CULTURAL STUDIES AND ACADEMIC EXCHANGE, ELON, NC, USA. In Collaboration with Alipurduar College, Maynaguri College & Cooch Behar PanchananBarma University

e. Membership of Professional Bodies, Editorship of Journals etc, during the year:

NIL

6. Extension Work/Community Service

Please give a short account of your contribution, during the year, to:

a. Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

NIL

b. Electoral Literacy

NIL

c. Positions held/ leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity:

NIL

7. Participation in Institutional Activities/Corporate Life:

Please give a short account of your contribution, during the year, to:

a. College/University/Institution:

English classes of me can help students develop critical thinking, creativity, communication, interpersonal skills, cultural understanding, and building a sense of community on campus. Through reading, writing, and discussion, students can learn to analyze texts, identify bias, and form their own opinions. English skills are essential for

success in the workplace.

b. Co-curricular activities:

NIL

c. Enrichment of campus life (hostels, sports, games, cultural activities, etc):

NIL

d. Students' welfare and discipline:

NIL

e. Membership/Participation in Bodies/Committees:

NIL

8. Assessment

Steps taken by you, during the year, for the evaluation of the course programme taught:

Teachers use baseline assessments, formative assessments, summative assessments, feedback from students, self-evaluation, peer observation and feedback, analysis of overall grades, and curriculum review to evaluate student learning. Baseline assessments help teachers understand the initial knowledge level of their students, formative assessments help monitor student learning, summative assessments help evaluate student learning, feedback from students, self-evaluation, peer observation and feedback, analysis of overall grades, and curriculum review.

9. General Data

Give a brief assessment of your performance during the year, indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement:

Here is a total contribution of the research work that I had done in this year:

i) A national-level seminar titled "Approaches to Environment: Society, Culture, Polity, and Economy" was held at Acharya Brojendra Nath College in Cooch Behar, West Bengal on 26-27 February 2018. The seminar focused on the journey from Sanskrit to the omnipresence of the environment.

ii) Serampore Girls' College in Serampore, Hooghly, West Bengal organized a UGC-sponsored national seminar on "The Idea of The Mind of BengaleeIntellectuals" on 30-31 January 2018. The seminar discussed the concept of India and Renaissance Bengal.

iii) The Institute of Cross-Cultural Studies and Academic Exchange, ELON, NC, USA, organized a seminar on "Ethics and Politics: Prime Necessary Conditions for Sustainable Development." The event was held at Alipurduar College, Maynaguri College, and Cooch Behar PanchananBarma University on 10-12 January 2018.

iv) SukantaMahavidalaya in Dhupguri hosted an international conference titled "Frames of Marginality: Interpreting and Interrogating Theory and Praxis" on 21-22 February 2018. The conference focused on "Ethnic Identity Formation and Hegemony: From the Vedic Era to Modern-day North-Eastern Indian English Fictions."

v) SukantaMahavidyalaya in Dhupguri, in collaboration with Ananda Chandra College, Jalpaiguri, organized a seminar on 28th March 2018. The seminar discussed the cathartic effects of love on Heathcliff and gendered Victorian women.

vi) Jhargram Raj College organized a two-day international seminar on "Women in Text" on 15-16 March 2018. The seminar, led by the Department of Bengali, English, Sanskrit, and Philosophy, focused on the condition of women in Veda, Ramayana, Mahabharata, Manu Samhita, and Victorian English novels.

vii) Islampur College hosted an international seminar on "Changing World Changing Scenario: Challenges and Developments in Contemporary Times" on 27-28 March 2018. The seminar discussed the journey from Mrichchhakatika to the poetry of Kamala Das, exploring the society and woman from ancient to contemporary times.

These events covered a wide range of topics including environmental approaches, the intellectual history of Bengal, sustainable development, marginality, gender issues, and societal transformations.

There are some basic difficulties that I had faced :

Teaching English in Indian villages can pose several challenges. Some of the difficulties faced in this context include:

1. **Lack of Infrastructure:** Many rural areas in India lack proper infrastructure, including schools, classrooms, and basic amenities. This hampers the effective teaching and learning of any subject, including English.
2. **Limited Resources:** Schools in rural areas often have limited resources, such as textbooks, reference materials, and technological tools. This scarcity makes it challenging for teachers to provide comprehensive English education to their students.
3. **Language Barrier:** English is often a second or third language for students in Indian villages, and they may not have exposure to it outside the classroom. The language barrier can make it difficult for students to grasp English vocabulary, grammar, and pronunciation.
4. **Inadequately Trained Teachers:** In many cases, teachers in rural areas may not have received adequate training in teaching English as a second language. This lack of training can impact the quality of instruction and hinder students' language acquisition.
5. **Limited Access to Quality Education:** Rural areas face a shortage of qualified and experienced English teachers. As a result, students may not have access to quality English education, which hinders their language development and proficiency.
6. **Socioeconomic Factors:** Socioeconomic factors, such as poverty and lack of awareness, can affect students' motivation and ability to learn English. Some students may prioritize their immediate economic needs over investing time and effort in learning a foreign language.
7. **Cultural Differences:** English language learning may not align with the cultural values and traditions of some rural communities. This can create resistance or disinterest among students, making it challenging for teachers to engage them effectively.
8. **Limited Exposure to English:** Students in rural areas often have limited exposure to the English language outside the classroom. The lack of opportunities to practice English speaking and listening skills can hinder their overall language development.
9. **High Student-Teacher Ratio:** Overcrowded classrooms with a high student-teacher ratio are common in rural areas. This makes it difficult for teachers to provide individual attention and personalized instruction, impacting students'

English language learning progress.

Addressing these challenges requires a multi-faceted approach that includes improving infrastructure, providing adequate training and resources to teachers, promoting community involvement, and implementing innovative teaching methods tailored to the specific needs of rural students.

10. I hereby declare that the information given above is true to the best of my knowledge and belief.

Dhiman Chakraborty

28 June 2018

(Name and Signature of the Teacher with date)(If you have a scanned image of your signature, please paste that here; if not just write your name)

**INTERNAL QUALITY ASSURANCE CELL (IQAC)
SUKANTA MAHAVIDYALAYA
Dhupguri, Jalpaiguri**

**YEAR END PERFORMANCE SELF-APPRAISAL REPORT OF TEACHERS
FOR THE ACADEMIC YEAR: 2017 – 2018**

1. General Information

a.	Name	APURBA BARMAN
b.	Address (Residential)	W/NO-10, Mathabhanga, Pachagar, Mathabhanga, Coochbehar-736146
c.	Address(Permanent)	Vill+PO-Kamat Seoraguri, Balarampur, Tufanganj, Cooch Behar-736132
d.	Cell number	9474942648
e.	Email address	apu.smv@gmail.com
f.	Designation	Assistant Professor
g.	Department	Physics
h.	Date of Birth	27/11/1985
i.	Area of Specialization (if MPhil or PhD holder)	Condensed Matter Physics
j.	Date of appointment in this institution	04.03.2015
k.	Awards/Recognition (in reverse chronological order)	NIL

2. Teaching

a. Classes taught in the year concluded:

Class	Assigned per Week (Lecture(L)/ Practical(P))
i) U.G. (B.Sc.)	L:10 P: 6
ii) Any other	NIL

b. Total leave taken from 1 January 2017 to 31 December, 2017 (academic calendar)

Casual leave	15 days	Medical leave	Nil
Duty leave	32 days	Loss of pay leave	Nil
Commutated leave	Nil	Maternity leave	Nil
Half-pay leave	Nil	Others (specify)	Nil
Study leave	Nil		

- c. Explain briefly how you planned your teaching for the year, mentioning a few reading lists provided to students (especially books/articles outside compulsory reading):

1. Mathematical Physics, Satya Prakash, SULTAN
2. Mathematical Physics, H. K. Das S. Chand
3. Vector analysis Seymour Lipschutz, Dennis Spellman, Murray R. Spiegel, Tata McGraw-Hill Publishing Company Limited
4. Introduction To Classical Mechanics R G Takwale, P S Puranik McGraw Hill Education Private Limit
5. Snatak Padarthavidya Volume-2, Mahadev Daskhan ,Calcutta book house
6. An Advanced Course in Practical Physics, D. Chattopadhyay, P. C. Rakshit, CENTRAL

- d. Details of participation (University/College) in the following:

- i. Internal Evaluation

Part-I (Honours)

Paper-I: Group-A: Mathematical Methods

Paper-II: Group-A: Electricity

Part-I (General)

Paper-I: Group-A: Mechanics and Oscillations

Paper-II: Group-C; Magnetism

Part-II (General)

Paper-IV: Group-A: Electrostatics

Paper-IV: Group-B: Current Electricity

Paper-V: Group-C: Quantum Mechanics and solid State Physics

Part-III(General):

Paper-VII: Group-B: Machine and energy Sources

- ii. Paper Setting

NIL

- iii. Assessment of Home assignments

NIL

iv. Conduct of Examinations

Invigilation Duty (UG University Examination): 36 in number
Conduction of Practical examination: Part-I, Part-II, Part-III (B. Sc. General)

v. Evaluation of Answer Script, etc.

- Examiner B.Sc. Part-III(G) Practical
- External Examiner B.Sc. Part-I and Part- II (G) Practical
- Examiner B.Sc. Part-III(G) Practical

3. Details of Innovations in / Contribution to Teaching, during the year:

a. Design of curriculum:

NIL

b. Teaching methods:

Chalk and talk, PPT

c. Laboratory experiments:

Part-I(Honours)

Paper-III

Part-II(genetal)

Paper-VI

d. Preparation of resource material including books, reading materials, laboratory manuals etc.

- Study Material
- Laboratory Manual

e. Remedial Teaching / Student Counseling (academic)

NIL

f. Any other

NIL

4. Improvement of Professional Competence:

Details regarding refresher courses/orientation attended, participation in summer schools, workshops, seminars, symposia etc., including Open University courses/ M.Phil., Ph.D. during the academic year 2017-18: NIL

No	Item details	Sponsoring agency	Place and date
1	32 ND ORIENTATION PROGRAMME	HRDC, UNIVERSITY OF NORTH BENGAL	UNIVERSITY OF NORTH BENGAL , 03/11/2017 to 30/11/2017, 28 Days

5. Research Contributions: NIL

a. Number of students (M.Phil./ Ph.D.)

At the beginning of the year	Registered during the year	Completed during the year
M.Phil		
Ph.D.		

b. NUMBER of books/ research papers published/ presented at seminars/ conferences etc, (Calendar Year, January to December, 2017): NIL

Particulars	International	National	State/ Local	Impact factor
Peer reviewed journals				
Non-reviewed journals				
E-journals				
Conference proceedings				
Books with ISBN				
Books without ISBN				
Chapters in books with ISBN				

c. Research projects (Financial year, April 2017 to March 2018) : NIL

Title of the Project	Name of the funding agency	Duration

d. Details of Seminars, Conferences, Symposia participation during the year:

NIL

e. Membership of Professional Bodies, Editorship of Journals etc, during the year:

NIL

6. Extension Work/Community Service

Please give a short account of your contribution, during the year, to:

a. Community work such as values of National Integration, secularism, democracy, socialism, humanism, peace, scientific temper, flood or drought relief, small family norms etc.

NIL

b. Electoral Literacy

NIL

c. Positions held/ leadership role played in organizations linked with extension work and National Service Scheme (NSS), or NCC or any other similar activity:

NIL

7. Participation in Institutional Activities/Corporate Life:

Please give a short account of your contribution, during the year, to:

a. College/University/Institution:

- (i) Member of TC
- (ii) Routine sub-Committee
- (iii) Online Admission

b. Co-curricular activities:

- Participate in different events of NSS

c. Enrichment of campus life (hostels, sports, games, cultural activities, etc):

- Participate in annual sport of the college

d. Students' welfare and discipline:

Cultural observer of Student Union

e. Membership/Participation in Bodies/Committees:

- Member of TC M
- Routine sub-Committee
- Online Admission

8. Assessment

Steps taken by you, during the year, for the evaluation of the course programme taught:

Conduct class test

9. General Data

Give a brief assessment of your performance during the year, indicating (a) achievements, (b) difficulties faced and (c) suggestions for improvement:

- a) **Achievements:** Taught various papers at B. Sc. Honours and General level
- b) **Difficulties faced:** Teaching position in the department are not sufficient
- c) **Suggestions:** Vacant positions in teaching post should be filled.

10. I hereby declare that the information given above is true to the best of my knowledge and belief.

Apurba Barman
Assistant Professor in Physics
Sukanta Mahavidyalaya
