

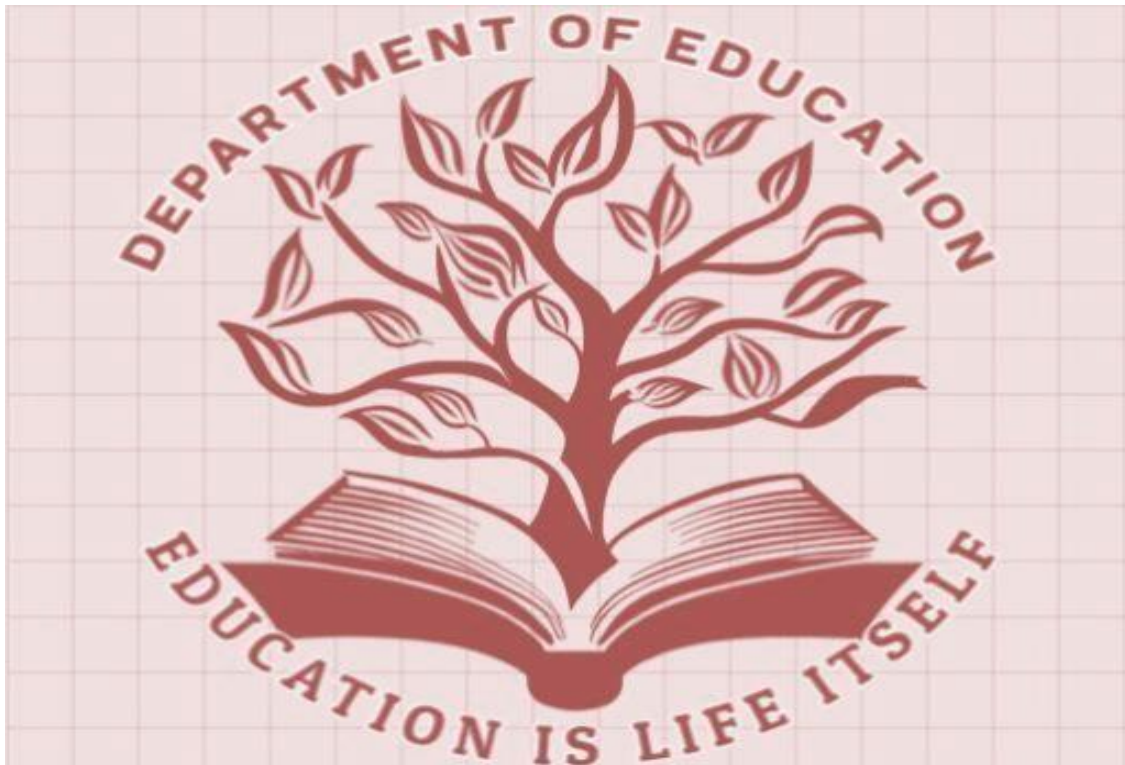
Gour Mohan Sachin Mandal Mahavidyalaya

P.O. - Bireswarpur, South 24 Parganas, West Bengal



Department of Education
Evaluative Report

DEPARTMENT OF EDUCATION



*"Education is not
preparation for life;
education is life itself"*
- John Dewey

*"Education is the movement from
darkness to light."*
- Allan Bloom

*"Education is what remains
after one has forgotten
what one has learned in
school."*
- Albert Einstein



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1. About the Department:

The Department of Education, established in the year 1968, offers undergraduate honours and general degrees in Education, following the syllabus of the University of Calcutta. There are 103 Honours seats and 650 General seats for Education Honours and General courses respectively. In addition to the theoretical aspects of Education, there is a strong focus on practical and hands-on training through internships as well.

The department continues to train students. Students are taught how to gather knowledge and how to develop their inner self effectively, accurately, and ethically. The department seeks to provide all students with the opportunity to develop an understanding of the role of education in our society, so they can learn to think critically about how the system affects individuals, institutions, and social values. This includes an understanding of the legal and ethical issues that are an integral part of their study. The students also write a research proposal on education and social issue-related topics. Students are also trained in the latest technology they need to succeed in an ever-changing digital environment. Many students who graduated from this department are now pursuing higher studies and are engaged in either the teaching profession or other jobs.

2. History of the Department:

Since its establishment, the Department of Education at Gour Mohan Sachin Mandal Mahavidyalaya has been a cornerstone of the institution's commitment to fostering academic excellence and social empowerment. Over the years, the department has dedicated itself to providing quality education, particularly to students from marginalized communities, aligning with the college's overarching mission.

In 1968, the Department of Education was inaugurated as part of Gour Mohan Sachin Mandal Mahavidyalaya's initiative to expand its academic offerings. In 1985, the Honours course of the department was introduced, reflecting the college's dedication to advancing educational opportunities in the region. Since its inception, the department has played a pivotal role in shaping its students' academic and professional trajectories.

Sarbani Chatterjee and Dr. Basudev Banerjee, Ajit Kumar Debnath, Dr. Jayanta Das joined the department one after the other. Among them, Sarbani Chatterjee and Dr. Basudev Banerjee retired successively, and Ajit Kumar Debnath died in 2019. In the year 2022, Dr. Jayanta Das got transferred to Srikrishna College. All of them contributed immensely to the development of the department.

Presently six teachers in the department, consisting of three substantive teachers (Dr. Sushanta Mahato, Assistant Professor and Head of the Department; Dr. Arup Kumar Mandal, Assistant Professor; Dr. Diya Sengupta, Assistant Professor) and three State-Aided College Teachers (SACT—Mitali Halder, Mousumi Halder, and Piyali Barik).



The Department of Education takes pride in its students' consistent academic performances, with many securing commendable results in university examinations. The alumni have ventured into diverse professional fields, including teaching, educational administration, and social work, contributing positively to society. The department has also organized seminars and special lectures, such as the one on "Indian Culture and Values" in March 2022, to enrich the academic environment and broaden students' perspectives.

Vision and Mission

Aligned with the college's **vision**, the Department of Education aims to **provide a transformative educational experience, especially for students from marginalized communities**. The department aspires to be recognized for imparting high-quality education and fostering a spirit of empowerment, inclusivity, and innovation.

Its **mission** encompasses empowering students, particularly female students, from marginalized backgrounds by providing access to quality education, promoting excellence through innovative teaching methods, and preparing students for a competitive global landscape. The department is committed to fostering an inclusive learning environment and actively engaging with the local community to promote education and socioeconomic progress.

3. Programs offered:

In keeping with the university guidelines, the college offers both CBCS and CCF programs for students. Crosscutting issues are also mentioned in the syllabus. Program details are given below:

CCF Major (4 years) Course Structure provided by the University of Calcutta

Under-graduate Course Structure (MAJOR - EDUCATION)

Based on NEP - 2020

In the 4 years B.A. Major course in Education, there will be 8 Semesters. The curriculum consists of 22 DSC/Core Courses, 8 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship and 2 Dissertation/Research work. Candidates who will not pursue Dissertation/Research work then he /she will have to study additional 1 DSC/Core paper of 4 credits in the 7th Semester and 2 DSC/Core papers of 4 credits each in the 8th Semester.

TH stands for Theory, TU for Tutorial and P for Practical

Semester 1 = 525 Marks (21 Credit)
Semester 2 = 525 Marks (21 Credit)
Semester 3 = 525 Marks (21 Credit)
Semester 4 = 550 Marks (22 Credit)
Semester 5 = 600 Marks (24 Credit)
Semester 6 = 575 Marks (23 Credit)
Semester 7 = 500 Marks (20 Credit)
Semester 8 = 500 Marks (20 Credit)

Total: 4300 Marks (172 Credits)

<u>Distribution of marks:</u>	DSC/Core -	22 x 100 = 2200
	Minor -	8 x 100 = 800
	IDC -	3 x 75 = 225
	AEC -	4 x 50 = 200
	SEC -	3 x 100 = 300
	CVAC -	4 x 50 = 200
	Summer Internship	1 x 75 = 75
	Dissertation/ Research work (1 x 100 + 1 x 200)	= 300 *

4300 Marks

*Or who will not opt, for them 1 x 100 + 1 x 100 + 1 x 100 = 300 (3 DSC in 7th & 8th Sem)

<u>Distribution of Credits:</u>	DSC/Core -	22 x 4 = 88
	Minor -	8 x 4 = 32
	IDC/MDC -	3 x 3 = 9
	AEC -	4 x 2 = 8
	SEC -	3 x 4 = 12
	CVAC -	4 x 2 = 8
	Summer Internship	1 x 3 = 3
	Dissertation / Research work	3 x 4 = 12 (1 x 4 + 1 x 8) *

172 Credits

*Or who will not opt, for them = 1 x 4 + 1 x 4 + 1 x 4 = 12 (1 DSC in 7th & 2 DSC in 8th Sem)

CCF MDC (Minor 3 years) Course Structure provided by the University of Calcutta

Under-graduate Course Structure (MDC - EDUCATION) Based on NEP - 2020

In the 3 years B.A. MDC course in Education, there will be 6 Semesters. The curriculum consists of 8 Core Courses - 1, 8 Core Courses - 2, 6 Minor courses, 3 Inter Disciplinary Courses, 4 Ability Enhancement Courses (AEC), 3 Skill Enhancement Courses (SEC) and 4 Compulsory Value-Added Courses (CVAC), 1 Summer Internship course.

TH stands for Theory, TU for Tutorial and P for Practical

Semester 1 = 525 Marks (21 Credit)
Semester 2 = 525 Marks (21 Credit)
Semester 3 = 525 Marks (21 Credit)
Semester 4 = 550 Marks (22 Credit)
Semester 5 = 500 Marks (20 Credit)
Semester 6 = 500 Marks (20 Credit)
For Summer Internship = 75 Marks (3 Credit)

Total: 3200 Marks (128 Credits = 125 + 3)

<u>Distribution of marks:</u>	Core - 1	8 x 100 =	800
	Core - 2	8 x 100 =	800
	Minor	6 x 100 =	600
	IDC	3 x 75 =	225
	AEC	4 x 50 =	200
	SEC	3 x 100 =	300
	CVAC	4 x 50 =	200
	Summer Internship	1 x 75 =	75

3200 Marks

<u>Distribution of Credits:</u>	Core - 1	8 x 4 =	32
	Core - 2	8 x 4 =	32
	Minor	6 x 4 =	24
	IDC	3 x 3 =	9
	AEC	4 x 2 =	8
	SEC	3 x 4 =	12
	CVAC	4 x 2 =	8
	Summer Internship	1 x 3 =	3

128 Credits

Education, Honours (EDCA) under Choice Based Credit System(CBCS) provided by the University of Calcutta

B.A. Honours in Education (EDCH) Choice Based Credit System

In the 3 years B.A. Honours in Education there will be 6 Semesters. The curriculum consists of 14 Core Courses (CC), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) courses and 4 Generic Elective (GE) Courses. Each course is of 100 Marks.

TH stands for Theory Hour, TU for Tutorial Hour and P for Practical Hour

Semester 1 = 400 Marks (20 Credit)

Semester 2 = 400 Marks (20 Credit)

Semester 3 = 500 Marks (26 Credit)

Semester 4 = 500 Marks (26 Credit)

Semester 5 = 400 Marks (24 Credit)

Semester 6 = 400 Marks (24 Credit)

Total: 2600 Marks (140 Credits)

Distribution of marks:- (Out of 100)

Attendance = 10 Marks

Internal Assessment = 10 Marks

Tutorial = 15 Marks

Subjective Exam = 65 Marks

Total = 100 Marks

		Semester wise Courses					
		1	2	3	4	5	6
Core Courses (CC)		2	2	3	3	2	2
Elective Courses	Generic Elective (GE)	1	1	1	1		
	Discipline Elective					2	2
Ability Enhancement	Language / Environment	1	1				
	Skill Based Electives			1	1		
Total Credit		20	20	26	26	24	24

Education, General (EDCG) under Choice Based Credit System (CBCS) provided by the University of Calcutta

B.A. Education, General (EDCG) Choice Based Credit System

In the 3 years B.A. Program in Education there will be 6 Semesters. The curriculum consists of 12 Core Courses (CC), of which 4 core courses are to be taken from Discipline 1 (DSC - 1), 4 core courses are to be taken from Discipline 2 (DSC -2), LC(C1 - English courses, two papers, and C2 - MIL courses, two papers), 2 Ability Enhancement Compulsory Courses like Communicative English/Hindi/MIL and Environmental Studies, 2 Generic Elective courses, 2 courses from 2 subjects, Skill Enhancement Courses (SEC) and 2 Discipline Specific Elective (DSE) courses from Discipline 1 and 2 such from Discipline 2 are to be taken. Each paper is of 100 Marks. TH stands for Lecture Hour, TU for Tutorial Hour and P for Practical Hour.

Semester 1 = 400 Marks (20 Credit)

Semester 2 = 400 Marks (20 Credit)

Semester 3 = 400 Marks (20 Credit)

Semester 4 = 400 Marks (20 Credit)

Semester 5 = 400 Marks (20 Credit)

Semester 6 = 400 Marks (20 Credit)

Total: 2400 Marks (120 Credits)

Semester wise Courses							
		1	2	3	4	5	6
Core Courses (CC)	Discipline - 1	CC - 1	CC - 2	CC - 3	CC - 4		
	Discipline - 2	CC - 1	CC - 2	CC - 3	CC - 4		
	Language (LCC)			C1 English (1)	C2 MIL (1)	C1 English (2)	C2 MIL (2)
Elective Courses	Generic Elective	GE - 1	GE - 2				
	Discipline Specific					DSE - A (DSC - 1)	DSE - B (DSC - 1)
						DSE - A (DSC - 2)	DSE - B (DSC - 2)
Ability Enhancement Compulsory Course		AECC - 1	AECC - 2				
Skill Enhancement Course (SEC)				SEC - A	SEC - B	SEC - A	SEC - B
Total Credit		20	20	20	20	20	20

Crosscutting issues relevant to Gender, Human Values, in Education Curriculum



Gour Mohan Sachin Mandal Mahavidyalaya

(Accredited Grade "B++" by NAAC)

P.O.- Bireswarpur, Pin Code - 743336

Dist.- South 24 Parganas, West Bengal

Mobile : 96792 37883

From : *Dr. Debprasad Mandal, M.A., B.Ed., Ph.D.*

Teacher-in-Charge

Ref. No.

Date *22.10.24*

1.3.1: Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

1.3.1 – LIST AND DESCRIPTION OF COURSES THAT ADDRESS PROFESSIONAL

2. Economics

General

CC14 - Gender Inequality

DSE6 - Gender bias in preferences and outcomes and evidence on unequal treatment within households.

3. Education

Hons

SEC-A-2- Democratic Citizenship Education

DSEA-1 - Gender and Society

DSEB-3 - Women Education

General

SEC-A-2- Democratic Citizenship Education

DSEA-1 - Gender and Society

DSEB-3 - Women Education

4. English

Hons

CC 11 Women's writing

DSE B- Contemporary India: Women and Empowerment.

General

CC 3 / GE 3 Women's Writing and Women's Empowerment

5. History

Hons

CC3 - Changing norms of marriage and property

CC4 - Position of Women in Medieval Europe, Witchcraft

CC7- Women Bhaktas in Bhakti Movement

CC11 - Family, Gender and process of Industrialization in late 18th Century to 1914 AD

CC13 - Debates around Gender in India between 1857-1964

CC14 - Second Wave Feminist Movement in 1945-1994

Teacher-in-charge

G.M.S.M. Mahavidyalaya

Vill.+P.O. - Bireswarpur

Dist - South 24 Parganas

DSEA1 - Social Reforms and Women's Question in Bengal from 1757 to 1905
DSEA3 - Women's Movement in Bengal 1920-1946
DSEA2 - Limits of Democracy for Women in American Democracy (1776-1945)
DSEA4 - Abolitionists and Women's rights movement in United States of America and Afro-American women in U.S.A.
SECA2 - Social Inequality and Gender in Indian History and Culture

General

CC-3/GE-3- History of India from 1206 to 1707
SEC-A -2- Indian History & Culture

6. Journalism and Mass Communication

General

CC6- Caste and Gender issues in media
CC12- Gender and development; Women empowerment

7. Philosophy

Hons

SECB – Feminist Philosophy

8. Political Science

Hons

DSEA - Gender and Politics
DSEB - Feminism: Theory and Practice

General

DSEB - Human Rights: Theory and Indian Context
DSEB - Feminism: Theory and Practice

9. Sociology

General

SEC 2- Gender Sensitization
DSE 2- Family Marriage Kinship
DSE 4- Gender and Sexuality

HUMAN VALUES

1. Education

Hons

CC4 – Education and Development of Values
DSE A – Peace and Value Education

General

DSE A – Peace and Value Education

2. Philosophy

Hons

DSEA1 – Concept of Values, Value beyond Sentient Beings
SECB – Value Education, Peace Education
SECB- Business Ethics and Environmental Values

General

SECB – Value Education

History

Inequality and difference.

ENVIRONMENT AND SUSTAINABILITY

1. Botany

Hons

CC8 - Plant geography, ecology, and evolution
SECA – Biofertilizers
SECB - Mushroom Culture Technology, Plant Biotechnology

General

SEC A3 – Biofertilizers
DSE A5 Natural Resource Management

2. Chemistry

Hons

DSE A-3 Green Chemistry and Chemistry of Natural Products

General

DSEB-1 Green Chemistry and Chemistry of Natural Products



Teacher-in-charge
G.M.S.M. Mahavidyalaya
Vill + P.O. - Breswarpur

4. Faculty Profile:

List of Faculty with name, qualification, designation, specialization, (Ph.D. /M. Phil. etc)

Sl. No	Name	Qualification	Designation	Specialization	No. of Years of Experience
1	Dr. Sushanta Mahato (Head)	M.A, M.Phil, Ph.D	Assistant Professor	Special Education	5 years 6 months
2	Dr. Arup Kumar Mandal	M.A, M.Phil, Ph.D	Assistant Professor	Guidance and Counselling.	2 years 10 months
3	Dr. Diya Sengupta	M.A, M.Phil, Ph.D	Assistant Professor	Educational Technology, Non-formal Education & Open Learning	16 years 3 months
4	Mitali Halder	M.A	SACT	Teacher Education	11 years 1 month
5	Mousumi Halder	M.A	SACT	Educational Research	11 years 1 month
6	Piyali Barik	M.A	SACT	Teacher Education, Psychology of Intelligence & Creativity	6 years 7 months





Dr. Sushanta Mahato
**Assistant Professor and
Head, Department of
Education**

Ph.D: Sidho- Kanho-Birsha University

M.Phil: Dr. C.V RAMAN UNIVERSITY

M.A.: Netaji Subhash Open University

M.Ed.: Bilaspur State University

Teaching Experience: 5 year 6 months

Area of Research: Educational Psychology, Educational Sociology, Special Education

Papers Presented/ Talks delivered:

- Delivered a lecture on the topic “Freud’s Theory of Development of Libido” as a resource person of the ongoing lecture series organized by dept. of education, Kashipur Michael Madhusudan Mahavidyalaya, Purulia on 22/06/2021
- Presented a Paper on the topic “Effective Teaching: Changing Role of Teacher in 21st Century” in the national seminar organized by IQAC, Manbhum Institute of Education & Social Science, Purulia on 06/12/2017
- Presented a Paper on the topic “Eradication of Social Rigidity and The Role of Teacher” in the international conference organized Rajendra Academy for Teachers’ Education, Durgapur on 28 /02/2020
- Presented a Paper on the topic “Rigidity of the Students of Higher Education of Different castes of Purulia – A comparative Analysis” in the national seminar organized by The Centre for Educational Planning, Administration and Management, SKBU Purulia on 06/04/2022
- Presented a Paper on the topic “Positive Psychology and Universal Happiness: Transformative Measures Towards Holistic Development” in the three-day Trans-Disciplinary International Conclave organized by Rajiv Gandhi University, Arunachalpradesh, on 28/04/2022.
- Presented a paper on the topic "Personal Values of the Students of Higher Education of Purulia District" at Annapurna Memorial College of Education. Kakdwip, South 24 Parganas. 3rd December, 2018
- Presented a paper on the topic "A Probe into the Rigidity of the Students of Higher Education of Purulia District." at Rajendra Academy for Teachers’ Education. Durgapur-713212. 31st March, 2019

Publications:

- i. "A Probe into the Rigidity of the Students of Higher Education of Purulia District" Published in International Journal of Creative Research Thoughts (IJCRT) in 2021. ISSN: 2320-2882
- ii. "A Probe into the Personal Values of the Students of Higher Education of Purulia" Published in International Journal for Research in Applied Sciences & Engineering Technology, 2021 ISSN: 2454-9916
- iii. "A Probe into The Attitude Towards Modernization of the Students of Higher Education of Purulia" Published in International Journal of All Research Education and Scientific Methods in 2021 ISSN: 2455- 6211
- iv. 'A Probe into Rigidity to Change Among the Students of Higher Education Coming from the Major Castes and Tribes of Purulia District' Published in International Journal of Engineering Development and Research in 2022, E-ISSN: 2321- 9939
- v. "A Probe into the Attitude towards Modernization of the Students of Higher Education of Purulia". Published in the International Journal of All Research Education and Scientific Methods in 2021. ISSN: 2455-6211
- vi. "A Probe Into Rigidity To Change Among The Students Of Higher Education Coming From The Major Castes And Tribes Of Purulia District"Published in International Journal of Engineering Development and Research in 2022, E-ISSN: 2321- 9939

Examination and Evaluation responsibilities:

1. Examiner and Scrutineer of B.A. (Education) Honours of Calcutta University
2. Paper-setter, Moderator, and member of the Board of Moderators for B.A. Education General of Kazi Nazrul University and Sidho- Kanho-Birsha University
3. Examiner and Scrutineer for UG general courses at Calcutta University.
4. Head Examiner of UG scripts of Calcutta University.
5. External Examiner of CC12 Practical Examination

Webinars Organized:

- Education as Development of Substantive Freedom Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya Sushanta Mahato (Convener) 28/09/2020
- NEP:2020: To Ensure Social Justice by Providing Equity through Pedagogic Intervention Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya Sushanta Mahato (Convener) 11/04/2023

Other responsibilities and assignments:

- Associate NCC Officer
- Teachers Council Secretary
- Member of the Exam Committee
- Convenor of Career Counselling Cell

- Member of the OBC Cell

Best Presenter:

Faculty induction programme of University of North Bengal
in 2023



Dr. Arup Kumar Mandal
Assistant Professor

Ph.D: Calcutta University

M.Phil: Calcutta University

M.A.: West Bengal State University

Teaching Experience: 4 years 6 months

Area of research: “Impact of Mathematics Anxiety on Performance and Classroom Participation of Secondary School Students in Mathematics”

Papers Presented/ Talks delivered:

- Delivered a lecture on the topic “Attitude of Undergraduate Students Towards the use of ICT: Impact on Higher Education” in the National Seminar Organized by Department of Education, Rabindra Bharati University, West Bengal, India, 27-28 March, 2017.
- Presented a Paper on the topic “Introduction And Communication Technology and 21st Century’s Teachers Education in India” in the National Seminar Organized by Satyapriya Roy College of Education, West Bengal, India, 14 September, 2017.
- Presented a Paper on the topic “Addressing Mathematics Anxiety in Teachers Training Education Programme of Pre Service Teachers in West Bengal” in the International Seminar Organized by Pratap College of Education, Jundla, Karnal, 17 March, 2018.
- Presented a Paper on the topic “Environment Education in the Field of Teacher Training Programme: Challenges and Prevention” in the International Seminar Organized by Ulrich’s Periodicals Directory, U.S.A., OpenJ-Gate as well as in Cabell’s Directories of Publishing Opportunities, U.S.A., January, 2019.
- Presented a Paper on the topic “A Study on the Relationship between Stress and Mathematics Performance of Secondary School Students in West Bengal” in the 15th International Conference Organized by the Institute IMBIC, India having branches in Japan and Sweden, December 21-23, 2021.

Publications:

- “Attitude of Students toward the Curriculum of Life Skill Education” Excelsior Journal, 2015, Vol.1, ISSN: 2395–1291

- b. "A study on the Relationship between Stress and Mathematics Achievement of Higher Secondary School Students in West Bengal" Peer Reviewed Journal, 2016, Vol.5 Pp:10 4-115, ISS N:2 319- 6521
- c. "Attitude of undergraduate students to wards the use of ICT: Impacton Higher Education" Edited Book, 2017, Pp:34- 37, ISBN:978-93-82039-27-3
- d. "Influence of School Environmenton Academic Achievement of Secondary School Students In West Bengal" Edited Book, 2017, Pp:66- 80, ISBN:978-81-8342-468-4
- e. "Addressing Mathematics Anxiety In Teachers Training Education Programme of Pre- Services Teachers in West Bengal" UGC Approved An International Peer Reviewed Journal, 2018, Pp:30 6- 311, ISS N:2 278- 8808 Vol.:7 Issue- 38

Examination and Evaluation Responsibilities:

- ❖ Examiner and Scrutineer of B.A. (Education) Honours Course of Calcutta University.
- ❖ Examiner and Scrutineer of B.A. (Education) General Course of Calcutta University.

Other Responsibilities and Assignments:

- Member of the Admission Committee
- Member of the Research Committee
- Member of the SC/ST Cell
- Member of the Sports Committee

Best Presenter:

- ❖ Faculty Induction Programme of Teaching Learning Centre, Ramanujan College, University of Delhi in 2022.
- ❖ Refresher Course of Calcutta University in 2022.



Dr. Diya Sengupta
Assistant Professor

Ph.D: University of Calcutta

M.Phil: University of Kalyani

M.A.: University of Calcutta

Teaching Experience: 16 years 3 months

Area of research: Behavioural Psychology Educational Psychology, Educational Technology, Women Education.

Papers Presented/ Talks delivered:

- Presented a Paper on the topic “Women Empowerment: An observation and measurement” in the State Level seminar organized by IQAC, Baruipur College, on 01/09/2017
- Presented a Paper on the topic “Awareness of the Citizens in the Context of Domestic Waste Management: A Case: Study in Kolkata Municipal Corporation” in the national seminar organized by Palli Siksha-Bhavana, Visva-Bharati on 16/03/2018 to 17/03/2018
- Presented a Paper on the topic “Quantitative Methodology and Data Analysis in Educational Research” in the national seminar organized by Ramakrishna Mission Sikshanamandira on 08/07/2019
- Presented a Paper on the topic “Baktityer Bikashe Bhasar Prova” in the international conference organized by ‘Shabdo’ Jadavpur University on 25 /03/2023 to 26/03/2023

Publications:

- “Ecological Citizenship Behaviour (ECB) In The Context Of Domestic Waste Management: A Case Study On Sustainability In Kolkata Municipal Corporation” Published in Journal of Education Department Of Education University Of Calcutta (2014) Volume III, 81-90 ISSN 2277-3819
- “Women Empowerment in Modern Society Through Higher Education” Published in Higher Education Emerging Issues And Concerns (2015) Volume I, 465-469 ISBN 978-93- 313-2703-1
- “Swami Vivekananda O Tar Shikhsha Chinta” Published in Bibek Chintar Bichitro Prekhit (2016) Volume I, 142-144 ISBN 978-93- 81679-93-7
- “Women Development Through Empowerment And Education” Published in International Multidisciplinary e-Journal (2018) Volume VII, Issue XII, 14-19 ISSN 2277-4262
- “Awareness Of The Citizens In The Context Of Domestic Waste Management: A Case Study In Kolkata Municipal Corporation” Published in Research Nebula (2019) Volume VIII, Issue I, 38-43 ISSN 2277-8071

- “Shiksha Darshanik Rabindra Nath” Published in Rabindra Chintai Nandonikata O Darshonikata (2020) Volume I, 32-38 ISBN 978-81- 943136-9-4
- “Perception And Awareness Of The Citizens In Managing Domestic Waste: A Case Study On Citizenship Education” Published in Research Demagogue (2021) Volume VII, Issue II, 36-40 ISSN 2350-1081
- “Generalized Anxiety Disorder” Published in Research Tracks 2022 Volume IX, Issue II, 15-17 ISSN 2347-4637
Published in International Journal of All Research Education and Scientific Methods (2022) ISSN: 2455-6211
- “Ecofriendly Teaching Practices For A Sustainable Future” Published in Pedagogical Innovations In Higher Education (2024) Volume I, 42-50 ISBN 978-93- 5879-944-6

Examination and Evaluation responsibilities:

- Paper-setter, University of Calcutta
- External Examiner of Education Honours Practical Examination
- Examiner and Scrutineer of B.A. (Education) Honours of Calcutta University
- Examiner and Scrutineer for UG General courses at Calcutta University.

Other responsibilities and assignments:

- Member of the NAAC Steering Committee
- Coordinator, Internship Committee
- Member of the Exam Committee
- Member of the RTI Committee
- Cell in Charge of Psychological Counselling Cell, *Sahachari*



Mitali Halder
State Aided College Teacher – II

M.A.: University of Calcutta

B.Ed.: University of Calcutta

**M.Ed: The West Bengal University of Teachers' Training,
Education Planning & Administration**

Teaching Experience: 11 years 1 months

Pursuing Ph.D, William Carey University

**Topic: The Educational Philosophy of Swami Vivekananda
and John Dewey: A Comparison Study**

Area of research: Educational Philosophy

Examination and Evaluation responsibilities:

- Examiner and Scrutineer for Semester I - VI of CBCS B.A. (Education) General of Calcutta University

Other responsibilities and assignments:

- Member of Admission Committee
- Member of the Exam Committee
- Member of the Election Committee



Mousumi Halder

State Aided College Teacher – II

M.A.: Rabindra Bharati University

B.Ed.: University of Calcutta

M.Ed: The West Bengal University of Teachers' Training, Education Planning & Administration

Teaching Experience: 11 years 1 months

Pursuing Ph.D, Mansarovar Global University

Topic: A study on the effects of parental involvement on student attitude of higher secondary School

Area of research: School Education

Examination and Evaluation responsibilities:

- Examiner and Scrutineer for Semester I - VI of CBCS B.A. (Education) General of Calcutta University

Other responsibilities and assignments:

- Member of Admission Committee
- Member of the Exam Committee



Piyali Barik

State Aided College Teacher – II

M.A.: Rabindra Bharati University

Teaching Experience: 6 years 7 months

B.Ed.: Baba Saheb Ambedkar Education University (BSAEU)

(Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration)

Examination and Evaluation responsibilities:

- Examiner and Scrutineer for Semester I - VI of CBCS B.A. (Education) General of Calcutta University

Webinars:

- Education as Development of Substantive Freedom Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya 28/09/2020
- NEP:2020: To Ensure Social Justice by Providing Equity through Pedagogic Intervention Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya 11/04/2023

Other responsibilities and assignments:

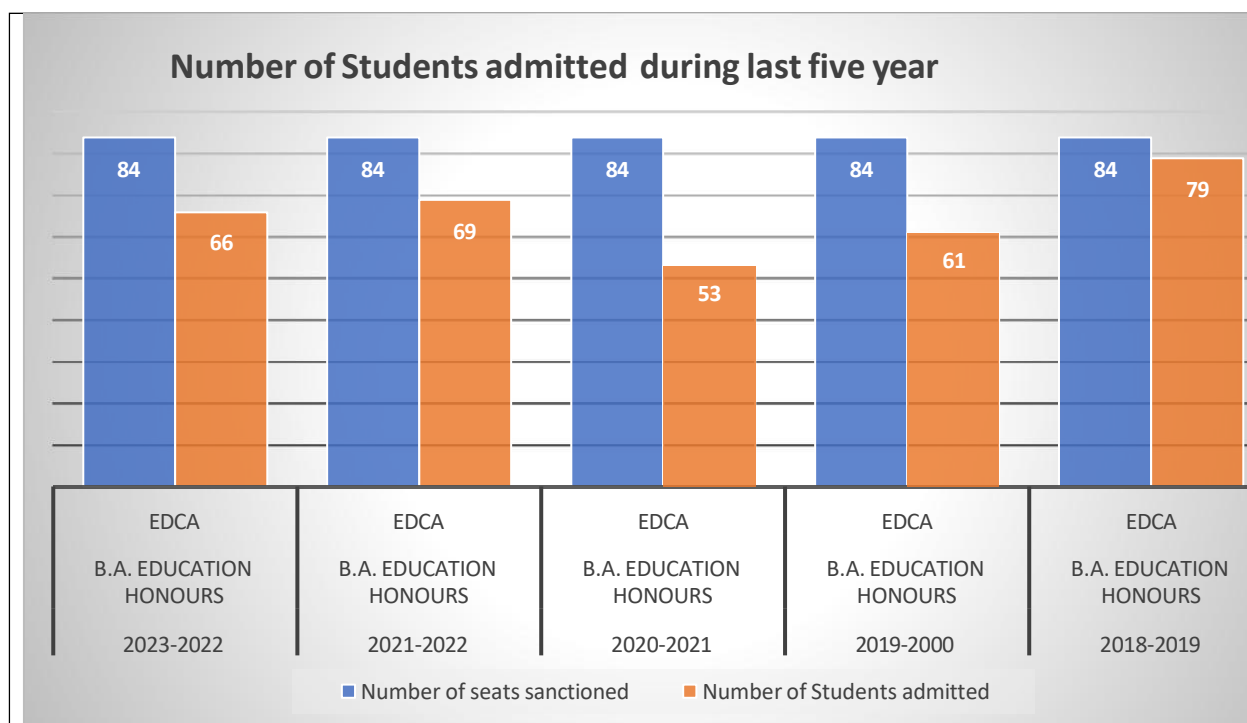
- Member of Admission Committee
- Member of the Exam Committee
- Member of the Election Committee

5. Student Enrolment and Profile:

In the department, most of the students come from educationally and financially backward families. However, their results are appreciable. Some of our students have achieved more than 80% marks as well.

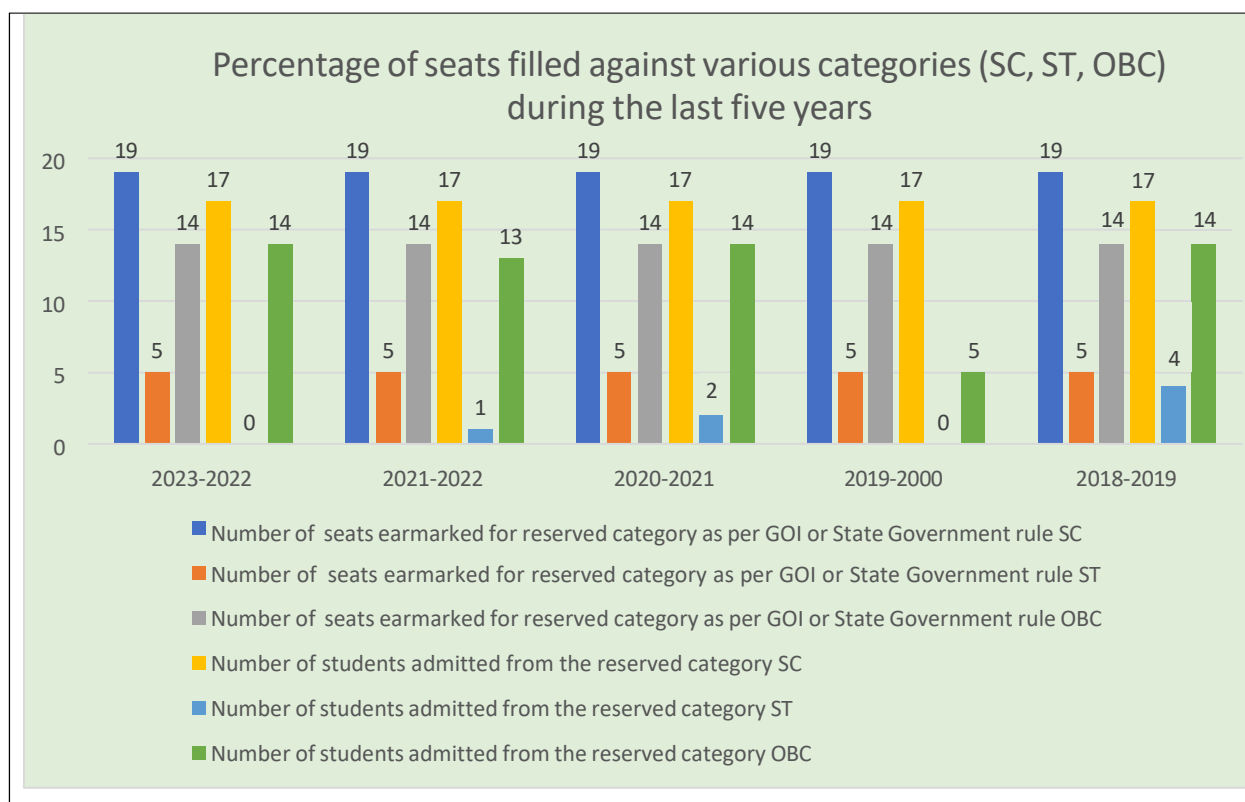
Number of Students admitted in the department during the last five years

Year	Programme name	Programme Code	Number of Seats Sanctioned	Number of Students Admitted
2022-2023	B.A. Education Honours	EDCA	84	66
2021-2022	B.A. Education Honours	EDCA	84	69
2020-2021	B.A. Education Honours	EDCA	84	53
2019-2020	B.A. Education Honours	EDCA	84	61
2018-2019	B.A. Education Honours	EDCA	84	79



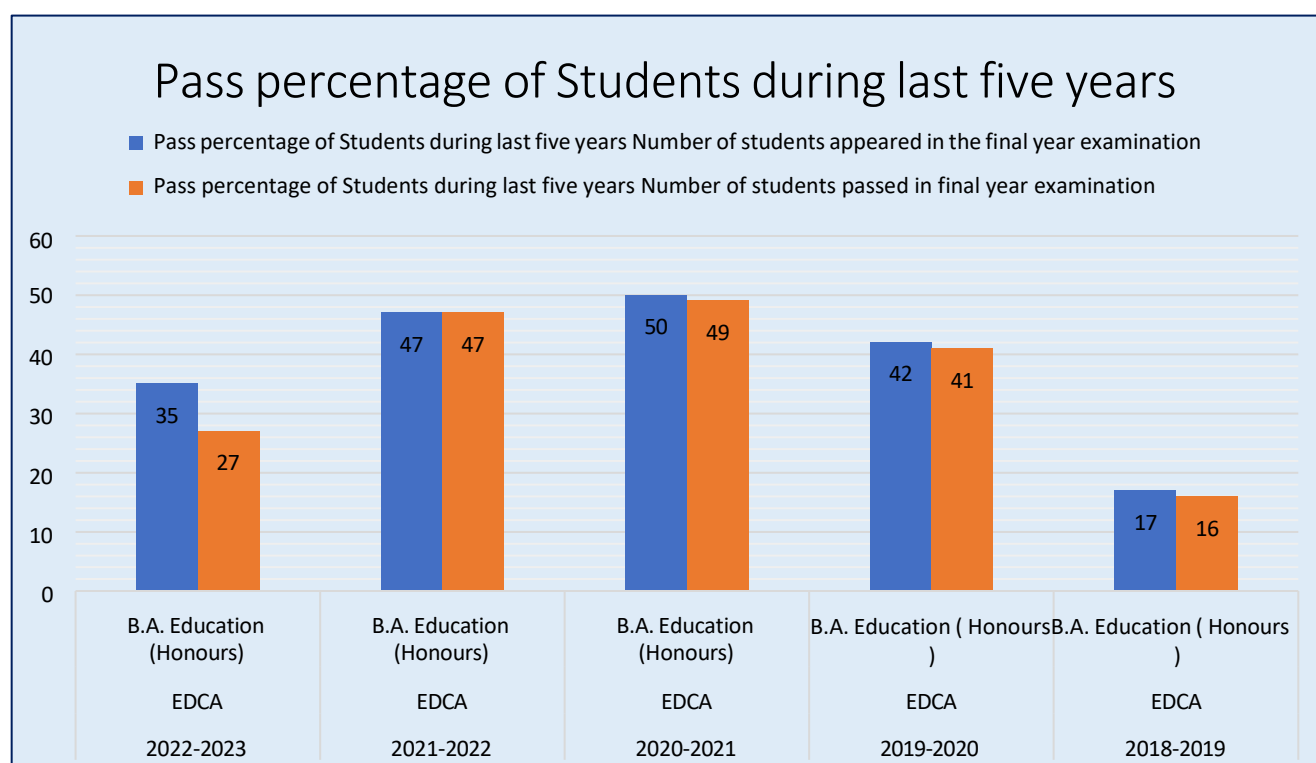
Percentage of seats filled against various categories (SC, ST, OBC) during the last five years

Year	Programme name	Programme Code	Number of seats earmarked for reserved category as per GOI or State Government rule			Number of students admitted from the reserved category		
			SC	ST	OBC	SC	ST	OBC
2022-2023	B.A. Education Honours	EDCA	19	5	14	17	0	14
2021-2022	B.A. Education Honours	EDCA	19	5	14	17	1	13
2020-2021	B.A. Education Honours	EDCA	19	5	14	17	2	14
2019-2020	B.A. Education Honours	EDCA	19	5	14	17	0	5
2018-2019	B.A. Education Honours	EDCA	19	5	14	17	4	14



6. Student Results of last five years:

Pass percentage of Students during last five years				
Year	Program Code	Program Name	Number of students appeared in the final year examination	Number of students passed in final year examination
2022-2023	EDCA	B.A. Education (Honours)	35	27
2021-2022	EDCA	B.A. Education (Honours)	47	47
2020-2021	EDCA	B.A. Education (Honours)	50	49
2019-2020	EDCA	B.A. Education (Honours)	42	41
2018-2019	EDCA	B.A. Education (Honours)	17	16



7. Program Specific Outcomes & Course Outcomes:

Program Specific Outcomes – B.A. Education (CBCS)

- PSO-1:** Students will have an ability of understanding human Psychology from childhood
- PSO-2:** They will develop an ability to know the philosophical foundations of various theories of Education, and perceive the society meaningfully.
- PSO-3:** They will have the ability to understand the historical development of Indian Education through the ages.
- PSO-4:** Students will have equip themselves with the fundamental of statistics – how to calculate mean, median and standard deviation.
- PSO-5:** They will understand the technique of different measuring tools and Technique involved in Measurement and Evaluation.
- PSO-6:** They will have the ability to apply various teaching- learning aids in classroom situation.
- PSO-7:** They will have sound counselling and guidance skill to help others.
- PSO-8:** They will have knowledge about the strategies of Distance Education.

Course Outcomes – B.A. Education (CBCS)

Semester – 1

Course Name	Course Outcomes
CC – 1 Introduction to Education	CO1: To understand the meaning, nature, scope and aims of education. CO2: To explain the factors of education and their interrelationship. CO3: To become aware of different agencies of education that influence education. CO4: To be acquainted with the concept of child-centricism and play-way in education.
CC – 2 History of Indian Education	CO1: To be acquainted with the salient features of education in India during ancient and medieval times CO2: To be acquainted with the development of education in British India CO3: To be acquainted with the significant points of selected education commissions & national policy of education in independent India

Semester – 2

Course Name	Course Outcomes
CC – 3 Psychological Foundation of Education	CO1: To understand the meaning of Psychology and be acquainted with its different aspects. CO2: To know the patterns of different aspects of human development and relate this knowledge with education. CO3: To be acquainted with the cognitive approach of development and thus to understand the process and factors of cognition
CC – 4 Philosophical Foundation of Education	CO1: To understand the meaning and relation of philosophy and education CO2: To understand the importance of philosophy in education. CO3: To be acquainted with the Indian schools of philosophy and their impact on education. CO4: To be acquainted with the western schools of philosophy and their impact on education. CO5: To develop an understanding of philosophy for development of humanity.

Semester – 3

Course Name	Course Outcomes
CC – 5 Sociological Foundation of Education	CO1: To understand the relation between Sociology and Education, nature, and scope of Sociology of education. CO2: To explain the concept of Social Groups and Socialization process. CO3: To enable the students to understand the concept of Social change and Social interaction in education CO4: To become aware of social Communication in Education
CC – 6 Educational Organization, Management and Planning	CO1: To develop the concept of an ideal organization in educational institutions. CO2: To know the essential functions of educational management. CO3: To understand the different aspects of planning,
CC – 7 Guidance and Counselling	CO1: To know the concept of guidance CO2: To know various types of Guidance CO3: To Know the basic concept of Counselling CO4: To find out the basic data necessary for Guidance
SEC – A Communication Skills Or SEC – A Skill for Democratic Citizenship	CO1: To understand the basic elements of Communication CO2: To acquire Listening Skills CO3: To acquire Speaking Skills CO4: To acquire Reading and Writing Skills CO1: Have an idea about their duties as citizens CO2: Have an idea about their rights as citizens CO3: Have an idea about child violence and child rights CO4: Have an idea about domestic violence and domestic rights

Semester – 4

Course Name	Course Outcomes
CC – 8 Technology in Education	CO1: To develop an understanding of educational technology CO2: To be acquainted with the system approach CO3: To develop an understanding of the use of computer in education and communication CO4: To get acquainted with the instructional techniques and different models of teaching . CO5: To develop an understanding of ICT & e-learning.
CC – 9 Curriculum Studies	CO1: To develop an understanding about concept, nature, types and major approaches of curriculum CO2: To understand the relation among curriculum, pedagogy and assessment CO3: To develop an understanding about curriculum development and, NCF2005 CO4: To get acquainted with content selection and selected theories in this regard CO5: To develop an understanding of evaluation & reform of curriculum
CC – 10 Inclusive Education	CO1: Understand the meaning of Inclusion and exclusion CO2: Know the types of exclusion and their causes CO3: Know how to bring about inclusion in different spheres
SEC — B Teaching Skill Or SEC — B Life Skill Education	CO1: The students will be able to know the basic concept of Teaching. CO2: The students will be able to explain the Types of Teaching. CO3: The students will be able to understand the Skills of Teaching. CO4: The students will be able to learn the Concept of Learning Design (LD). CO1: The students will be able to understand the concept of life skills. CO2: The students will be able to form an idea about the different types of life skills. CO3: The students will be able to find the ways in which individual's personality can be formed through the development of these Life skills.

Semester – 5

Course Name	Course Outcomes
CC – 11 Measurement and Evaluation in Education	CO1: To develop understanding of the concepts of measurement and evaluation in education CO2: To be acquainted with the process of Evaluation CO3: To be acquainted with different types of measuring instruments and their uses. CO4: To develop understanding of the concepts of validity and reliability and their importance in educational measurement. CO5: To be acquainted with the principles of test construction.
CC – 12 Statistics in Education	CO1: To develop the concept of statistics and to develop skill in analyzing descriptive measures. CO2: To be acquainted with the concept of Normal Probability Curve and its uses in education. CO3: To develop a concept of measures of relationship. CO4: To develop the ability to organize relevant educational data and to represent educational data through graphs and to develop skill in analyzing and displaying data.
DSE – A Peace and Value Education Or DSE – A Educational Thought of Great Educators	CO1: The students will be able to explain the concept and meaning of peace education. CO2: The students will be able to understand the concept of peace and non-violence. CO3: The students will be able to develop the concept of value education. CO4: The students will be able to understand the relation between peace, value and conflict resolution. CO1: To develop an understanding of educational ideas of Indian and Western Educators CO2: To understand pedagogical concepts given by Indian and Western educational thinkers
DSE – B Teacher Education Or DSE – B Open and Distance Learning	CO1: The students will be able to know the historical perspective and development of teacher education in India CO2: The students will be able to explore the role of the different agencies in teacher education. CO1: The students will be able to learn the meaning and concept of open and distance education. CO2: The students will be able to know different modes and strategies of open and distance education. CO3: The students will be able to find out relationship among non-formal, correspondence, distance and open education. CO4: The students will be able to learn the different agencies, problems and remedies of open and distance education in India.

Semester – 6

Course Name	Course Outcomes
CC – 13 Psychology of Adjustment	CO1: To understand the concept of adjustment, maladjustment and some commonly found problem behavior. CO2: To know the multi-axial classification of mental disorders. CO3: To be aware about different coping strategies for stressful situation. CO4: To know the administration, scoring and interpretation of the psychological tests.
CC – 14 Basic Concept of Educational Research	CO1: Have a concept of educational research CO2: Learn about the various steps to be followed for conducting a research. CO3: Learn how to write a research proposal and review research papers
DSE – A Gender and Society Or DSE – A Population Education	CO1: The students will be able to know the basic concepts used in gender studies. CO2: The students will be able to learn the concept of gender discrimination in construction and dissemination of knowledge. CO3: The students will be able to develop an awareness and sensitivity towards gender issues. CO1: To know the concept of Population Education CO2: To understand Population growth and its impact and responsibilities CO3: To understand population education and role of school
DSE – B Human Rights Education Or DSE – B Women Education	CO1: The students will be able to know the meaning, concept and definition of human rights. CO2: The students will be able explore the role of United Nations and human rights. CO3: The students will be able to find enforcement mechanism in India. CO4: The students will be able to explain the role of advocacy groups. CO1: To know the historical perspectives of Women Education CO2: To know the Policy Perspectives and Committees and Commissions on Women Education CO3: To know the role of Indian thinkers towards Women Education CO4: To identify major constraints of Women Education and Women Empowerment.

Program Specific Outcomes – B.A. Education (CCF)

PSO-1: The students will be able to understand the deeper concept of education, its nature, scope, and functions.

PSO-2: The student will be able to recognize the significance of education for an individual as well as the society.

PSO-3: The student will be able to acknowledge individual differences among their peers, family members or individuals in general.

PSO-4: The course provides a view on inclusion and inclusive education. It will help the student to understand and create awareness about inclusion in society.

PSO-5: The students get a basic understanding of Teaching skills, which can set a foundation for the students to pursue teacher training programs.

PSO-6: The students can also develop their communication skills by regularly participating in classroom discussions, seminars, and tutorials.

PSO-7: The students will be able to develop basic human values that are necessary to live in a society.

Course Outcomes – B.A. Education (CCF)

Semester: 1

Sl. No	Course Title	Course outcomes
1	EDC/H/CC – 1/1 (For Major) Introduction and Philosophical Foundation of Education	<ul style="list-style-type: none">• After completing this course students will understand the meaning, nature, scope, and aims of education.• After completing this course students can properly explain the factors of education and their interrelationship.• After completing this course students can illustrate the concept of child-centrism and play-way in education.
2	EDC/H/IDC Inclusive Education	<ul style="list-style-type: none">• After completing this course students will be able to explain the meaning of Inclusion and exclusion.• After completing this course students can analyse the types of exclusion and their causes.• After completing this course students can illustrate how to bring about inclusion in different spheres.
3	EDC/H/SEC/1/1 Communication Skill	<ul style="list-style-type: none">• After completing this course students will understand the meaning, nature, scope and aims of education.• After completing this course students can properly explain the factors of education and their interrelationship.• After completing this course students can illustrate the concept of child-centrism and play-way in education.

SEMESTER 2:

Sl. No	Course Title	Course outcomes
1	EDC/H/C C/2/2 (For Major) Psychologi cal Foundation of Education	<ul style="list-style-type: none">• After completing this course students will understand the meaning of Psychology and be acquainted with its different aspects.• After completing this course students can elaborately explain the patterns of different aspects of human development and relate this knowledge with education.• After completing this course students can illustrate the cognitive approach of development and the process and the factors of cognition.
2	EDC/H/IDC Inclusive Education	<ul style="list-style-type: none">• After completing this course students will be able to explain the meaning of Inclusion and exclusion.• After completing this course students can analyse the types of exclusion and their causes.• After completing this course students can illustrate how to bring about inclusion in different spheres.
3	EDC/H/SEC /2/2 Aspect of Democratic Citizenship	<ul style="list-style-type: none">• After completing this course students will be able to explain their duties as citizens.• After completing this course students can illustrate their rights as citizens.• After completing this course students can elaborately explain about child violence and child rights. Students can analyse domestic violence and domestic rights.
4	Internship (2,4,6)	

SEMESTER 3:

Sl. No	Course Title	Course outcomes
1	EDC/H/CC/2/2 (For Major) Guidance and Counselling	<ul style="list-style-type: none">• After completing this course students will be able to recognize the importance of guidance in helping individuals make informed decisions and solve problems.• After completing this course students will be able to explore the fundamental principles and goals of counseling and understand the key skills required for effective counseling practice.• After completing this course students will be able to have a foundational understanding of both guidance and counseling, and will be equipped to apply these concepts in supporting individuals in their personal, educational, and career development.
2	EDC/H/IDC Inclusive Education	<ul style="list-style-type: none">• After completing this course students will be able to explain the meaning of Inclusion and exclusion.• After completing this course students can analyze the types of exclusion and their causes.• After completing this course students can illustrate how to bring about inclusion in different spheres.
3	EDC/H/SEC /2/2 Aspect of Democratic Citizenship	<ul style="list-style-type: none">• After completing this course students will be able to explain their duties as citizens.• After completing this course students can illustrate their rights as citizens.• After completing this course students can elaborate on child violence and child rights.• After completing this course students can analyze domestic violence and domestic rights.
4	Internship (2,4,6)	

8. Departmental Activities:

Seminars/ Add on course organized by the Department

Name of Seminars/ Add on course	Organized by	Convener/Organizing Committee member	Date
Education as Development of Substantive Freedom	Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya	Sushanta Mahato (Convener)	28/09/2020
NEP:2020: To Ensure Social Justice by Providing Equity through Pedagogic Intervention	Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya	Sushanta Mahato (Convener)	11/04/2023
Mental Health and Counselling	Dept. of Education, Gour Mohan Sachin Mandal Mahavidyalaya	Sushanta Mahato (Coordinator)	28/04/23 to 15/05/23

Webinar

1	Name of the Event	National-level webinar entitled ' <i>Education as Development of Substantive Freedom</i> '
2	Organizer of the Programme	Department of Education, Gour Mohan Sachin Mandal Mahavidyalaya
3	Date	28.09.2020
4	Time	5 pm
5	Resource Persons	Dr. S. Arulsamy, Bharathiar University Dr. Samir Ranjan Adhikari Sidho Kanho Birsha University Dr. Tuhin Kanti Sinha, The University of Burdwan
6	Details of the Program	The Department of Education organized a national-level webinar entitled 'Education as Development of Substantive Freedom'. Dr. Arulsamy of Bharathiar University was the first speaker who elaborated upon the shifting focus of education under the National Education Policy from mere cognitive development to character building and the development of well-rounded individuals. Dr. Tuhin Kanti Sinha spoke on the crucial link between gene and the environment. Dr. Adhikari spoke on the concept of education leading to the attainment of substantive freedom. The seminar was hugely successful and generated a great deal of interest and enthusiasm among the participants.
7	It was streamed live on YouTube:	https://www.youtube.com/live/IXMoUttUJ5Q?si=gnyaQAd4LHVJh72f

Gour Mohan Sachin Mandal Mahavidyalaya
(NAAC Accreditation: B++)

DEPARTMENT OF EDUCATION
In Collaboration with IQAC
Presents a National Level Webinar

ON
EDUCATION AS DEVELOPMENT OF SUBSTANTIVE FREEDOM
DATE: 28th SEPTEMBER, 2020 AT 5 PM

SPEAKERS

KEY NOTE SPEAKER
PROF. SAMIRANJAN ADHIKARI
Department of Education
Sriho-Kamo-Ekanta University, Purulia

DR. S. ARULSAMY
Associate Professor, Department of Education
Shanmuga University, Coimbatore 627008
Topic : Education as Development of Substantive Freedom

PROF. TUHIN KUMAR SAMANTA
Department of Education
University of Burdwan
Topic : How to Develop a Pleasant Personality

Chief Guest: **Shri. Ajaykumar Halder**, President, G.M.S.M. Mahavidyalaya
Chief Patron: **Dr. Abdullah Jawadul Haque**, Principal, G.M.S.M. Mahavidyalaya
Organizing Committee: **Dr. Jayanta Das**, Asst. Prof., IQAC, Dept. of Education; **Mital Halder, Moussumi Halder, Piyali Barik**, Faculty Staff of Education, G.M.S.M. Mahavidyalaya
Convener: **Sushanta Mahanta**, Head, Dept. of Education, G.M.S.M. Mahavidyalaya

Registration Link : <https://forms.gle/9m9K1gTm7chdy525h4>
YouTube Live Streaming : <https://forms.gle/9m9K1gTm7chdy525h4>
WhatsApp Group at :
E-certificate will be provided

EMERGENCY CONTACTS
#Registration fee for the participant
*Fast free to contact with Mr. Sushanta Mahanta (91)93332282

Department of Education Webinar

Dr. Swapan Kumar Maity

thanks a lot sir for your illuminating lecture. How can I plan to improve capabilities for my M.A. students?

1:34:52 / 2:14:00

**Education as Development
of Substantive Freedom**

Prof. Samirranjan Adhikari
Professor Department of Education
Sidho-Kanho-Birsha University
Ranchi Road, Post Office- Sainik School,
Purulia, West Bengal
&
Rehabilitation Psychologist
(CRR No.-A20430)
(m) 9231612366, 9875590805
E-mail: samirranjanadhikari@gmail.com

Prof. Samirranjan Adhikari

29:39 / 2:14:00

Sushanta Mahato

Piyali Barik

Jayanta Das

2:11:09 / 2:14:00

Webinar entitled 'Education as Development of Substantive Freedom'


Webinar

1	Name of the Event	One-day state-level webinar on <i>The New Education Policy 2020</i>
2	Organizer of the Programme	Department of Education, Gour Mohan Sachin Mandal Mahavidyalaya
3	Date	11.04.2023
4	Time	6.30 pm
5	Resource Persons	Dr. Samir Ranjan Adhikari Sidho Kanho Birsha University
6	Details of the Program	The Department of Education organized a much-needed one-day state-level webinar on the New Education Policy 2020. The speaker was the distinguished senior academician, Dr. Samir Ranjan Adhikari, who deliberated upon the objectives of the policy that is to ensure social justice and the role of pedagogical intervention in the same. The webinar was conducted on the Google Meet platform and was attended by a hundred participants.

**DEPARTMENT OF EDUCATION
GOUR MOHAN SACHIN MANDAL MAHAVIDYALAYA**
in collaboration with IQAC
Organises a one day Webinar on

**NEP 2020: To Ensure Social Justice by
Providing Equity through Pedagogic Intervention**
Date : 11.04.2023
Time : 6:30 p.m

**CHIEF PATRON: SHRI JOYDEB HALDER
(PRESIDENT OF GOVERNING BODY)
CHIEF ADVISOR: DR. A.J HASAN, PRINCIPAL**



Resource Person
Prof. Samirranjan Adhikari,
Director of CEPAM,
Sidho-Kanho-Birsha University
Purulia

Convener: Sushanta Mahato
Organising Committee:
1. Arup kr. Mandal 2. Mitali Halder
3. Piyali Barik 4. Mousumi Halder

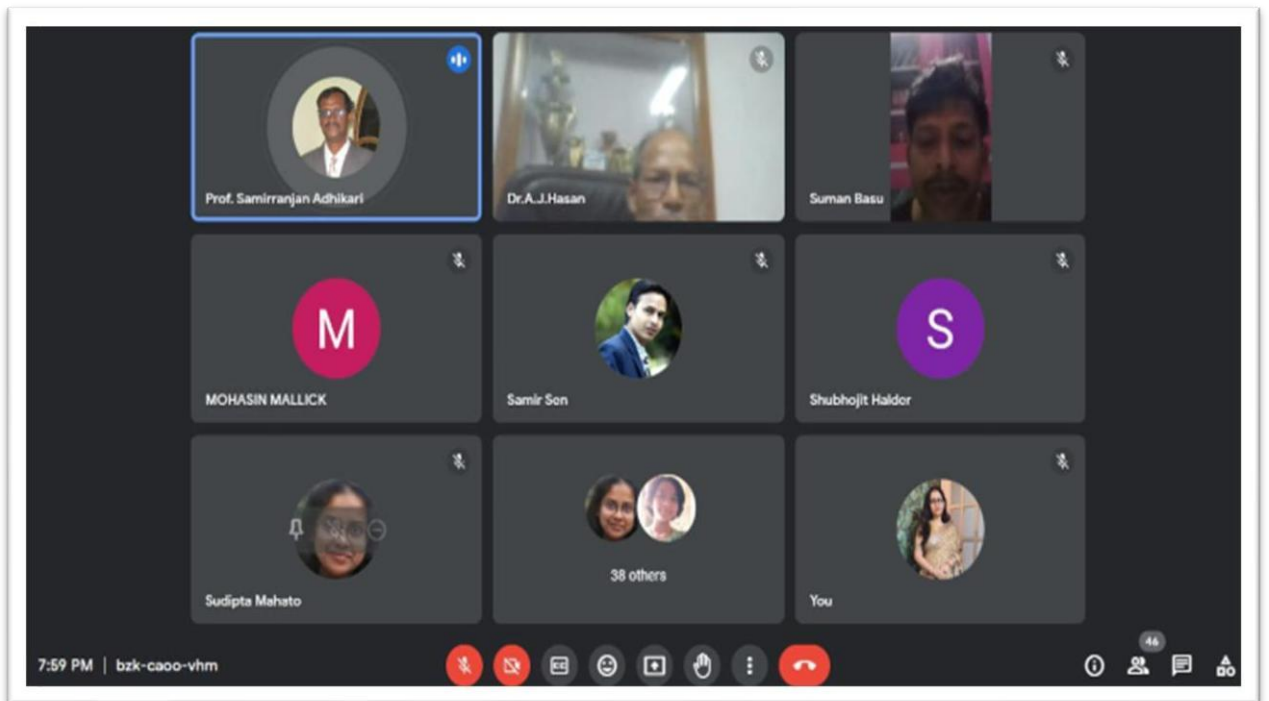
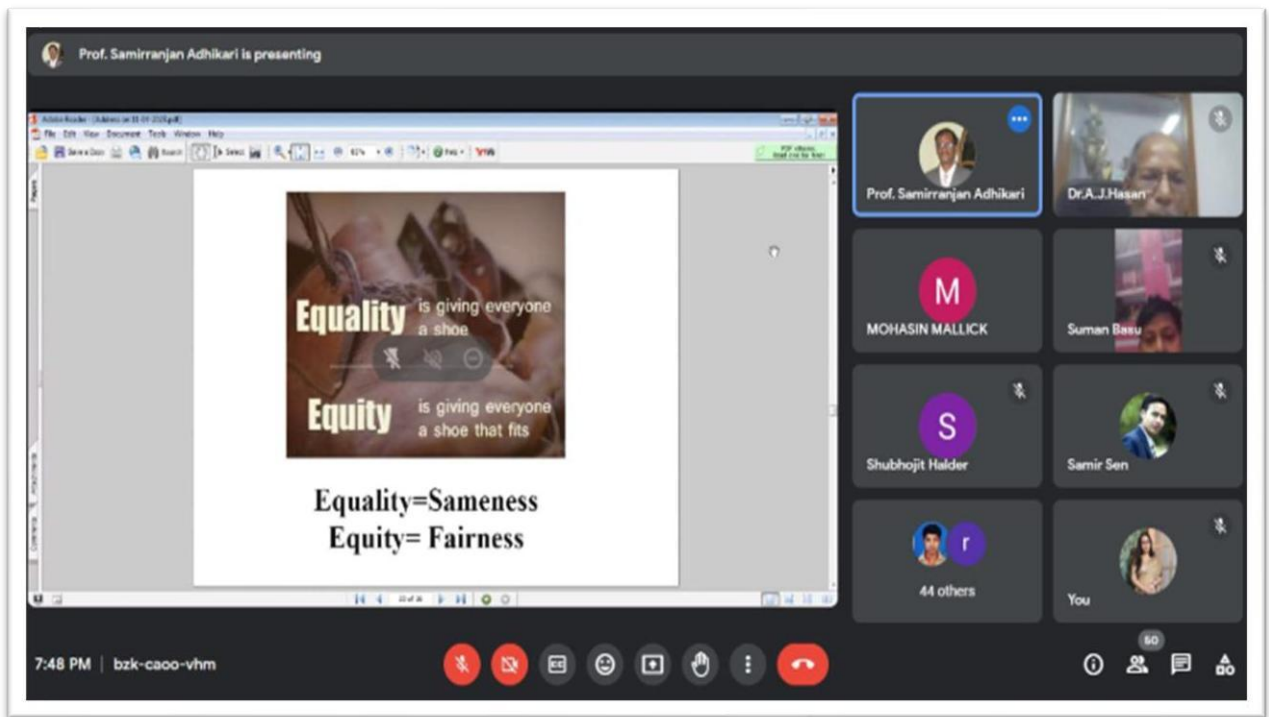
LIVE 33:31

Social opportunities of education and health care, which may require public action, balance individual opportunities of economic and political participation and also help to foster individualistic initiatives in overcoming personal deprivations.

You're backstage

Only the host can see you. The host may add you to the broadcast at any time. Be ready!

Sushanta M



One-day state-level webinar on ‘The New Education Policy 2020’

Add on Course on Mental Health and Counselling

1	Name of the Event	Add on Course on <i>Mental Health and Counselling</i>
2	Organizer of the Programme	Department of Education, Gour Mohan Sachin Mandal Mahavidyalaya
3	Date	28/04/23 to 15/05/23
4	Duration	30-hour
5	Convenor	Dr. Sushanta Mahato, Head of the Department, Gour Mohan Sachin Mandal Mahavidyalaya
6	Number of participants	23
7	Details of the Program	Department of Education has organized an add-on course on Mental Health and Counselling. The Course was conducted by the Head of the Department Dr. Sushanta Mahato as Convenor. It was a 30-hour paid course, starting from 28th April 2023. 23 participants joined this program. Not only professors from the Department but also other colleges, several renowned professors and scholars had joined this course as Resource persons.

Gour Mohan Sachin Mandal Mahavidyalaya

(Accredited Grade "B++" by NAAC)
P.O – Bireswarpur, Pin Code – 743336
Dist. – South 24 Parganas, West Bengal

Department of Education

Organizes an Add on course on

“Mental Health and Counselling”

LEVEL	MODE	TOTAL HOURS
Certificate	Online	30

DATE: 28/04/2023 To 15/05/2023

Time : 6.00 PM TO 8.00 P.M

Last date for registration : 26/04/2023

Registration Form link: <https://forms.gle/2Ld23HSXe25p7h9y6>

Eligibility: Students from all departments of our college

Registration fees: 100 Rupees

Course Content and Objectives:

Topics

- | |
|---|
| 1. Mental Health and Stress: Definition, meaning, nature, symptoms of good mental health.
Mental Stress: meaning, concept, symptoms, causes and negative effect. |
| 2. Mental illness: Classification, Autism, ADHD, Phobia, Conduct Disorder, Anxiety Disorder, Depressive Disorder, OCD, Schizophrenia, Dyslexia. |
| 3. Counselling: Concept, various steps and types of counselling |

Objectives :

1. To provide a comprehensive understanding of mental health issues and their impact on individuals, families and communities.
2. To develop knowledge and skills related to different counselling approaches, techniques and interventions used in mental health treatment.
3. To equip students with the ability to identify and assess mental health problems and develop effective treatment plans.
4. To promote self-awareness and personal growth, enabling students to be more effective in their work with the clients.
5. To encourage critical thinking and reflection, helping students to evaluate different approaches and interventions in mental health counselling.

Course Brochure and Course Content

Department of Education

Course : Mental Health and Counselling

Page - 1

Attendance Sheet of Add On Course on Mental Health and Counselling
By the Department of Education, Govt. Mohar Sachin Mandal Mahavidyalaya
Course Duration: 30 Hours

Sl No	Students	28.0	29.0	01.05	02.05	03.05	04.05	05.05	06.05	10.05	11.05	12.0	13.05	15.05.23	Sign
		MR	SM	MR	SM	MR	SM	MR	MR	SM	MR	SM	MR	SM Evaluator	
1)	Chandani Mandal	P	P	P	P	P	P	P	P	P	P	P	P	✓	Chandani Mandal
2)	Jula Ahir	P	P	P	P	P	P	P	P	P	P	P	P	✓	Jula Ahir
3)	Purnima Ghosh	P	P	P	P	P	P	P	P	P	P	P	P	✓	Purnima Ghosh
4)	Dipankhu Baze	P	P	P	P	P	P	P	P	P	P	P	P	✓	Dipankhu Baze
5)	Hira Khatun	P	P	P	P	P	P	P	P	P	P	P	P	✓	Hira Khatun
6)	Tohamina Khatun	P	P	P	P	P	P	P	P	P	P	P	P	✓	Tohamina Khatun
7)	Pallabi Mandal	P	P	P	P	P	P	P	P	P	P	P	P	✓	Pallabi Mandal
8)	Prithvi Naskar	P	P	P	P	P	P	P	P	P	P	P	P	✓	Prithvi Naskar
9)	Azalia Sheikh	P	P	P	P	P	P	P	P	P	P	P	P	✓	Azalia Sheikh
10)	Masjira Khatun Molla	P	P	P	P	P	P	P	P	P	P	P	P	✓	Masjira Khatun Molla

Attendance Sheet of Addon Course - "Mental Health and Counselling" Page - 2

Sl No	Students	28.0	29.0	01.05	02.05	03.05	04.05	05.05	06.05	10.05	11.05	12.0	13.05	15.05.23	Sign
		MR	SM	MR	SM	MR	SM	MR	MR	SM	MR	SM	MR	SM	
11	Mohana Ghosani	P	P	P	P	P	P	P	P	P	P	P	P	✓	Mohana Ghosani
12.	Rakhi Nayak	P	P	P	P	P	P	P	P	P	P	P	P	✓	Rakhi Nayak
13.	Ramesh Naskar	P	P	P	P	P	P	P	P	P	P	P	P	✓	Ramesh Naskar
14.	Sovan Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Sovan Halder
15.	Rachna Khatun	P	P	P	P	P	P	P	P	P	P	P	P	✓	Rachna Khatun
16.	Anushree Sander	P	P	P	P	P	P	P	P	P	P	P	P	✓	Anushree Sander
17.	Mamika Mandal	P	P	P	P	P	P	P	P	P	P	P	P	✓	Mamika Mandal
18.	Rina Park	P	P	P	P	P	P	P	P	P	P	P	P	✓	Rina Park
19.	Pooja Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Pooja Halder
20.	Ayantika Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Ayantika Halder
21.	Debika Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Debika Halder
22.	Subhajit Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Subhajit Halder
23.	Swapna Halder	P	P	P	P	P	P	P	P	P	P	P	P	✓	Swapna Halder

Course Attendance Sheet

Students Seminar:

The department organized Students' Seminar cum Poster Presentation on "*4 Elements of Education and its effects on current society*" on 20 th November 2024. Some students present their poster.



Departmental Students Seminar



- The department publishes a wall-magazine in every year.



Wall Magazine



Wall Magazine prepared by students

- The department has a journal written and edited by the students of the department. The journal is based on research methodology, part of their syllabus. The journal is titled '*Educo*' and its inaugural issue was published last year.
- Students participate in sports and cultural activities organized by the college.



- **Our many girls' students engaged with the National Service Scheme (NSS).**



- Students organized Teachers Day



9. Departmental functioning:

The Department of Education of Gour Mohan Sachin Mandal Mahavidyalaya carries out various departmental functions to enhance the academic and personal growth of students. The Department of Education organizes an orientation program at the beginning of the academic session to familiarize new students with the curriculum, faculty, and academic expectations. Regular departmental meetings are conducted to discuss course planning, student progress, and necessary improvements in teaching strategies. The department ensures internal evaluation through periodic assessments, assignments, and presentations to track students' academic performance.

Tutorial sessions are provided to offer additional academic support, clarify concepts, and encourage interactive learning. Special measures for slow learners, such as remedial classes, one-on-one mentoring, and personalized study plans, are implemented to help them cope with academic challenges and improve their understanding of the subject. These initiatives collectively contribute to the overall development of students and uphold the department's commitment to quality education.

- a. The department provides students with study materials, and career guidance specific to their field of study. The department organizes events like Student seminars, group discussions in the class, and competitions which allow students to get involved outside the classroom and establish peer mentoring systems which is very effective for their study.
- b. Every Semester HOD organizes departmental meetings to chalk out the academic plan, lesson plan, examination, and evaluation process.

The lesson plan of CBCS and CCF is given below:

Semester-wise Lesson Plan (for Honours Course) Under CBCS				
Semester-1				
Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC – 1 Introduction to Education	Unit- I Concept of Education	S.M	5
2	“	Unit- 2 Factors of Education	A.K.M	4
3	“	Unit- 3 Agencies of Education	M.H	5
4	“	Unit- 4 Child Centricism and Play-way in Education	S.M	4
5	CC – 2 History of Indian Education	Unit: 1 Education in India during ancient and medieval period	A.K.M	4
6	“	Unit: 2 Education in India during British period (1800-1853)	M.H	5
7	“	Unit: 3 Education in India during British period (1854-1946)	S.M	5
8	“	Unit: 4 Education in India after independence	A.K.M	4

Semester-2

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC – 3 Psychological Foundation of Education	Unit: 1 Relation between Psychology and Education	S.M	5
2	“	Unit- 2 Stages and types of human development and their educational significance	A.K.M	4
3	“	Unit-3 Learning: concept and theories	M.H	5
4	“	Unit- 4 Intelligence	S.M	4
5	CC – 4 Philosophical Foundation of Education	Unit: 1 Concept of educational philosophy	A.K.M	4
6	“	Unit: 2 Indian schools of philosophy	S.M	5
7	“	Unit: 3 Western schools of philosophy	M.H	5
8	“	Unit: 4 Philosophy for development of humanity	A.K.M	4

Semester-3

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC – 5 Sociological Foundation of Education	Unit-I Introductory Concept of Sociology of Education	S.M	5
2	“	Unit-2 Social Groups	M.H	4
3	“	Unit-3 Social Change and Education	A.K.M	5
4	“	Unit-4 Social Communication in Education		4
5	CC – 6 Educational Organization, Management and Planning	Unit: 1 Organization and Management	S.M	4
6	“	Unit: 2 Educational organization	M.H	5
7	“	Unit: 3 Educational Management	A.K.M	5
8	“	Unit:4 Educational Planning	S.M	4
9	CC – 7 Guidance and Counselling	Unit I Guidance – Meaning, Functions, Need	M.H	5
10	“	Unit 2 Guidance – Educational, Vocational, Personal	A.K.M	4
11	“	Unit 3 Counselling – Meaning, Techniques, Types	S.M	4
12	“	Unit 4 Basic data necessary for Guidance	M.H	4
13	SEC-A Skill for Democratic	Unit 1 Rights and duties in Indian Constitution	A.K.M	5

14	“	Unit 2 Protection of Children	S.M	5
16	“	Unit 4 Role of Education (Term Paper/Project Paper)	A.K.M	4

Semester-4

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
2	“	Unit 2 Computer in education and communication	M.H	4
4	“	Unit 4 ICT & e-learning	S.M	4
6	“	Unit 2 Content selection	A.K.M	5
8	“	Unit 4 Evaluation & reform of curriculum	M.H	4
10	“	Unit: 2 Differently Abled	S.M	4
12	“	Unit: 4 Educational Reforms for Inclusive Society	A.K.M	4
14	“	Unit: 2 Types of Teaching (Concept and Characteristics)	M.H	5
16	“	Unit: 4 Learning Design (LD)	S.M	4

Semester-5

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC – 11 Measurement and Evaluation in Education	Unit: 1 Measurement and Evaluation in Education	M.H	5
2	“	Unit: 2 Evaluation Process	A.K.M	4
3	“	Unit: 3 Tools and Techniques of Evaluation	S.M	5
4	“	Unit: 4 Criteria of a Good Tool and its Construction	M.H	4
5	CC – 12 Statistics in Education	Unit: 1 Concept of Statistics and Descriptive Statistics	A.K.M	4
6	“	Unit: 2 Normal Distribution and Derived Score	S.M	5

7	“	Unit: 3 Measure of Relationship	M.H	5
8	“	Unit:4 Statistics (Practical)	A.K.M	4
9	DSE-A Educational Thought of Great Educators	Unit:1 Western Educators (Part 1)	S.M	4
10	“	Unit:2 Western Educators(Part 2)	M.H	5
11	“	Unit: 3 Indian Educators (Part 1)	A.K.M	4
12	“	Unit: 4 Indian Educators (Part 2)	S.M	4
13	DSE-B Teacher Education	Unit: 1 Basic concept of teacher education.	M.H	5
14	“	Unit: 2 Development of teacher education in India	A.K.M	5
15	“	Unit: 3 Role of the different agencies in teacher education	S.M	4
16	“	Unit: 4 Some Courses for preparation of teacher	M.H	5

Semester-6

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC – 13 Psychology of Adjustment	Unit: 1 Adjustment, Maladjustment and Problem Behaviour	A.K.M	5
2	“	Unit: 2 Multi-axial Classification of Mental Disorders	M.H	4
3	“	Unit: 3 Coping Strategies for Stressful Situation	S.M	5
4	“	Unit: 4 Administration, Scoring and Interpretation of the following Tests (Practical)	D.S.G	4
5	CC – 14 Basic Concept of Educational Research	Unit: 1 Concept of Educational Research	A.K.M	4
6	“	Unit: 2 Basic elements of educational research	M.H	5
7	“	Unit: 3 Data collection procedure	D.S.G	5
8	“	Unit: 4 Tutorial (Project/Term Paper centric)	S.M	4
9	DSE- A Population Education	Unit: 1 Concept of Population Education	A.K.M	5
10	“	Unit : 2 Population Growth and its Impact	M.H	5
11	“	Unit : 3 Population Growth and Responsibilities Size	D.S.G	4
12	“	Unit : 4 Population Education and school	S.M	5
13	DSE-B Women Education	Unit: 1 Historical Perspectives of Women Education	A.K.M	4
14	“	Unit: 2 Policy Perspective,	M.H	4

		Committee and Commission on Women Education		
15	“	Unit: 3 Role of Indian Thinkers in promoting Women Education	D.S.G	5
16	“	Unit: 4 Major Constraints of Women Education and Women Empowerment	S.M	5

Semester-wise Lesson Plan (General Course)

Semester-1

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC-1/GE-1 Introduction to Education	Unit- I Concept of Education	M.H	5
2	“	Unit- 2 Factors of Education	P.B	4
3	“	Unit- 3 Agencies of Education	M.H	5
4	“	Unit- 4 Child Centricism and Play-way in Education	P.B	4

Semester-2

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC-2/GE-2 Psychological Foundation of Education	Unit: 1 Relation between Psychology and Education	M.H	5
2	“	Unit- 2 Stages and types of human development and their educational significance	P.B	4
3	“	Unit-3 Learning: concept and theories	M.H	5
4	“	Unit- 4 Intelligence	P.B	4

Semester-3

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC- 3/GE-3 Sociological Foundation of Education	Unit-I Introductory Concept of Sociology of Education	M.H	5
2	“	Unit-2 Social Groups	P.B	4
3	“	Unit-3 Social Change and Education	M.H	5
4	“	Unit-4 Social Communication in Education	P.B	4
5	SEC-A Communication Skill	Unit:1 Introduction to Communication	M.H	4
6	“	Unit:2 Listening Skills	P.B	5

7	“	Unit:3 Speaking Skills	M.H	5
8	“	Unit:4 Reading and Writing Skills	P.B	4

Semester-4

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	CC- 4/GE-4 Inclusive Education	Unit: 1 Inclusion Overview	P.B	5
2	“	Unit: 2 Differently Abled	M.H	4
3	“	Unit: 3 Socially Disabled	P.B	5
4	“	Unit: 4 Educational Reforms for Inclusive Society	M.H	4
5	SEC- B Teaching Skill	Unit: 1 Understanding Teaching	P.B	4
6	“	Unit: 2 Types of Teaching (Concept and Characteristics)	M.H	5
7	“	Unit: 3 Skills of Teaching (Basic Concept)	P.B	5
8	“	Unit: 4 Learning Design (LD)	M.H	4

Semester-5

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	DSE-A Educational Thought of Great Educators	Unit:1 Western Educators (Part 1)	P.B	5
2	“	Unit:2 Western Educators (Part 2)	M.H	4
3	“	Unit: 3 Indian Educators (Part 1)	P.B	5
4	“	Unit: 4 Indian Educators (Part 2)	M.H	4
5	SEC-A Communication Skill	Unit:1 Introduction to Communication	P.B	4
6	“	Unit:2 Listening Skills	M.H	5
7	“	Unit:3 Speaking Skills	P.B	5
8	“	Unit:4 Reading and Writing Skills	M.H	4

Semester-6

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1	DSE-B Women Education	Unit: 1 Historical Perspectives of Women Education	P.B	5
2	“	Unit: 2 Policy Perspective, Committee and Commission on Women Education	M.H	4
3	“	Unit: 3 Role of Indian Thinkers in promoting Women Education	P.B	5
4	“	Unit: 4 Major Constraints of	M.H	4

		Women Education and Women Empowerment		
5	SEC- B Teaching Skill	Unit: 1 Understanding Teaching	P.B	4
6	“	Unit: 2 Types of Teaching (Concept and Characteristics)	M.H	5
7	“	Unit: 3 Skills of Teaching (Basic Concept)	P.B	5
8	“	Unit: 4 Learning Design (LD)	M.H	4

Semester-wise Lesson Plan (Major - CCF)

Semester-1

Sl no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/H/CC/1/1 (For Major) Introduction and Philosophical Foundation of Education	Unit-I Concept of Education	A.K.M	4
		Unit-2 Factors of Education	D.S.G	5
		Unit-3 Child Centricism and Play-way in Education	M.H	4
2.	EDC/H/IDC Inclusive Education	Unit: 1 Inclusive Education: Overview	S.M	5
		Unit: 2 Differently Abled and Disadvantaged Children	A.K.M	5
3.	EDC/MD/SEC Communication Skill	Unit: 1 Introduction of Communication	D.S.G	4
		Unit: 2 Listening Skills	M.H	5
		Unit: 3 Speaking Skills	S.M	4
4.	EDC/M/CC/1/1 (For Minor) Introduction and Philosophical Foundation of Education	Unit-I Concept of Education	A.K.M	4
		Unit-2 Factors of Education	D.S.G	5
		Unit-3 Child Centricism and Play-way in Education	M.H	5

Semester-2

Sl no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/H/CC/2/2 (For Major) Psychological Foundation of Education	Unit: 1 Relation between Psychology and Education	M.H	4
		Unit: 2 Stages and types of human development and their educational significance	A.K.M	5
		Unit: 3 Intelligence	S.M	4
2.	EDC/H/IDC	Unit: 1 Inclusive Education: Overview	D.S.G	5

	Inclusive Education	Unit: 2 Differently Abled and Disadvantaged Children	MH	5
3.	EDC/H/SEC/2/2 Aspect of Democratic Citizenship	Unit: 1 Right and duties as citizen	A.K.M	4
		Unit: 2 Protection of Children	S.M	5
		Unit: 3 Domestic Harmony	D.S.G	4
4.	EDC/M/ 1/2 (For Minor) Psychological Foundation of Education	Unit: 1 Relation between Psychology and Education	M.H	4
		Unit: 2 Stages and types of human development and their educational significance	A.K.M	5
		Unit: 3 Intelligence	S.M	5

Semester-3

Sl no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/H/CC/3/3(For Major) Guidance and Counselling	Unit-I Guidance: Meaning, Function, Need	A.K.M	4
		Unit-2 Guidance: Educational, Vocational, Personal	S.M	5
		Unit-3 Counselling: Meaning, Techniques, Types	M.H	4
2.	EDC/H/CC/4/3(For Major) Sociological Foundation of Education	Unit: 1 Introductory Concept of Sociological of Education	D.S.G	5
		Unit: 2 Social Groups	A.K.M	5
		Unit: 3 Social Change and Communication in Education	S.M	4
3.	EDC/H/IDC Inclusive Education	Unit: 1 Inclusive Education: Overview	M.H	5
		Unit: 2 Differently Abled and Disadvantaged Children	D.S.G	4
4.	EDC/H /SEC Computer Application	Unit: 1 Computer Basics	A.K.M	4
		Unit: 2 Office tools	S.M	5
		Unit: 3 Cyber Safety	M.H	5
5	EDC/M/2/3 (For Minor) Introduction and Philosophical Foundation of Education	Unit-I Concept of Education	D.S.G	4
		Unit-2 Factors of Education	A.K.M	5
		Unit-3 Child Centricism and Play-way in Education	S.M	5

Semester-4

Sl no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/H/CC/5/4 (For Major) Educational Organization and Planning	Unit-I Organization	A.K.M	4
		Unit-2 Organization in educational field	S.M	5
		Unit-3 Educational Planning	M.H	4
2.	EDC/H/CC/6/4 (For Major) History of Education	Unit: 1 Education in India during ancient and medieval period	D.S.G	5
		Unit: 2 Education in India before independence	A.K.M	5
		Unit: 3 Education in India after independence	S.M	4
3.	EDC/H/CC/7/4 (For Major) Technology in Education	Unit: 1 Introductory concept	M.H	5
		Unit: 2 Instructional techniques	D.S.G	4
		Unit: 3 ICT @ e- learning	A.K.M	4
4.	EDC/H/CC/8/4 (For Major) Great Educators	Unit: 1 Western Education	A.K.M	5
		Unit: 2 Indian Education	S.M	5
		Unit: 3 Educators of 21 st century	M.H	4
5	EDC/M/2/4 (For Minor) Psychological Foundation of Education	Unit: 1 Relation between Psychology and Education	D.S.G	5
		Unit: 2 Stages and types of human development and their educational significance	A.K.M	4
		Unit: 3 Intelligence	M.H	5

Semester-wise Lesson Plan (Minor - CCF)

Semester-1

Sl.no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/MD/CC/1/1 &EDC/MD/CC/2/1 Introduction to Education	Unit-I Concept of Education	MH, PB	4
		Unit-2 Factors of Education	PB	5
		Unit-3 Child Centricism and Play-way in Education	MH	4
2.	EDC/MD/IDC Inclusive Education	Unit:1 Inclusive Education: Overview	MH	5
		Unit:2 Differently Aabled and Disadvantaged Children	PB	5
3.	EDC/MD/SEC Communication Skill	Unit1: Introduction of Communication	PB	4
		Unit2: Listening Skills	MH	5
		Unit3: Speaking Skills	PB	4

Semester-2

SL no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/MD/CC/1/2 &EDC/MD/CC/2/2 Psychological Foundation of Education	Unit:1 Relation between Psychology and Education	MH	4
		Unit- 2 Stages and types of human development and their educational significance	PB, MH	5
		Unit-3 Intelligence	PB	4
2.	EDC/MD/IDC Inclusive Education	Unit:1 Inclusive Education: Overview	PB	5
		Unit:2 Differently Aabled and Disadvantaged Children	MH	5
3.	EDC/MD/SEC Communication Skill	Unit1: Introduction of Communication	MH	4
		Unit2: Listening Skills	PB	5
		Unit3: Speaking Skills	MH	4

Semester-3

Sl. no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/MD/CC/1/3 &EDC/MD/CC/2/3 Guidance and	Unit-I Guidance: Meaning, Function, Need	PB	4
		Unit-2 Guidance: Educational, Vocational, Personal	PB	5

	Counselling	Unit-3 Counselling: Meaning, Technique, Types	MH	4
2.	EDC/MD/IDC Inclusive Education	Unit:1 Inclusive Education: Overview	PB	5
		Unit:2 Differently Aabled and Disadvantaged Children	MH	5
3.	EDC/MD/SEC Communication Skill	Unit1: Introduction of Communication	MH	4
		Unit2: Listening Skills	PB	5
		Unit3: Speaking Skills	MH	4

Semester-4

Sl no	Paper	Unit Name (Topic)	Name of the Teachers	Total no of classes
1.	EDC/MD/CC/1.1/4 &EDC/MD/CC/2.4 Educational Organization and Planning	Unit 1 Organization	MH	4
		Unit 2 Organization in Educational Field	PB	5
		Unit 3 Educational Planning	MH	4
2.	EDC/MD/CC/1.2/4 &EDC/MD/CC/2.4 History of Education	Unit1 Education in India during Ancient and Medieval Period	PB	5
		Unit2 Education in India before Independence	MH, PB	5
		Unit3 Education in India after Independence	MH	4

- Internal Examination is always conducted on time. Class tests are also done by the teachers.



Class Test



University Internal Examination



Students participating in class room Group Discussion



Mentor-mentee meeting in progress



- The department has a Departmental Library, operated by the departmental faculty.
- We also have a question bank which was prepared by faculty.
- We also teach our students not only through lecture methods but also through the use of ICT for classroom communication.

10. Student Achievers:

List of students with progression to higher studies

Sl. No	Name of the Student	Year	Course And Institute Where Pursuing Higher Studies
1	Anusree Sardar	2023	Pursuing M.A. University of Calcutta
2	Pritish Naskar	2023	Pursuing M.A. University of Calcutta
3	Bithika Baidya	2023	Pursuing M.A. University of Calcutta
4	Priyanka Moni	2023	Pursuing M.A. University of Calcutta
5	Sovon Halder	2023	Pursuing M.A. University of Calcutta
6	Subhajit Halder	2023	Pursuing M.A. University of Calcutta
7	Ataulla Sheikh	2023	Pursuing M.A. Netaji Suhas Open University
8	Tahamina Khatun	2023	Pursuing M.A. Netaji Suhas Open University
9	Puja Halder	2023	Pursuing M.A. Netaji Suhas Open University
10	Sutopa Manna	2022	Pursuing M.A. University of Calcutta
11	Kanika Tikadar	2022	Pursuing M.A. University of Calcutta
12	Papiya Tikadar	2022	Pursuing M.A. University of Calcutta
13	Kaberi Halder	2022	Pursuing M.A. University of Calcutta
14	Tripti Halder	2022	Pursuing M.A. University of Calcutta
15	Suman Halder	2022	Pursuing M.A. University of Calcutta
16	Shivnath Pailan	2022	Pursuing M.A. University of Calcutta
17	Tota Das	2022	Pursuing M.A. University of Calcutta
18	Deep Mandal	2022	Pursuing M.A. University of Calcutta
19	Amalendu Naskar	2022	Pursuing M.A. University of Calcutta
20	Bhaskar Halder	2022	Pursuing M.A. University of Calcutta
21	Srimanta Mistri distance	2022	Pursuing M.A. University of Calcutta
22	Mampimala Das	2022	D. El. Ed
23	Tandra Halder	2021	Pursuing M.A. University of Calcutta
24	Ankita Pal	2021	Pursuing M.A. University of Calcutta
25	Satyajit Sardar	2021	Pursuing M.A. University of Calcutta
26	Shilpa Purkait	2021	Pursuing M.A. University of Calcutta

Alumni who have qualified in Competitive Examinations

Sl. No	Name of the Student	Name of Examination Qualified	Year of Passing
1	Dr. Arup Kumar Mandal	NET	2017
2	Mousumi Mandal	NET	2017
3	Biswajit Khan	NET JRF	2019
4	Indrani Naskar	WB SET	2022
5	Sourav Pradhan	NET JRF	2020

List of Ex-students in dignified positions in their service life

Sl. No	Name of the Ex-Student	Employed at
1	Dr. Amalendu Mazumder	Associate Professor at Vijaygarh Jyotish Ray College
2	Dr. Sahanowas Sk	Assistant Professor at Govt. General Degree College Narayangarh
3	Swapan Kumar Chhatui	Assistant Professor at Symaprasad College
4	Mousumi Mondal	Assistant Professor at Fakir Chand College
5	Dr. Arup Kumar Mandal	Assistant Professor at Gour Mohan Sachin Mandal Mahavidyalaya
6	Mitali Halder	State Aided College Teacher at Gour Mohan Sachin Mandal Mahavidyalaya
7	Mousumi Halder	State Aided College Teacher at Gour Mohan Sachin Mandal Mahavidyalaya
8	Deb Kumar Halder	State Aided College Teacher at Dhruba Chand Halder College
9	Chiranjit Halder	State Aided College Teacher at Behala College
10	Shilpa Purkait	Private School Teacher
11	Sourav Pradhan	Assistant professor at Parameswar Mahavidyalaya (B.Ed)
12	Minakshi Naiya	Assistant professor at Parameswar Mahavidyalaya (B.Ed)
13	MD Ahammad Ulla Naiya	Assistant Teacher at Guidance Academy
14	Sambhu Nath Haldar	Assistant Teacher at Moushini Co-operative High School (H.S)
15	Biswajit Khan	Assistant professor at Ashok Nilay Nivedita College of Education
16	Sutapa Baidya	Guest teacher at Ashok Nilay Nivedita College of Education
17	Indrani Naskar	Guest teacher at Ashok Nilay Nivedita College of Education

11. SWOC Analysis

<p><u>Strengths:</u></p> <p><i>Dedicated Faculty:</i> The department boasts experienced and committed faculty members who employ innovative teaching methodologies to enhance learning outcomes.</p> <p><i>Inclusive Environment:</i> A strong emphasis on inclusivity ensures that students from diverse backgrounds feel valued and supported.</p> <p><i>Community Engagement:</i> Active participation in community initiatives fosters practical learning experiences and societal contributions.</p>	<p><u>Weaknesses:</u></p> <p><i>Resource Constraints:</i> Being situated in a rural area, the department occasionally faces limitations in accessing advanced educational resources and infrastructure.</p> <p><i>Economic Challenges of Students:</i> Many students come from economically disadvantaged backgrounds, which can impact their academic pursuits.</p>
<p><u>Opportunities:</u></p> <p><i>Technological Integration:</i> Adopting digital tools and online learning platforms can enhance educational delivery and accessibility.</p> <p><i>Collaborations:</i> Establishing partnerships with other educational institutions and organizations can provide additional learning opportunities and resources.</p>	<p><u>Challenges:</u></p> <p><i>Retention Rates:</i> Economic hardships may lead to higher dropout rates among students.</p> <p><i>Keeping Pace with Educational Trends:</i> Continuously updating the curriculum to align with evolving educational standards and practices requires ongoing effort.</p>

Future Plans

- To implement interdisciplinary programs, which blend education with psychology, technology, or special education.
- To increase library books and journals. And buy the Diagnostic and Statistical Manual of Mental Disorders
- To promote faculty research and exchange with other institutions.
- To encourage faculty research and collaboration with other institutions.

- To enhance career counseling services.
- To expand extracurricular educational activities, including teaching clubs and community service programs.
- To host more conferences, workshops, and seminars to bridge students with renowned faculty members from various disciplines as well as industry professionals.
- To expand extracurricular educational activities, including teaching clubs and community service programs.

Conclusion

Our department would like to express our deepest appreciation to our Teacher-in-charge, Dr. Deprasad Mandal, for his unyielding support and cooperation. Similarly, we thank the rest of the faculty members for their invaluable attendance.

We want our students to one day open the door to employment opportunities and therefore, we hope that our government will help us reach our vision of providing better prospects for future generations.

For this, we express our deepest gratitude to the NAAC Peer Team for granting us the opportunity to thank them for kindly and patiently indulging in our departmental work as delineated in the departmental profile.

This serves as a note of appreciation for the valuable visit made by the NAAC Peer Team to the department. We look forward with great hope to remediable support for the enhancement of the department as well as the Department of Education remains steadfast in its commitment to overcoming these challenges and leveraging its strengths to provide quality education. Through continuous improvement and dedication, the department strives to empower its students to become responsible citizens and catalysts for positive change in society.

