

Department of Education **PROFILE**

History of the Department

The Department of Education at Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya was established in the academic session **2017–2018**. The college authorities recognized the significance of Education as a discipline and were keen to introduce it at the undergraduate level, motivated by the understanding that education is a structured process through which individuals—children or adults—acquire knowledge, skills, experience, and the right attitude.

The initiative received strong encouragement and affiliation from the **Department of Higher Education, Government of West Bengal**, and **Vidyasagar University**, whose support played a vital role in laying the foundation of the department. With a mission to nurture civilized, cultured, and well-rounded individuals, the department began its journey with an initial intake capacity of **50 students**.

To commence academic activities, the college appointed **Mr. Biswajit Nayek** and **Ms. Mallika Bera** as guest faculty members. Additionally, the then Governing Body recommended involving **Dr. Ujjwal Chowdhury**, a respected scholar in the field of Education, to support the department and mentor students under an endowment initiative.

Since the **2017-2018** academic session, the department has proactively organized **Add-on Courses** focusing on relevant and skill-based topics, aiming to prepare students for contemporary professional environments. These efforts reflect the department's commitment to the **holistic development** of students—socially, emotionally, and physically.

With a collaborative and dynamic approach, the faculty of the department consistently engages in meticulous planning and execution of academic programmes, projects, and syllabi. The department envisions introducing an **Honours Course with research facilities** in the near future, subject to the approval and affiliation from the University and the Department of Higher Education.

In the academic session **2018–2019**, the department fully adopted the **Choice Based Credit System (CBCS)** as per university regulations. Following the implementation of the **National**

Education Policy (NEP) 2020, the department has been aligning its academic practices with both **CBCS** and **NEP** modalities as guided by the affiliating university.

Objectives of the Department of Education

❖ To Provide Foundational Knowledge in Education

To impart a strong foundational understanding of the principles, theories, and practices of education to undergraduate students.

❖ To Foster Holistic Development

To encourage the overall development of students—intellectual, emotional, social, physical, and moral—through a value-based educational approach.

❖ To Promote Skill-Based Learning

To organize skill-enhancing Add-on Courses and workshops that help students adapt to the evolving demands of professional and academic fields.

❖ To Cultivate Critical and Reflective Thinking

To nurture critical thinking, problem-solving, and reflective practices among students in relation to educational challenges and societal issues.

❖ To Prepare Responsible and Socially Aware Citizens

To prepare students to become socially responsible, ethical, and culturally sensitive individuals capable of contributing to national and global development.

❖ To Align with Contemporary Educational Policies

To implement and follow academic frameworks like the **CBCS** and **NEP-2020**, ensuring that curriculum delivery remains current and policy-aligned.

❖ To Encourage Research and Higher Studies

To motivate students towards pursuing research and higher education in the field of education, with a long-term goal of initiating Honours and research programs.

❖ To Build a Collaborative Learning Environment

To maintain a cooperative and student-centric learning atmosphere through interactive teaching, mentoring, and faculty collaboration.

❖ To Empower Through Education

To empower students, especially from rural and underprivileged backgrounds, through access to quality education and equal learning opportunities.

❖ **To Engage with the Community**

To extend educational services and awareness programs to the local community, thereby fostering a stronger college-society interface.

Vision and Mission of the Department of Education

Vision

The Department of Education at Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya envisions becoming a center of academic excellence that fosters the development of enlightened, responsible, and ethically grounded individuals. With a strong focus on inclusivity and value-based education, the department aims to empower students—particularly from rural and underprivileged backgrounds—through quality learning opportunities, thereby contributing meaningfully to educational advancement and societal transformation.

Mission

In pursuit of its vision, the Department of Education is committed to the following mission objectives:

- To impart comprehensive foundational knowledge in the discipline of education, guided by principles, theories, and contemporary practices.
- To foster the holistic development of students—intellectually, emotionally, socially, physically, and morally—through an inclusive and value-driven educational framework.
- To organize and promote skill-based Add-on Courses and workshops that enhance students' professional competencies and employability.
- To nurture critical thinking, reflective practices, and problem-solving skills in addressing educational and societal challenges.
- To encourage social responsibility and cultural sensitivity, preparing students to contribute to both national and global development goals.
- To align academic activities with national policies such as the Choice Based Credit System (CBCS) and the National Education Policy (NEP) 2020, as per university guidelines.
- To support student aspirations for higher studies and research in education, with a long-term objective of introducing Honours and research-oriented programmes.
- To promote a collaborative and participatory learning environment through effective teaching, mentorship, and faculty engagement.

- To extend educational services to the local community through awareness and outreach programmes, strengthening the interface between the college and society.

Challenges of the Department of Education

❖ Non-availability of Honours Course

The absence of an Honours programme limits students' academic advancement and restricts opportunities for in-depth study and research in the field of education.

❖ Inadequate Infrastructure

The department faces limitations in physical infrastructure such as dedicated classrooms, seminar halls, and educational resource rooms that are essential for an enriching academic environment.

❖ Limited Access to Digital Technologies

There is a lack of department-specific digital tools and smart classrooms, which hinders the integration of ICT-based teaching and learning practices.

❖ Absence of a Dedicated Departmental Space

The department currently lacks a separate space or office, which affects its academic identity and the smooth coordination of departmental activities.

❖ Resource Constraints for Research and Innovation

There is minimal availability of educational journals, reference materials, and research databases, which curbs academic exploration and student-led inquiry.

❖ Delayed Implementation of Academic Reforms

The transition to new policies like NEP-2020 and CBCS requires consistent support and training, which are not always readily available to the department.

❖ Limited Industry or Field Exposure for Students

Due to resource constraints, students have fewer opportunities for exposure to educational fieldwork, internships, or school-based experiences.

❖ Funding Limitations

Lack of dedicated funding for departmental development, Add-on courses, seminars, and extension activities limits the department's scope for growth and innovation.

❖ Need for Stronger Institutional Support

The department requires more robust administrative and academic support from the college and university to address its long-term goals and challenges.

Achievements of the Department of Education

Despite facing structural and resource-related constraints, the Department of Education has demonstrated commendable growth and commitment since its inception. The department's achievements reflect its dedication to academic excellence, student development, and community engagement.

- ❖ **Successful Launch and Continuation of the UG Programme:** The department has consistently run its undergraduate general course since the 2017–2018 academic session, maintaining a steady intake of students and ensuring regular academic activities even with limited faculty.
- ❖ **Introduction of Add-on Courses:** Since 2018–2019, the department has successfully introduced and conducted **skill-based Add-on Courses** on significant themes. These courses have enhanced students' practical knowledge and employability skills, aligning education with real-world applications.
- ❖ **Holistic Student Development:** The department has emphasized the **social, emotional, and physical development** of students through its inclusive and value-based approach, fostering responsible, ethical, and culturally aware individuals.
- ❖ **Adoption of Academic Reforms:** The department has promptly adapted to educational reforms, implementing the **Choice Based Credit System (CBCS)** and aligning with the **National Education Policy (NEP) 2020**, as per university guidelines.
- ❖ **Strong Student Engagement and Retention:** Despite the absence of an Honours course, the department has attracted and retained students through its consistent teaching quality, supportive learning environment, and co-curricular activities.
- ❖ **Collaboration with Eminent Educators:** The involvement of scholars like **Dr. Ujjwal Chowdhury** has added academic value to the department, offering expert guidance and enriching the teaching-learning process.
- ❖ **Active Faculty Contribution:** Guest faculty members have shown exceptional dedication, managing academic and co-curricular activities with enthusiasm and teamwork, often going beyond their formal roles.

- ❖ **Aspirations for Growth and Development:** The department's clear vision for introducing an **Honours course** and establishing **research facilities** reflects a forward-looking mindset and determination to evolve into a full-fledged academic unit.
- ❖ **Participation in Institutional Activities:** The department has actively participated in and contributed to various institutional programs, seminars, and student welfare initiatives, strengthening its integration with the college's academic culture.

MINDS BEHIND THE DEPARTMENT THE FACULTIES AT PRESENT

Name of the faculties	Designation	Date of joining
Mr. Biswajit Nayek	SACT & H.O.D.	16.08.2018
Mrs. Mallika Bera	SACT	16.08.2018

FORMER FACULTY

Name	Designation	Date of Joining	Date of Retirement
Mrs. Anjana Samanta	SACT		

GLIMPSES INTO THE ACADEMIC AND PROFESSIONAL DETAILS OF THE FACULTIES

BISWAJIT NAYEK

Biswajit Nayek is a faculty member in the Department of Education at Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya, serving since August 16, 2018. With six years of teaching experience, he specializes in Teacher Education and holds an M.A. from Netaji Subhas Open University, along with a B.Ed. from WBUTTEPA. He has actively participated in national and international seminars and has published scholarly articles in UGC CARE-listed and peer-reviewed journals. His research interests include early childhood education and the integration of technology in primary learning environments.



Residential Address:

Vill. & P.O. – Kishorepur

P.S. – Panskura

Dist. – Purba Medinipur

Mobile No.: 9933123641

Email: nayekbiswajit1990@gmail.com

Category: OBC – B

PRESENT DESIGNATION

Designation: SACT – II

Department: Education

Present Institution: Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya

Date of Joining: 16.08.2018

Teaching Experience: 6 Years

ACADEMIC QUALIFICATIONS

Examination	Board / University
Madhyamik	W.B.B.S.E.
Higher Secondary	W.B.C.H.S.E.
B.A. (Honours)	Vidyasagar University
M.A.	Netaji Subhas Open University (NSOU)
B.Ed.	WBUTTEPA

Specialization: Teacher Education

INSTITUTION(S) SERVED

- Nabin Manua I.C. Vidyalaya
 - Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya (Since 16.08.2018)
-

RESEARCH & ACADEMIC CONTRIBUTIONS**Seminars / Conferences Attended & Papers Presented**

1. **Early Childhood Education Curriculum Intervention: Assessment Study**
 - One Day National Seminar
 - Organized by: Beta College of Education

- Recognized by NCTE, Affiliated to BSAEU (erstwhile WBUTTEPA) and WBBPE
 - Date: 13/10/2023
 - 2. **Implementation of Childhood Curriculum Intervention: Challenges and Opportunities**
 - One Day National Seminar
 - Organized by: Department of Education, in association with IQAC and Students' Union
 - Netaji Nagar College
 - Date: 24/05/2023
 - 3. **Early Learning Programme: Challenge and Opportunities**
 - Two Days International Seminar
 - Organized by: Vidyasagar Teachers' Training College and Ghatal College of Education
 - Date: 05/04/2024 – 06/04/2024
-

RESEARCH PUBLICATIONS

1. **"Program Planning and Practices for Effective Early Childhood Care and Education: A Study"**
 - *IJFANS* (UGC CARE Listed Group-1 Journal)
 - Vol. 11, Issue 11, December 2022
 - ISSN: 2319-1775
 2. **"A Study on the Preschool Education with Special Reference to Montessori"**
 - *BIJMRD* (Peer-Reviewed International Journal)
 - Vol. 2, Issue 2, March 2024
 - ISSN: 2584-1890
 3. **"Exploring the Use of Artificial Intelligence in Early Primary Education: Opportunities and Challenges"**
 - *Journal for ReAttach Therapy and Developmental Diversities*
 - Vol. 6, No. 1 (2023)
 - ISSN: 2589-7799
-

MALLIKA BERA

Mallika Bera is currently serving as an SACT-II faculty member in the Department of Education at Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya, with nearly six years of teaching experience. She holds an M.A. in Education from Rabindra Bharati University and a B.Ed. from WBUTTEPA, specializing in Distance Education. Her academic interests include innovative teaching methods and holistic student development. Beyond the classroom, she actively contributes to departmental initiatives and skill-based programs aimed at enhancing student competencies



RESIDENTIAL ADDRESS:

Vill. & P.O. – Goura,
P.S. – Daspur,
Dist. – Paschim Medinipur,
Pin – 721146, West Bengal

Mobile No.: 8348111425

E-mail: mbera6949@gmail.com

Professional Summary

Dedicated and passionate educator with nearly 6 years of teaching experience in the field of Education at the undergraduate level. Committed to fostering a holistic and inclusive learning environment. Special interest in Distance Education, with consistent involvement in academic and co-curricular development.

Present Designation

Designation: SACT – II

Department: Education

Category: General

Date of Joining: 16.08.2018

Present Institution: Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya

Total Teaching Experience: 5 Years 11 Months

Academic Qualifications

Examination	Board / University
Madhyamik	W.B.B.S.E
Higher Secondary	W.B.C.H.S.E
B.A. (Honours)	Vidyasagar University
M.A.	Rabindra Bharati University
B.Ed.	WBUTTEPA

Specialization: Distance Education

Institution(s) Served

- **Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya**
(From 16.08.2018 – Present)

Skills and Interests

- Student mentoring and academic support
 - Course planning and lesson delivery
 - Interest in ICT-based teaching
 - Active involvement in departmental and college-level academic activities
-

Teaching Methodology of the Department of Education

To ensure effective and engaging teaching–learning experiences, the department blends **traditional** and **non-formal** approaches. This mixed-method pedagogy is designed to meet the needs of diverse learners and promote active participation, comprehension, and collaboration.

Overview of Teaching Modes

Teaching Mode	Description
Direct Teaching	Traditional classroom lectures delivered by faculty using chalk and talk, PPT, and notes.
Special Classes	Remedial or enrichment sessions arranged for weaker or advanced learners.
LMS Classes	Use of Learning Management Systems (Google Classroom, etc.) to provide notes, assignments, and video lectures.
Class Tests	Regular written tests to assess understanding and reinforce learning.
Interactive Sessions	Q&A, open discussions, and dialogue-based teaching to increase engagement.
Group/Individual Work	Problem-solving activities to develop critical thinking and peer collaboration.

Flowchart: Implementation of Teaching Methodology

[Start of Semester]
[Orientation & Course Plan]
[Direct Teaching (Lecture Method)]
{Mid-Course Activities}
[Special Classes]
[LMS-based Support]
[Interactive Sessions]
[Class Tests & Evaluations]
[Group/Individual Problem Solving]
[Feedback & Improvement]
[End-of-Term Review & Result Analysis]

Programme Outcome (PO)

The undergraduate programme in Education aims to provide a comprehensive foundation in both theoretical and practical aspects of the discipline. On successful completion of the programme, students will be able to:

1. Understand Fundamental Concepts of Education

Gain a broad knowledge of educational theories, philosophies, and historical developments that shape the education system.

2. Apply Pedagogical Knowledge Effectively

Demonstrate the ability to plan, implement, and assess effective teaching-learning strategies using both traditional and modern methods.

3. Develop Communication and Interpersonal Skills

Enhance their ability to communicate educational ideas clearly and collaborate with peers through group activities, interactive sessions, and peer teaching.

4. **Use ICT in Education**

Apply digital tools and platforms (e.g., LMS, presentations, online assessments) in the teaching-learning process, adapting to modern educational demands.

5. **Foster Social and Ethical Values**

Understand and uphold ethical responsibilities in education, contributing to the development of a civilized and socially responsible society.

6. **Promote Lifelong Learning and Research Attitude**

Cultivate critical thinking and independent learning skills, encouraging students to pursue further studies or research in education.

7. **Adapt to Professional Demands**

Develop skills relevant to various educational careers through Add-on courses, class presentations, and field-based problem solving.

Course Outcomes (2023–2024 to 2024–2025)

Under the National Education Policy (NEP) 2020 Framework

The Department of Education at Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya has implemented outcome-based learning in alignment with the NEP 2020, with a focus on conceptual clarity, skill development, and practical application. The following are the specific **Course Outcomes (COs)** for the courses offered during the academic sessions 2023–24 to 2024–25:

Major A1/B1: Foundation of Education

Credits: As per university regulations

Course Learning Outcomes:

Upon successful completion of this course, learners will be able to:

- Discuss the meaning, nature, scope, and aims of education.
 - Explain the various factors of education and their interrelationships.
 - Identify and elaborate on the different agencies of education.
 - Demonstrate familiarity with the principles of child-centric education.
-

MI-1: Principles of Education

Course Learning Outcomes:

After completion, learners will be able to:

- Define and discuss the meaning, nature, scope, and aims of education.
 - Examine the contributing factors of education and their mutual influences.
 - Analyze the role and functions of various agencies of education.
 - Understand and explain the concept of child-centric education.
-

MI-2: Educational Psychology

Course Learning Outcomes:

Upon completion, learners will be able to:

- Understand the concept, nature, scope, and educational relevance of psychology.
 - Explain the influence of growth and development on learning processes.
 - Analyze the nature and development of personality.
 - Discuss theories of intelligence and creativity, and their classroom applications.
 - Describe learning theories and evaluate their relevance in teaching-learning situations.
-

Major A2: History of Indian Education System

Course Learning Outcomes:

After completing this course, learners will be able to:

- Evaluate and compare the aims, curriculum, and teaching methodologies of Vedic, Brahmanic, Buddhistic, and Islamic education systems.
- Explain the educational impact of British colonial policies such as the Charter Act of 1813, Macaulay's Minute, and Adam's Reports.
- Analyze the influence of educational commissions like the Wood's Despatch (1854), Indian Education Commission (1882), and Sadler Commission (1917–19).
- Understand the National Education Movement and its influence on modern Indian education.
- Critically examine the recommendations of post-independence education commissions, including those in 1948–49, 1952–53, and 1964–66.

Major A3: Educational Sociology

Course Learning Outcomes:

Upon successful completion, learners will be able to:

- Understand the concept and scope of Educational Sociology.
- Analyze social factors influencing education.
- Define various types of social groups and their characteristics.
- Explain the concept of social change and its implications for education.
- Understand the dynamics of social mobility.
- Describe the role of social communication in educational contexts.

SEC 1: Institutional Survey

Course Learning Outcomes:

After course completion, learners will be able to:

- Understand the objectives and methodology of conducting institutional surveys.
- Collect and analyze relevant institutional data.
- Prepare a detailed and structured survey report on a selected institution.

SEC 2: Application of Educational/Psychological Tools

Course Learning Outcomes:

Upon completion of the course, learners will be able to:

- Acquire basic observational and inferential skills related to selected educational/psychological tools.
 - Apply selected tools on sample groups and interpret findings.
 - Compile a structured report based on tool application and analysis.
-

SEC 3: Computer Application in Education

Course Learning Outcomes:

After completing the course, learners will be able to:

- Perform mail merge operations in MS Word using data sources and templates.
- Design and format financial balance sheets using MS Excel.
- Create dynamic presentations using MS PowerPoint with multimedia integration.
- Design and configure Google Forms for data collection.
- Manage a Google Classroom environment effectively.
- Create visually appealing educational content using Canva.

Course Outline(Under NEP)

Course: MJ A-1 & MJ B-1

Course Code & Course Title	Unit / Section	Course Outline
Major-A1/B1 Foundation of Education	Unit-1 Concept of Education	a.The narrow and broader concept of education b.Education as Process and product ,as science and Arts c.Meaning nature and scope of education. d.Aims of education- individual ,social, vocational and democratic. e.Aims of modern education with special reference to delor's Commission.
	Unit-2 Factors of education	a.Child /learner influence of heredity and environment on the learner b.Teacher : qualities and duties of a good teacher c.Curriculum-Concept and types. d.Co-Curricular activities - meaning, values and significance e.Educational institutions: informal ,formal and nonformal their interrelation
	Unit- 3 Agencies of education	<i>a.Home</i> <i>b.School</i>

		<i>c.State</i> <i>d. Mass media: television, radio, cinema and newspaper</i>
	Unit- 4 Child centricism and Play -way in education.	a.Concept of child centricism in education b.Characteristics and significance of child centricism in education. c.Concept of play and work. d.Characteristics of play way in education e.Kindergarten, Montessori and project method

Course Outline

Course: MJ A2

Course Code & Course Title	Unit / Section	Course Outline
MJ-A2 History of Indian education system	Unit-1 Education in ancient and Medieval India	a.Vedic education:Aims of education ,curriculum and Methods of teaching b.Brahmanic education: Aims of education, curriculum and methods of Teaching c.Buddhistic education:Aims of education, curriculum and methods ofTeaching d.Islamic education: Aims of education, curriculum and methods of Teaching
	Unit-2 Education in India during British period(1800-1853)	a.Srirampur trio and their contribution in the field of education b.Charter act of 1813 and macaulay minute c.Adam's report(3rd report)
	Unit- 3 Education in India during British period(1854-1946)	<i>a. Wood's dispatch(1854)</i> <i>b.Indian education Commission or Hunter Commission(1882)</i> <i>c.National education movement :concept, characteristics</i> <i>d. impact of the national education movement</i> <i>e.Calcutta University Commission or sadler Commission.(1917-1919)</i>
	Unit- 4 Education in India after independence	a.University Education Commission(1948-1949):aims, structure and curriculum b.Secondary Education Commission(1952-53):Aims,structure and curriculum c.Indian Education Commission(1964-66):Aims,structure and curriculum.

Course Outline

Course:MJA3

Course Code & Course Title	Unit / Section	Course Outline
Major-A3 Educational Sociology	Unit-1 Introduction to Educational Sociology	a.Educational Sociology: concept and scope b.Education and socialization c.Education and social groups(Primary secondary and tertiary)
	Unit- 2 Social change and education	a.Social change :concept and factors b.Relationship between social change and education c.Social mobility: concept ,causes and role of education
	Unit- 3 Social factors and education	a.Culture - Interrelationship between education and culture b.Concept of Unity in diversity and cultural lag. c.Values: concept and role of education
	Unit-4 Social communication and social issue in education	<i>a.Social communication: concept and agencies</i> <i>b.Interrelationship among Technology , Economy and education</i> <i>c.Education and modernization</i>

Course Outline

Course: MI 1/ C1

Minor: 1/C1 Principles of Education	Unit-1 Concept of Education	a.The narrow and broader concept of education b.Education as Process and product ,as science and Arts c.Meaning nature and scope of education. d.Aims of education- individual ,social, vocational and democratic. e.Aims of modern education with special reference to delor's Commission.
	Unit-2 Factors of education	a.Child /learner influence of heredity and environment on the learner b.Teacher : qualities and duties of a good teacher c.Curriculum-Concept and types.

		d.Co-Curricular activities - meaning, values and significance e.Educational institutions: informal ,formal and nonformal their interrelation
	Unit- 3 Agencies of education	<i>a.Home</i> <i>b.School</i> <i>c.State</i> <i>d. Mess media: television, radio, cinema and newspaper</i>
	Unit- 4 Child centricism and Play - way in education.	a.Concept of child centricism in education b.Characteristics and significance of child centricism in education. c.Concept of play and work. d.Characteristics of play way in education e.Kindergarten, Montessori and project method

Course Outline

Course:MI – 3 / C-3

Course Code & Course Title	Unit / Section	Course Outline
MI 3/C3 History of Indian education system	Unit-1 Education in ancient and Medieval India	Salient features of Vedic. Brahmanic and Buddhist w.r.t a) Aims of education b) Curriculum c) Methods of Teaching
	Unit-2 Education in India during British period(1800-1853)	a.Srirampur trio and their contribution in the field of education b.Charter act of 1813 and macaulay minute c.Adam's report(3rd report)
	Unit- 3 Education in India during British period(1854-1946)	<i>a.Wood's dispatch(1854)</i> <i>b.Indian education Commission or Hunter Commission(1882)</i> <i>c.Calcutta University Commission or sadler Commission.(1917-1919)</i>
	Unit- 4 Education in India after independence	a.University Education Commission(1948-1949):aims, structure and curriculum b.Secondary Education Commission(1952-53):Aims,structure and curriculum c.Indian Education Commission(1964-66):Aims,structure and curriculum.

Course Outline(Under CBCS)

SEMESTER	COURSE outline
1st DSC-1A Principles of Education	Unit –I: <ul style="list-style-type: none"> ➤ Education: Meaning, Nature and Scope. ➤ Functions of Education ➤ Factors of Education. ➤ Aims of Education: Individualistic and Socialistic. Unit –II: <ul style="list-style-type: none"> ➤ Meaning of Curriculum. ➤ Types of curriculum. ➤ Principles of curriculum construction. ➤ Co – curricular activities.
	Unit –III: <ul style="list-style-type: none"> ➤ Child Centric Education: Meaning and Characteristics. ➤ Aims of modern child centric education. ➤ Child Centricism in Education: its significance. ➤ Play and play-way in education: Kindergarten, Montessori, Basic education and Project method. UNIT –IV: <ul style="list-style-type: none"> ➤ Freedom and Discipline: Concepts. ➤ Needs of discipline. ➤ Concept of Free discipline. ➤ Concept of Self-discipline. ➤ Application of Discipline in Educational Institution.

<p>GE-1T</p> <p>Educational Psychology</p>	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: Meaning, Nature and Scope ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual Differences: Concepts and Types. ➤ Causes of Individual Differences.
	<p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. ➤ Intelligence Test: Verbal, Non-verbal test and their uses. <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ Learning: Meaning & Nature. ➤ Factors associated with learning. ➤ Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.

<p>2nd</p> <p>DSC-1B</p> <p>Educational Psychology</p>	<p>y</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: Meaning, Nature and Scope ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual Differences: Concepts and Types. ➤ Causes of Individual Differences.
	<p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. ➤ Intelligence Test: Verbal, Non-verbal test and their uses.

	<p>Unit –V:</p> <ul style="list-style-type: none"> ➤ Learning: Meaning & Nature. ➤ Factors associated with learning. ➤ Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning.
<p>GE-2T</p> <p>Psychology of Mental Health and Hygiene</p>	<p>GE2T : Psychology of Mental Health and Hygiene</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene.
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment.

<p>3rd</p> <p>DSC-1C</p> <p>educational Sociology</p>	<p>y</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education Sociology: Meaning, Nature and Scope. ➤ Relation between Sociology and Education. ➤ Education-as a social sub-system. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Social Change: Concept and nature. ➤ Factors and problems of social change in India. ➤ Social stratification: Meaning and Types.
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Socialization: Meaning, process and factors of socialization. ➤ Social Control: Meaning and types of Social control, Agencies of Social Control. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Social Agencies of Education and their educative role: ➤ Family. ➤ School. ➤ State. ➤ Mass media. <p>SEC-1: Value Education</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Value in Education: Meaning and Concept ➤ Needs of Value Education <p>Unit –II:</p>

	<ul style="list-style-type: none"> ➤ Morality: Meaning & Concept. ➤ Morality and Values in Education. ➤ Role of Parents to Facilitate Children's Moral Development
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Social Values. ➤ Values in Classroom. ➤ Inculcation of Values among the students <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Peace Education: Meanings and Aims. ➤ Values in Peace Education. ➤ Values and Human Rights Education
<p>GE-3</p> <p>Education of Children with Special needs</p>	<p>GE-3 : Education of Children with Special Needs Course Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education of Children with: <ol style="list-style-type: none"> 1. Visual Impairment: identification, intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Education of Children with: Speech and Language Disorders: identification, intervention, education and prevention.
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Education of Children with: Physically Handicraft: identification, intervention, education and prevention. <p>Unit –IV:</p> <p>Education of Children with: Learning Disabilities: identification, intervention, education and prevention</p>

<p>4th.</p> <p>DSC-4</p> <p>History of Education in India</p>	<p>DSC-4A(CC-4): History of Education in India Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Missionary educational activities in India: Characteristics and significance. ➤ Serampore Mission: Contributions of the Trio to Education. ➤ Charter Act of 1813. ➤ Macaulay’s Minute. ➤ Adam’s Report and its recommendations. ➤ Woods Despatch (1854). <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Indian Education commission -1882. ➤ Indian University Commission (1902). ➤ National Education Movement.
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Sadler Commission -1917 ➤ Hartog Committee Report. ➤ Wardha Scheme. ➤ The Sargent Plan (1944). <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Radhakrishnan Commission-1948, with special reference to rural university. ➤ Mudaliar Commission (1952-53): Reports and Recommendations. ➤ Kothari Commission (1964-66): Reports and Recommendations. ➤ National Education Policy 1986 and Revised Educational Policy of 1992.
	<p>GE-4: Mental Health Education</p> <p>Unit-I: Mental Health:</p> <ol style="list-style-type: none"> 1. Concept and Importance of Mental Health, 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health, 4. Educational Implications of Mental Health. <p>Unit-II: Mental Hygiene:</p> <ol style="list-style-type: none"> 1. Definition, Meaning and Aims of Mental Hygiene;

<p>GE-4</p> <p>Mental Health Education</p>	<p>2. Origin and Development of Mental Hygiene Movement</p>
	<p>Unit-III: Adjustment:</p> <ol style="list-style-type: none"> 1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism <p>Unit-IV: Maladjustment</p> <ol style="list-style-type: none"> 1. Meaning of Maladjustment 2. Causes of Maladjustment Role of education
<p>SEC-2</p> <p>The educational guidance and counselling</p>	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Guidance: Meaning, Definition, Scope. ➤ Needs and Importance of Guidance. ➤ Essentials of good Guidance programme. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Different forms of Guidance. ➤ Educational and Vocational Guidance. ➤ Organization of Guidance service at different levels of education. ➤ Tools and techniques of Guidance.
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Counseling: meaning, nature, scope. ➤ Types of counseling. ➤ Tools and techniques of Counseling.

	<p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Difference between Guidance and Counseling. ➤ Counseling process-relationships & its characteristics. ➤ Role of parent, teacher & counselor in guidance programme.
<p>5th</p> <p>DSE-1A/2A</p> <p>great educators</p>	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Swami Vivekananda (1863-1902). ➤ Sri Aurobindo (1872-1950). <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Rabindranath Tagore (1861-1941). ➤ Mahatma Gandhi (1869-1948). <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Jean Jacques Rousseau (1712-1778). ➤ F.W. August Froebel (1782-1852). <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ John Dewey (1859-1952). ➤ Madam Maria Montessori (1870-1952).
<p>SEC-3</p> <p>distance education</p>	<p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Distance Education; Significance, Meaning and Characteristics. ➤ Growth and Development of Distance Education. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Designing and preparing self-learning materials in Distance Education. ➤ ICT and their applications in Distance

	Education.
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Self – support service in Distance Education. ➤ Technical and vocational Programmes through Distance Education. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Quality assurance in Distance Education. ➤ Maintaining of standards in Distance Education. ➤ Role of Distance Education Council.
<p>GE-1</p> <p>Mental Health and Hygiene</p>	<p>GE-1 : Mental Health and Hygiene Course Contents : Unit –I:</p> <ul style="list-style-type: none"> ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene.
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment. ➤ Role of Family and School in remedial measures.

<p>6thDSE-1B/2B</p> <p>Guidance and Counselling</p>	<p>Unit - I: Guidance</p> <ol style="list-style-type: none"> 1. Concept, Nature, Principles, and types— educational, vocational and personal. Individual and Group Guidance. 2. Role of parents, teachers, and counselor in guidance.
	<p>Unit- II: Counseling</p> <ol style="list-style-type: none"> 1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling, 2. Counseling process, Characteristics of good counseling 3. Differences between guidance, counseling and psychotherapy
<p>SEC-4</p> <p>Mental HealthEducation</p>	<p>Unit-I: Mental Health:</p> <ol style="list-style-type: none"> 1. Concept and Importance of Mental Health, 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health, 4. Educational Implications of Mental Health. <p>Unit-II: Mental Hygiene:</p> <ol style="list-style-type: none"> 1. Definition, Meaning and Aims of Mental Hygiene; 2. Origin and Development of Mental Hygiene Movement

	<p>Unit-III: Adjustment</p> <ol style="list-style-type: none"> 1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism <p>Unit-IV: Maladjustment</p> <ol style="list-style-type: none"> 1. Meaning of Maladjustment 2. Causes of Maladjustment 3. Role of education
<p>GE-2</p> <p>Environment Education</p>	<p>Unit-I: Environmental Education</p> <ol style="list-style-type: none"> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education <p>Unit-II: Education of Environmental Concepts</p> <ol style="list-style-type: none"> 1. Concept of Environment and Ecosystem 2. Disaster: natural and man made
	<p>Unit-III: Environmental education and social issues</p> <ol style="list-style-type: none"> 1. Education for sustainable development : From unsustainable to sustainable development 2. Education of urban Environment: problem related to energy and water <p>Unit -IV-Approaches and methods of Environmental Education</p> <p>Approaches to Environmental Education : interdisciplinary and Multidisciplinary methods</p> <p>Discussion, seminar, And workshop, Problem solving and Field survey.</p>

Mechanism of Continuous Internal Assessment (CIA)

The Department of Education follows a structured mechanism of **Continuous Internal Assessment (CIA)** to ensure regular academic evaluation, active student engagement, and timely academic feedback. This mechanism aligns with the **Choice Based Credit System (CBCS)** and the evolving **National Education Policy (NEP) 2020**.

Objectives of CIA

- To assess students' learning consistently over time.
- To encourage active participation, critical thinking, and application of knowledge.
- To reduce stress from single high-stakes exams by distributing evaluation points.

Components of CIA

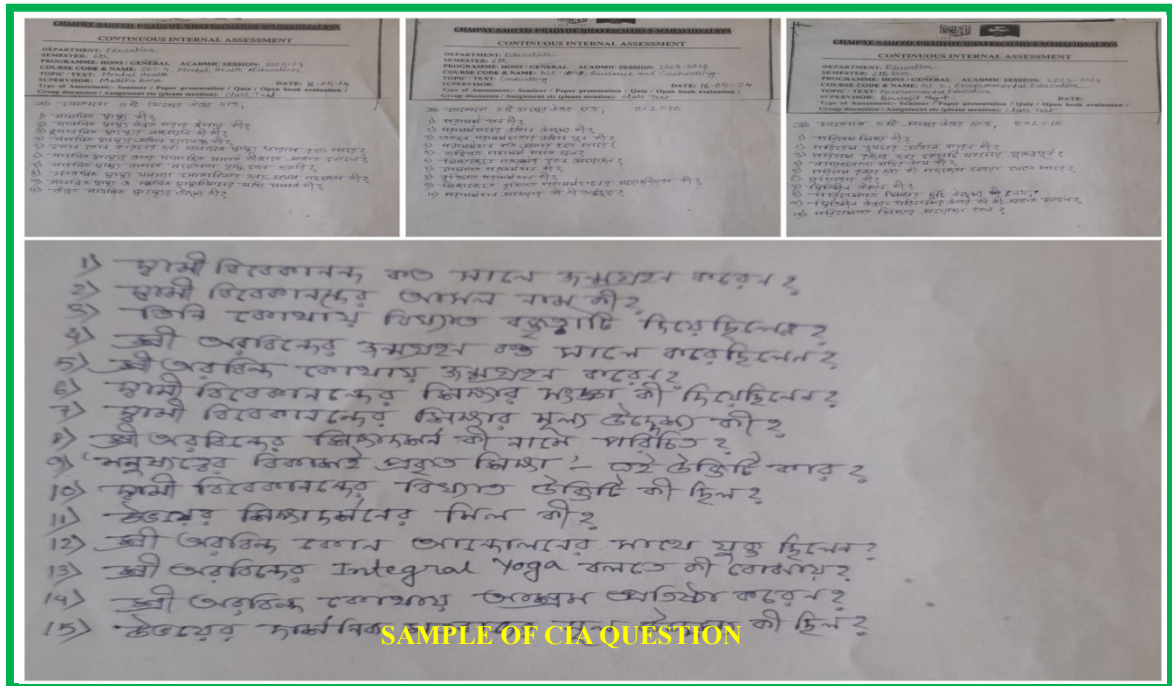
Component	Frequency	Purpose	Marks (Indicative)
Class Test / Unit Test	As needed	Check comprehension and topic-wise learning	10 marks
Assignment (Written/Typed)	Once per core paper	Promote independent thinking and writing skills	5 marks
Attendance	Ongoing	Encourage regular class participation	As per university rules
Class Participation	Ongoing	Evaluate interaction, involvement, peer response	5 marks
Group Activity/Peer Teaching	Once (as applicable)	Foster collaboration and leadership	Qualitative assessment

Process Flow of Continuous Internal Assessment

- 1. Planning Phase**
 - Departmental meeting.
 - Course teachers announce CIA components during the class.
- 2. Execution Phase**
 - Tests, assignments, and presentations are conducted as per instruction of the class teacher.
 - Use of LMS and ICT tools is encouraged wherever applicable.
- 3. Evaluation Phase**
 - Evaluation is done with transparency.
 - Feedback is shared with students to improve performance.
- 4. Record-Keeping and Documentation**
 - Attendance records, test scripts, and feedback sheets are maintained.
 - All data is kept ready for departmental and university audits.
- 5. Remedial and Grievance Handling**
 - Remedial classes and re-tests are offered (if justified).
 - Grievances are addressed through departmental discussions and proper documentation.

Key Features

- Continuous and multi-dimensional assessment.
- Integrates both **formative** (ongoing) and **summative** (conclusive) assessment.
- Encourages **student-centric** and **activity-based** learning.



DEPARTMENT: Education SEMESTER: VII (SE-4) PROGRAMME: HONS / GENERAL COURSE CODE & NAME: SE-4 (Mental Health Education) TOPIC / TEXT: Adjustment SUPERVISOR: Goutam Nayak DATE: 20/06/24 Type of Assessment: Seminar / Paper presentation / Quiz / Open book evaluation / Group discussion / Assignment etc (please mention): CLASS TEST			
Sl. No.	Name	CSP No. / Reg. No. With Session	Marks
1.	Subhira Rana	VU221010118	08
2.	Miha Boudalai	VU221040054	10
	Mita Chakraborty	VU221040560	09
	Priyanka Bera	VU221040993	10
	Kusum Patra	VU221040043	09
	Monisha Khara	VU221040050	09
	Ranjan Guchohait	VU221040106	08
	Diba Samanta	VU221040025	08
	Suparna Manna	VU221040112	10
	Tanushree Jana	VU221040196	10
	Ranjan Guchohait	VU21040106	08
	Krishna Ghoshick	VU21040040	10
	Suhara Khatun	VU21040164	09
	Sutaha Rani Aio	VU21040185	09

DEPARTMENT: Education SEMESTER: VII (SE-4) PROGRAMME: HONS / GENERAL COURSE CODE & NAME: SE-4 (Mental Health Education) TOPIC / TEXT: Mental Health SUPERVISOR: Malika Bora DATE: 16/5/24 Type of Assessment: Seminar / Paper presentation / Quiz / Open book evaluation / Group discussion / Assignment etc (please mention): CLASS TEST			
Sl. No.	Name	CSP No. / Reg. No. With Session	Marks
1	Rima Maity	VU211003844	10
2	Anannya Adak	VU211003763	09
3	Ishika Pramanik	VU211003788	10
4	Runa Samanta	VU211003851	10
5	Shibani Jana	VU211003867	10
6	Priyanka Jana	VU211003836	10
7	Rita Das	VU211003847	09
8	Prithi Poria	VU211003826	09
7	Chandana Manna	VU211003780	10
10	Monika Khatun	VU211003809	10
11	Rittik Mondal	VU211003848	08
12	Papaya Sau	VU211003816	08

DEPARTMENT: Education SEMESTER: VII (SE-4) PROGRAMME: HONS / GENERAL COURSE CODE & NAME: SE-4 (Mental Health Education) TOPIC / TEXT: Group Discussion SUPERVISOR: Goutam Nayak DATE: 26/5/24 Type of Assessment: Seminar / Paper presentation / Quiz / Open book evaluation / Group discussion / Assignment etc (please mention): CLASS TEST			
Sl. No.	Name	CSP No. / Reg. No. With Session	Marks
1	Subhira Rana	VU221040118	08
2	Subarna Maity	VU221040015	08
3	Arpita Rout	VU221040110	09
4	Monisha Samanta	VU221040082	10
5	Prithi Maity	VU221040164	10
6	Prithi Maity	VU221040049	10
7	Snigdha Samanta	VU221040004	08
8	Nishatana Poria	VU221040067	10
9	Parvati Samanta	VU221040019	08
10	Kabita Mondal	VU221040027	09
11	Sanjanta Ali	VU221040126	08
12	Sima Pramanik	VU221040133	10
13	Parvati Maity	VU221040070	10
14	Supriya Gola	VU221040152	10
15	Anita Palai	VU221040152	10

DEPARTMENT: Education SEMESTER: VII (SE-4) PROGRAMME: HONS / GENERAL COURSE CODE & NAME: SE-4 (Mental Health Education) TOPIC / TEXT: Group Discussion SUPERVISOR: Goutam Nayak DATE: 26/5/24 Type of Assessment: Seminar / Paper presentation / Quiz / Open book evaluation / Group discussion / Assignment etc (please mention): CLASS TEST			
Sl. No.	Name	CSP No. / Reg. No. With Session	Marks
1	Namanika Gacawani	VU211003812	08
2	Chandana Manna	VU211003780	09
3	Anannya Adak	VU211003763	09
4	Tithi Guchohait	VU211003903	09
5	Poo Khatun	VU211003821	08
6	Snigdha Dinda	VU211003876	09
7	Anusua Adhikari	VU211003867	08
8	Beti Samanta	VU211003827	09
9	Sathi Rout	VU211003862	10
10	Snigdha Samanta	VU211003878	09
11	Malika Maity	VU211003797	10
12	Manisha Maity	VU211003802	09
13	Rittik Mondal	VU211003848	08
14	Snigdha Samanta	VU211003877	10

Mechanism of Internal Assessment

The Department of Education strictly follows the internal assessment guidelines as prescribed by **Vidyasagar University** under the **CBCS** and **NEP-2020** frameworks. The internal evaluation is designed to ensure **continuous and comprehensive assessment** of students' academic performance throughout the semester.

Assessment Components and Weightage

Component	Mode of Assessment	Marks Allocated
Class Test / Written Exam	Subjective/Objective tests held in class	10 marks
Attendance	Based on percentage of attendance	5 marks (as per norms)
Total		15 marks

Step-by-Step Process of Internal Assessment

1. Notification & Planning

- Academic calendar is shared with students, specifying the schedule of tests and submissions.
 - Course-wise internal assessment formats are explained at the beginning of the semester.
- 2. Implementation**
 - Class tests and assignments are conducted as per schedule.
 - Attendance is regularly tracked and recorded.
 - 3. Evaluation**
 - Faculty members evaluate the tests.
 - Marks are tabulated and discussed in departmental meetings for quality assurance.
 - 4. Transparency & Feedback**
 - Grievances, if any, are addressed in consultation with the department.
 - 5. Record Maintenance**
 - All assessment records, answer scripts, and attendance sheets are documented and preserved for university inspection.

NOTICE
DEPARTMENT OF EDUCATION
INTERNAL ASSESSMENT SCHEDULE, Session : 2023 - 2024

Semester	Paper	Day & Date	Time	Room
5 th sem. (CBCS)	DSE-1A/2A	03/01/2024	01:30pm - 02:00 pm	05
	GE-1	02/01/2024	01:30 pm - 02:00 pm	07
	SEC-3	03/01/2024	02:30pm - 03:00 pm	05
3 rd sem. (CBCS)	DSC-1C/2C	17/01/2024	10:30am - 11:00 am	07
	SEC-1	17/01/2024	02:30 pm - 03:00pm	05
	GE-3	17/01/2024	12:30 pm - 01:00 pm	06
1 st sem. (CFUP(NEP-2020))	MI-1&C-1	30/01/2024	11:00 am - 12:00 noon	01
	MJ- A1	29/01/2024	11:30 am - 12:00 noon	07

Biswajit Nayek
H.O.D.
Department of Education

Sample of IA Notice

CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
INTERNAL ASSESSMENT SCHEDULE, Session : 2023 - 2024

The students of 2nd Semester (Major & Minor) in the Department of Education are hereby informed that the Internal Assessment will be held as per the following schedule. Participation of each student is compulsory. No compulsion regarding consideration from student end will be accepted.

Semester	Paper	Date	Time	Room	Teacher
2 nd	MJ/2M-C3	13.11.24	11:45 - 12:10	07	BN
	MJ/B1	13.11.24	12:30 - 12:50	07	MB
	SEC-2	13.11.24	1:30-1:40	07	BN

NB: Syllabus All Units

CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
INTERNAL ASSESSMENT SCHEDULE, Session : 2023 - 2024

The students of the 6th semester (CBCS) of the college are hereby informed that their Internal Assessment will be held as per the following schedule. All of you must appear in the examination and report 15 min. before the commencement. Any kind changes will be notified if necessary.

Semester	Paper	Date	Time	Room
6 th Sem. (CBCS)	DSE-1B/2B	11.06.2024	10:30 am	07
	GE- 2	11.06.2024	01:30 pm	07
	SEC -4	11.06.2024	01:30 pm.	07

Date: 22.04.2024

Biswajit Nayek
H.O.D.
Department of Education

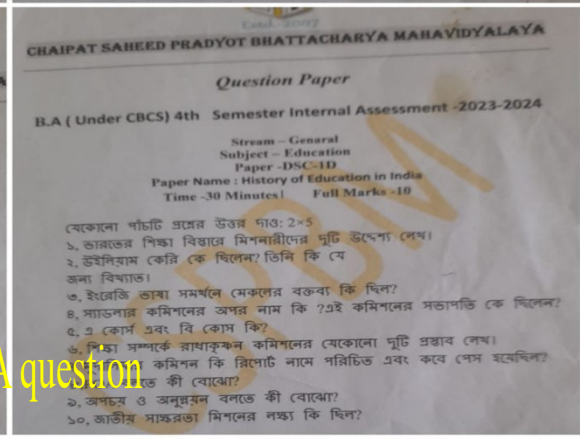
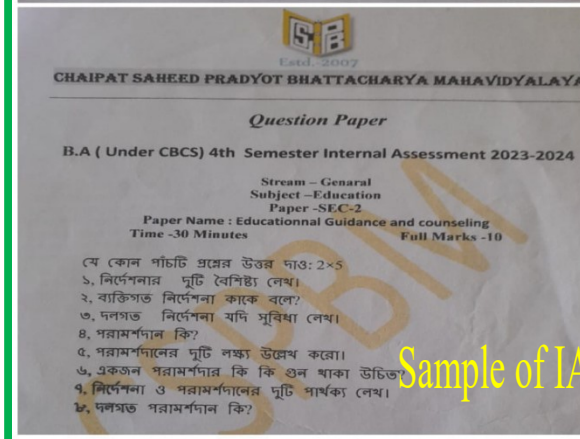
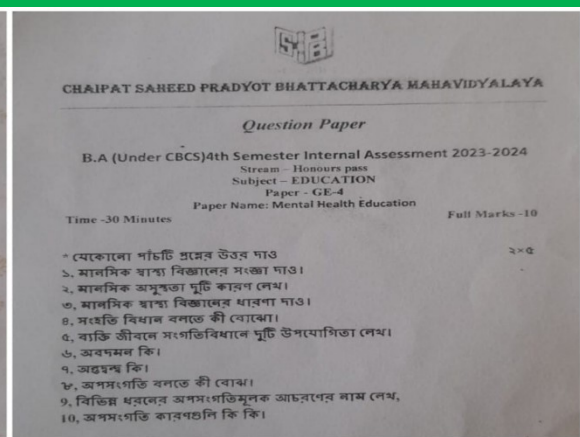
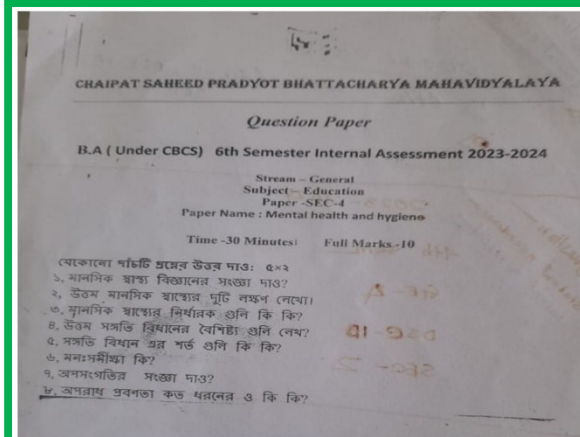
CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA
DEPARTMENT OF EDUCATION
INTERNAL ASSESSMENT SCHEDULE, Session : 2023 - 2024

The students of the 4th semester of the college are hereby informed that their Internal Assessment will be held as per the following schedule. All of you must appear in the examination and report 15 min. before the commencement. Any kind changes will be notified if necessary.

Semester	Paper	Date	Time	Room
4 th Sem. (CBCS)	DSC-1D/2D	10.07.2024	11:30am to 12:00 Noon	07
	GE- 4	10.07.2024	12:30pm to 01:00 pm	06
	SEC - 2	10.07.2024	03:30pm to 04:00pm	05

Date: 20.06.2024

Biswajit Nayek
H.O.D.
Department of Education



Sample of IA question

Academic Year	Course Duration	Period	Course Topic	Enrolment	Students Passed
2018–2019	30 Hours	02.01.2019 – 31.01.2019	Environmental Awareness	32	28
2019–2020	30 Hours	02.12.2019 – 03.01.2020	Environmental Awareness	32	28
2021–2022	31 Hours	25.04.2022 – 25.05.2022	Classroom Management	69	61
2022–2023	30 Hours	17.04.2023 – 23.05.2023	Teaching Aptitude	42	36

Highlights of the Add-on Courses

- Courses were conducted with **active participation and consistent pass rates**, reflecting student interest and departmental effectiveness.
- Topics such as **Classroom Management** and **Teaching Aptitude** have helped students become better prepared for teaching professions and entrance into teacher training programmes like B.Ed.
- The **Environmental Awareness** course aimed at fostering ecological consciousness among future educators, aligning with the goals of sustainable development.

Outcome and Impact

- A noticeable improvement in students' **confidence, knowledge base, and classroom engagement skills**.
- Students gained practical exposure to **real-life educational challenges and solutions**.
- Several participants have used this knowledge for further studies or in qualifying teacher eligibility examinations.

Future Plan

The department aims to introduce more **theme-based Add-on Courses** in areas such as:

- Educational Technology
- Guidance and Counseling
- Inclusive Education
- Life Skills and Soft Skills Training

These initiatives are part of the department's long-term vision to enhance student potential and align with the goals of the National Education Policy (NEP) 2020.

Mechanism of the Add-on Courses


The Department of Education follows a well-planned and systematic approach for the effective **design, implementation, and evaluation** of Add-on Courses. These courses are meant to enhance the skill set, employability, and subject-related awareness among students.

Step-wise Mechanism

Stage	Description
1. Course Planning	- Identification of relevant themes based on student need and academic trends. - Preparation of course structure, learning outcomes, and duration.
2. Approval & Notification	- Course outline is placed before the departmental committee. - After internal approval, course is notified to students with eligibility and schedule.
3. Student Enrollment	- Enrollment is done on a voluntary basis. - Attendance sheet and application forms are maintained.
4. Resource Allocation	- Assignment of course coordinators. - Arrangement of teaching aids, ICT tools, or printed materials.
5. Course Delivery	- Classes are conducted in a blended mode (offline + online). - Interactive teaching methods including presentations, group activities, discussions.
6. Evaluation	- Assessment is done through class tests, assignments, and participation. - Minimum attendance and passing marks are mandatory for certification.
7. Certification	- Certificates are issued to students who fulfill attendance and assessment criteria. - Records are maintained for institutional documentation.
8. Feedback & Review	- Student feedback is collected to assess the effectiveness of the course. - Modifications are made for future improvement.

Key Features

- Short-term (30–31 hours), skill-based, student-centered.
- Aligned with the goals of NEP-2020 and employability enhancement.
- Emphasis on **practical knowledge, critical thinking, and professional readiness**.

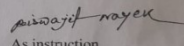

CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA
 Vill. & P.O. - Chaipat P.S. - Daspur Block - Daspur-II Sub. - Ghatal
 Dist. - Paschim Medinipur PIN - 721148
 Website: <https://chaipatspbmahaavidyalaya.ac.in>
 E-mail: chaipatspbm@rediffmail.com

Date: 21.03.2023

NOTICE

All the Student of 6th Semester (History & Sanskrit) Hons in Session 2022-2023 are hereby informed that an Add-on Course on the title "Teaching Aptitude" will be Commenced on and from 17.04.2023 for the Skill enhancement of the Student's. Its brochure has been attached to this notice to Know about this course at a glance. So all the students are advised to take part in this course positively for the betterment of study and to reach aims in future.

The student are also to be directed to enroll their names to the course CO-Ordinator (add on) Department of Education on or before 04.04.2023 in between 11am to 4.00 pm. For more details anybody may contact to the undersigned.


 As instruction


 H.O.D.
 DEPARTMENT OF EDUCATION
 Chaipat Saheed Pradyot
 Bhattacharya Mahavidyalaya
 Chaipat - Daspur - Paschim Medinipur


TO WHOM IT MAY CONCERN

Following the resolution in the GB meeting number.....09..... Dated...29.06.2018...

The Add-on course will be continued as per the schedule of the department of.....EDUCATION.....

I do agree with the proposal and wish the great success of the said courses.




 Teacher-in-charge-Cum Secretary
 Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya
 P.O. Chaipat, Dist. Paschim Medinipur

Sample of GB Resolution & Notice for ADD-ON Course

Admission Form: Add-on / Certificate Course

Course applied for: Teaching Aptitude

Duration of the course: 31 hours

Name of the student (Block): SOMA MAJI

CSP NO/Registration No: CSP 200365

Academic Session: 2022-2023

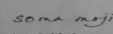
Semester: 6th

Programme (Hons / General): Hons

Subjects: History

Mobile no: _____

Declaration: I do hereby declare I am willing to participate in this course and the above mentioned information are true to the best of knowledge


 Soma Maji

Admission Form: Add-on / Certificate Course

Course applied for: Teaching Aptitude

Duration of the course: 31 hours

Name of the student (Block): DIPA BERA

CSP NO/Registration No: CSP 26352

Academic Session: 2022-2023


Semester: 6th

Programme (Hons / General): _____

Subjects: Sanskrit

Mobile no: _____

Declaration: I do hereby declare I am willing to participate in this course and the above mentioned information are true to the best of knowledge


 DIPA BERA

Admission Form: Add-on / Certificate Course

Course applied for: Teaching Aptitude

Duration of the course: 31 hours

Name of the student (Block): PUSA PAL

CSP NO/Registration No: 258043

Academic Session: 2022-2023

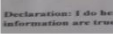
Semester: 6th

Programme (Hons / General): Hons

Subjects: Sanskrit

Mobile no: _____

Declaration: I do hereby declare I am willing to participate in this course and the above mentioned information are true to the best of knowledge


 PUSA PAL

Admission Form: Add-on / Certificate Course

Course applied for: Teaching Aptitude

Duration of the course: 31 hours

Name of the student (Block): MAMPI MANDAL

CSP NO/Registration No: RM 211103

Academic Session: 2022-2023

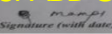
Semester: 6th

Programme (Hons / General): Hons

Subjects: Sanskrit

Mobile no: _____

Declaration: I do hereby declare I am willing to participate in this course and the above mentioned information are true to the best of knowledge


 MAMPI MANDAL

Sample of Application Form of ADD-ON COURSE

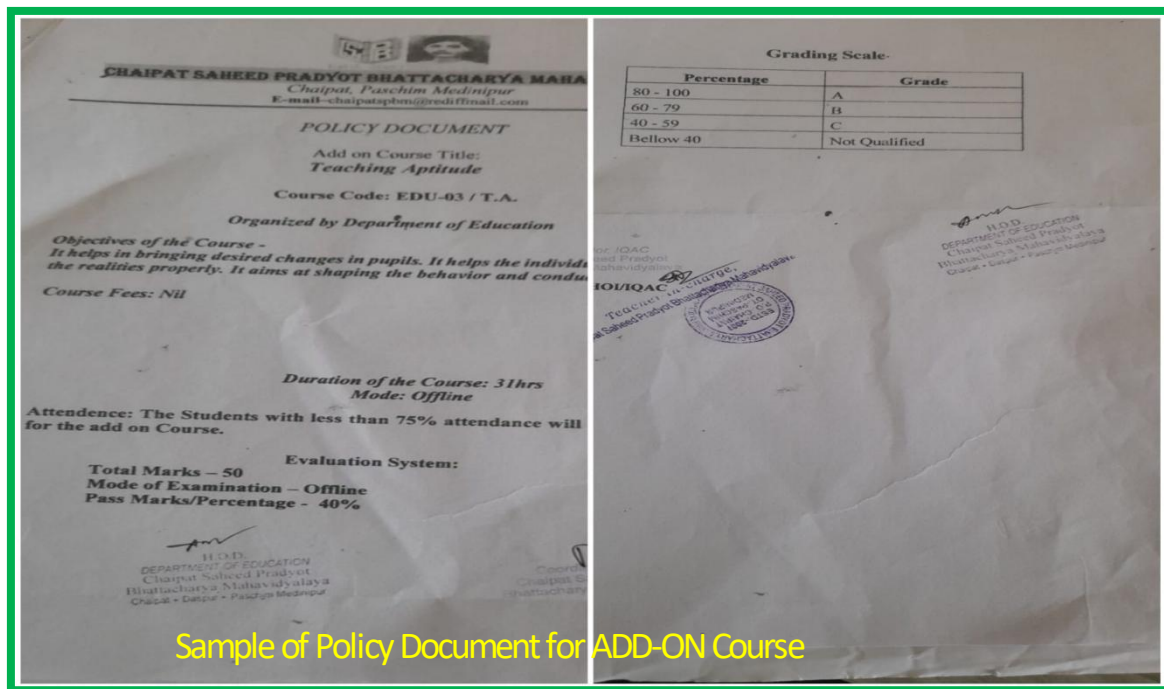
MUNMUN RANA	Sanskrit	Munmun Rana	CSP200204
SONALI JANA	Sanskrit	Sonali Jana	CSP200215
MADHUMITA DAS	Sanskrit	Madhumita Das	CSP200221
PUJA BAIJI	Sanskrit	Puja Baiji	CSP200226
SHRABANTI GHORAI	Sanskrit	Shra Banji Ghorai	CSP200247
DIPA BERA	Sanskrit	Dipa Bera	CSP200252
RIYA DAS	History	RIYA DAS	CSP200002
PIYA DHARA	History	PIYA DHARA	CSP200017
SAYANI HALDER	History	Sayani Halder	CSP200037
MRINMOY KHAN	History	Mrinmoy Khan	CSP200046
SUPARNA JANA	History	Suparna Jana	CSP200047
OMA PADIKAR	History	Roma Padikar	CSP200049
RIVA GUHAIT	History	Priya Guhait	CSP200075
YA RANI MONDAL	History	Piya Rani Mondal	CSP200086
YA MAJI	History	Riya Maji	CSP200110
ISHA DAS	History	Thisha Das	CSP200157
RGIS KHATUN	History	Nargis Khatun	CSP200164
TIMA RUIDAS	History	Pratima Ruidas	CSP200170
APITI MAITY	History	Samapri Maity	CSP200199
NA GOSWAMI	History	Uhinna Goswami	CSP200228

ADD-ON COURSE ON: TEACHING APTITUDE (Academic Year: 2022-2023) ORGANIZED BY: Department of Education				
List of enrolled students				
Sl. No.	Name	Department / Course	Semester	CSP No./ Reg. No.
1.	MAMPI MONDAL	Sanskrit	6 th Semester	CSP200003
2.	SUPARNA RANA	Sanskrit	6 th Semester	CSP200025
3.	TAPATI BERA	Sanskrit	6 th Semester	CSP200038
4.	PUJA PAL	Sanskrit	6 th Semester	CSP200043
5.	TABASUM KHATUN	Sanskrit	6 th Semester	CSP200045
6.	RAJBALLAVI JANA	Sanskrit	6 th Semester	CSP200048
7.	KOEL JANA	Sanskrit	6 th Semester	CSP200071
8.	PRIYA MAITY	Sanskrit	6 th Semester	CSP200073
9.	DIPKA BAG	Sanskrit	6 th Semester	CSP200074
10.	MITHU MONDAL	Sanskrit	6 th Semester	CSP200113
11.	DHRUBAJYOTI BERA	Sanskrit	6 th Semester	CSP200121
12.	SIMA DAS	Sanskrit	6 th Semester	CSP200129
13.	SOMASRI SINGH	Sanskrit	6 th Semester	CSP200133
14.	PAYEL CHOWDHURY	Sanskrit	6 th Semester	CSP200166
15.	PRITI PRADHAN	Sanskrit	6 th Semester	CSP200180
16.	APARAJITA MONDAL	Sanskrit	6 th Semester	CSP200187

Sample of Enrollment in ADD-ON COURSE

<p align="center">Course Brochure Add on Course on Teaching Aptitude Course Code: EDU – 03/T.A. (Academic Year : 2022-2023)</p> <p align="center">Department of Education</p> <p>Duration – 30 hours Date – 17.04.2023 – 23.05.2023 Mode – Offline Venue: Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya Patron: Dr. Shila Chakraborty Convener: Biswajit Nayek</p> <p>Objectives of the course:</p> <ul style="list-style-type: none"> *To Impart the knowledge, experience and skill. *To be the positive change in the students.. *To shape behavior and conduct. * To develop the learning skill * To make them efficient * To motivate the student <p>Course Outcome :</p> <p>It is possible to know through this process the first ideas that can be obtained from teaching</p> <p>In this process it is possible to understand the students better while teaching</p> <p>This helps a lot to understand what the environment should be like during teaching</p> <p>This process creates ideas beautifully by using certain techniques</p> <p>Teaching aptitude is a process in which students are carefully evaluated and guided to specific areas by identifying their strengths and weaknesses</p> <p align="right"><i>Teacher-in-charge,</i> Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya</p>	<p>:Course content:</p> <p>Unit-01</p> <p>Teaching: Concept, Nature, Objectives, Levels of Teaching (Memory Understanding, and Reflective), Characteristics, Basic Requirement</p> <p>Unit-02</p> <p>Learners' Characteristics: Characteristics of Adolescent and Adult Learner (Academic, Social, Emotional and Cognitive), Individual Differences</p> <p>Unit-03</p> <p>Factors Affecting Teaching Related to: Teacher, Learner, Support Material, Instructional Facilities, Learning Environment, and Institutions</p> <p>Unit-04</p> <p>Methods of Teaching in Institutions of Higher Learning: Classroom Assessment method, Teacher- centered vs Learner-centered Methods vs Online Methods (Swayam, Swayamprabha, MOOCs, etc.).</p> <p>Unit-05</p> <p>Teaching Support System: Traditional, Modern, and ICT based</p> <p>Unit-06</p> <p>Evaluation Systems: Definition, Characteristics, Advantage, Elements, Types of Evaluation, Evaluation in Choice-based credit system in Higher Education, computer-based Testing, Vocational Innovations system</p> <p align="right"><i>Teacher-in-charge,</i> Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya</p>
--	--

Sample of Course Brochure for ADD-ON COURSE

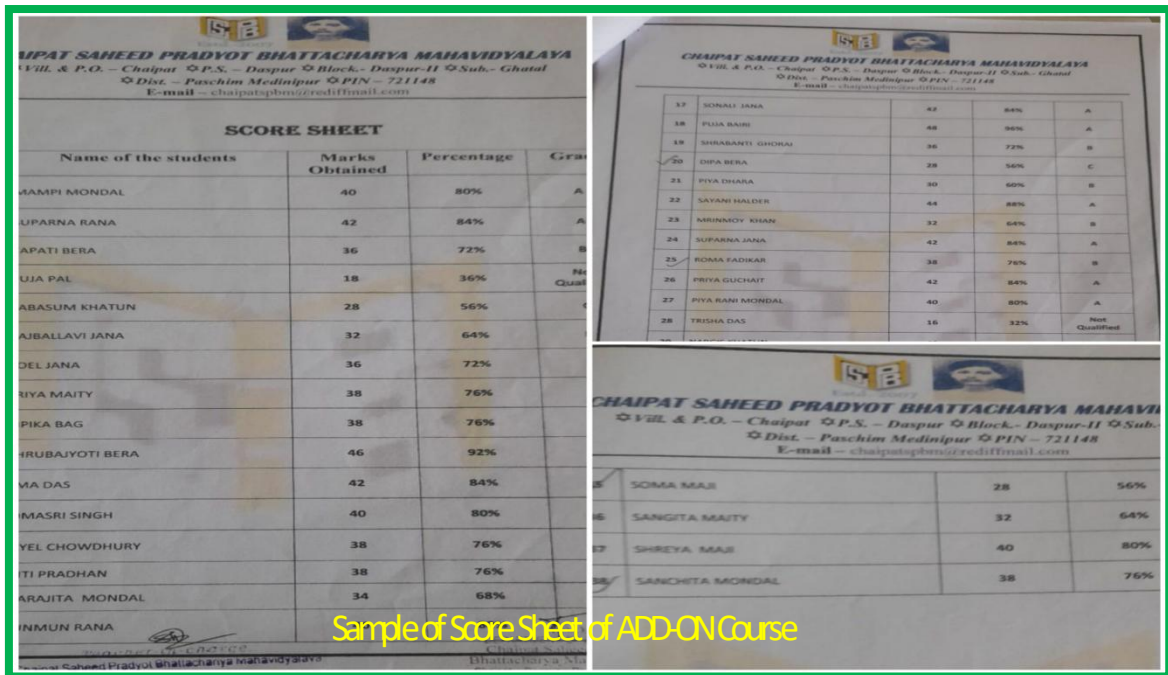
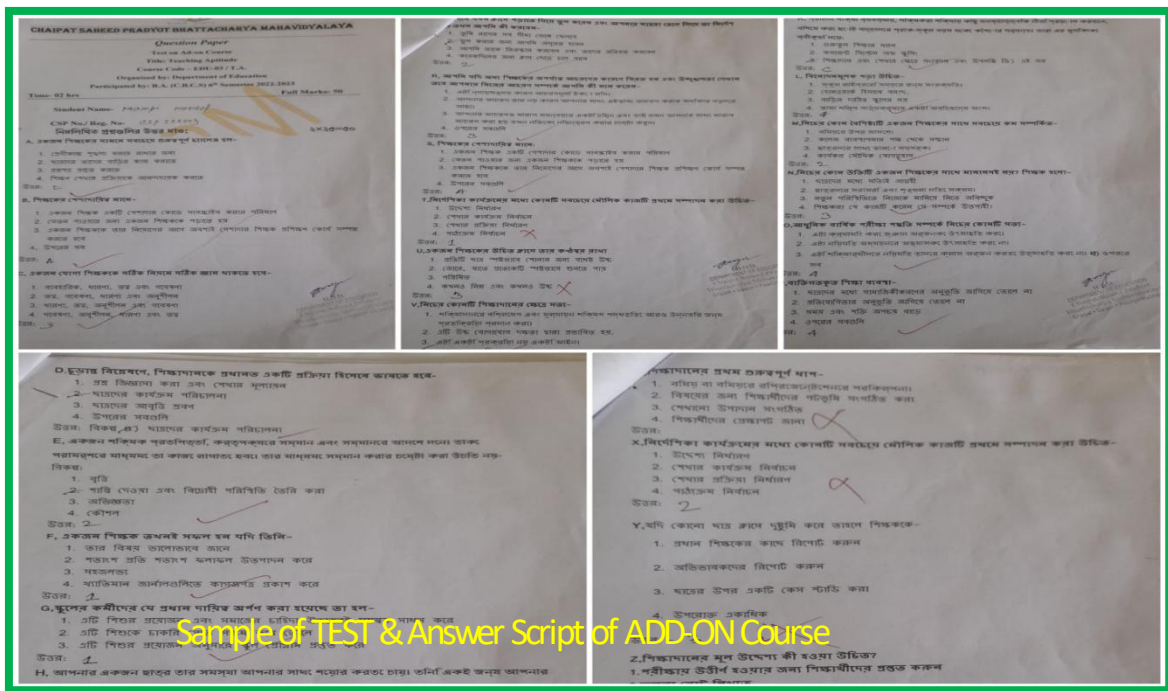


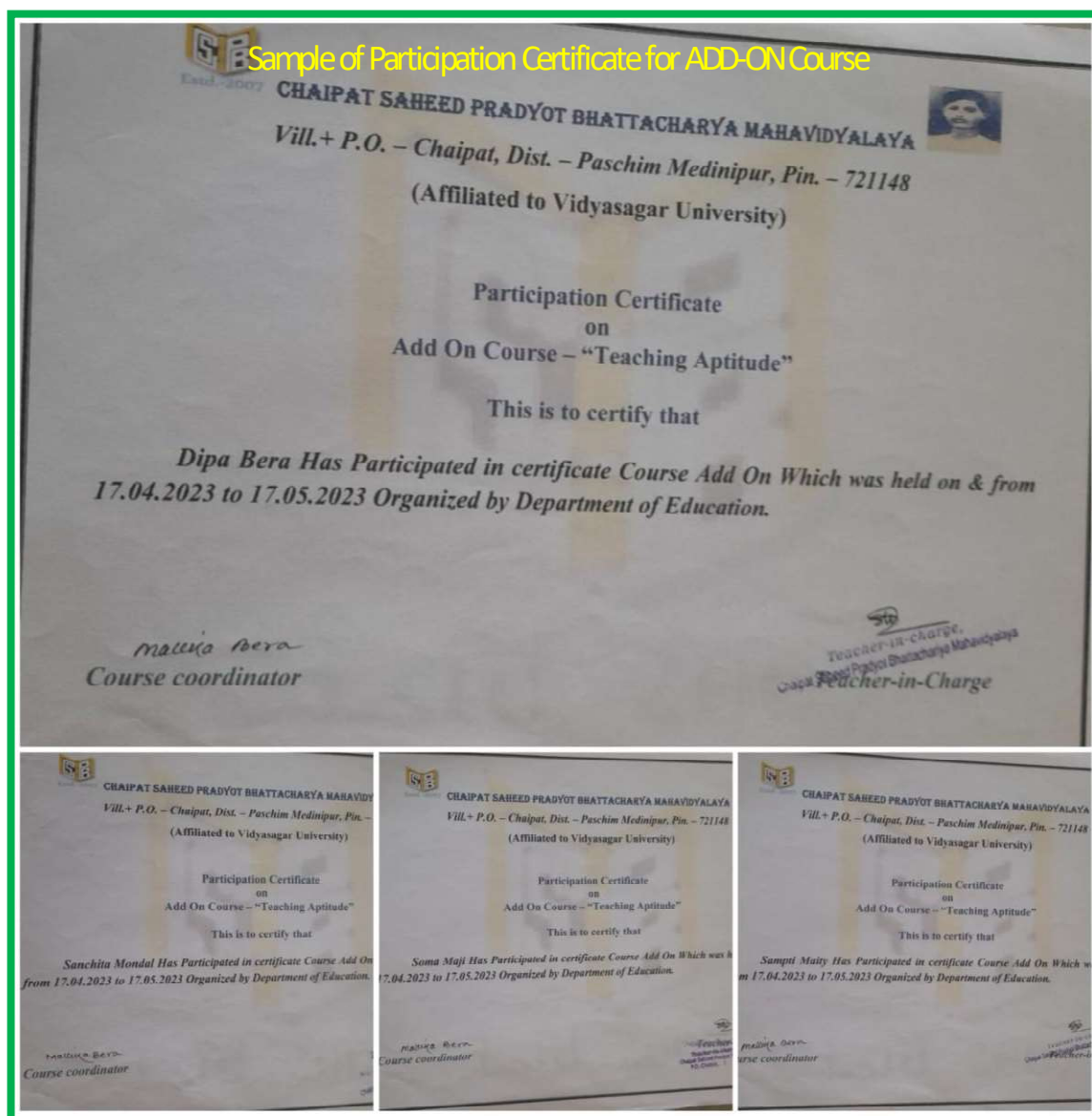
Sample of Attendance in ADD-ON Course

ADD-ON COURSE ON: TEACHING APTITUDE

(Academic Year: 2022-2023)
ORGANIZED BY: Department of Education
Attendance Register

Sl No	Student Name	YSP No.	Term I 1st 12.12.22 13.12.22	Term II 2nd 13.12.22 14.12.22	Term III 3rd 14.12.22 15.12.22	Term IV 4th 15.12.22 16.12.22	Term V 5th 16.12.22 17.12.22	Term VI 6th 17.12.22 18.12.22	Term VII 7th 18.12.22 19.12.22	Term VIII 8th 19.12.22 20.12.22	Term IX 9th 20.12.22 21.12.22	Term X 10th 21.12.22 22.12.22	Term XI 11th 22.12.22 23.12.22	Term XII 12th 23.12.22 24.12.22	Term XIII 13th 24.12.22 25.12.22	Term XIV 14th 25.12.22 26.12.22	Term XV 15th 26.12.22 27.12.22	Term XVI 16th 27.12.22 28.12.22	Term XVII 17th 28.12.22 29.12.22	Term XVIII 18th 29.12.22 30.12.22	Term XIX 19th 30.12.22 31.12.22	Term XX 20th 31.12.22 01.01.23	Term XXI 21st 01.01.23 02.01.23	Term XXII 22nd 02.01.23 03.01.23	Term XXIII 23rd 03.01.23 04.01.23	Term XXIV 24th 04.01.23 05.01.23	Term XXV 25th 05.01.23 06.01.23	Term XXVI 26th 06.01.23 07.01.23	Term XXVII 27th 07.01.23 08.01.23	Term XXVIII 28th 08.01.23 09.01.23	Term XXIX 29th 09.01.23 10.01.23	Term XXX 30th 10.01.23 11.01.23	Term XXXI 31st 11.01.23 12.01.23	Term XXXII 32nd 12.01.23 13.01.23	Term XXXIII 33rd 13.01.23 14.01.23	Term XXXIV 34th 14.01.23 15.01.23	Term XXXV 35th 15.01.23 16.01.23	Term XXXVI 36th 16.01.23 17.01.23	Term XXXVII 37th 17.01.23 18.01.23	Term XXXVIII 38th 18.01.23 19.01.23	Term XXXIX 39th 19.01.23 20.01.23	Term XL 40th 20.01.23 21.01.23	Term XLI 41st 21.01.23 22.01.23	Term XLII 42nd 22.01.23 23.01.23	Term XLIII 43rd 23.01.23 24.01.23	Term XLIV 44th 24.01.23 25.01.23	Term XLV 45th 25.01.23 26.01.23	Term XLVI 46th 26.01.23 27.01.23	Term XLVII 47th 27.01.23 28.01.23	Term XLVIII 48th 28.01.23 29.01.23	Term XLIX 49th 29.01.23 30.01.23	Term L 50th 30.01.23 31.01.23	Term LI 51st 31.01.23 01.02.23	Term LII 52nd 01.02.23 02.02.23	Term LIII 53rd 02.02.23 03.02.23	Term LIV 54th 03.02.23 04.02.23	Term LV 55th 04.02.23 05.02.23	Term LVI 56th 05.02.23 06.02.23	Term LVII 57th 06.02.23 07.02.23	Term LVIII 58th 07.02.23 08.02.23	Term LIX 59th 08.02.23 09.02.23	Term LX 60th 09.02.23 10.02.23	Term LXI 61st 10.02.23 11.02.23	Term LXII 62nd 11.02.23 12.02.23	Term LXIII 63rd 12.02.23 13.02.23	Term LXIV 64th 13.02.23 14.02.23	Term LXV 65th 14.02.23 15.02.23	Term LXVI 66th 15.02.23 16.02.23	Term LXVII 67th 16.02.23 17.02.23	Term LXVIII 68th 17.02.23 18.02.23	Term LXIX 69th 18.02.23 19.02.23	Term LXX 70th 19.02.23 20.02.23	Term LXXI 71st 20.02.23 21.02.23	Term LXXII 72nd 21.02.23 22.02.23	Term LXXIII 73rd 22.02.23 23.02.23	Term LXXIV 74th 23.02.23 24.02.23	Term LXXV 75th 24.02.23 25.02.23	Term LXXVI 76th 25.02.23 26.02.23	Term LXXVII 77th 26.02.23 27.02.23	Term LXXVIII 78th 27.02.23 28.02.23	Term LXXIX 79th 28.02.23 29.02.23	Term LXXX 80th 29.02.23 01.03.23	Term LXXXI 81st 01.03.23 02.03.23	Term LXXXII 82nd 02.03.23 03.03.23	Term LXXXIII 83rd 03.03.23 04.03.23	Term LXXXIV 84th 04.03.23 05.03.23	Term LXXXV 85th 05.03.23 06.03.23	Term LXXXVI 86th 06.03.23 07.03.23	Term LXXXVII 87th 07.03.23 08.03.23	Term LXXXVIII 88th 08.03.23 09.03.23	Term LXXXIX 89th 09.03.23 10.03.23	Term LXXXX 90th 10.03.23 11.03.23	Term LXXXXI 91st 11.03.23 12.03.23	Term LXXXXII 92nd 12.03.23 13.03.23	Term LXXXXIII 93rd 13.03.23 14.03.23	Term LXXXXIV 94th 14.03.23 15.03.23	Term LXXXXV 95th 15.03.23 16.03.23	Term LXXXXVI 96th 16.03.23 17.03.23	Term LXXXXVII 97th 17.03.23 18.03.23	Term LXXXXVIII 98th 18.03.23 19.03.23	Term LXXXXIX 99th 19.03.23 20.03.23	Term LXXXXX 100th 20.03.23 21.03.23	Term LXXXXXI 101st 21.03.23 22.03.23	Term LXXXXXII 102nd 22.03.23 23.03.23	Term LXXXXXIII 103rd 23.03.23 24.03.23	Term LXXXXXIV 104th 24.03.23 25.03.23	Term LXXXXXV 105th 25.03.23 26.03.23	Term LXXXXXVI 106th 26.03.23 27.03.23	Term LXXXXXVII 107th 27.03.23 28.03.23	Term LXXXXXVIII 108th 28.03.23 29.03.23	Term LXXXXXIX 109th 29.03.23 30.03.23	Term LXXXXXX 110th 30.03.23 31.03.23	Term LXXXXXXI 111st 31.03.23 01.04.23	Term LXXXXXXII 112nd 01.04.23 02.04.23	Term LXXXXXXIII 113th 02.04.23 03.04.23	Term LXXXXXXIV 114th 03.04.23 04.04.23	Term LXXXXXXV 115th 04.04.23 05.04.23	Term LXXXXXXVI 116th 05.04.23 06.04.23	Term LXXXXXXVII 117th 06.04.23 07.04.23	Term LXXXXXXVIII 118th 07.04.23 08.04.23	Term LXXXXXXIX 119th 08.04.23 09.04.23	Term LXXXXXXX 120th 09.04.23 10.04.23	Term LXXXXXXI 121st 10.04.23 11.04.23	Term LXXXXXXII 122nd 11.04.23 12.04.23	Term LXXXXXXIII 123rd 12.04.23 13.04.23	Term LXXXXXXIV 124th 13.04.23 14.04.23	Term LXXXXXXV 125th 14.04.23 15.04.23	Term LXXXXXXVI 126th 15.04.23 16.04.23	Term LXXXXXXVII 127th 16.04.23 17.04.23	Term LXXXXXXVIII 128th 17.04.23 18.04.23	Term LXXXXXXIX 129th 18.04.23 19.04.23	Term LXXXXXXX 130th 19.04.23 20.04.23	Term LXXXXXXI 131st 20.04.23 21.04.23	Term LXXXXXXII 132nd 21.04.23 22.04.23	Term LXXXXXXIII 133rd 22.04.23 23.04.23	Term LXXXXXXIV 134th 23.04.23 24.04.23	Term LXXXXXXV 135th 24.04.23 25.04.23	Term LXXXXXXVI 136th 25.04.23 26.04.23	Term LXXXXXXVII 137th 26.04.23 27.04.23	Term LXXXXXXVIII 138th 27.04.23 28.04.23	Term LXXXXXXIX 139th 28.04.23 29.04.23	Term LXXXXXXX 140th 29.04.23 30.04.23	Term LXXXXXXI 141st 30.04.23 01.05.23	Term LXXXXXXII 142nd 01.05.23 02.05.23	Term LXXXXXXIII 143rd 02.05.23 03.05.23	Term LXXXXXXIV 144th 03.05.23 04.05.23	Term LXXXXXXV 145th 04.05.23 05.05.23	Term LXXXXXXVI 146th 05.05.23 06.05.23	Term LXXXXXXVII 147th 06.05.23 07.05.23	Term LXXXXXXVIII 148th 07.05.23 08.05.23	Term LXXXXXXIX 149th 08.05.23 09.05.23	Term LXXXXXXX 150th 09.05.23 10.05.23	Term LXXXXXXI 151st 10.05.23 11.05.23	Term LXXXXXXII 152nd 11.05.23 12.05.23	Term LXXXXXXIII 153rd 12.05.23 13.05.23	Term LXXXXXXIV 154th 13.05.23 14.05.23	Term LXXXXXXV 155th 14.05.23 15.05.23	Term LXXXXXXVI 156th 15.05.23 16.05.23	Term LXXXXXXVII 157th 16.05.23 17.05.23	Term LXXXXXXVIII 158th 17.05.23 18.05.23	Term LXXXXXXIX 159th 18.05.23 19.05.23	Term LXXXXXXX 160th 19.05.23 20.05.23	Term LXXXXXXI 161st 20.05.23 21.05.23	Term LXXXXXXII 162nd 21.05.23 22.05.23	Term LXXXXXXIII 163rd 22.05.23 23.05.23	Term LXXXXXXIV 164th 23.05.23 24.05.23	Term LXXXXXXV 165th 24.05.23 25.05.23	Term LXXXXXXVI 166th 25.05.23 26.05.23	Term LXXXXXXVII 167th 26.05.23 27.05.23	Term LXXXXXXVIII 168th 27.05.23 28.05.23	Term LXXXXXXIX 169th 28.05.23 29.05.23	Term LXXXXXXX 170th 29.05.23 30.05.23	Term LXXXXXXI 171st 30.05.23 31.05.23	Term LXXXXXXII 172nd 31.05.23 01.06.23	Term LXXXXXXIII 173rd 01.06.23 02.06.23	Term LXXXXXXIV 174th 02.06.23 03.06.23	Term LXXXXXXV 175th 03.06.23 04.06.23	Term LXXXXXXVI 176th 04.06.23 05.06.23	Term LXXXXXXVII 177th 05.06.23 06.06.23	Term LXXXXXXVIII 178th 06.06.23 07.06.23	Term LXXXXXXIX 179th 07.06.23 08.06.23	Term LXXXXXXX 180th 08.06.23 09.06.23	Term LXXXXXXI 181st 09.06.23 10.06.23	Term LXXXXXXII 182nd 10.06.23 11.06.23	Term LXXXXXXIII 183rd 11.06.23 12.06.23	Term LXXXXXXIV 184th 12.06.23 13.06.23	Term LXXXXXXV 185th 13.06.23 14.06.23	Term LXXXXXXVI 186th 14.06.23 15.06.23	Term LXXXXXXVII 187th 15.06.23 16.06.23	Term LXXXXXXVIII 188th 16.06.23 17.06.23	Term LXXXXXXIX 189th 17.06.23 18.06.23	Term LXXXXXXX 190th 18.06.23 19.06.23	Term LXXXXXXI 191st 19.06.23 20.06.23	Term LXXXXXXII 192nd 20.06.23 21.06.23	Term LXXXXXXIII 193rd 21.06.23 22.06.23	Term LXXXXXXIV 194th 22.06.23 23.06.23	Term LXXXXXXV 195th 23.06.23 24.06.23	Term LXXXXXXVI 196th 24.06.23 25.06.23	Term LXXXXXXVII 197th 25.06.23 26.06.23	Term LXXXXXXVIII 198th 26.06.23 27.06.23	Term LXXXXXXIX 199th 27.06.23 28.06.23	Term LXXXXXXX 200th 28.06.23 29.06.23	Term LXXXXXXI 201st 29.06.23 30.06.23	Term LXXXXXXII 202nd 30.06.23 01.07.23	Term LXXXXXXIII 203rd 01.07.23 02.07.23	Term LXXXXXXIV 204th 02.07.23 03.07.23	Term LXXXXXXV 205th 03.07.23 04.07.23	Term LXXXXXXVI 206th 04.07.23 05.07.23	Term LXXXXXXVII 207th 05.07.23 06.07.23	Term LXXXXXXVIII 208th 06.07.23 07.07.23	Term LXXXXXXIX 209th 07.07.23 08.07.23	Term LXXXXXXX 210th 08.07.23 09.07.23	Term LXXXXXXI 211st 09.07.23 10.07.23	Term LXXXXXXII 212nd 10.07.23 11.07.23	Term LXXXXXXIII 213rd 11.07.23 12.07.23	Term LXXXXXXIV 214th 12.07.23 13.07.23	Term LXXXXXXV 215th 13.07.23 14.07.23	Term LXXXXXXVI 216th 14.07.23 15.07.23	Term LXXXXXXVII 217th 15.07.23 16.07.23	Term LXXXXXXVIII 218th 16.07.23 17.07.23	Term LXXXXXXIX 219th 17.07.23 18.07.23	Term LXXXXXXX 220th 18.07.23 19.07.23	Term LXXXXXXI 221st 19.07.23 20.07.23	Term LXXXXXXII 222nd 20.07.23 21.07.23	Term LXXXXXXIII 223rd 21.07.23 22.07.23	Term LXXXXXXIV 224th 22.07.23 23.07.23	Term LXXXXXXV 225th 23.07.23 24.07.23	Term LXXXXXXVI 226th 24.07.23 25.07.23	Term LXXXXXXVII 227th 25.07.23 26.07.23	Term LXXXXXXVIII 228th 26.07.23 27.07.23	Term LXXXXXXIX 229th 27.07.23 28.07.23	Term LXXXXXXX 230th 28.07.23 29.07.23	Term LXXXXXXI 231st 29.07.23 30.07.23	Term LXXXXXXII 232nd 30.07.23 31.07.23	Term LXXXXXXIII 233rd 31.07.23 01.08.23	Term LXXXXXXIV 234th 01.08.23 02.08.23	Term LXXXXXXV 235th 02.08.23 03.08.23	Term LXXXXXXVI 236th 03.08.23 04.08.23	Term LXXXXXXVII 237th 04.08.23 05.08.23	Term LXXXXXXVIII 238th 05.08.23 06.08.23	Term LXXXXXXIX 239th 06.08.23 07.08.23	Term LXXXXXXX 240th 07.08.23 08.08.23	Term LXXXXXXI 241st 08.08.23 09.08.23	Term LXXXXXXII 242nd 09.08.23 10.08.23	Term LXXXXXXIII 243rd 10.08.23 11.08.23	Term LXXXXXXIV 244th 11.08.23 12.08.23	Term LXXXXXXV 245th 12.08.23 13.08.23	Term LXXXXXXVI 246th 13.08.23 14.08.23	Term LXXXXXXVII 247th 14.08.23 15.08.23	Term LXXXXXXVIII 248th 15.08.23 16.08.23	Term LXXXXXXIX 249th 16.08.23 17.08.23	Term LXXXXXXX 250th 17.08.23 18.08.23	Term LXXXXXXI 251st 18.08.23 19.08.23	Term LXXXXXXII 252nd 19.08.23 20.08.23	Term LXXXXXXIII 253rd 20.08.23 21.08.23	Term LXXXXXXIV 254th 21.08.23 22.08.23	Term LXXXXXXV 255th 22.08.23 23.08.23	Term LXXXXXXVI 256th 23.08.23 24.08.23	Term LXXXXXXVII 257th 24.08.23 25.08.23	Term LXXXXXXVIII 258th 25.08.23 26.08.23	Term LXXXXXXIX 259th 26.08.23 27.08.23	Term LXXXXXXX 260th 27.08.23 28.08.23	Term LXXXXXXI 261st 28.08.23 29.08.23	Term LXXXXXXII 262nd 29.08.23 30.08.23	Term LXXXXXXIII 263rd 30.08.23 31.08.23	Term LXXXXXXIV 264th 31.08.23 01.09.23	Term LXXXXXXV 265th 01.09.23 02.09.23	Term LXXXXXXVI 266th 02.09.23 03.09.23	Term LXXXXXXVII 267th 03.09.23 04.09.23	Term LXXXXXXVIII 268th 04.09.23 05.09.23	Term LXXXXXXIX 269th 05.09.23 06.09.23	Term LXXXXXXX 270th 06.09.23 07.09.23	Term LXXXXXXI 271st 07.09.23 08.09.23	Term LXXXXXXII 272nd 08.09.23 09.09.23	Term LXXXXXXIII 273rd 09.09.23 10.09.23	Term LXXXXXXIV 274th 10.09.23 11.09.23	Term LXXXXXXV 275th 11.09.23 12.09.23	Term LXXXXXXVI 276th 12.09.23 13.09.23	Term LXXXXXXVII 277th 13.09.23 14.09.23	Term LXXXXXXVIII 278th 14.09.23 15.09.23	Term LXXXXXXIX 279th 15.09.23 16.09.23	Term LXXXXXXX 280th 16.09.23 17.09.23	Term LXXXXXXI 281st 17.09.23 18.09.23	Term LXXXXXXII 282nd 18.09.23 19.09.23	Term LXXXXXXIII 283rd 19.09.23 20.09.23	Term LXXXXXXIV 284th 20.09.23 21.09.23	Term LXXXXXXV 285th 21.09.23 22.09.23	Term LXXXXXXVI 286th 22.09.23 23.09.23	Term LXXXXXXVII 287th 23.09.23 24.09.23	Term LXXXXXXVIII 288th 24.09.23 25.09.23	Term LXXXXXXIX 289th 25.09.23 26.09.23	Term LXXXXXXX 290th 26.09.23 27.09.23	Term LXXXXXXI 291st 27.09.23 28.09.23	Term LXXXXXXII 292nd 28.09.23 29.09.23	Term LXXXXXXIII 293rd 29.09.23 30.09.23	Term LXXXXXXIV 294th 30.09.23 01.10.23	Term LXXXXXXV 295th 01.10.23 02.10.23	Term LXXXXXXVI 296th 02.10.23 03.10.23	Term LXXXXXXVII 297th 03.10.23 04.10.23	Term LXXXXXXVIII 298th 04.10.23 05.10.23	Term LXXXXXXIX 299th 05.10.23 06.10.23	Term LXXXXXXX 300th 06.10.23 07.10.23	Term LXXXXXXI 301st 07.10.23 08.10.23	Term LXXXXXXII 302nd 08.10.23 09.10.23	Term LXXXXXXIII 303rd 09.10.23 10.10.23	Term LXXXXXXIV 304th 10.10.23 11.10.23	Term LXXXXXXV 305th 11.10.23 12.10.23	Term LXXXXXXVI 306th 12.10.23 13.10.23	Term LXXXXXXVII 307th 13.10.23 14.10.23	Term LXXXXXXVIII 308th 14.10.23 15.10.23	Term LXXXXXXIX 309th 15.10.23 16.10.23	Term LXXXXXXX 310th 16.10.23 17.10.23	Term LXXXXXXI 311st 17.10.23 18.10.23	Term LXXXXXXII 312nd 18.10.23 19.10.23	Term LXXXXXXIII 313rd 19.10.23 20.10.23	Term LXXXXXXIV 314th 20.10.23 21.10.23	Term LXXXXXXV 315th 21.10.23 22.10.23	Term LXXXXXXVI 316th 22.10.23 23.10.23	Term LXXXXXXVII 317th 23.10.23 24.10.23	Term LXXXXXXVIII 318th 24.10.23 25.10.23	Term LXXXXXXIX 319th 25.10.23 26.10.23	Term LXXXXXXX 320th 26.10.23 27.10.23	Term LXXXXXXI 321st 27.10.23 28.10.23	Term LXXXXXXII 322nd 28.10.23 29.10.23	Term LXXXXXXIII 323rd 29.10.23 30.10.23	Term LXXXXXXIV 324th 30.10.23 31.10.23	Term LXXXXXXV 325th 31.10.23 01.11.23	Term LXXXXXXVI 326th 01.11.23 02.11.23	Term LXXXXXXVII 327th 02.11.23 03.11.23	Term LXXXXXXVIII 328th 03.11.23 04.11.23	Term LXXXXXXIX 329th 04.11.23 05.11.23	Term LXXXXXXX 330th 05.11.23 06.11.23	Term LXXXXXXI 331st 06.11.23 07.11.23	Term LXXXXXXII 332nd 07.11.23 08.11.23	Term LXXXXXXIII 333rd 08.11.23 09.11.23	Term LXXXXXXIV 334th 09.11.23 10.11.23	Term LXXXXXXV 335th 10.11.23 11.11.23	Term LXXXXXXVI 336th 11.11.23 12.11.23	Term LXXXXXXVII 337th 12.11.23 13.11.23	Term LXXXXXXVIII 338th 13.11.23 14.11.23	Term LXXXXXXIX 339th 14.11.23 15.11.23	Term LXXXXXXX 340th 15.11.23 16.11.23	Term LXXXXXXI 341st 16.11.23 17.11.23	Term LXXXXXXII 342nd 17.11.23 18.11.23	Term LXXXXXXIII 343rd 18.11.23 19.11.23	Term LXXXXXXIV 344th 19.11.23 20.11.23	Term LXXXXXXV 345th 20.11.23 21.11.23	Term LXXXXXXVI 346th 21.11.23 22.11.23	Term LXXXXXXVII 347th 22.11.23 23.11.23	Term LXXXXXX
-------	--------------	---------	---------------------------------------	--	---	--	---------------------------------------	--	---	--	--	--	---	--	---	--	---	--	---	--	--	---	--	---	--	---	--	---	--	---	---	--	---	--	---	--	---	--	---	--	--	---	--	---	--	---	--	---	--	---	---	--	---	--	---	--	---	--	---	--	--	---	--	---	--	---	--	---	--	---	---	--	---	--	---	--	---	--	---	--	--	---	--	---	--	---	--	---	--	---	---	--	---	--	---	--	---	--	---	--	--	--	---	--	---	--	---	--	---	--	--	---	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	---	---	--	--	---	--	---	--	---	--	--------------





Crosscutting Issues: Holistic Functioning Model

Issue	Integrated Course	Approach Used	Intended Impact
Professional Ethics	CCFUP (1st Sem, NEP-2020)	Case Studies, Interactive Sessions	Build ethical professionals
Research and Critical Thinking	SEC-1 (Institutional Survey)	Fieldwork, Questionnaire Design	Hands-on educational investigation
Mental Health & Counseling	SEC-2 (Guidance and Counseling)	Role Play, Guest Lectures	Emotional maturity, mental health awareness
Moral & Human	DSE-1A (Great	Text Study,	Moral responsibility,

Issue	Integrated Course	Approach Used	Intended Impact
Values	Educators)	Reflection Writing	inspiration from educators
Environment & Sustainability	GE-2 (Environmental Education)	Projects, Field Activities	Environmental literacy and civic engagement

Crosscutting Issues: Objectives, Methods, and Functioning

Department of Education

Chaipat Saheed Pradyot Bhattacharya Mahavidyalaya

Crosscutting issues such as **Professional Ethics**, **Gender Sensitization**, **Human and Moral Values**, and **Environmental Sustainability** are essential elements of a modern, holistic education system. These components ensure the development of socially aware, ethically responsible, and environmentally conscious citizens.

Professional Ethics

Objective:

To instill a deep understanding of ethical practices in academic and professional fields, including responsibility, integrity, and accountability.

Methods:

- ❖ Inclusion of Foundation Course (CCFUP) as per NEP-2020 in the 1st semester.
- ❖ Case-based discussions on ethical dilemmas in education.
- ❖ Student reflection sessions and debates on real-world ethical issues.

Functioning:

- ❖ Conducted through lectures, interactive workshops, and group activities.
- ❖ Ethics embedded in institutional practices, assessments, and classroom behavior.

Educational Survey (SEC-1, 3rd Semester)

Objective:

To equip students with practical research skills through educational surveys, enabling them to investigate and analyze real-world educational issues.

Methods:

- ❖ Field-based data collection using structured questionnaires.
- ❖ Small group assignments on local education-related issues.
- ❖ Supervised data analysis and report writing.

Functioning:

- ❖ Surveys conducted in nearby schools or communities.
- ❖ Regular mentoring by faculty during survey execution.
- ❖ Encourages awareness of community-specific educational challenges.

Educational Guidance and Counseling (SEC-2, 3rd Semester)

Objective:

To introduce students to the theory and practice of guidance and counseling, emphasizing emotional well-being and psychological support.

Methods:

- ❖ Role-playing exercises to simulate counseling sessions.
- ❖ Audio-visual learning modules on guidance principles.
- ❖ Workshops led by experts in mental health and counseling.

Functioning:

- ❖ Classroom-based and experiential learning methods combined.
- ❖ Students assessed through presentations and case analyses.
- ❖ Exposure to basic counseling tools and techniques.

Human Values & Moral Education (DSE-1A, 5th Semester)

Objective:

To develop ethical consciousness and value-based thinking through the philosophies of great educators like Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi.

Methods:

- ❖ Textual analysis of writings and speeches by moral philosophers.
- ❖ Value education seminars and story-based learning.
- ❖ Reflection journals to record personal value development.

Functioning:

- ❖ Included as a core DSE course with both theoretical and moral focus.
- ❖ Encourages moral reasoning and ethical leadership.

Environmental Education (GE-2, 6th Semester)

Objective:

To make students aware of ecological issues and sustainability practices for future development.

Methods:

- ❖ Project-based learning on environmental issues.
- ❖ Tree plantation drives, nature walks, and eco-club activities.
- ❖ Screening of documentaries on climate change and sustainable living.

Functioning:

- ❖ Integrated as a compulsory Generic Elective paper.
- ❖ Encourages application of knowledge through action-oriented tasks.
- ❖ Promotes the linkage between environmental studies and moral education.

Report on Crosscutting Issues

The Department of Education integrates several **crosscutting issues** into its curriculum to promote holistic development among students. These issues extend beyond subject-specific knowledge and aim to build ethical, emotional, social, and environmental consciousness.

- ❖ **Professional Ethics** is taught through the CCFUP course (NEP-2020), encouraging students to become morally responsible and ethical professionals via case studies and discussions.
- ❖ **Research and Critical Thinking** are fostered through field-based learning in the Institutional Survey course, developing hands-on investigation skills.
- ❖ **Mental Health & Counseling** is addressed in the Guidance and Counseling course, helping students gain awareness about psychological well-being and empathy through role play and expert sessions.
- ❖ **Moral & Human Values** are promoted by studying the philosophies of great educators, cultivating integrity and character.
- ❖ **Environmental Awareness & Sustainability** is embedded in the Environmental Education course, promoting civic engagement and ecological responsibility.

Together, these crosscutting components enrich the educational experience by aligning academic learning with real-life ethical, social, and environmental challenges.

INTRODUCING SEC PROJECT

Mechanism

Introduction

In alignment with the **National Education Policy (NEP) 2020**, the Department of Education offers **Skill Enhancement Courses (SECs)** to promote skill-based, application-oriented learning among undergraduate students. These courses are designed to foster practical knowledge, research aptitude, and digital literacy, ensuring readiness for professional and academic challenges.

SEC Course Structure

Each SEC offered by the department carries:

- **Total Marks:** 50
- **Credits:** 2

The assessment structure emphasizes hands-on application, attendance, and continuous evaluation to ensure holistic learning.

SEC Evaluation Breakdown

Component	Marks Allotted	Weightage (%)
Project Report	30 Marks	60%
Viva Voce	10 Marks	20%
Class Attendance	5 Marks	10%
Internal Assessment	5 Marks	10%
Total	50 Marks	100%

Mechanism of SEC Implementation

Phase	Activities
Planning	Selection of SEC topics based on relevance, employability, and NEP guidelines.
Orientation	Briefing students on objectives, structure, and expected outcomes.

Execution	Hands-on learning sessions, workshops, tool demonstrations, and field work.
Supervision	Faculty members guide project work, data analysis, and report writing.
Assessment	Evaluation of reports, viva-voce by internal examiners, and attendance review.
Documentation	Archiving of project reports and feedback for future improvement.

Chart: SEC Execution Flow



Outcome Objectives

The SECs aim to:

- Enhance research and analytical skills.
- Promote practical application of theoretical knowledge.
- Build digital and communication competencies.
- Strengthen student engagement through real-world exposure.
- Support the holistic vision of education as per NEP 2020.

The Department of Education ensures the systematic execution of SECs to align with NEP 2020 objectives. Through structured assessments and faculty guidance, the department aims to maximize student outcomes and bridge academic learning with skill-based applications.

PROJECT REPORT ON INSTITUTIONAL SURVEY

(SEC-1)-2023-2024: SEMESTER-I

SL. NO .	NAME OF THE STUDENT	REGISTRATI ON NO. WITH YEAR	ROLL NO.	TITLE OF THE PROJECT	NAME OF THE SUPERVISOR
1	Ambika samanta	VU231040170-of 2023-2024	4341104-2304132	Institutional survey	Biswajit Nayek
2	Aparna mal	VU231040180 of 2023-2024	4341104 No.2304134	Institutional survey	Biswajit Nayek
3	Debalina Ghosh	VU231040193 of 2023-2024	4341104 No - 2304139	Institutional survey	Biswajit Nayek
4	Koyal jana	VU231040208 of 2023-24	- 4341104 No-2304143	Institutional survey	Biswajit Nayek
5	Lisha dolui	VU231040213 Of 2023-2024	4341104No-2304144	Institutional survey	Biswajit Nayek
6	Mohima yasmin	VU231040221 Of 2023-2024	4341104 no-2304147	Institutional survey	Biswajit Nayek
7	Bina jana	VU231040191 of 2023-2024	4341104No-2304138	Institutional survey	Biswajit Nayek
8	Moumita Maity	VU231040227 of 2023 - 2024	4341104 NO - 2304148	Institutional survey	Biswajit Nayek
9	Moumita singh	VU231040228 of 2023-2024	4341104 No-2304149	Institutional survey	Biswajit Nayek
10	Pali shasmal	VU231040234 of 2023-2024	4341104 No 2304151	Institutional survey	Biswajit Nayek
11	Payal kar	VU231040237 Of 2023 - 2024	4341104 No. 2304152	Institutional survey	Biswajit Nayek
12	Priyanka Jana	VU231040252 Of 2023-24	4341104 No-2304156	Institutional survey	Biswajit Nayek

13	Priyanka shaw	VU231040255 of 2023-2024	4341104 No:2304158	Institutional survey	Biswajit Nayek
14	Rimita mondal	VU231040265 of 2023-24	4341104No-2304162	Institutional survey	Biswajit Nayek
15	Rimpa Maity	VU231040268 Of 2023-2024	4341104 No-2304163	Institutional survey	Biswajit Nayek
16	Rumpa jana	VU231040277 Of 2023-2024	4341104 No-2304168	Institutional survey	Biswajit Nayek
17	Rina Dolai	VU231040269 Of 2023-2024	4341104 No-2304164	Institutional survey	Biswajit Nayek
18	Ritika Bera	VU231040271 Of 2023 - 2024	4341104 - 2304165	Institutional survey	Biswajit Nayek
19	Rita Bera	VU231040273 Of 2023-2024	4341104 -230416	Institutional survey	Biswajit Nayek
20	Sadhana maji	VU23104028 Of 2023-24	4341104 No -2304169	Institutional survey	Biswajit Nayek
21	Sayan Samanta	VU231040296 Of 2023-2024	4341104 No - 2304171	Institutional survey	Biswajit Nayek
22	Shibani Bera	VU231040299 Of 2023-2024	4341104 No - 2304172	Institutional survey	Biswajit Nayek
23	Shilpa Bera	vu231040300 of 2023-2024	4341104 No: 23041173	Institutional survey	Biswajit Nayek
24	Shrabanti Bera	VU231040302 Of 2023-2024	4341104 NO - 2304174	Institutional survey	Biswajit Nayek
25	Sima karan	VU231040311 of 2023-2024	4341104 No- 2304175	Institutional survey	Biswajit Nayek
26	Sneha Maity	VU231040315 of 2023-2024	4341104 No:2304176	Institutional survey	Biswajit Nayek
27	Sneha Maity	VU231040316 of 2023-2024	4341104No :2304177	Institutional survey	Biswajit Nayek
28	Sneha Mondal	VU231040317 of 2023-2024	4341104No :2304178	Institutional survey	Biswajit Nayek
29	Soniya Das	VU231040324	4341104No	Institutional survey	Biswajit Nayek

		of 2023-2024	:2304182		
30	Soma chakraborty	vu231040318Y ear- 2023-2024	4341104 No: 2304179	Institutional survey	Biswajit Nayek
31	Sonali Bera	VU231040321 Of 2023-24	4341104 No 2304180	Institutional survey	Biswajit Nayek
32	Sutapa pore	VU231040342 Of2023-24	4341104No 2304186	Institutional survey	Biswajit Nayek
33	Swapna Samanta	VU231040433 Of23-24	4341104No23 04187	Institutional survey	Biswajit Nayek
34	Sweeti Samanta	VU231040347 Of23-24	4341104No 2304188	Institutional survey	Biswajit Nayek
35	Trishna mondal	VU231040350 Of23-24	4341104No23 04189	Institutional survey	Biswajit Nayek
36	Beauty Manna	VU231040189 OF 23-24	4341104No23 04137	Institutional survey	Biswajit Nayek
37	Dipa Mondal	VU231040196 Of23-24	4341104No23 04140	Institutional survey	Biswajit Nayek
38	Koel Patra	VU231040206 Of23-24	4341104No23 04142	Institutional survey	Biswajit Nayek
39	Ratna Mondal	VU231040261 Of23-24	4341104No23 04161	Institutional survey	Biswajit Nayek
40	Supriya Mondal	VU231040337 of23-24	4341104No 2304158	Institutional survey	Biswajit Nayek

DEPARTMENT OF EDUCATION

PROJECT REPORT ON PSYCHOLOGICAL TOOLS

(SEC-2)-2023-2024 – SEMESTER-II

SL N O.	NAME OF THE STUDENT	REGISTRATI ON NO. WITH YEAR	ROLL NO.	TITLE OF THE PROJECT	NAME OF THE SUPERVIS OR
1	Mita Dolai	VU231040220- of 2023-2024	4342104- No.2304070	Psychological Tools	Biswajit Nayek
2	Nili Gayen	VU231040233 of 2023-2024	4342104- No.2304075	Psychological Tools	Biswajit Nayek
3	Sabita	VU231040278	4342104	Psychological Tools	Biswajit

	kandar	of 2023-2024	No- - 2304097		Nayek
4	Koyel Dutta	VU231040207 of 2023-24	4342104 No- 2304064	Psychological Tools	Biswajit Nayek
5	Antara Bera	VU231040178 Of 2023-2024	4342104No - 2304049	Psychological Tools	Biswajit Nayek
6	Jasmina Khatun	VU231040198 Of 2023-2024	4342104 no-2304060	Psychological Tools	Biswajit Nayek

DEPARTMENT OF EDUCATION

PROJECT REPORT ON INSTITUTIONAL SURVEY

(SEC-1)-2024-2025 – SEMESTER-I

SL . N O.	NAME OF THE STUDENT	REGISTRATI ON NO. WITH YEAR	ROLL NO.	TITLE OF THE PROJECT	NAME OF THE SUPERVIS OR
1	Priti Maji	VU241040217- of 2024-2025	4341104-2403977	Institutional survey	Biswajit Nayek
2	Barnali Bera	VU241040169 of 2024-2025	4341104-2403975	Institutional survey	Biswajit Nayek
3	Sinigdha Jana	VU241040277 of 2024-2025	4341104-2403980	Institutional survey	Biswajit Nayek
4	Sona Das	VU241040282 of 2024-2025	4341104-2403981	Institutional survey	Biswajit Nayek

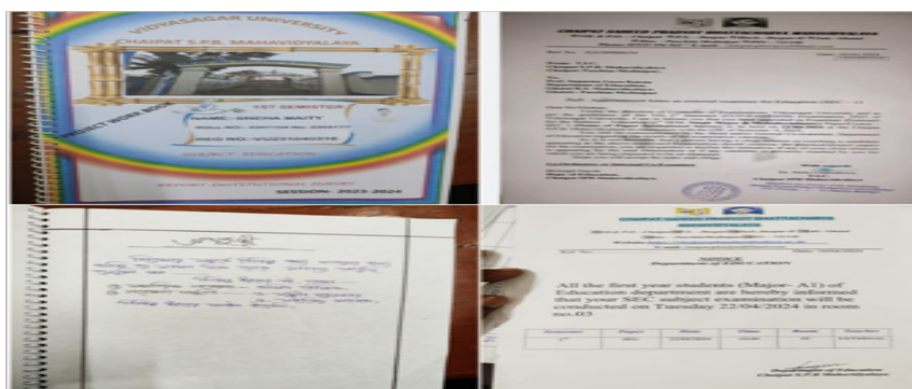
COMBINED PROJECT REPORT ON SEC-1: Institutional Survey Academic Sessions: 2023–2024 & 2024–2025 | Semester I

Introduction



As per the **National Education Policy (NEP) 2020** guidelines and the **Choice-Based Credit System (CBCS)** framework, the **Department of Education of Chaipat Saheed Pradyot Bhattacharyya Mahavidyalaya** has implemented the **Skill Enhancement Course (SEC-1): Institutional Survey** with the objective of imparting practical field-based knowledge and research skills to students.

The course was successfully conducted during the academic sessions **2023–2024** and **2024–2025**, involving a total of **44 students** under the supervision of **Mr. Biswajit Nayek**, Guest Faculty,



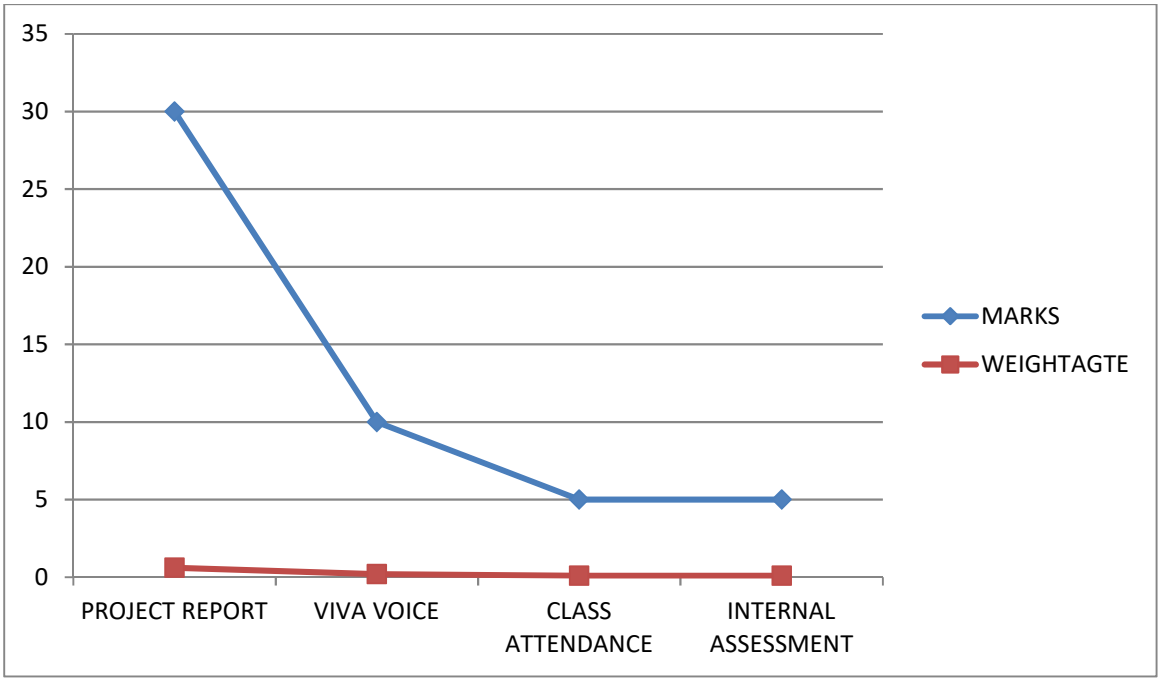
Department of Education.

Course Overview

Component	Details
Course Title	Institutional Survey
Course Type	Skill Enhancement Course (SEC-1)
Academic Session	2023–2024 & 2024–2025
Semester	I
Credits	3
Total Marks	50
Supervisor	Mr. Biswajit Nayek

3. Evaluation Scheme

The assessment of the course followed a structured scheme as per NEP-2020 guidelines:



Assessment Component	Marks	Weightage (%)
Project Report	30	60%
Viva Voce	10	20%
Class Attendance	5	10%
Internal Assessment	5	10%
Total	50	100%

Course Objectives

To enable students to conduct surveys in educational institutions and analyze their structure, function, and administration.



- To develop practical knowledge and observation skills related to institutional frameworks.
- To foster research-oriented thinking and academic writing.
- To prepare students for future research and fieldwork in education.

Methodology

Each student was assigned the task of surveying a selected institution. They collected data on various aspects including infrastructure, administration, teaching methods, student demographics, and learning environment. The findings were documented in detailed project reports, followed by individual viva assessments.

Achievements

- **Skill Development:** Students gained valuable hands-on experience in research design, institutional analysis, and report writing.
- **Communication & Presentation:** Viva sessions helped build confidence and articulation of field findings.
- **Field Exposure:** Students were exposed to real-time administrative and academic environments.
- **Policy Familiarization:** Students understood NEP-aligned practices and local implementation of educational norms.

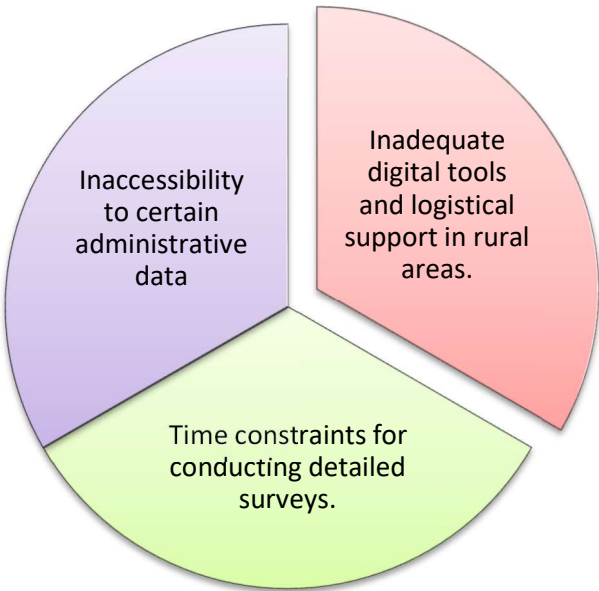


Key Findings from Institutional Surveys

Based on an overall analysis of the student reports, the following common findings were observed:

Observation Area	Key Findings
Infrastructure	Basic facilities present in most institutions, but with variability in quality.
Administrative Functioning	Standard hierarchy observed; some issues with staffing and record-keeping.
Teaching Methodology	Use of traditional methods; limited digital integration in rural areas.
Student Support Services	Midday meals and scholarships available; counselling still underdeveloped.
Community Engagement	Positive involvement seen in local government schools.

Challenges Encountered



- Inaccessibility to certain administrative data due to institutional policies.
- Time constraints for conducting detailed surveys.
- Inadequate digital tools and logistical support in rural areas.

Recommendations

- Increase the number of workshops and pre-survey orientation sessions.
 - Explore partnerships with local schools for continuous institutional collaboration.
 - Provide students with basic survey tools (e.g., forms, devices, transportation).
 - Include digital survey and data entry training under Add-on modules.



promoting experiential learning, critical thinking, and community engagement. With improved institutional support and digital integration, the course can scale further to offer deeper impact in subsequent sessions.

REPORT ON SEC-2: APPLICATION OF PSYCHOLOGICAL TOOLS

Academic Session: 2023–2024 | Semester-II

Introduction

As mandated by the **National Education Policy (NEP) 2020** and implemented through the **Choice-Based Credit System (CBCS)**, the **Department of Education of Chaipat Saheed Pradyot Bhattacharyya Mahavidyalaya** introduced the **Skill Enhancement Course (SEC-2)** titled "**Application of Educational/Psychological Tools**" during the **second semester of the 2023–2024 academic session**. The course aims to equip students with hands-on experience in psychological testing and observation.

Course Overview

Component	Details
Course Title	Application of Psychological Tools
Course Code	SEC-2
Academic Session	2023–2024
Semester	II
Credits	3
Total Marks	50
Supervisor	Mr. Biswajit Nayek

Evaluation Scheme

Assessment Component	Marks	Weightage (%)
Project Report	30	60%
Viva Voce	10	20%
Class Attendance	5	10%
Internal Assessment	5	10%
Total	50	100%

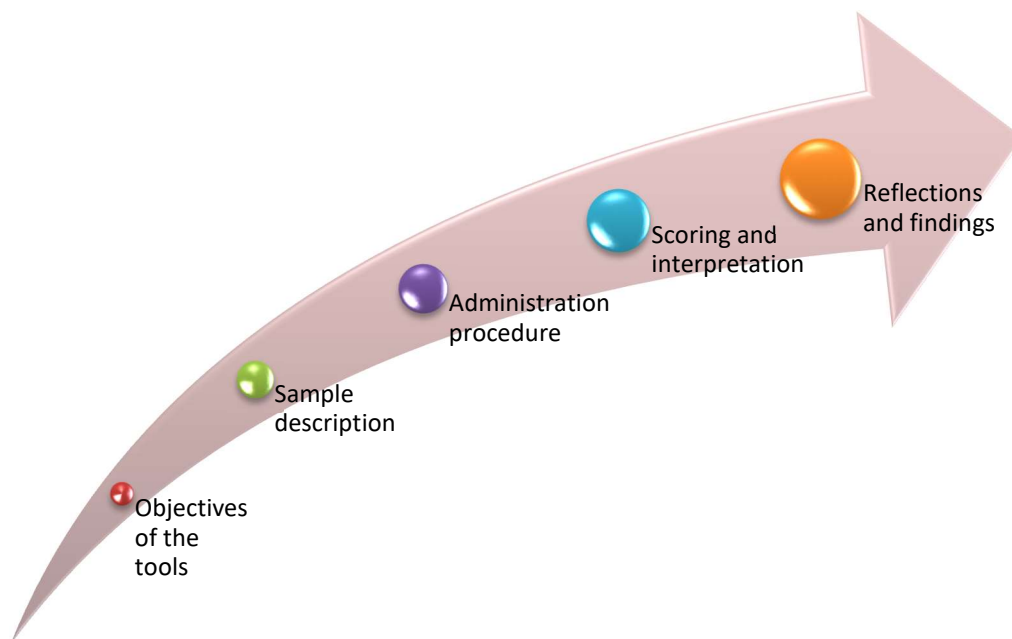
Course Objectives

- To introduce students to the use of psychological tools in educational settings.
- To train students in the observation, administration, scoring, and interpretation of psychological tests.
- To encourage reflective thinking and documentation of findings in real-life educational environments.

- To build practical skills for future academic research or professional application in teaching, counseling, or assessment.
-

Methodology

Students were assigned to select **two psychological tools** from their curriculum (e.g., intelligence tests, personality scales, interest inventories, attitude scales, etc.) and conduct hands-on applications with a selected sample group (peers, school children, or community members). Each student completed a project report documenting:



- Objectives of the tools
- Sample description
- Administration procedure
- Scoring and interpretation
- Reflections and findings

A **viva voce** was conducted to assess understanding, experience, and critical insight.

Observations and Reflections

Key Findings

Category	Common Observations
Cognitive Abilities	Most samples scored within average intelligence range.
Personality Traits	Extroversion was more dominant among rural adolescent samples.
Interests	Creative and vocational interests were preferred by female students.
Administration	Students reported ease in conducting the tests post-demonstration.

Challenges Encountered

- Some participants were hesitant or uncooperative due to lack of understanding of the test purpose.
- Limited access to standardized tools in physical format.
- Difficulty in interpretation due to sample variability.

Achievements

- Students developed foundational skills in psychological test administration.
- Gained insight into behavioral analysis and psychometric evaluation.
- Enhanced capability in academic writing, analysis, and research presentation.
- Fostered interest among students toward future work in counseling and assessment.

The **Application of Psychological Tools (SEC-2)** course successfully bridged the gap between theoretical knowledge and field application. Under the mentorship of **Mr. Biswajit Nayek**, students gained crucial insights into the mechanics and ethics of



psychological evaluation. This initiative aligns with the experiential and skill-based learning agenda of the **NEP-2020**, and the department recommends further expansion of such field-based skill courses.

Future Opportunities for Students

1. Introduction of Honours Course

The department plans to introduce a full-fledged Honours programme, allowing students to specialize and gain deeper knowledge in Education.

2. Research and Project-Based Learning

With the future goal of developing research infrastructure, students may get opportunities to engage in small-scale educational research, action research, and field surveys.

3. Skill Development through Add-on Courses

More career-oriented Add-on Courses (e.g., child psychology, guidance and counseling, ICT in education) may be introduced to enhance employability.

4. Internship and Field Exposure

Collaboration with local schools or NGOs for internship programmes can provide hands-on teaching experience and practical exposure.

5. Digital Literacy and ICT Training

Planned development of a digital lab or ICT-enabled classroom would offer students technical training aligned with NEP-2020 demands.

6. Seminars, Workshops, and Webinars

Organization of academic events involving experts from the field of education to enrich student learning and encourage participation in knowledge exchange.

7. Career Guidance and Counseling Support

The department could offer career counseling sessions to help students prepare for B.Ed., M.A. in Education, NET/SET, and other competitive exams.

8. Publication and Writing Opportunities

Students may be encouraged to write academic articles, participate in departmental wall magazines, or contribute to institutional newsletters.

9. Community Engagement Projects

Opportunities to engage in literacy campaigns, school surveys, and village education projects that foster social responsibility and leadership.

10. Preparation for Competitive Exams

Coaching or guidance modules for TET, CTET, and other educational service exams can be developed as value-added support.

Future Plan of the Department of Education

The Department of Education envisions a progressive and dynamic academic future, aligned with the evolving landscape of educational sciences and national education policy directives. With Education currently offered as a general subject, the department is committed to expanding its academic scope, infrastructural capacity, and student engagement. The following are the key areas identified in the department's future development plan:

1. Introduction of Honours Course

The department aspires to introduce an Honours programme in Education in the near future. This will provide students with the opportunity for specialized study in the subject, preparing them for advanced academic and professional pursuits. Necessary steps, including the enhancement of faculty strength, infrastructure, and compliance with Vidyasagar University norms, are being planned to seek affiliation for the Honours course.

2. Curriculum Enrichment and Innovation

To make the subject of Education more appealing and relevant, the department plans to integrate innovative pedagogical strategies. This includes:

- Use of ICT tools and Learning Management Systems (LMS)
- Practical sessions and group activities
- Inclusion of interdisciplinary content in line with NEP-2020

3. Student-Centric Academic Environment

Future initiatives will focus on fostering student interest through:

- Regular workshops and student-led seminars
- Peer teaching and collaborative learning
- Continuous assessment and mentoring

4. Infrastructure and Resource Development

Efforts will be made to develop:

- A dedicated Education Laboratory
- A departmental library with updated texts and reference materials
- Smart classrooms and access to digital learning platforms

5. Add-on and Certificate Courses

The department plans to introduce a series of skill-based Add-on Courses such as:

- Guidance and Counseling
- Educational Technology
- Child Psychology These courses aim to increase students' employability and academic competitiveness.

6. Research and Extension Activities

Once the Honours programme is introduced, the department will encourage undergraduate research and small-scale projects. Extension activities such as community education, awareness programmes, and field-based studies will also be incorporated.

7. Collaboration and Career Support

Future plans include developing collaborations with local schools, NGOs, and teacher training institutes to offer internships and real-world teaching exposure. Career counseling, support for competitive exam preparation (TET, CTET, B.Ed. entrance), and alumni engagement will also be emphasized.

This forward-looking plan reflects the department's commitment to academic excellence, student empowerment, and social contribution. With continued support from the college authority, Vidyasagar University, and the Department of Higher Education (Govt. of West Bengal), the Department of Education aims to evolve into a vibrant hub of learning, innovation, and growth.

Future Plan in Brief

Sl. No.	Focus Area	Planned Initiatives
1	Honours Course Introduction	Seek affiliation for B.A. (Hons.) in Education by fulfilling university & govt. criteria.
2	Curriculum Enrichment	Use of ICT, LMS platforms, interactive methods, and NEP-2020-aligned pedagogy.
3	Student Engagement	Student-led seminars, peer teaching, mentoring, and regular workshops.
4	Infrastructure Development	Set up departmental lab, smart classroom, and dedicated library resources.
5	Add-on/Certificate Courses	Launch skill-based courses (e.g., Child Psychology, EdTech, Guidance & Counseling).
6	Research and Extension Activities	Encourage student research, community education projects, and fieldwork.
7	Academic Collaborations	Build linkages with schools, NGOs, and teacher training colleges for internships.
8	Career Guidance Support	Organize sessions for B.Ed., TET, CTET prep; develop alumni network.

INTERNAL ASSESMENT RESOLUTION

মিটিং রেজল্যুশন বই MEETING RESOLUTION BOOK

মিটিং নং / Meeting No.	23
তারিখ / Date	5/12/23

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান / Place	Chairman S.P. Ban.
সময় / Time	3:30 P.M.

১। ১	৮। ৮	১৫। ১৫
২। ২	৯। ৯	১৬। ১৬
৩। ৩	১০। ১০	১৭। ১৭
৪। ৪	১১। ১১	১৮। ১৮
৫। ৫	১২। ১২	১৯। ১৯
৬। ৬	১৩। ১৩	২০। ২০
৭। ৭	১৪। ১৪	২১। ২১

M. Ban.
B. Nayan.

নং / No.	রেজল্যুশন / Resolution Adopted
	Today, after classes, a General meeting was organized in the Department of Education Science at 3:30 P.M., where internal Assessment was discussed. After the discussion, the Department head and his colleagues present in the meeting decided that the internal Assessment will be conducted according to the following schedule.

Internal Assessment	Schedule	2023-2024
SEMESTER,	PAPER,	Day & Date, Time & Room
5th Sem	DSFIA/2A	03/01/2024 01:30pm-2:45 05
	GE-1	04/01/2024 1:30-2:45 07
	SEC-3	08/01/2024 2:30-3:45 05
3rd Sem	DSF-1/2A	17/01/2024 10:30am-11:45 07
	SEC-1	17/01/2024 2:30-3:45 05
	GE-3	17/01/2024 12:30-1:45 06
1st Sem	SEC-1	20/01/24 11:30-12:45 01
	M1-1/2C	29/01/24 11:30-12:45 07
	M2-A	23/01/24 1:30-2:45 06
Biswasit Nayan will take these assessments.		

মিটিং রেজল্যুশন বহি

MEETING RESOLUTION BOOK

মিটিং নং / Meeting No.	২৭
তারিখ / Date	১৩/৩/২৭

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান / Place	Charpait ৫-১২
সময় / Time	২:৩০ প.

১। ১	৮। ৮	১৫। ১৫
২। ২	৯। ৯	১৬। ১৬
৩। ৩	১০। ১০	১৭। ১৭
৪। ৪	১১। ১১	১৮। ১৮
৫। ৫	১২। ১২	১৯। ১৯
৬। ৬	১৩। ১৩	২০। ২০
৭। ৭	১৪। ১৪	২১। ২১

নং / No.	রেজল্যুশন / Resolution Adopted
	Today, after classes a general meeting was organized in the Department of Education Science at ২:৩০ p.m., where internal assessment was discussed. After the discussion the department head and his colleagues were present in the meeting decided that the internal assessment will be conducted according to the following schedule.

Internal Assessment Schedule - ২০২৩-২০২৭

Semester	Paper	Date	Time	Unit
1st Sem	SEC	22/07/24	10.00	03

মিটিং রেজল্যুশন বহি

MEETING RESOLUTION BOOK

মিটিং নং/Meeting No.	25
তারিখ/Date	31/5/24

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান/Place	Chandpur
সময়/Time	2.15 p.m.

১। 1
২। 2
৩। 3
৪। 4
৫। 5
৬। 6
৭। 7

৮। 8
৯। 9
১০। 10
১১। 11
১২। 12
১৩। 13
১৪। 14

১৫। 15
১৬। 16
১৭। 17
১৮। 18
১৯। 19
২০। 20
২১। 21

নং/No.	রেজল্যুশন /Resolution Adopted
	Today, after classes, a General Meeting was organized in the Department of Education Science at 2.15 p.m., where Internal Assessment was discussed. After the discussion the Department Head and his colleagues present in the meeting decided that the Internal Assessment will be conducted according to the following schedule.
	<u>Internal Assessment Schedule 2023-2024</u>
Semester	Paper, Date, Time, Pw, P.
6th Sem.	DSE-10/10 11.05.24 1.15 p.m. 05
(CSES)	G.E-2 11.05.24 1.30 p.m. 04
	SBCE-9 11.05.24 1.00 p.m. 05

মিটিং রেজল্যুশন বহি

MEETING RESOLUTION BOOK

মিটিং নং / Meeting No.	26
তারিখ / Date	14/6/24

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান / Place	Chunp. S.P.
সময় / Time	১১:২০-১২:৩০

১। ১
২। ২
৩। ৩
৪। ৪
৫। ৫
৬। ৬
৭। ৭

৮। ৮
৯। ৯
১০। ১০
১১। ১১
১২। ১২
১৩। ১৩
১৪। ১৪

১৫। ১৫
১৬। ১৬
১৭। ১৭
১৮। ১৮
১৯। ১৯
২০। ২০
২১। ২১

নং / No.	রেজল্যুশন / Resolution Adopted
	Today, after classes, a General meeting was organized in the Department of Education at 3:30 P.M., where Internal Assessment was discussed. After the discussion the department head and his colleagues present in the meeting decided that the Internal Assessment will be conducted according to the follow schedule.
	Internal Exam Assessment Schedule 2023-2024
SEMESTER	Paper
	Date
	Time
	Rm.
	T.M.
৭ম সে (১৩১৩)	DSC/1/13
	১০.০৭.২৭
	১১:৩০-১২:৩০
	০৭
	১৩.০৭
	১০.০৭.২৭
	১২:৩০-১:৩০
	০৮
	১৩.০৭.২৭
	২:৩০-৩:৩০
	০৯
	১৪.০৭.২৭
	৩:৩০-৪:৩০
	১০
	১৫.০৭.২৭
	৪:৩০-৫:৩০
	১১
	১৬.০৭.২৭
	৫:৩০-৬:৩০
	১২
	১৭.০৭.২৭
	৬:৩০-৭:৩০
	১৩
	১৮.০৭.২৭
	৭:৩০-৮:৩০
	১৪
	১৯.০৭.২৭
	৮:৩০-৯:৩০
	১৫
	২০.০৭.২৭
	৯:৩০-১০:৩০
	১৬
	২১.০৭.২৭
	১০:৩০-১১:৩০
	১৭
	২২.০৭.২৭
	১১:৩০-১২:৩০
	১৮
	২৩.০৭.২৭
	১২:৩০-১:৩০
	১৯
	২৪.০৭.২৭
	১:৩০-২:৩০
	২০
	২৫.০৭.২৭
	২:৩০-৩:৩০
	২১
	২৬.০৭.২৭
	৩:৩০-৪:৩০
	২২
	২৭.০৭.২৭
	৪:৩০-৫:৩০
	২৩
	২৮.০৭.২৭
	৫:৩০-৬:৩০
	২৪
	২৯.০৭.২৭
	৬:৩০-৭:৩০
	২৫
	৩০.০৭.২৭
	৭:৩০-৮:৩০
	২৬
	৩১.০৭.২৭
	৮:৩০-৯:৩০
	২৭
	০১.০৮.২৭
	৯:৩০-১০:৩০
	২৮
	০২.০৮.২৭
	১০:৩০-১১:৩০
	২৯
	০৩.০৮.২৭
	১১:৩০-১২:৩০
	৩০
	০৪.০৮.২৭
	১২:৩০-১:৩০
	৩১
	০৫.০৮.২৭
	১:৩০-২:৩০
	০৬.০৮.২৭
	২:৩০-৩:৩০
	০৭.০৮.২৭
	৩:৩০-৪:৩০
	০৮.০৮.২৭
	৪:৩০-৫:৩০
	০৯.০৮.২৭
	৫:৩০-৬:৩০
	১০.০৮.২৭
	৬:৩০-৭:৩০
	১১.০৮.২৭
	৭:৩০-৮:৩০
	১২.০৮.২৭
	৮:৩০-৯:৩০
	১৩.০৮.২৭
	৯:৩০-১০:৩০
	১৪.০৮.২৭
	১০:৩০-১১:৩০
	১৫.০৮.২৭
	১১:৩০-১২:৩০
	১৬.০৮.২৭
	১২:৩০-১:৩০
	১৭.০৮.২৭
	১:৩০-২:৩০
	১৮.০৮.২৭
	২:৩০-৩:৩০
	১৯.০৮.২৭
	৩:৩০-৪:৩০
	২০.০৮.২৭
	৪:৩০-৫:৩০
	২১.০৮.২৭
	৫:৩০-৬:৩০
	২২.০৮.২৭
	৬:৩০-৭:৩০
	২৩.০৮.২৭
	৭:৩০-৮:৩০
	২৪.০৮.২৭
	৮:৩০-৯:৩০
	২৫.০৮.২৭
	৯:৩০-১০:৩০
	২৬.০৮.২৭
	১০:৩০-১১:৩০
	২৭.০৮.২৭
	১১:৩০-১২:৩০
	২৮.০৮.২৭
	১২:৩০-১:৩০
	২৯.০৮.২৭
	১:৩০-২:৩০
	৩০.০৮.২৭
	২:৩০-৩:৩০
	৩১.০৮.২৭
	৩:৩০-৪:৩০
	০১.০৯.২৭
	৪:৩০-৫:৩০
	০২.০৯.২৭
	৫:৩০-৬:৩০
	০৩.০৯.২৭
	৬:৩০-৭:৩০
	০৪.০৯.২৭
	৭:৩০-৮:৩০
	০৫.০৯.২৭
	৮:৩০-৯:৩০
	০৬.০৯.২৭
	৯:৩০-১০:৩০
	০৭.০৯.২৭
	১০:৩০-১১:৩০
	০৮.০৯.২৭
	১১:৩০-১২:৩০
	০৯.০৯.২৭
	১২:৩০-১:৩০
	১০.০৯.২৭
	১:৩০-২:৩০
	১১.০৯.২৭
	২:৩০-৩:৩০
	১২.০৯.২৭
	৩:৩০-৪:৩০
	১৩.০৯.২৭
	৪:৩০-৫:৩০
	১৪.০৯.২৭
	৫:৩০-৬:৩০
	১৫.০৯.২৭
	৬:৩০-৭:৩০
	১৬.০৯.২৭
	৭:৩০-৮:৩০
	১৭.০৯.২৭
	৮:৩০-৯:৩০
	১৮.০৯.২৭
	৯:৩০-১০:৩০
	১৯.০৯.২৭
	১০:৩০-১১:৩০
	২০.০৯.২৭
	১১:৩০-১২:৩০
	২১.০৯.২৭
	১২:৩০-১:৩০
	২২.০৯.২৭
	১:৩০-২:৩০
	২৩.০৯.২৭
	২:৩০-৩:৩০
	২৪.০৯.২৭
	৩:৩০-৪:৩০
	২৫.০৯.২৭
	৪:৩০-৫:৩০
	২৬.০৯.২৭
	৫:৩০-৬:৩০
	২৭.০৯.২৭
	৬:৩০-৭:৩০
	২৮.০৯.২৭
	৭:৩০-৮:৩০
	২৯.০৯.২৭
	৮:৩০-৯:৩০
	৩০.০৯.২৭
	৯:৩০-১০:৩০
	৩১.০৯.২৭
	১০:৩০-১১:৩০
	০১.১০.২৭
	১১:৩০-১২:৩০
	০২.১০.২৭
	১২:৩০-১:৩০
	০৩.১০.২৭
	১:৩০-২:৩০
	০৪.১০.২৭
	২:৩০-৩:৩০
	০৫.১০.২৭
	৩:৩০-৪:৩০
	০৬.১০.২৭
	৪:৩০-৫:৩০
	০৭.১০.২৭
	৫:৩০-৬:৩০
	০৮.১০.২৭
	৬:৩০-৭:৩০
	০৯.১০.২৭
	৭:৩০-৮:৩০
	১০.১০.২৭
	৮:৩০-৯:৩০
	১১.১০.২৭
	৯:৩০-১০:৩০
	১২.১০.২৭
	১০:৩০-১১:৩০
	১৩.১০.২৭
	১১:৩০-১২:৩০
	১৪.১০.২৭
	১২:৩০-১:৩০
	১৫.১০.২৭
	১:৩০-২:৩০
	১৬.১০.২৭
	২:৩০-৩:৩০
	১৭.১০.২৭
	৩:৩০-৪:৩০
	১৮.১০.২৭
	৪:৩০-৫:৩০
	১৯.১০.২৭
	৫:৩০-৬:৩০
	২০.১০.২৭
	৬:৩০-৭:৩০
	২১.১০.২৭
	৭:৩০-৮:৩০
	২২.১০.২৭
	৮:৩০-৯:৩০
	২৩.১০.২৭
	৯:৩০-১০:৩০
	২৪.১০.২৭
	১০:৩০-১১:৩০
	২৫.১০.২৭
	১১:৩০-১২:৩০
	২৬.১০.২৭
	১২:৩০-১:৩০
	২৭.১০.২৭
	১:৩০-২:৩০
	২৮.১০.২৭
	২:৩০-৩:৩০
	২৯.১০.২৭
	৩:৩০-৪:৩০
	৩০.১০.২৭
	৪:৩০-৫:৩০
	৩১.১০.২৭
	৫:৩০-৬:৩০
	০১.১১.২৭
	৬:৩০-৭:৩০
	০২.১১.২৭
	৭:৩০-৮:৩০
	০৩.১১.২৭
	৮:৩০-৯:৩০
	০৪.১১.২৭
	৯:৩০-১০:৩০
	০৫.১১.২৭
	১০:৩০-১১:৩০
	০৬.১১.২৭
	১১:৩০-১২:৩০
	০৭.১১.২৭
	১২:৩০-১:৩০
	০৮.১১.২৭
	১:৩০-২:৩০
	০৯.১১.২৭
	২:৩০-৩:৩০
	১০.১১.২৭
	৩:৩০-৪:৩০
	১১.১১.২৭
	৪:৩০-৫:৩০
	১২.১১.২৭
	৫:৩০-৬:৩০
	১৩.১১.২৭
	৬:৩০-৭:৩০
	১৪.১১.২৭
	৭:৩০-৮:৩০
	১৫.১১.২৭
	৮:৩০-৯:৩০
	১৬.১১.২৭
	৯:৩০-১০:৩০
	১৭.১১.২৭
	১০:৩০-১১:৩০
	১৮.১১.২৭
	১১:৩০-১২:৩০
	১৯.১১.২৭
	১২:৩০-১:৩০
	২০.১১.২৭
	১:৩০-২:৩০
	২১.১১.২৭
	২:৩০-৩:৩০
	২২.১১.২৭
	৩:৩০-৪:৩০
	২৩.১১.২৭
	৪:৩০-৫:৩০
	২৪.১১.২৭
	৫:৩০-৬:৩০
	২৫.১১.২৭
	৬:৩০-৭:৩০
	২৬.১১.২৭
	৭:৩০-৮:৩০
	২৭.১১.২৭
	৮:৩০-৯:৩০
	২৮.১১.২৭
	৯:৩০-১০:৩০
	২৯.১১.২৭
	১০:৩০-১১:৩০
	৩০.১১.২৭
	১১:৩০-১২:৩০
	৩১.১১.২৭
	১২:৩০-১:৩০
	০১.১২.২৭
	১:৩০-২:৩০
	০২.১২.২৭
	২:৩০-৩:৩০
	০৩.১২.২৭
	৩:৩০-৪:৩০
	০৪.১২.২৭
	৪:৩০-৫:৩০
	০৫.১২.২৭
	৫:৩০-৬:৩০
	০৬.১২.২৭
	৬:৩০-৭:৩০
	০৭.১২.২৭
	৭:৩০-৮:৩০
	০৮.১২.২৭
	৮:৩০-৯:৩০
	০৯.১২.২৭
	৯:৩০-১০:৩০
	১০.১২.২৭
	১০:৩০-১১:৩০
	১১.১২.২৭
	১১:৩০-১২:৩০
	১২.১২.২৭
	১২:৩০-১:৩০
	১৩.১২.২৭
	১:৩০-২:৩০
	১৪.১২.২৭
	২:৩০-৩:৩০
	১৫.১২.২৭
	৩:৩০-৪:৩০
	১৬.১২.২৭
	৪:৩০-৫:৩০
	১৭.১২.২৭
	৫:৩০-৬:৩০
	১৮.১২.২৭
	৬:৩০-৭:৩০
	১৯.১২.২৭
	৭:৩০-৮:৩০
	২০.১২.২৭
	৮:৩০-৯:৩০
	২১.১২.২৭
	৯:৩০-১০:৩০
	২২.১২.২৭
	১০:৩০-১১:৩০
	২৩.১২.২৭
	১১:৩০-১২:৩০
	২৪.১২.২৭
	১২:৩০-১:৩০
	২৫.১২.২৭
	১:৩০-২:৩০
	২৬.১২.২৭
	২:৩০-৩:৩০
	২৭.১২.২৭
	৩:৩০-৪:৩০
	২৮.১২.২৭
	৪:৩০-৫:৩০
	২৯.১২.২৭
	৫:৩০-৬:৩০
	৩০.১২.২৭
	৬:৩০-৭:৩০
	৩১.১২.২৭
	৭:৩০-৮:৩০
	০১.০১.২৮
	৮:৩০-৯:৩০
	০২.০১.২৮
	৯:৩০-১০:৩০
	০৩.০১.২৮
	১০:৩০-১১:৩০
	০৪.০১.২৮
	১১:৩০-১২:৩০
	০৫.০১.২৮
	১২:৩০-১:৩০
	০৬.০১.২৮
	১:৩০-২:৩০
	০৭.০১.২৮

মিটিং রেজল্যুশন বহি

MEETING RESOLUTION BOOK

মিটিং নং / Meeting No.	27
তারিখ / Date	9/9/29

উপস্থিত সভ্যগণের নাম
NAME OF MEMBERS PRESENT

স্থান / Place	Chapin S.P.
সময় / Time	

১। ১	৮। ৮	১৪। ১৫
২। ২	৯। ৯	১৫। ১৬
৩। ৩	১০। ১০	১৬। ১৭
৪। ৪	১১। ১১	১৭। ১৮
৫। ৫	১২। ১২	১৮। ১৯
৬। ৬	১৩। ১৩	১৯। ২০
৭। ৭	১৪। ১৪	২০। ২১

M. HERR
Dr. Naykur

নং / No.	রেজল্যুশন / Resolution Adopted																																				
	<p>Today, after Classes, a General meeting was organized in the Department of Education Science at 3.00 p.m., where internal assessment was discussed. After the discussion the department head and his colleagues present in the meeting decided that the internal assessment will be conducted according to the following</p>																																				
	<table><tr><th>Semester</th><th>Paper</th><th>Date</th><th>Time</th><th>R.</th><th>T.M.</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>M-5.</td></tr><tr><td>2nd Sem</td><td>M1-2 / mtc</td><td>13.11.29</td><td>11-10-12-10</td><td>07</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td>07</td><td>M-11</td></tr><tr><td></td><td>MTC-2</td><td>12.11.29</td><td>12-20-12-10</td><td>07</td><td></td></tr><tr><td></td><td>SEC-2</td><td>13.11.29</td><td>1-20-1-10</td><td></td><td>13-M.</td></tr></table>	Semester	Paper	Date	Time	R.	T.M.						M-5.	2nd Sem	M1-2 / mtc	13.11.29	11-10-12-10	07						07	M-11		MTC-2	12.11.29	12-20-12-10	07			SEC-2	13.11.29	1-20-1-10		13-M.
Semester	Paper	Date	Time	R.	T.M.																																
					M-5.																																
2nd Sem	M1-2 / mtc	13.11.29	11-10-12-10	07																																	
				07	M-11																																
	MTC-2	12.11.29	12-20-12-10	07																																	
	SEC-2	13.11.29	1-20-1-10		13-M.																																



Internal Assessment Departmental Notice

MAHAVIDYALAYA

✧ Vill. & P.O. – Chaipat ✧ P.S. – Daspur ✧ Block. – Daspur-II ✧ Sub. – Ghatal

✧ Dist. – Paschim Medinipur ✧ PIN – 721148

Website: <https://chaipatspbmahavidyalaya.ac.in>

E-mail – chaipatspb@rediffmail.com

Ref. No.

Date: 18/04/2024

NOTICE

Department of EDUCATION

All the first year students (Major- A1) of Education department are hereby informed that your SEC subject examination will be conducted on Tuesday 22/04/2024 in room no.03

<i>Semester</i>	<i>Paper</i>	<i>Date</i>	<i>Time</i>	<i>Room</i>	<i>Teacher</i>
1 st	SEC	22/04/2024	10.00	03	EXTERNAL

Department of Education
Chaipat S.P.B Mahavidyalaya

CHAIPAT SAHEED PRADYOT BHATTACHARYA
MAHAVIDYALAYA

☆ Vill. & P.O. - Chaipat ☆ P.S. - Daspur ☆ Block. - Daspur-II ☆ Sub. - Ghatal

☆ Dist. - Paschim Medinipur ☆ PIN - 721148

Website: <https://chaipatspbmahavidyalaya.ac.in>

E-mail-chaipatspbm@rediffmail.com

Date: 05/11/2024

NOTICE

Department of Education

All the student of 2nd Semester (Major & Minor) in the Department of Education are hereby informed that the Internal Assessment will be held as the schedule given below. Participation of each student is compulsory. No compulsion regarding consideration from student end will be accepted.

<i>Semester</i>	<i>Paper</i>	<i>Date</i>	<i>Time</i>	<i>Room</i>	<i>Teacher</i>
2 nd	MI-2/MI-C2	13.11.24	11.40-12.10	07	BN
	MJ-B1	13.11.24	12.20-12.50	07	MB
	SEC-2	13.11.24	1.20-1.40	07	BN

NB : Syllabus All Units

H.O.D. *Biswajit Roy*
05/11/2024
Department of Education
Chaipat S. P. B. Mahavidyalaya
Bhattacharya Mahavidyalaya
Chaipat - Daspur - Paschim Medinipur



CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

☆ Vill. & P.O. – Chaipat ☆ P.S. – Daspur ☆ Block.- Daspur-II ☆ Sub.- Ghatal

☆ Dist. –

Paschim Medinipur ☆ PIN – 721148

E-mail – chaipatspbm@rediffmail.com

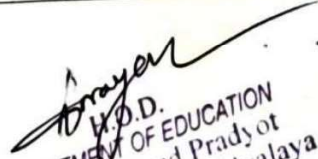
DATE – 20.12.2023

NOTICE

DEPARTMENT OF EDUCATION

INTERNAL ASSESSMENT SCHEDULE, Session : 2023 – 2024

Semester	Paper	Day & Date	Time	Room
5 th sem. (CBCS)	DSE-1A/2A	03/01/2024	01:30pm – 02:00 pm	05
	GE-1	02/01/2024	01:30 pm – 02:00 pm	07
	SEC-3	03/01/2024	02:30pm – 03:00 pm	05
				07
3 rd sem. (CBCS)	DSC-1C/2C	17/01/2024	10:30am – 11:00 am	07
	SEC-1	17/01/2024	02:30 pm – 03:00pm	05
	GE-3	17/01/2024	12:30 pm – 01:00 pm	06
				01
1 st sem. CCFUP(NEP-2020)	SEC-1	30/01/2024	11:00 am – 12:00 noon	01
	MI- 1& C - 1	29/01/2024	11:30 am – 12:00 noon	07
	MJ- A1	29/01/2024	01:30 pm – 02:00 pm	06


H.O.D.
DEPARTMENT OF EDUCATION
Chaipat Saheed Pradyot
Bhattacharya Mahavidyalaya
Chaipat • Daspur • Paschim Medinipur

Biswajit Nayek
H.O.D.
Department of Education

CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

DEPARTMENT OF EDUCATION

INTERNAL ASSESSMENT SCHEDULE , Session : 2023 – 2024

The students of the 6th, 7th semester (CBCS) of the college are hereby informed that their Internal Assessment will be held as per the following schedule. All of you must appear in the examination and report 15 min. before the commencement. Any kind changes will be notified if necessary.

Semester	Paper	Date	Time	Room
6 th Sem. (CBCS)	DSE-1B/2B	11.06.2024	10:30 am	07
	GE- 2	11.06.2024	01:30 pm	07
	SEC -4	11.06.2024	01:30 pm.	07

Date: 22.04.2024

A. Rayen
H.O.D.
DEPARTMENT OF EDUCATION
CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA
Department of Education
Chaipat - Dasgri



CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

Website: <https://chaipatspbimahavidyalaya.ac.in>

E-mail-chaipatspb@rediffmail.com

Department of Education

NOTICE

All the student of 5th Sem in the Department of Education are hereby informed that the Final Internal Assessment will be held as the schedule given below. Participation of each student is compulsory. No compulsion regarding consideration from student end will be accepted.

Semester	Paper	Date	Time	Room	Teacher
5 th	DSE-1A/2A	20.02.2025	10:30am- 11:00am	02	M.B
	SEC-3	20.02.2025	11.00am- 11:30am	02	M.B
	GE-1	20.02.2025	11am- 11.30am	02	B.N

The students are hereby informed that the following syllabus for the Final internal assessment.....

Course code	Course Title
DSE-1A/2A	DSE 1A/2A GREAT EDUCATORS Unit-1 to Unit -IV:
SEC-3	SEC-3: Distance Education Course Contents : . Unit-1 to Unit -IV
GE-1	Environmental Education Course Contents : Unit-1 to Unit -IV

Ribujit Nayek

H.O.D

Department of EDUCATION
Chaipat S.P.B Mahavidyalaya



CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

DEPARTMENT OF EDUCATION



INTERNAL ASSESSMENT SCHEDULE, Session : 2024- 2025

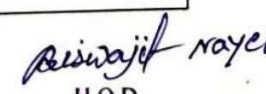
The students of the 1st semester (CCFUP) of the college are hereby informed that their 1st Internal Assessment will be held as per the following schedule. All of you must appear in the examination and report 15 min. before the commencement. Any kind changes will be notified if necessary.

Semester	Paper	Date	Time	Room
1 st Sem. (CCFUP)	MI-1/ C-1	12.12.2024	10:30 am	01
	MJ - A1	12.12.2024	1:30 pm	01
	SEC -1	12.12.2024	2:00 pm.	01

The students are hereby informed that the following syllabus for the 1st Internal Assessment.

Course Code	Course Title
MI-1/ C-1	<p>Unit- I: Concept of Education</p> <p>a. The narrow and broader concept of education</p> <p>b. Education as process and product, as Science and Arts</p> <p>c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic.</p> <p>d. Aims of modern education with special reference to Delor's Commission.</p> <p>Unit- II: Factors of Education</p> <p>a. Child/learner: influence of heredity and environment on the learner</p> <p>b. Teacher: qualities and duties of a good teacher.</p> <p>c. Curriculum- concept and types; Co-curricular activities: meaning, values and significance.</p> <p>d. Educational institutions: informal, formal and non-formal, their interrelation.</p>
MJ - A1	<p>Unit- I: Concept of Education</p> <p>a. The narrow and broader concept of education</p> <p>b. Education as process and product, as Science and Arts</p> <p>c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic.</p> <p>d. Aims of modern education with special reference to Delor's Commission.</p> <p>Unit- II: Factors of Education</p> <p>a. Child/learner: influence of heredity and environment on the learner</p> <p>b. Teacher: qualities and duties of a good teacher.</p> <p>c. Curriculum- concept and types; Co-curricular activities: meaning, values and significance.</p> <p>d. Educational institutions: informal, formal and non-formal, their interrelation.</p>
SEC -1	<p>SEC 1: Institutional Survey Credits</p> <p>Oral examination</p>

Date: 03.12.2024


 H.O.D.
 DEPARTMENT OF EDUCATION
 Chaipat Saheed Pradyot
 Bhattacharya Mahavidyalaya
 Chaipat • Daspur • Paschim Medinipur



The students of the 1st semester (CCFUP) of the college are hereby informed that their 2nd Internal Assessment will be held as per the following schedule. All of you must appear in the examination and report 15 min. before the commencement. Any kind changes will be notified if necessary.

Semester	Paper	Date	Time	Room
1 st Sem. (CCFUP)	MI-1/ C-1	12.03.2025	11:00 am - 11.30 am	01
	MJ - A1	12.03.2025	10:30 am - 11.00 am	01
	SEC -1	12.03.2025	11:30 pm - 12:00 noon	01

The students are hereby informed that the following syllabus for the 2nd Internal Assessment.

Course Code	Course Title
MI-1/ C-1	<p>: Principles of Education:</p> <p>Unit- III: Agencies of Education</p> <ol style="list-style-type: none"> Home School State Mass media- television, radio, cinema and newspaper <p>Unit-IV: Child Centricism and Play-way in Education.</p> <ol style="list-style-type: none"> Concept of child-centricism in education. Characteristics and significance of child centricism in education. Concept of play and work. Characteristics of play way in Education. Kindergarten, Montessori and Project method
MJ - A1	<p>: Foundation of Education:</p> <p>Unit- III: Agencies of Education</p> <ol style="list-style-type: none"> Home School State Mass media- television, radio, cinema and newspaper <p>Unit-IV: Child Centricism and Play-way in Education.</p> <ol style="list-style-type: none"> Concept of child-centricism in education. Characteristics and significance of child centricism in education. Concept of play and work. Characteristics of play way in Education. Kindergarten, Montessori and Project method
SEC -1	SEC 1: Institutional Survey

Internal Assessment Schedule

Subject: Education

Academic Year	SEM / Year	Hons. Course / General Course	Internal Assessment (1 st / 2 nd)	Subject	Course Code/Title	Question Setter	Examiner	Date & Time
2023-2024	5 th Sem	General Course	1 st	Education	GE-1 Mentor Health & Hygiene	B.N.	B.N.	02/01/24 01.30 P.M.
		General Course	1 st	Education	DSE-1A/2A Great Educator	M.B.	M.B.	03/01/24 01.30 P.M.
		General Course	1 st	Education	SEC-3 Distance Education	M.B.	M.B.	03/01/24 02.30 P.M.
	3 rd Sem	Hons Course	1 st	Education	GE-3 Education of children with special needs	M.B.	M.B.	17/01/24 12.30 P.M.
		General Course	1 st	Education	DSC – 1C / 2C Educational Sociology	B.N.	B.N.	17.01.2024 10.30 A.M.
		General Course	1 st	Education	SEC – 1 Value Education	B.N.	B.N.	17.01.2024 02.30 P.M.
	1 st Sem	General Course	1 st	Education	MJ-A1 Foundation of Education	M.B.	M.B.	29.01.2024 01.30 P.M.
		General Course	1 st	Education	SEC – I Institutional Survey	B.N.	B.N.	30.01.2024 11.00 A.M.
		Hons/General Course	1 st	Education	MI-C1/1 Principal of Education	B.N.	M.B.	29.01.2024 11.30 A.M.
2023-2024	6 th Sem	General Course	1 st	Education	DSE-1B/2B Guidance & counselling	M.B.	M.B.	11.06.2024 10.30 A.M.
		General Course	1 st	Education	SEC-4 Mental Health Education	B.N.	B.N.	11.06.2024 01.30 P.M.
		General Course	1 st	Education	GE-2 Environmental Education	B.N.	B.N.	11.06.2024 01.30 P.M.
	4 th Sem	Hons Course	1 st	Education	GE-4 Mental Health Education	M.B.	M.B.	10.07.2024 12.30 P.M.
		General Course	1 st	Education	DSC – 1D/ 2D History of Education in India	B.N.	B.N.	10.07.2024 11.30 A.M.

		General Course	1 st	Education	SEC – 2 Educational Guidance & counselling	B.N.	B.N.	10.07.2024 03.30 P.M.
	2 nd Sem	General Course	1 st	Education	MJ-B1 Foundation of education	M.B.	M.B.	13.11.2024 12.20 A.M.
		General Course	1 st	Education	SEC-2 Application of Educational / Psychological Tools	B.N.	B.N.	13.11.2024 01.20 P.M.
		Hons / General Course	1 st	Education	MI – 2 / MI-C2 Educational Psychology	B.N.	B.N.	13.11.2024 11.40 A.M.
2024-2025	1 st Sem	Hons / General course	1 st	Education	MI-I /MI -C1 Principal of Education	B.N.	B.N.	12/12/24 10.30 A.M.
			2 nd	Education	MI-I /MI -C1 Principal of Education	M.B.	M.B.	12/03/25 11.00 A.M.
		General Course	1 st	Education	MJ – A1 Foundation of Education	M.B.	M.B.	12.12.2024 01.30 P.M.
			2 nd	Education	MJ – A1 Foundation of Education	B.N.	B.N.	12.03.2025 10.30 A.M.
		General Course	1 st	Education	SEC – 1 Institutional survey	B.N.	B.N.	12.12.2024 02.00 P.M.
			2 nd	Education	SEC – 1 Institutional survey	B.N.	B.N.	12.03.2025 11.30 A.M.
		Hons / General Course	1 st	Education	MI-C3/3 History of Indian Education Systems	B.N.	B.N.	19/03/2025 11.30 A.M.
			2 nd	Education	MI-C3/3 History of Indian Education Systems	M.B.	M.B.	02.05.2025 01.30 P.M.
2024 -2025	3 rd Sem	General Course	1 st	Education	MJ –A2 History of Indian Education Systems	M.B.	M.B.	19/03/2025 12.30P.M.
			2 nd	Education	MJ – A2 History of Indian Education Systems	B.N.	B.N.	02.05.2025 10.30 A.M.
		General Course	1 st	Education	MJ-A3 Educational Sociology	M.B.	M.B.	19.03.2025 01.00 P.M.
			2 nd	Education	MJ-A3 Educational sociology	B.N.	B.N.	02.05.2025 12.30 P.M.
		General Course	1 st	Education	DSE – 1A / 2A Great Educators	M.B.	M.B.	20/02/2025 10.30 A.M.

	5 th Sem	General Course	1 st	Education	GE-1 Environmental Education	B.N.	B.N.	20/02/2025 11.00 A.M.
		General Course	1 st	Education	SEC – 3 Distance Education	M.B.	M.B.	20.02.2025 11.00 A.M.

DATA SHEET FOR CONTINUOUS INTERNAL ASSESSMENT 2023-24

ACADEMIC SESSION	SEM		NO . OF TEST	TYPE OF EXAM	FULL MARKS	NO. OF STUDENTS PRESENT	NAME OF EXAMINER	DATE
2023-2024	1st	M I-1	Test 1	Class Test	10	19	MB	18/01/24
			Test 2	Home assignment	10	19	BN	18/01/24
		M I-C	Test 1	Class test	10	12	MB	11/01/24
			Test 2	Home assignment	10	12	BN	10/01/24
		M J-A1	<u>Test-1</u>	Class Test	10	15	BN	18/01/24
			<u>Test-2</u>	Quiz	10	15	MB	17/01/24
	2nd	M I-2	Test 1	Class Test	10		BN	21/08/2024
			Test 2	Home assignment	10		MB	03/09/2024

		MI - C2	Tes t 1	Class test	1 0	25	MB	22/10/24
			Tes t 2	class test	1 0	25	BN	22/10/24
		M J- B1	<u>Tes t-1</u>	Class test	1 0	08	MB	22/10/24
			<u>Tes t-2</u>	Home assignmen t	1 0	08	BN	21/10/24
	3rd	D S C- 3C	Tes t1	Class test	1 0	15	MB	14/12/24
			Tes t2	Open Book	1 0	15	BN	13/12/24
		G E- 3(H)	Tes t1	Class Test	1 0	20	BN	14/12/23
			Tes t2	Home assignmen t	1 0	20	MB	14/12/23
		SE C- 1	Tes t -1	Class test		12	MB	15/12/23
			Tes t -2	quiz		12	BN	13/12/23
	4 th	D S C- 4D	Tes t1	Quiz	1 0	13	BN	20/06/23
			Tes t2	Open Book	1 0	13	MB	19/06/23

		G E- 4(H)	Tes t1	Home Assignme nt	1 0	24	MB	20/03/23
			Tes t2	Class test	1 0	24	BN	20/03/23
		SE C- 2	Tes t-1	Class test	1 0	5	BN	20/06/23
	5th	D SE - 1A	Tes t1	Class Test	1 0	15	BN	03/01/24
			Tes t2	Open book	1 0	15	MB	05/01/24
		SE C- 3	Tes t1	Open book	1 0	19	BN	03/01/24
			Tes t2	class test	1 0	19	MB	03/01/24
		G E- 1	Tes t1	Class Test	1 0	5	MB	03/01/24
			Tes t2	Open Book	1 0	5	BN	04/01/24

	6th	D SE - 1B /2 B	Tes t1	Class test	1 0	14	BN	14/05/24
			Tes t2	Home Assignme nt	1 0	14	MB	17/05/24
		SE C- 4	Tes t1	Class Test	1 0	12	MB	16/05/24
			Tes t2	Home Assignme nt	1 0		BN	13/05/24
		G E- 2	Tes t1	Open Book	1 0	5	MB	17/05/24
			Tes t2	class test	1 0	5	BN	12/06/24

DATA SHEET FOR CONTINUOUS INTERNAL ASSESSMENT 2024-25

ACADEMIC SESSION	SEM		N O. OF TEST	TYPE OF EXAM	FULL MARKS	NO. OF STUDENTS PRESENT	NAME OF EXAMINER	DATE
2024-2025	1st	MI-1 /MI-C1 (CCFU P-NEP)	Tes t 1	Class Test	10	20	MB	06/09/24
			Tes t 2	Home assignment	10	20	BN	07/01/25
		MJ-A1	Tes t 1	Class test	10	05	BN	03/09/24
			Tes t 2	open book	10	05	MB	06/01/25
	3rd	MI-3/MI-C1	Tes t 1	Class Test	10	21	BN	12/02/25
			Tes t 2	Home assignment	10	21	MB	26/03/25
		MJ-A2	Tes t 1	Class test	10	04	MB	11/02/25
			Tes t 2	open book	10	04	BN	27/03/25

		MJ-A3	<u>Test-1</u>	Class test	10	04	BN	27/03/25
			<u>Test-2</u>	Home assignment	10	04	MB	11/02/25
	5th	DSE-1A	Tes t1	Class Test	10	15	BN	18/12/24
			Tes t2	Quiz	10	15	MB	12/02/25
		SEC-3	Tes t1	Class Test	10	10	BN	17/12/24
			Tes t 2	Open Book	10	10	MB	18/01/25
		GE-1	Tes t1	Class Test	10	04	MB	13/02/25
			Tes t2	Home assignment	10	04	BN	25/12/24

				nt				
	6th	DSE-2A	Test 1	Class test	10	15	MB	11/04/25
		SEC-4	Test 1	Class Test	10	12	MB	17/04/25
		GE-2	Test 1	Open Book	10	05	BN	29/04/25

Library Recourses

Total number of books: 203 (academic session: 2024-2025)

Number of Books Purchased in Previous Years: 158

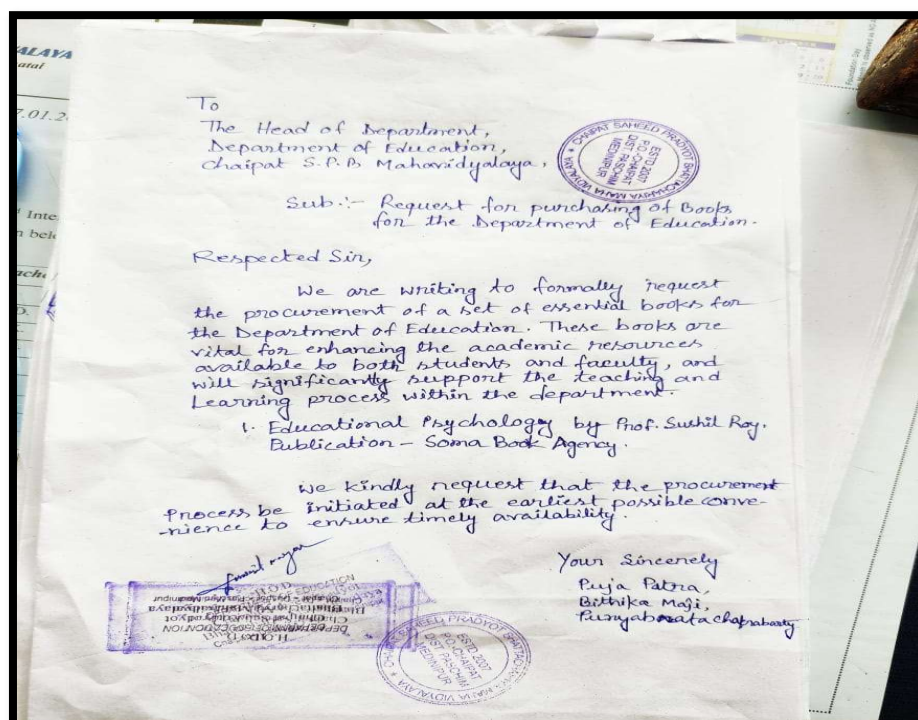
Break-up of Purchase

Academic Session	Serial number in the entry list	Number of Books
2024-2025	254- 298	45
2023-2024	160-253	94
2022-2023	158- 159	02
2021-2022	133- 157	25
2020- 2021	××	00
2019-2020	96-132	37

Objectives of Library Interaction :

1. Ensure Easy Access to Information – Make resources and services user-friendly, inclusive, and readily available both physically and digitally.
2. Facilitate the Flow of Knowledge – Act as a hub where information is organized, shared, and disseminated efficiently to support learning and research.
3. Expose Users to Diverse Perspectives – Provide access to a wide range of viewpoints, cultures, and ideas through books, media, and programs.
4. Support Independent Learning – Empower users to explore topics of interest and develop their own understanding at their own pace.
5. Encourage Collaborative Learning – Foster interaction between users, librarians, and technology for shared learning experiences.
6. Promote Critical Thinking and Inquiry – Guide users to question, analyze, and evaluate information critically.

SAMPLE OF STUDENTS' APPLICATION FOR BOOKS



GLIMSES OF DEPARTMENTAL LIBRARY BOOKS





CHAIPAT SAHEED PRADYOT BHATTACHARYA MAHAVIDYALAYA

Department of Education
Syllabus Distribution for Semesters System
B.A. (Hons. – Pass /3rd Choice) (CCFUP), 2023 & NEP, 2020 Course

MI -I/C1

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1 st Sem	<p>MI -I/C1</p> <p>: Principles of Education</p> <p>Course Contents:</p> <p>Unit- I: Concept of Education</p> <p>a. The narrow and broader concept of education.</p> <p>b. Education as process and product, as Science and Arts.</p> <p>c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic.</p> <p>d. Aims of modern education with special reference to Delor’s Commission.</p> <p>Unit- II: Factors of Education</p> <p>a. Child/learner: influence of heredity and environment on the learner</p>	Biswajit Nayek	1 st internal assessment whole syllabus

	<p>b. Teacher: qualities and duties of a good teacher.</p> <p>c. Curriculum- concept and types; Co-curricular activities: meaning, values and significance.</p> <p>d. Educational institutions: informal, formal and non-formal, their interrelation.</p>		
--	---	--	--



Department of Education
Syllabus Distribution for Semesters System
B.A (Hons. – Pass /3rd Choice) (CCFUP), 2023 & NEP, 2020 Course

MI -I/C1

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1 st Sem	<p>Unit- III: Agencies of Education</p> <p>a. Home</p> <p>b. School</p> <p>c. State</p> <p>d. Mass media- television, radio, cinema and newspaper</p> <p>Unit-IV: Child Centricism and Play-way in Education.</p> <p>a. Concept of child-centricism in education.</p> <p>b. Characteristics and significance of child centricism in education.</p> <p>c. Concept of play and work. Characteristics of play way in Education.</p> <p>d. Kindergarten, Montessori and Project method</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Hons.-Pass / 3rd Choice) (CCFUP), NEP, 2020 Course

MI – 3 / C-3

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd Sem	<p>Mi-3/C-3 : History of Indian Education System</p> <p>Course Contents:</p> <p>Unit 1: Education in Ancient and Medieval India</p> <p style="padding-left: 40px;">a) Aims of Education</p> <p style="padding-left: 40px;">b) Curriculum</p> <p style="padding-left: 40px;">c) Methods of Teaching</p> <p>Unit 2: Education in India during British Period (1800-1853)</p> <p style="padding-left: 40px;">a) Sreerampore Trio and their contribution in the field of education</p> <p style="padding-left: 40px;">b) Charter Act of 1813 and Macaulay Minute</p> <p style="padding-left: 40px;">c) Adam's Report (3rd Report)</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MI – 3 / C-3

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3rd Sem	<p>Unit 3: Education in India during British Period (1854-1946)</p> <p>a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882) VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p> <p>b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement</p> <p>c) Calcutta University Commission/ Sadler Commission (1917-1919)</p> <p>Unit 4: Education in India after Independence</p> <p>a) University Education Commission (1948-49)</p> <p>b) Secondary Education Commission (1952-53)</p> <p>c) Indian Education Commission (1964-66)</p>	Biswajit Nayek	2 nd internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Hons.-Pass / 3rd Choice) (CCFUP), NEP, 2020 Course

MI – 3 / C-3

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd Sem	<p>Major - A2 / B2: History of Indian Education System</p> <p>Course Contents:</p> <p>Unit 1: Education in Ancient and Medieval India</p> <p style="padding-left: 40px;">a) Aims of Education b) Curriculum c) Methods of Teaching</p> <p>Unit 2: Education in India during British Period (1800-1853)</p> <p style="padding-left: 40px;">a) Sreerampore Trio and their contribution in the field of education b) Charter Act of 1813 and Macaulay Minute c) Adam's Report (3rd Report)</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MI – 3 / C-3

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3rd Sem	<p>Unit 3: Education in India during British Period (1854-1946)</p> <p>a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882) VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p> <p>b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement</p> <p>c) Calcutta University Commission/ Sadler Commission (1917-1919)</p> <p>Unit 4: Education in India after Independence</p> <p>a) University Education Commission (1948-49)</p> <p>b) Secondary Education Commission (1952-53)</p> <p>c) Indian Education Commission (1964-66)</p>	Biswajit Nayek	2 nd internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Major - A3/ B3: Educational Sociology</p> <p>Course Contents:</p> <p>Unit 1: Introduction to Educational Sociology</p> <p>a) Educational Sociology: Concept and Scope</p> <p>b) Education and Socialization VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p> <p>c) Education and Social Groups (Primary, Secondary & Tertiary)</p> <p>Unit 2: Social Change and Education</p> <p>a) Social Change: Concept and Factors</p> <p>b) Relationship between Social Change and Education</p> <p>c) Social Mobility: Concept, Causes & Role of Education</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Unit 3: Social Factors and Education</p> <p>a) Culture: Concept, Interrelationship between Education and Culture b) Concept of 'Unity in Diversity' and Cultural Lag c) Values: Concept and Role of Education</p> <p>Unit 4: Social Communication and Social Issues in Education</p> <p>a) Social Communication: Concept and Agencies b) Inter relationship among Technology, Economy and Education c) Education and Modernization</p>	Biswajit Nayek	2 nd internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Major - A2 / B2: History of Indian Education System</p> <p>Course Contents:</p> <p>Unit 1: Education in Ancient and Medieval India</p> <p style="padding-left: 40px;">a) Aims of Education b) Curriculum c) Methods of Teaching</p> <p>Unit 2: Education in India during British Period (1800-1853)</p> <p style="padding-left: 40px;">a) Sreerampore Trio and their contribution in the field of education b) Charter Act of 1813 and Macaulay Minute c) Adam's Report (3rd Report)</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Unit 3: Education in India during British Period (1854-1946)</p> <p>a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882) VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p> <p>b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement</p> <p>c) Calcutta University Commission/ Sadler Commission (1917-1919)</p> <p>Unit 4: Education in India after Independence</p> <p>a) University Education Commission (1948-49)</p> <p>b) Secondary Education Commission (1952-53)</p> <p>c) Indian Education Commission (1964-66)</p>	Biswajit Nayek	2 nd internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), 2023 & NEP, 2020 Course

SKILL ENHANCEMENT COURSE (SEC - III)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3rd Sem	<p>SEC-3: Computer Application in Education</p> <p>Course Content:</p> <p>Any two of the following:</p> <p>a) Mail Merge using MS Word</p> <p>b) Balance Sheet Preparation using MS Excel</p> <p>c) Powerpoint Presentation using MS Powerpoint</p> <p>d) Preparation of Google Forms</p> <p>e) Operational Mechanism of Google Classroom</p> <p>f) Graphic Design Basics using Canva</p> <p>Guideline of the Practical Activity:</p> <p>Writing a report on A4 page and to be submitted as per University Schedule as per following format.</p> <p>a) Front Page: Name of the Activity</p> <p>b) Acknowledgement</p> <p>VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST</p>	<p>Biswajit Nayek</p> <p>&</p> <p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	<p>BENGAL</p> <p>c) Content/ Index</p> <p>d) Introduction</p> <p>e) Basic Concept related to the Activity</p> <p>f) Steps to conduct the Activity along with Screenshots</p> <p>g) References/ Bibliography</p>		
--	---	--	--

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), 2023 & NEP, 2020 Course

MAJOR (MJ)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1 st & 2 nd Sem	<p>Major A1/B1: Foundation of Education</p> <p>Course Contents:</p> <p>Unit- I: Concept of Education</p> <p style="padding-left: 40px;">a. The narrow and broader concept of education.</p> <p style="padding-left: 40px;">b. Education as process and product, as Science and Arts.</p> <p style="padding-left: 40px;">c. Meaning, nature, and scope of education. Aims of education – individual, social, vocational and democratic.</p> <p style="padding-left: 40px;">d. Aims of modern education with special reference to Delor’s Commission.</p> <p>Unit- II: Factors of Education</p> <p style="padding-left: 40px;">a. Child/learner: influence of heredity and environment on the learner</p> <p style="padding-left: 40px;">b. Teacher: qualities and duties of a good teacher.</p> <p style="padding-left: 40px;">c. Curriculum- concept and types; Co-curricular activities: meaning, values and significance.</p>	Biswajit Nayek	1 st internal assessment whole syllabus

	d. Educational institutions: informal, formal and non-formal, their interrelation.		
--	--	--	--

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), 2023 & NEP, 2020 Course

MAJOR (MJ)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1 st & 2 nd Sem	<p>Unit- III: Agencies of Education</p> <p>e. Home</p> <p>f. School</p> <p>g. State</p> <p>h. Mass media- television, radio, cinema and newspaper</p> <p>Unit-IV: Child Centricism and Play-way in Education.</p> <p>a. Concept of child-centricism in education.</p> <p>b. Characteristics and significance of child centricism in education.</p> <p>c. Concept of play and work. Characteristics of play way in Education.</p> <p>d. Kindergarten, Montessori and Project method</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), 2023 & NEP, 2020 Course

SKILL ENHANCEMENT COURSE (SEC)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1 st & 2 nd Sem	<p>SEC 1: Institutional Survey</p> <p>Course Learning Outcomes: After the completion of this course the learner will be able to</p> <ul style="list-style-type: none"> • understand the process of Institutional Survey • Analysis the different aspects of Institution with data • Prepare a comprehensive report on an Institution <p>Guidelines:</p> <p>In an Institutional Survey, Students may cover any Institution and can follow any method of analysis for preparing the report of the Institution. Report should be within 2500 words (A4 pages) and to be submitted as per University Schedule.</p> <p>Areas of Institution:</p> <ul style="list-style-type: none"> • Students - Academic and Co-curricular activities •Teacher: Academic and professional qualifications • Teaching – learning process and uses of Teaching-Learning Materials • Office - Support services 	<p>Biswajit Nayek & Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	<ul style="list-style-type: none"> • Examination -purposefulness and types. <p>Format for Report of Institutional Survey:</p> <ol style="list-style-type: none"> Front page Certificate from Supervisor Student declaration Acknowledgement Preface Content Chapter 1: Introduction / theoretical framework Chapter 2: Profile of organization Chapter 3: Data Analysis and Interpretation Chapter 4: Conclusion and Suggestions/ Recommendations References/ Bibliography 		
--	---	--	--

Department of Education
Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Major - A2 / B2: History of Indian Education System</p> <p>Course Contents:</p> <p>Unit 1: Education in Ancient and Medieval India</p> <p>a) Aims of Education b) Curriculum c) Methods of Teaching</p> <p>Unit 2: Education in India during British Period (1800-1853)</p> <p>a) Sreerampore Trio and their contribution in the field of education b) Charter Act of 1813 and Macaulay Minute c) Adam's Report (3rd Report)</p>	Mallika Bera	1 st internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), NEP, 2020 Course

MAJOR (MJ) (3rd & 4th Sem)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd & 4 th Sem	<p>Unit 3: Education in India during British Period (1854-1946)</p> <p>a) Wood's Despatch (1854) and Indian Education Commission or Hunter Commission (1882) VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p> <p>b) National Education Movement: Concept, Characteristics and Impact of the National Education Movement</p> <p>c) Calcutta University Commission/ Sadler Commission (1917-1919)</p> <p>Unit 4: Education in India after Independence</p> <p>a) University Education Commission (1948-49)</p> <p>b) Secondary Education Commission (1952-53)</p> <p>c) Indian Education Commission (1964-66)</p>	Biswajit Nayek	2 nd internal assessment whole syllabus

Syllabus Distribution for Semesters System
B.A (Multidisciplinary Studies) (CCFUP), 2023 & NEP, 2020 Course

SKILL ENHANCEMENT COURSE (SEC - III)

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
3 rd Sem	<p>SEC-3: Computer Application in Education</p> <p>Course Content:</p> <p>Any two of the following:</p> <p>a) Mail Merge using MS Word</p> <p>b) Balance Sheet Preparation using MS Excel</p> <p>c) Powerpoint Presentation using MS Powerpoint</p> <p>d) Preparation of Google Forms</p> <p>e) Operational Mechanism of Google Classroom</p> <p>f) Graphic Design Basics using Canva</p> <p>Guideline of the Practical Activity:</p> <p>Writing a report on A4 page and to be submitted as per University Schedule as per following format.</p> <p>a) Front Page: Name of the Activity</p> <p>b) Acknowledgement</p> <p>VIDYASAGAR UNIVERSITY, PASCHIM MIDNAPORE, WEST BENGAL</p>	<p>Biswajit Nayek</p> <p>&</p> <p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	<p>c) Content/ Index</p> <p>d) Introduction</p> <p>e) Basic Concept related to the Activity</p> <p>f) Steps to conduct the Activity along with Screenshots</p> <p>g) References/ Bibliography</p>		
--	---	--	--

Syllabus Distribution for Semesters System
B.A(General) C.B.C.S Course

SEMESTER	COURSE CONTENTS	TEACHER	INTERNAL ASSESSMENT
1st	<p>DSC1AT: Principles of Education</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education: Meaning, Nature and Scope. ➤ Functions of Education ➤ Factors of Education. ➤ Aims of Education: Individualistic and Socialistic. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Meaning of Curriculum. ➤ Types of curriculum. ➤ Principles of curriculum construction. ➤ Co – curricular activities. 	Biswajit Nayek	1st internal assessment whole syllabus

	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Child Centric Education: Meaning and Characteristics. ➤ Aims of modern child centric education. ➤ Child Centricism in Education: its significance. ➤ Play and play-way in education: Kindergarten, Montessori, Basic education and Project method. <p>UNIT –IV:</p> <ul style="list-style-type: none"> ➤ Freedom and Discipline: Concepts. ➤ Needs of discipline. ➤ Concept of Free discipline. ➤ Concept of Self-discipline. ➤ Application of Discipline in Educational Institution. 	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>
--	--	----------------------------	---

	<p>GE1T :</p> <p>Educational Psychology</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: Meaning, Nature and Scope ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual 	<p>Biswajit Nayek</p>	<p>1st internal assessment whole syllabus</p>
--	--	------------------------------	---

	<p>Differences: Concepts and Types.</p> <ul style="list-style-type: none"> ➤ Causes of Individual Differences. 		
	<p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. ➤ Intelligence Test: Verbal, Non-verbal test and their uses. <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ Learning: Meaning & Nature. ➤ Factors associated with learning. ➤ Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. 	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

2 nd	<p>DSC1B: Educational Psychology</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Psychology: Meaning, Nature and Scope ➤ Relation between Education and Psychology. ➤ Methods of Educational Psychology. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Growth and Development: Meaning and Concepts. ➤ Stages of Development of a Child: Infancy, Childhood and Adolescence. ➤ Aspects of Child Development : Physical, Intellectual, Emotional, Social 	Biswajit Nayek	1st internal assessment whole syllabus

	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Personality: Concept and definition. ➤ Development of Personality. ➤ Types and Traits Approaches to Personality. ➤ Individual Differences: Concepts and Types. ➤ Causes of Individual Differences. 		
	<p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Intelligence: Concept and Definition. ➤ Theories of intelligence: Two-factor, Group-factors and Structure of Intellect. ➤ Intelligence Test: Verbal, Non-verbal test and their uses. <p>Unit –V:</p> <ul style="list-style-type: none"> ➤ Learning: Meaning & Nature. ➤ Factors associated with learning. ➤ Theories of Learning: Trial & Error, Classical conditioning and Gestalt theory of learning. 	Mallika Bera	1st internal assessment whole syllabus

	<p>GE2T : Psychology of Mental Health and Hygiene</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene. 	Biswajit Nayek	1st internal assessment whole syllabus
	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment. 	Mallika Bera	1st internal assessment whole syllabus

3rd	<p>DSC3AT: Educational Sociology</p> <p>Course Contents:</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education Sociology: Meaning, Nature and Scope. ➤ Relation between Sociology and Education. ➤ Education-as a social sub-system. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Social Change: Concept and nature. ➤ Factors and problems of social change in India. ➤ Social stratification: Meaning and Types. 	<p>Biswajit Nayek</p>	<p>1st internal assessment whole syllabus</p>
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Socialization: Meaning, process and factors of socialization. ➤ Social Control: Meaning and types of Social control, Agencies of Social Control. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Social Agencies of Education and their educative role: ➤ Family. 	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	<ul style="list-style-type: none"> ➤ School. ➤ State. ➤ Mass media. <p>SEC-1: Value Education</p> <p>Course Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Value in Education: Meaning and Concept ➤ Needs of Value Education <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Morality: Meaning & Concept. ➤ Morality and Values in Education. ➤ Role of Parents to Facilitate Children's Moral Development 	Biswajit Nayek	
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Social Values. ➤ Values in Classroom. ➤ Inculcation of Values among the students <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Peace Education: Meanings and Aims. ➤ Values in Peace Education. ➤ Values and Human Rights Education 	Mallika Bera	1st internal assessment whole syllabus

	<p>GE-3 : Education of Children with Special Needs</p> <p>Course Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Education of Children with: 1. Visual Impairment: identification, intervention, education and prevention. 2. Hearing Impairment: identification, intervention, education and prevention. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Education of Children with: 	<p>Biswajit Nayek</p>	<p>1st internal assessment whole syllabus</p>
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Education of Children with: <p>Unit –IV:</p> <p>Education of Children with: Learning Disabilities: identification, intervention, education and prevention</p>	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

4 th	<p>DSC-4A(CC-4): History of Education in India</p> <p>Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Missionary educational activities in India: Characteristics and significance. ➤ Serampore Mission: Contributions of the Trio to Education. ➤ Charter Act of 1813. ➤ Macaulay's Minute. ➤ Adam's Report and its recommendations. ➤ Woods Despatch (1854). <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Indian Education commission -1882. ➤ Indian University Commission (1902). ➤ National Education Movement. 	Biswajit Nayek	1st internal assessment whole syllabus
-----------------	--	-----------------------	--

	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Sadler Commission -1917 ➤ Hartog Committee Report. ➤ Wardha Scheme. ➤ The Sargent Plan (1944). <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Radhakrishnan Commission-1948, with special reference to rural university. ➤ Mudaliar Commission (1952-53): Reports and Recommendations. ➤ Kothari Commission (1964-66): Reports and Recommendations. ➤ National Education Policy 1986 and Revised Educational Policy of 1992. 	Mallika Bera	1st internal assessment whole syllabus
	<p>GE-4: Mental Health Education</p> <p>Contents:</p> <p>Unit-I: Mental Health:</p> <ol style="list-style-type: none"> 1. Concept and Importance of Mental Health, 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health, 4. Educational 		

	<p>Implications of Mental Health.</p> <p>Unit-II: Mental Hygiene:</p> <ol style="list-style-type: none"> 1. Definition, Meaning and Aims of Mental Hygiene; 2. Origin and Development of Mental Hygiene Movement 	Biswajit Nayek	
	<p>Unit-III: Adjustment:</p> <ol style="list-style-type: none"> 1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism <p>Unit-IV: Maladjustment</p> <ol style="list-style-type: none"> 1. Meaning of Maladjustment 2. Causes of Maladjustment <p>Role of education</p>	Mallika Bera	
	<p>SEC-2 : Educational Guidance and Counseling</p> <p>Course Content :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Educational Guidance: Meaning, 	Biswajit Nayek	1st internal assessment whole syllabus

	<p>Definition, Scope.</p> <ul style="list-style-type: none"> ➤ Needs and Importance of Guidance. ➤ Essentials of good Guidance programme. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Different forms of Guidance. ➤ Educational and Vocational Guidance. ➤ Organization of Guidance service at different levels of education. ➤ Tools and techniques of Guidance. 		
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Counseling: meaning, nature, scope. ➤ Types of counseling. ➤ Tools and techniques of Counseling. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Difference between Guidance and Counseling. ➤ Counseling process-relationships & its characteristics. ➤ Role of parent, teacher & counselor in guidance programme. 	Mallika Bera	1st internal assessment whole syllabus

5th	DSE-1A: Great Educators Course Content : Unit –I: <ul style="list-style-type: none"> ➤ Swami Vivekananda (1863-1902). ➤ Sri Aurobindo (1872-1950). Unit –II: <ul style="list-style-type: none"> ➤ Rabindranath Tagore (1861-1941). ➤ Mahatma Gandhi (1869-1948). 	Biswajit Nayek	1st internal assessment whole syllabus
	Unit –III: <ul style="list-style-type: none"> ➤ Jean Jacques Rousseau (1712-1778). ➤ F.W. August Froebel (1782-1852). Unit –IV: <ul style="list-style-type: none"> ➤ John Dewey (1859-1952). ➤ Madam Maria Montessori (1870-1952). 	Mallika Bera	1st internal assessment whole syllabus

	<p>SEC-3: Distance Education</p> <p>Course Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Distance Education; Significance, Meaning and Characteristics. ➤ Growth and Development of Distance Education. <p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Designing and preparing self-learning materials in Distance Education. ➤ ICT and their applications in Distance Education. 	Biswajit Nayek	1st internal assessment whole syllabus
	<p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Self – support service in Distance Education. ➤ Technical and vocational Programmes through Distance Education. <p>Unit –IV:</p> <ul style="list-style-type: none"> ➤ Quality assurance in Distance Education. ➤ Maintaining of standards in Distance Education. ➤ Role of Distance Education Council. 	Mallika Bera	1st internal assessment whole syllabus

	<p>GE-1 : Mental Health and Hygiene</p> <p>Course Contents :</p> <p>Unit –I:</p> <ul style="list-style-type: none"> ➤ Mental Hygiene: Meaning and Concept. ➤ Mental Health: Meaning and Concept. ➤ Characteristics of Mental Health. ➤ Education and Mental Health & Hygiene. 	<p>Biswajit Nayek</p>	<p>1st internal assessment whole syllabus</p>

	<p>Unit –II:</p> <ul style="list-style-type: none"> ➤ Adjustment: Concepts, Need, and Areas of Adjustment. ➤ Mechanism of Adjustment. ➤ Role of Family and School in effective Adjustment. <p>Unit –III:</p> <ul style="list-style-type: none"> ➤ Maladjustment: Meaning and Definition. ➤ Causes of Maladjustment. ➤ Different forms of Maladjustment. ➤ Role of Family and School in remedial measures. 	Mallika Bera	1st internal assessment whole syllabus
6th	<p>DSE-1B: Guidance and Counseling</p> <p>Course Contents :</p> <p>Unit - I: Guidance</p> <ol style="list-style-type: none"> 1. Concept, Nature, Principles, and types— 	Biswajit Nayek	1st internal assessment whole syllabus

	<p>educational, vocational and personal. Individual and Group Guidance.</p> <p>2. Role of parents, teachers, and counselor in guidance.</p>		
	<p>Unit- II: Counseling</p> <p>1. Concept, Nature, Principles, Types — Directive, Non-directive and Eclectic; Individual and Group Counseling,</p> <p>2. Counseling process, Characteristics of good counseling</p> <p>3. Differences between guidance, counseling and psychotherapy</p>	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	<p>SEC-4: Mental Health Education</p> <p>Course Contents :</p> <p>Unit-I: Mental Health:</p> <ol style="list-style-type: none"> 1. Concept and Importance of Mental Health, 2. Characteristics of Mentally Healthy Individual, 3. Factors Affecting Mental Health, 4. Educational Implications of Mental Health. <p>Unit-II: Mental Hygiene:</p> <ol style="list-style-type: none"> 1. Definition, Meaning and Aims of Mental Hygiene; 2. Origin and Development of Mental Hygiene Movement 	<p>Biswajit Nayek</p>	<p>1st internal assessment whole syllabus</p>
	<p>Unit-III: Adjustment</p> <ol style="list-style-type: none"> 1. Definition and meaning of Adjustment 2. Criteria of Good Adjustment 3. Defense Mechanism – Definition, meaning and different methods of Defense Mechanism <p>Unit-IV: Maladjustment</p> <ol style="list-style-type: none"> 1. Meaning of Maladjustment 	<p>Mallika Bera</p>	<p>1st internal assessment whole syllabus</p>

	2. Causes of Maladjustment 3. Role of education		
	GE-2: Environmental Education Course Contents : Unit-I: Environmental Education <ol style="list-style-type: none"> 1. Environmental Education: Concept, Characteristics, Components and Scope 2. Historical Background of Environmental Education Unit-II: Education of Environmental Concepts <ol style="list-style-type: none"> 1. Concept of Environment and Ecosystem 2. Disaster: natural and man made 	Biswajit Nayek	1st internal assessment whole syllabus
	Unit-III: Environmental education and social issues 1. Education for sustainable development : From unsustainable to sustainable development 2. Education of urban Environment: problem related to energy and water Unit -IV-Approaches and	Mallika Bera	

	methods of Environmental Education Approaches to Environmental Education : interdisciplinary and Multidisciplinary me Discussion, seminar,And workshop, Problem solving and Field survey.		