



KHATRA ADIBASI MAHAVIDYALAYA
KHATRA, BANKURA, WEST BENGAL

DEPARTMENT OF EDUCATION

PLAN OF ACTION AND ACHIEVED (2021-22)





KHATRA ADIBASI MAHAVIDYALAYA

Plan of Action and Achieved of Department of Education for the session 2021-2022

Serial No.	Plan of Action	Details of the Plan	Achieved or Not	Reason/ Remarks
1	Orientation or Induction Programme	<p>a) The orientation programme is conducted to familiarize the students to the college environment, its facilities and infrastructure including hostel, labs, library, gymnasium as well as brief overview of the college website is presented before the students.</p> <p>b) The orientation programme provides a scope to interact with the faculty members and peer-group</p> <p>c) Overview of curriculum based on CBCS pattern and evaluation pattern (CGPA and SGPA), feedback mechanism is given.</p> <p>d) Briefing on extensive social activities through NSS and NCC, extracurricular and cultural events.</p> <p>e) Addressing the queries of new joiners.</p>	Yes	<p>Online Orientation Programme Conducted on 25.10.2021 at 1 PM. Via online mode for 1st, 3rd, & 5th, semester students.</p> <p>2nd, 4th, & 6th, semester online class start from 17.02.2022 Via online mode.</p>
2	Curriculum Module Allocation	<p>a) The department follows the curriculum and syllabus as prescribed by the affiliating university (Bankura University). In each semester the syllabus is distributed in modules and the stipulated syllabus is</p>	Yes (Annexure 1 and 2 stating Syllabus Allocation and CO, PO respectively are attached).	<p>Syllabus Module Allocation for Semester I, III, V Done at Departmental Meeting held on 24.10.2021 at 2 PM. Via online mode.</p>

		<p>completed, and the topics are taught as per the credits allocated to each topic.</p> <p>b) Distribution of syllabus in modules and unitization of syllabus were prepared well before the commencement of classes and executed in a planned and systematic manner.</p> <p>c) Course Outcome, Programme Outcome and Programme Specific Outcome are also formulated.</p>	<p>Link to https://kamv.ac.in/dept_catg/1719119757_2021-22%20w.e.f%202022%20Edu%20Syllabus%20Module%20.pdf</p>	<p>Syllabus Module Allocation for Semester II, IV, and VI done at Departmental Meeting held on 17.02.2022 at 2 PM, Via online mode.</p>
3	Maintenance of Students Attendance Register	Day to day attendance is recorded in the Student Attendance Registers.	Yes	To maintain the academic infrastructure and curriculum prescribed by college authority and BKU.
4	Continuous Assessment of Students	Continuous assessment is carried out by the department in the form of Class Test carried out in written form as well as verbally. Internal assessment examinations are held in the form of assignments and viva-voce.	Yes	<p>Internal Examination of Semester I, III, V held on for 1st semester Question will be uploaded on 16.01.2022 and answer will be uploaded through ERP by 24.01.2022.</p> <p>3rd & 5th semester Question will be uploaded on 17.12.2021 and answer of IA for 3rd and 5th semester students will be uploaded through ERP by 22.12.2021, Via online mode.</p> <p>For Internal Examination II, IV, VI semester Question will be uploaded on 30.04.2022 and answer of IA will be uploaded through ERP for- 2nd semester 12.05.2022,</p>

				4 th semester 11.05.2022 and 6 th semester 10.05.2022, Via online mode. Practical Examination for Programme (D1), 5 th semester for SEC-3 exam hold on 13.02.2022. Practical Examination for Programme (D1), 4 th semester for SEC-2 and 6 th semester for SEC-4, both exams held on 23.06.2022 at 11am department of Education room no 16.
5	Completion of syllabus	Syllabus is covered for all courses of UG program within the stipulated time period.	Yes	Syllabus of Semester III, V completed on 14.12.2021, Semester I completed on 10.01.2022, Syllabus of Semester II, IV, VI completed on 16.06.2022.
6	Result Analysis	Result analysis is done according to result sheet provided by the University. After critical analysis of the results, the students are advised about how to improve in University examination.	Yes (Annexure 3 stating result analysis of Semester I to Semester VI is attached).	To assess and betterment of our department.
7	Remedial Classes	Remedial classes are conducted for each semester on the basis of suggestions provided by the student representatives who propose the topics that require special attention. Sometimes in the remedial classes, evaluated and assessed answer scripts are shown to the students for their self-analysis and better understanding of the subject.	Yes	Remedial classes of Semester I, III, V taken on 28.12.2021 to 14.01.2022. Remedial classes of Semester II, IV, VI taken on 17.06.2022 to 24.06.2022.
8	Students Support Facilities	a) Spacious airy clean class rooms, b) Clean and maintained toilets, c) Clean drinking water facilities, d) Concession and free-ship to economically weak students, e) Ragging free campus, f) Free wifi facilities, g) Career guidance,	Yes	To create an educational environment.

		<ul style="list-style-type: none"> h) Curricular and extra-curricular activities, i) NCC training opportunity, j) Sports and Gym facilities, k) Library and Labs, l) Prize Awarded as encouragement to achievers in studies or sports, m) Merit-based scholarships. 		
9	Library Facilities	<ul style="list-style-type: none"> a) Central Library is a rich storehouse of primary and secondary resources. b) The central library is automated and students have bar-coded library cards. c) The central library has a spacious reading hall. 	Yes	We refer central library to get much more education resources. In near future we will try to develop our departmental library.
10	Seminar	<p>Seminar are organized to ensure</p> <ul style="list-style-type: none"> a) Develop communication skills of students. b) Boost their confidence. c) Develop their presentation skills. d) Overcome the fear of facing the audience. 	No	Due to lack of full time faculty.
11	Co-curricular Activities	Students of the department participate in various co-curricular activities such as Quiz contest, preparing Wall Magazine on important topics on Education and cultural programmes organized in the college.	<p>Yes</p> <p>Link to https://kamv.ac.in/dept_catg/171878030_0_2021-22%20Academic%20Activities%20OK.pdf</p>	<p>Wall Magazine inaugurated on 22.11.2021.</p> <p>Students of the department also participated in various cultural programmes held in the college.</p>
12	Students Feedback	Feedback is taken from students for individual teachers and analysed for future improvement.	<p>Yes</p> <p>Link to https://kamv.ac.in/dept_catg/171878698_0_2021-22%20Mentor%20Mentees%20OK.pdf</p>	Proceedings of the Department of Education Meeting held on 25.11.2022 at 2.30 PM at room no 16.

13	Research & Publications	Faculty members are constantly engaged in paper publications, book chapters and paper presentations in seminars.	No	NA
14	Developing E-Content	Faculty Members upload e-notes at Study Materials Section in College ERP which the students can access free. Besides e-materials on important topics are uploaded in the college website as well.	Yes https://kamv.ac.in/dept_contents.php?did=16&item_id=7	To access study materials any time anywhere. To enable and maintain ICT enabled teaching learning environment.
15	Perspective Plan	5 years Perspective Plan is framed after discussion in departmental meeting with suggestions from student's representative and IQAC Coordinator.	Yes (Annexure 4 stating the Perspective Plan is attached).	

Annexure 1: Syllabus Module Allocation of Education Under The Bankura University (BKU).



KHATRA ADIBASI MAHAVIDYALAYA SYLLABUS MODULE (BKU) EDUCATION PROGRAMME ODD SEMESTER (2021-2022)

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
I	AP/EDN/101/C-1A	Principles and Practices of Education	AP RB SM	50	10	40	6	60 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata

References:

1. Purkait, B. R. - Principles and Practices of Education, New Central Book Agency (01 January 2012).
2. Aggarwal, J. C. - Philosophy and social basis of education, Vikas Publishing House Pvt Ltd, Noida- 201301 (UP).
3. S.S. Chandra, & Sharma, R.K. – Principales of Education, Atlantic Publisher and Distributer (P) Ltd (1 January 2008).
4. J. P. Banerjee – Education in India: Past, Present and Future, Sm. S. Choudhury, Chakravorti Para, P.O. - Haltu, 24 Parganas.
5. Aggarwal, J. C. - Theory and Principles of education, Vikas Publishing House Pvt Ltd, Noida- 201301 (UP).



**SYLLABUS MODULE (BKU)
EDUCATION PROGRAMME
ODD SEMESTER (2021-2022)**

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
III	AP/EDN/ 301/C-1C	Introduction to Educational Psychology	AP RB SM KC	50	10	40	6	60 (Tentatively)
	AP/EDN/ 304/SEC-1	Elementary Computer Application in Education	KC	50	10	40	2	20 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata, KC = Dr. Kamalika Chakrabarty.

References:

1. Skinner, C. E. (Ed.). (1936). *Educational Psychology*. Prentice-Hall, New Delhi- 110007
2. Guilford. J.P. : General Psychology, Surjeet Publication, Kamala Nagar, New Delhi- 110007.
3. Bhatia, H.R.: Textbook of Educational Psychology, Orient Longman Private Limited, 17 Chittaranjan Avenue, Kolkata 700072.
4. Bhatia, H.R.: Elements of Educational Psychology, Orient Longman Private Limited, 17 Chittaranjan Avenue, Kolkata 700072.
4. Chauhan, S.S.: Advance Educational Psychology, Vikas Publishing House Pvt Ltd, Noida- 201301 (UP).
5. Mangal, S.K.-Advance Educational Psychology, Prentice Hall India Learning Private Limited; 2nd edition (January, 2002).



KHATRA ADIBASI MAHAVIDYALAYA

SYLLABUS MODULE (BKU) EDUCATION PROGRAMME ODD SEMESTER (2021-2022)

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
V	AP/EDN/501/DSE-1A (b)	Introduction to Educational Technology	AP RB SM	50	10	40	6	60 (Tentatively)
	AP/EDN/ 504/SEC-3	School Activity Survey	AP RB SM	50	10	40	2	20 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata.

References:

1. Mangal, S.K. & Mangal, Uma. - Essentials of Educational Technology, Prentice Hall India Learning Private Limited; Fourth edition (1 January 2009).
2. Aggarwal, J. C. - Essentials of Educational Technology, Vikas Publishing House Pvt Ltd, Noida-201301 (UP).
3. Kumar, Dr. K. L. - Educational Technology-A Practical Textbook For Students, Teachers, Professionals and Trainers, New Age Publishers (01 January 2008).
4. Aggarwal, Vijay - Educational Technology, Sports Publication; 2011th edition (1 January 2011).



**KHATRA ADIBASI MAHAVIDYALAYA
SYLLABUS MODULE (BKU)
EDUCATION PROGRAMME
EVEN SEMESTER (2021-2022)**

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
II	AP/EDN/ 201/C-1B	Sociological Bases of Education.	AP RB SM	50	10	40	6	60 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata.

References:

1. Y. K. Sharma – Sociological Philosophy of Education
2. S. S. Ravi – A Comprehensive Study of Education
3. J. C. Aggarwal - Philosophical and Sociological Bases of Education
৪. ভট্টাচার্য, দিব্যেন্দুঃ শিক্ষা ও সমাজতত্ত্ব ।
- ৫। নন্দ, বিষ্ণুপদঃ শিক্ষাশ্রয়ী সমাজতত্ত্ব ।



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SYLLABUS MODULE (BKU)
EDUCATION PROGRAMME
EVEN SEMESTER (2021-2022)

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
IV	AP/EDN/401/C-1D	Development of Education in India	AP RB SM	50	10	40	6	60 (Tentatively)
	AP/EDN /404/ SEC-2	Project Work	AP RB SM	50	10	40	2	20 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata.

References:

1. Purkait, B. R. - Milestones of Modern Indian Education, New Central Book Agency (1 January 2012).
2. Aggarwal, J. C. - Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt Ltd, Noida- 201301 (UP).
3. Ravi, S. S. – A Comprehensive Study of Education, Prentice-Hall of India Pvt.Limited, 2011.
4. J. P. Banerjee – Education in India: Past, Present and Future, Sm. S. Choudhury, Chakravorti Para, P.O.- Haltu, 24 Parganas.
5. Chaube, S. P. & Chaube, A. – Education in Ancient and Medieval India, Vikas Publishing House; First Edition (1 February 1999).
6. Nayak, B. K. - History Heritage and Development of Indian Education, Raj Publications, 2012.
7. Dash, B. N. –History of Education in India, Pragun Publications (1 January 2013).



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EDUCATION PROGRAMME
EVEN SEMESTER (2021-2022)**

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
VI	AP/EDN/ 601/DSE-1B	A) Guidance and Counselling.	AP RB SM	50	10	40	6	60 (Tentatively)
	AP/EDN/ 604/SEC-4	Construction of an Achievement Test	AP RB SM	50	10	40	2	20 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata.

References:

1. Bhatia, K.K. — Principles of Guidance and Counselling, Kalyani Publishers; 4th edition (1 January 2013).
2. Agarwal, Rashmi — Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
3. Charles Kiruba & Jyothsna, N.G. — Guidance and Counselling, Neelkamal, Publication Pvt.Ltd. First Edition, 2011
4. Madhukar, I — Guidance and Counselling, New Delhi, Authors Press.
5. Mc. Daniel, H.B. — Guidance in the Modern School. New York, Rinechart and Winston.
6. Traxler, A.E. and North, R.D. — Techniques of Guidance, New York,
7. Gururani, G.D — Guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
8. Chauhan , S S : Principles and Techniques of Guidance, Vikas Publishing House Pvt Ltd, Noida-201301 (UP).



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SYLLABUS MODULE (BKU)
EDUCATION PROGRAMME
EVEN SEMESTER (2021-2022)**

Semester	Course Code	Course Title	Faculty Name	Full Marks	I.A.	ESE	Credit	No. of Classes
VI	AP/EDN/ 603/GE-2	B) Value Based Education.	AP RB SM	50	10	40	6	60 (Tentatively)

AP= Akinchan Pal, RB = Rabin Banerjee, SM = Sukanta Mahata.

References:

- 1) Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace Education. New Delhi: Gandhi Marg.
- 2) Aggarwal, J.C. (2010): Education for Values, Environment and Human Rights. New Delhi: Shipra Publications
- 3) Gupta, N.L. (2000): Human Values in Education. New Delhi: Concept Publishing Company.
- 4) Chadha, S. C. (2008): Education value & value education. Meerut: R. Lall Books Depot.
- 5) Chakraborty, Mohit (2003): Value Education: Changing Perspectives. New Delhi: Kanishka Publishers.
- 6) Mahakud, L. & Behera, S.K. (2013) (Edit.): Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- 7) Passi, B. K., & Singh, P. (1999): Value education. Agra: Agra Psychological Corporation.
- 8) Ruhela, S.P. (ed.) (1986): Human Values and Education. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009): Value education. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007): Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008): Human value of education. Meerut: R.Lall Books Depot.



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DEPARTMENT OF EDUCATION

Annexure 2: CO, PO of Education

COURSE OUTOMES

B.A. IN EDUCATION PROGRAMME

Serial No of Course Outcomes	Courses Title & Code	Units	Course outcomes
CO-1	Principle and Practice of Education AP/EDN/101/C-1A	<ul style="list-style-type: none">• Concept, Scope, and Aim of Education• Factors of Education• Agencies of Education• Forms of Education	To help the students about aims, relationship with education and introduce of agencies.
CO-2	Sociological Bases of Education AP/EDN/201/C-1B	<ul style="list-style-type: none">• Educational Sociology• Social Issues and Education• Social Groups and Education• Social change and Education	To promote social values among individuals thought theeducation system. To bring social welfare and social stability.

CO-3	<p>Introduction of Educational Psychology</p> <p>AP/EDN/301/C-1C</p>	<ul style="list-style-type: none"> • Educational Psychology • Intelligence, Attention, and Interest • Personality, Emotion, and Habit • Learning, Memory, and Forgetting 	<p>To develop inherent abilities / powers of students and control.</p>
CO-4	<p>Elementary Computer Application in Education</p> <p>AP/EDN/304/SEC-1</p>	<ul style="list-style-type: none"> • Basic knowledge of Computer • Uses and Applications of Word, Excel, and Power Point. 	<p>To encourage higher level thinking, creativity thought ICT and use information and communication technology.</p>
CO-5	<p>Development of Education in India</p> <p>AP/EDN/401/C-1D</p>	<ul style="list-style-type: none"> • Education in 19th century in India • Education in 20th century in India (1901-1944) • Education in post-independence India • Education and constitution 	<p>To develop desirable values and attitudes thought Indian constitution act.</p>
CO-6	<p>Project Work</p> <p>AP/EDN /404/ SEC-2</p>	<ul style="list-style-type: none"> • Visit to a place of educational importance and writing a report (within 2000 words) on the following: <ol style="list-style-type: none"> 1. Selection of place 2. Educational Importance of the place 3. Planning for visit 4. Documenting and 	<p>To develop the concept of the learner regarding such areas during the educational tour and prepare a report about this.</p>

		<p>noting down the visit with important features</p> <p>5. Concluding remarks.</p>	
CO-7	<p>Introduction to Educational Technology</p> <p>AP/EDN/501/DSE-1A (b)</p>	<ul style="list-style-type: none"> • Educational Technology • Instructional Techniques • Micro-Macro Teaching and Teaching Aids • Classroom Communication 	<p>To improve learning techniques and understand the compression between hardware & software approach system analysis.</p>

CO-8	<p>Mental Health Education</p> <p>AP/EDN/503/G E-1(a)</p>	<ul style="list-style-type: none"> • Mental Health • Mental Hygiene • Adjustment • Maladjustment 	<p>To increase awareness, develop during childhood and adolescence.</p> <p>To improve resilience, ability to succeed in school and life.</p>
CO-9	<p>Guidance and Counselling</p> <p>AP/EDN/601/D SE-1B</p>	<ul style="list-style-type: none"> • Guidance • Counselling • Techniques of Collecting Information for Guidance and Counselling • Adjustment 	<p>To Help individual to understand and accept the positive and negative aspects of his Personality interest, aptitude, attitudes etc.</p>

<p>CO-10</p>	<p>Value Based Education AP/EDN/603/ GE-2</p>	<ul style="list-style-type: none"> • Value – An Introduction • Sources of Value • Values- Traditional and Contemporary • Value Erosion and Inculcation 	<p>To stimulate ethical reflection, awareness, responsibility and Compassion, to Provide insight into important ethical Principles, values, develop Physical and Emotional aspect teaches mannerism.</p>
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DEPARTMENT OF EDUCATION

PROGRAMME OUTOMES

B.A. IN EDUCATION PROGRAMME

Serial No of Programme Outcomes	Programme Summary	Specific Areas	Programme Outcomes
PO-1	Principle and Practice of Education AP/EDN/101/C-1A	<ul style="list-style-type: none">● Concept, Scope, and Aim of Education● Factors of Education● Agencies of Education● Forms of Education	To help the students gathering knowledge about education in different ways.
PO-2	Sociological Bases of Education AP/EDN/ 201/C-1B	<ul style="list-style-type: none">● Educational Sociology● Social Issues and Education● Social Groups and Education● Social change and Education	The study of impact of education on social control, social change, social organization, social process, social development and relation with education.
PO-3	Introduction of Educational Psychology AP/EDN/301/C-1C	<ul style="list-style-type: none">● Educational Psychology● Intelligence, Attention, and Interest● Personality, Emotion, and Habit● Learning, Memory, and Forgetting	To encourage lifelong learning, knowledge, comprehension, analysis, synthesis, evaluation, problem solving and adjustment.

PO-4	Elementary Computer Application in Education AP/EDN/304/SEC-1	<ul style="list-style-type: none"> • Basic knowledge of Computer • Uses and Applications of Word, Excel, and Power Point. 	Concept and its application in education and to help the students' different programme CAL& CAI, get acquainted with open source, explain the importance of various units of a computer such as- 1. To understand the basic knowledge of computer 2. To apply Word, Excel, and Power Point
PO-5	Development of Education in India AP/EDN/401/C-1D	<ul style="list-style-type: none"> • Education in 19th century in India • Education in 20th century in India (1901-1944) • Education in post-independence India • Education and constitution 	To gain knowledge about pre and post- independence Indian education system, concept of various commission and know about Indian constitution and its application.
PO-6	Project Work AP/EDN /404/SEC-2	<ul style="list-style-type: none"> • Visit to a place of educational importance and writing a report (within 2000 words) on the following: 1. Selection of place 2. Educational Importance of the place 3. Planning for visit 4. Documenting and noting down the visit with important features 5. Concluding remarks. 	After completion the course the learners will be able to: 1. Conduct Tour and report on this.
PO-7	Introduction to Educational Technology AP/EDN/501/DSE-1A (b)	<ul style="list-style-type: none"> • Educational Technology • Instructional techniques • Micro-Macro Teaching and Teaching Aids • Classroom communication 	To understand the student's different approach of educational technology, use teaching aids in classroom, they acquire knowledge in modern technology and develop various skills.

<p>PO-8</p>	<p>Mental Health Education AP/EDN/503/GE-1(a)</p>	<ul style="list-style-type: none"> ● Mental health ● Mental Hygiene ● Adjustment ● Maladjustment 	<p>The students aware about home, society, educational institutes etc., they can adjust in their life.</p>
<p>PO-9</p>	<p>Guidance and Counselling AP/EDN/601/D SE-1B</p>	<ul style="list-style-type: none"> ● Guidance ● Counselling ● Techniques of Collecting Information for Guidance and Counselling ● Adjustment 	<p>It helps the students to develop and promote their ability to deal with their own problems, helping to contribute their best to development to welfare of the society.</p>
<p>PO-10</p>	<p>Value Based Education AP/EDN/603/GE-2</p>	<ul style="list-style-type: none"> ● Value – An Introduction ● Sources of Value ● Values- Traditional and Contemporary ● Value Erosion and Inculcation 	<p>To develop the child personality, moral value, democratic living good manner, tolerance and make a kind person.</p>



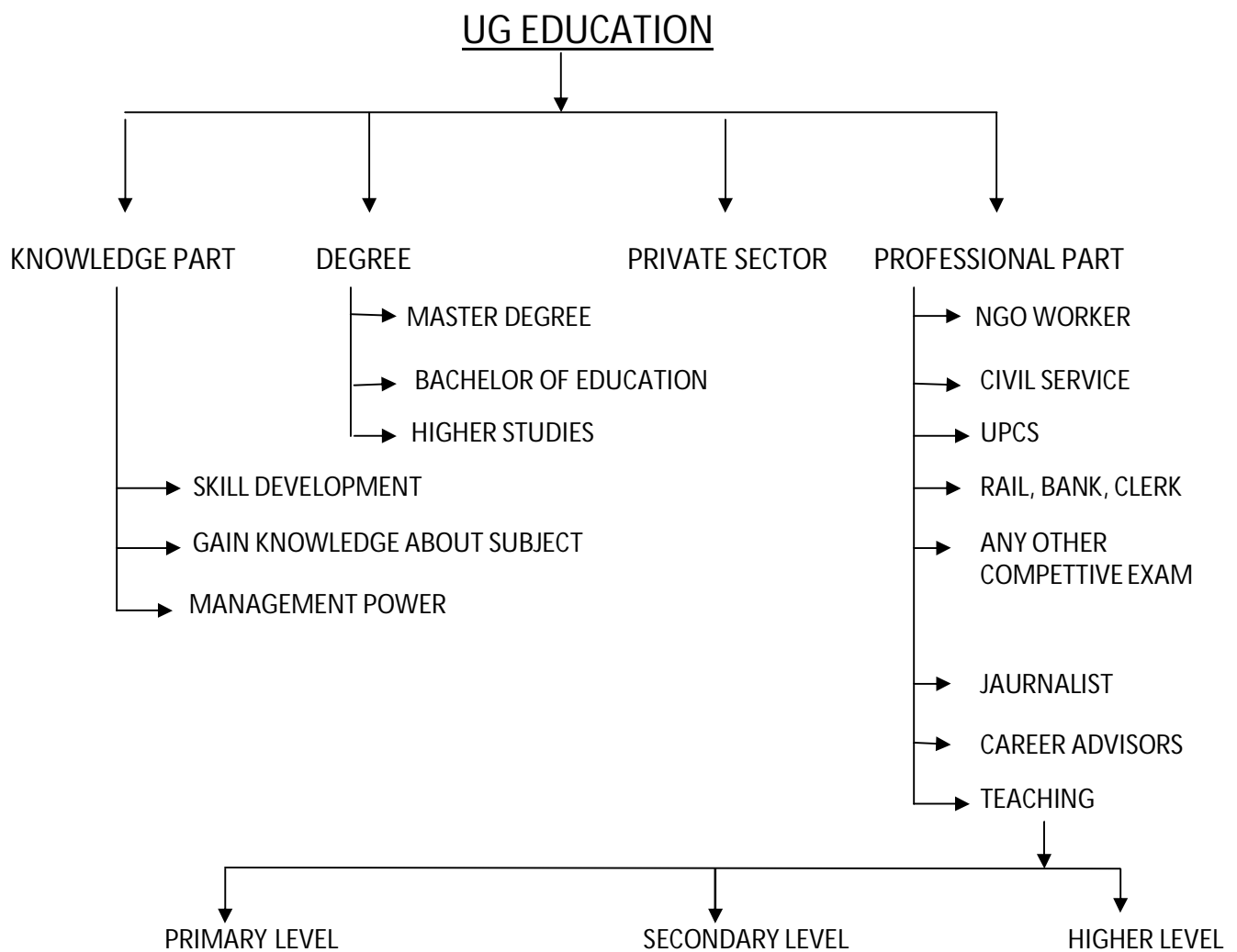
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PROGRAMME SPECIFIC OUTCOMES

B.A EDUCATION PROGRAMME

- Students will have more opportunities to learn at different times in different places. We can discuss it various way: -





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DEPARTMENT OF EDUCATION

Program	Program Outcome	Program Specific Outcomes
B. A. Programme in Education	<p>Through this program the students get introduced to the basic concepts, Aims, Forms and Agencies of Education. They are provided with high quality education in their discipline within an environment committed to excellence in both teaching and research. The programme is oriented in such a way that it helps students to prepare themselves to tackle problems of day-to-day life by correlating them with appropriate theories and principles of Education. The students will also be able to demonstrate their skills in carrying out project work, applying problem techniques and activity-based methods of learning such as School Activity Survey.</p>	<p>PSO1: To make students familiar with the understanding of the basic Principle of Education.</p> <p>PSO2: To help students to understand and grasp things quickly.</p> <p>PSO3: To help students to assimilate the knowledge of Education that is used in Teaching and Learning.</p> <p>PSO4: To provide a systemic understanding of core concepts, principles, and theories of Education along with their applications.</p> <p>PSO6: To provide an intellectually stimulating environment to develop skills and enthusiasm of students to the best of their potential.</p>



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DEPARTMENT OF EDUCATION

Annexure 3:

Result Analysis of Education Department for the session 2021-2022

Name of the Course/programme	Total No. of Students Appeared	1st Class	2nd Class	P. Div	SNC	No of Students Passed	Pass Percentage
U.G. 1 st Semester Programme	15	15	00	00	00	15	100%
U.G. 2 nd Semester Programme	14	14	00	00	00	14	100%
U.G. 3 rd Semester Programme	04	02	00	00	02	02	50%
U.G. 4 th Semester Programme	04	02	00	00	02	02	50%
U.G. 5 th Semester Programme	05	05	00	00	00	05	100%
U.G. 6 th Semester Programme	05	05	00	00	00	05	100%



KHATRA ADIBASI MAHAVIDYALAYA

PERSPECTIVE PLAN OF EDUCATION DEPARTMENT

The Education department aims to create a dynamic and inclusive learning environment that prepares students to become effective educators and leaders in the field of education. The future plan of the department includes:

- To provide high-quality education, promote research, and foster an environment of continuous learning and innovation in teaching practices.
- Develop a comprehensive curriculum that addresses current educational trends and future needs.
- Enhance faculty development through continuous professional training and research opportunities.
- Foster partnerships with educational institutions and organizations for collaborative learning and research.
- Integrate technology into the teaching and learning process.
- Promote inclusive education and diversity.
- Introduce a robust internship and field experience component to provide hands-on learning opportunities.
- Organize regular workshops, seminars, and conferences on innovative teaching methods and educational research.
- Encourage faculty to pursue advanced degrees and certifications
- Create opportunities for faculty exchange programs with other institutions.
- Encourage faculty and students to engage in research projects related to education.
- Implement Learning Management Systems (LMS) for online and blended learning.
- Train faculty and students in the use of educational technology tools.
- Invest in state-of-the-art technology labs and resources for teaching and research.
- Partner with local schools and educational organizations for student teaching placements and collaborative projects.
- Create a network of alumni who can provide mentorship and career support to current students.
- Monitor enrolment trends and adjust strategies to attract and retain students.
- To promote ICT in Education and proper utilization of OER i.e. Open Educational Resources in further or future studies.
- To encourage and access of Open Repository Sources like eGyanKosh, e-PG Pathshala, Shodhganga etc.

By following this perspective plan, the college can develop a robust and forward-thinking Education department that meets the needs of students, faculty, and the broader educational community.

