



DEPARTMENT OF GEOGRAPHY

DHUPGURI GIRLS' COLEGE

College Para, Ward No-1, Dhupguri, Jalpaiguri-735210

Notice

Date: 08-12-2022

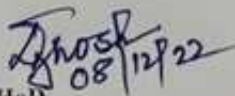
All faculty members are hereby requested to join the meeting on **14-12-2022** at **2:30 PM** in the Geography Department to discuss the following agenda items:


1. **Launch of Add-On Course with Educational Studies**

- Discussion on the collaborative launch of the add-on course titled '**Geographical Perspectives in Education: Tools, Techniques and Applications**' with the Education Department in collaboration with IQAC, starting from January, 2021.

2. **Miscellaneous**

- Additional topics and issues related to the department.


HoD
Dept. of Geography


Principal
Dhupguri Girls' College
Dhupguri, Jalpaiguri



DEPARTMENT OF GEOGRAPHY

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Resolution

Date: 14-12-2022

It has been resolved that the add-on course titled '**Geographical Perspectives in Education: Tools, Techniques and Applications**' will commence from **January, 2023**. This course will be offered jointly by the Department of Geography and the Department of Education, in collaboration with IQAC, focusing on enhancing educators' understanding of geographic tools and methods in educational settings.

In the miscellaneous section, it was noted that the department unanimously resolved to purchase necessary equipment for the Geography laboratory and to launch GIS courses. Additionally, the department will arrange some invited lecture classes to enhance the performance of the students of both the departments.

Signature of present members:

Jhosh
14/12/22

Roman
Principal
Dhupguri Girls' College
Dhupguri - Jalpaiguri



DEPARTMENT OF GEOGRAPHY & Education

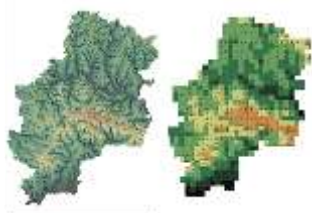
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Introduces

ADD-ON COURSE

ON

**'Geographical Perspectives in Education: Tools,
Techniques and Applications'**



**COURSE CONTENT DEVELOPED BY
DEPARTMENT OF GEOGRAPHY & Education
DHUPGURI GIRLS' COLLEGE
DHUPGURI, JALPAIGURI
2023**



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At a Glance

NAME OF ADD-ON COURSE: 'Geographical Perspectives in Education: Tools, Techniques, and Applications'

ORGANISED BY: Department of Geography & Education

COURSE DURATION: 34 HRS

COURSE CO-ORDINATORS

Debarshi Ghosh (Dept. of Geography), Abdul Momin Hoque (Dept. of Geography) and Rudrali Rudra (Dept. of Education)

COURSE AIMS & OBJECTIVE-

The add-on course titled "Geographical Perspectives in Education: Tools, Techniques, and Applications," organized by the Department of Geography & Education, is a 34-hour program designed to equip participants with a comprehensive understanding and application of geographical perspectives within educational settings. Coordinated by a distinguished team of educators, including Dr. Debarshi Ghosh and Abdul Momin Hoque, Assistant Professors in Geography, alongside Rudrali Rudra, Visiting Faculty in the Department of Education, this course aims to create a synergistic intersection between the disciplines of geography and education.

The primary aim of this course is to bridge the existing gap between geographical knowledge and educational practice, thereby enabling students to innovatively contribute to the field of education through enriched geographical insights and tools. In an era where understanding global and local geographical phenomena is crucial to addressing the myriad challenges facing the world—from climate change and environmental sustainability to urban planning and resource management—this course seeks to empower future educators with the skills and knowledge necessary to bring these critical issues into the classroom in engaging and impactful ways.

LEARNING OUT COME OF THE COURSE

- Gain comprehensive knowledge of geographical concepts and how they can be applied in educational settings.
- Acquire skills in using GIS and other geospatial technologies for teaching.
- Understand how to design and implement fieldwork and experiential learning activities.
- Be able to integrate environmental education and sustainability into the curriculum.
- Develop pedagogical strategies for effective geography education.
- Be proficient in assessing and evaluating students' geographical understanding.



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Total Duration of Course: 34 Hours.
Course Fee: Nil
No. of Seats: Maximum 40

COURSE CONTENT

SL.NO.	NAME	HOURS	DATE	TIME	RESOUCECE PERSON
1	Introduction to Geographic Concepts in Education (Theory)	2	6.1.2023	3PM-5PM	Dr. Debarshi Ghosh
2	GIS and Spatial Thinking in Classrooms (Theory)	2	13.1.2023	3PM-5PM	Abdul Momin Hoque
3	GIS and Spatial Thinking in Classrooms (Practical)	2	20.1.2023	3PM-5PM	Dr. Debarshi Ghosh
4	Fieldwork and Experiential Learning (Theory)	2	21.1.2023	3PM-5PM	Dr. Debdeep Bhattacharya
5	Field Survey & Project(Practical)	2	27.1.2023	2 PM-4PM	Course coordinators
6	Digital Tools and Resources for Geography Education (Theory)	2	28.1.2023	3PM-5PM	Rudrali Rudra
	Digital Tools and Resources for Geography Education (Practical)	2	3.2.2023	3PM-5PM	Dr. Debarshi Ghosh
7	Curriculum Design and Pedagogical Strategies (Theory)	2	10.2.2023	3PM-5PM	Rudrali Rudra
	Curriculum Design and Pedagogical Strategies (Practical)	2	11.2.2023	3PM-5PM	Rudrali Rudra
8	Assessment and Evaluation in Geography Education (Theory)	2	17.2.2023	3PM-5PM	Sanjoy Mandal
9	Technology in Education (Theory)	2	24.2.2023	3PM-5PM	Sanjoy Mandal
	Technology in Education (Practical)	2	25.2.2023	3PM-5PM	Rudrali Rudra
10	Indian Historical Geography and Education (Theory)	2	3.3.2023	3PM-5PM	Rudrali Rudra
11	Social Justice and Education (Theory)	2	4.3.2023	3PM-5PM	Rudrali Rudra
12	Environmental Education in India (Theory)	2	10.3.2023	3PM-5PM	Soumita Saha
13	Sustainable Development and Education (Theory)	2	11.3.2023	3PM-5PM	Soumita Saha
	Sustainable Development and Education (Practical)		17.3.2023	3PM-5PM	Dr. Debarshi Ghosh
17	Course end examination & Viva-voce	2	31.3.2023	3PM-5PM	Dr. Debarshi Ghosh, Abdul Momin Hoque, Rudrali Rudra, Sanjoy Mandal



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COURSE STRUCTURE AND EXAMINATION SCHEME

Course Name	Theory Class(Hours)	Practical Class (Hours)	Examination			Total Marks
			Theory (MCQ)	Practical (Project)	Viva-Voce	
Environmental Management and Sustainability	22	12	30	60	10	100

(Total marks will be judges on 100 scale)

GRADING SYSTEM

Following Percentage based grading system will be applicable to the course.

Marks in Percentage	Grade
90-100	O
80-<90	A+
70-<80	A
65-<70	B+
55-<65	B
45-<55	C
40-<45	P
<40	FAIL

ASSESSMENT & CERTIFICATION

Assessment Structure

- Theory Classes (22 Hours): Core environmental management and sustainability concepts.
- Practical Classes (12 Hours): Application through case studies and real-world scenarios.
- Project Report: Individual project showcasing applied knowledge.



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Examinations

- Theory (MCQ) (30 Marks): Test on theoretical understanding.
- Practical (60 Marks): Evaluation of practical application skills.
- Viva-Voce: 10 Marks
- Total Marks: Evaluated on a 100 scale for a comprehensive assessment.

Certification Process

- Evaluation Based on theory, practical exams, and project report.
- Grading System: Ranges from "O" (Outstanding) to "FAIL" for scores below 40%.
- Certificate Distribution: Awarded to students who pass, recognizing their achievement and readiness to contribute to environmental sustainability.
- Evaluation Based on theory, practical exams, and project report.
- Grading System: Ranges from "O" (Outstanding) to "FAIL" for scores below 40%.
- Certificate Distribution: Awarded to students who pass, recognizing their achievement and readiness to contribute to environmental sustainability.

List of Enrolled Students

Dept. of Geography

No.	REGISTRATION NO	Name
1	1092205010099	NIKITA BARMAN
2	1092205010101	PRITI ROY
3	1092205010103	MAMATA ROY
4	1092205010104	JASHODA ADHIKARY
5	1092205010105	SUSMITA BHOWMIK
6	1092205010106	RESHMI KHATUN
7	1092205010107	RABINA PARVIN
8	1092205010108	PALLABI MANDAL
9	1092205010109	PARAMITA ROY
10	1092205010110	SHIULI DAS
11	1092205010111	ANKITA ROY
12	1092205010113	KRISHNA ROY
13	1092205010115	RITA ROY
14	1092205010116	MAYA ROY
15	1092205010117	ALPANA ROY
16	1092205010118	RIMPA SARKAR
17	1092205010119	SANGITA BHATTACHARJEE



Mobile : 7001775112

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Dept. of Education

SL NO	REGISTRATION NO	Name
1	1092006010125	PANCHALI BARMAN PRAMANIK
2	1092006010133	TAPOPRAVA ROY
3	1092006010226	LAKSHMI ROY
4	1092006010228	SEWLI BASAK
5	1092006010151	DIPA ROY
6	1092006010167	RATNA ROY
7	1092006010169	LIPI ROY
8	1092006010184	SEFALI DAS
9	1092006010186	RUMA BARMAN
10	1092006010189	MADHUBANTI ROY
11	1092006010192	RENUKA ROY
12	1092006010204	RIYA ROY
13	1092006010209	GEETA ORAON
14	1092006010212	ANITA ROY
15	1092006010223	ANIMA ROY
16	1092006010226	LAKSHMI ROY
17	1092006010228	SEWLI BASAK
18	1092006010237	MAMATA ROY
19	1092006010240	JAYITA ROY
20	1092006010242	SHRABANI SARKAR



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PROGRAMME REPORT

The '*Geographical Perspectives in Education: Tools, Techniques, and Applications*' course, meticulously organized by the Department of Geography & Education, concluded successfully, marking a significant achievement in the integration of geographical insights into educational practices. This 34-hour specialized program, led by esteemed college faculties including Dr. Debarshi Ghosh, Abdul Momin Hoque, and Rudrali Rudra was designed to equip students with a profound understanding of geographical concepts and their application in educational settings. The course's structure, emphasizing in-person sessions, offered a dynamic mix of theoretical lectures, hands-on workshops, field surveys, and project-based assignments. This approach ensured a comprehensive learning experience, fostering active participation, immediate feedback, and collaboration among participants. The program's unique blend of content covered essential aspects such as GIS and spatial analysis, environmental management, and sustainability concepts, alongside practical applications through case studies and real-world scenarios.

Enrollment saw a total of 37 students, with 31 appearing for the final examination. The assessment outcomes were notable, with 2 candidates achieving an 'O' grade, 8 securing 'A+', 15 awarded 'A', and 3 each receiving 'B+' and 'B' grades. These results reflect the high level of engagement and understanding among the students.

A significant component of the course was the project report, involving a survey conducted by 34 students on household conditions in Ward No. 01. Each student surveyed one house using the same questionnaire, integrating practical fieldwork with academic learning. This project was pivotal in applying theoretical knowledge to practical scenarios, enhancing the students' research and analytical skills.

The course's assessment structure was comprehensive, including a theory exam based on MCQs, practical application skills evaluation, a viva-voce, and a fieldwork report, cumulatively assessed on a 100-point scale. Additionally, the course provided hands-on training in GIS-based map making, statistical calculations in Excel, and the use of Google Forms for interviews, culminating in a well-rounded curriculum design experience.

Certificates were awarded based on overall assessment, recognizing the students' achievements and readiness to contribute to the field of education with innovative solutions and a deep understanding of geography's role in shaping informed, sustainable, and resilient communities. The program's success lies not only in the knowledge imparted but also in the methodology



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adopted. By leveraging a purely in-person format, it created a dynamic and collaborative learning atmosphere, ensuring a deeply engaging and effective educational experience. The project work, in particular, encouraged creativity and innovation, allowing students to explore solutions to contemporary geographical challenges.

In summary, the '*Geographical Perspectives in Education: Tools, Techniques, and Applications*' course has set a benchmark for interdisciplinary education, preparing students to make significant contributions to the educational sector. Through this meticulously crafted program, participants have been equipped with the skills and knowledge necessary to bridge geography and pedagogical practices, fostering the development of informed, sustainable, and resilient communities.

Dr. Debarshi Ghosh
HoD, Dept. of Geography

Rudrali Rudra
HoD, Dept. of Education



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ADD-ON COURSE

ON

'Geographical Perspectives in Education: Tools, Techniques, and Applications'

(Department of Geography & Education)

MCQ Type Question Paper

No.	Question	A	B	C	D	Answer
1	What is the primary purpose of integrating GIS in classrooms?	Enhance spatial thinking	Simplify history teaching	Replace traditional maps	Reduce the need for fieldwork	A
2	Which digital tool is most effective for real-time environmental monitoring?	PowerPoint	GIS Software	E-mail	Calculator	B
3	The concept of "place" in geography education helps students understand:	Mathematical equations	Physical and human processes	Chemical reactions	Coding principles	B
4	Fieldwork in geography education primarily aims to:	Increase physical fitness	Encourage memorization	Provide real-world learning experiences	Promote indoor learning	C
5	What is a key benefit of project-based learning in geography?	Decreased collaboration	Increased passive learning	Enhanced critical thinking and problem-solving skills	Reduced engagement	C
6	Which of the following best describes sustainable development education?	Focusing solely on economic growth	Ignoring environmental concerns	Balancing environmental, economic, and social needs	Prioritizing short-term gains	C
7	Effective curriculum design in geography education should:	Exclude modern technology	Ignore local geographical features	Adapt to diverse learning needs and contexts	Focus only on global scales	C

8	In the context of Indian Historical Geography, the study of ancient trade routes helps students understand:	Modern transportation only	Ancient civilizations' interactions	The evolution of video games	The development of smartphones	B
9	Social Justice in education aims to:	Promote inequality	Ignore cultural differences	Ensure equitable opportunities for all students	Highlight the achievements of the wealthy	C
10	Environmental Education in India focuses on:	Increasing pollution	Encouraging unsustainable practices	Raising awareness about conservation	Promoting industrialization	C
11	Technology in education enhances geography learning by:	Limiting access to information	Encouraging rote learning	Facilitating interactive and engaging learning experiences	Decreasing student participation	C
12	Assessment in geography education should:	Focus solely on memorization	Evaluate a broad range of skills including critical thinking	Be unrelated to course objectives	Only include multiple-choice questions	B
13	The practical component of GIS and Spatial Thinking involves:	Avoiding the use of technology	Manual map drawing only	Applying software to analyze spatial data	Refusing to acknowledge modern mapping techniques	C
14	Digital tools in geography education include all of the following except:	Virtual reality	Chalkboards	Online mapping applications	Satellite imagery	B
15	The primary goal of field surveys and projects in geography education is to:	Discourage outdoor activity	Limit students' understanding of geographic concepts	Deepen understanding through experiential learning	Promote textbook-only learning	C
16	Which strategy is most effective for integrating environmental education into the curriculum?	Ignoring current environmental issues	Focusing solely on past environmental successes	Embedding sustainability into all subject areas	Teaching environmental science as an elective only	C
17	Curriculum Design and Pedagogical Strategies should prioritize:	One-size-fits-all teaching methods	Flexible and inclusive educational approaches	Exclusively lecture-based delivery	Ignoring student feedback	B
18	The use of technology in geography education aims to:	Replace teachers	Discourage active learning	Support and enhance geographical inquiry	Eliminate traditional learning materials	C

19	In teaching Indian Historical Geography, the focus should be on:	Only memorizing dates	The geographical factors shaping historical events	Ignoring cultural impacts	Avoiding discussions on historical conflicts	B
20	The role of assessment and evaluation in geography education is to:	Punish students for incorrect answers	Identify areas for improvement and understanding	Only compare students against each other	Disregard practical skills	B
21	What distinguishes the practical aspects of Sustainable Development education?	Theoretical discussions only	Hands-on projects addressing real-world problems	Focus on past failures without solutions	Avoiding discussions on sustainability challenges	B
22	Digital Tools and Resources for Geography Education are critical for:	Decreasing student interest	Simplifying complex concepts through visualization	Maintaining traditional teaching methods	Avoiding modern educational techniques	B
23	Fieldwork and Experiential Learning in geography is essential for:	Theoretical knowledge only	Bringing geographic concepts to life through direct experience	Discouraging curiosity	Ensuring classroom-bound learning	B
24	The Viva-Voce in geography education assesses:	Students' physical strength	Memory of textbook content	Depth of understanding and analytical skills	Ability to avoid questions	C
25	GIS and Spatial Thinking in Classrooms encourage students to:	Ignore global positioning data	Understand and analyze spatial relationships	Focus solely on historical maps	Avoid using modern mapping technologies	B
26	Social Justice and Education in geography aims to:	Encourage apathy towards global issues	Cultivate an understanding of equity and advocacy	Promote exclusivity	Overlook community engagement	B
27	The theory component of Technology in Education explores:	The history of typewriters	Modern educational technologies' impact on learning	Rejecting digital tools	Avoiding internet resources	B
28	Environmental Education in India aims to:	Highlight India's role in global pollution	Educate about local and global environmental challenges	Promote industrial over environmental concerns	Neglect conservation efforts	B
29	The practical approach to Curriculum Design involves:	Rigid and inflexible lesson plans	Developing adaptable and relevant educational strategies	Overlooking student diversity	Focusing on outdated educational theories	B

30	Assessment and Evaluation in Geography Education are designed to:	Solely focus on geographic facts	Foster a comprehensive understanding and application of concepts	Undermine the importance of practical skills	Prioritize competitive grading over learning	B
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SAMPLE CERTIFICATE OF PERTICIPATION



Certificate Of Participation

Add-On Course

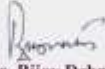
On

"Geographical Perspectives in Education: Tools, Techniques and Applications"

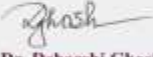
Organized by

Dept. of Geography & Dept. of Education

This is to certify that, Miss/ Smt**MAMATA ROY**.....of.....**DEPT. OF GEOGRAPHY**... has successfully participated in the Add-on course on **"Geographical Perspectives in Education: Tools, Techniques and Applications"** organized by the Department of Geography and the Department of Education held from 6th January, 2023 to 8th April, 2023 at Dhupguri Girls' College. The candidate has secured 69 % with grade 'B+'.



Dr. Bijoy Debnath
Principal
Dhupguri Girls' College



Dr. Debarshi Ghosh
Course Coordinator
HoD, Dept. of Geography



Ms. Rudrali Rudra
Course Coordinator
HoD, Dept. of Education



Certificate Of Participation

Add-On Course

On

"Geographical Perspectives in Education: Tools, Techniques and Applications"

Organized by

Dept. of Geography & Dept. of Education

This is to certify that, Miss/ Smt**JASHODA ADHIKARY**.....of.....**DEPT. OF GEOGRAPHY**... has successfully participated in the Add-on course on **"Geographical Perspectives in Education: Tools, Techniques and Applications"** organized by the Department of Geography and the Department of Education held from 6th January, 2023 to 8th April, 2023 at Dhupguri Girls' College. The candidate has secured 65 % with grade 'B+'.



Dr. Bijoy Debnath
Principal
Dhupguri Girls' College



Dr. Debarshi Ghosh
Course Coordinator
HoD, Dept. of Geography



Ms. Rudrali Rudra
Course Coordinator
HoD, Dept. of Education



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ADD-ON COURSE

ON

'Geographical Perspectives in Education: Tools, Techniques, and Applications'

(Department of Geography & Education)

COURSE FEEDBACK FORM

1. Overall Satisfaction with the Course Very Unsatisfied Unsatisfied Neutral Satisfied Very Satisfied	2. Quality of Course Content Very Poor Poor Average Good Excellent	3. Effectiveness of Teaching Methods Very Ineffective Ineffective Neutral Effective Very Effective
4. Practical Application of Knowledge Never Applicable Rarely Applicable Sometimes Applicable Often Applicable Always Applicable	5. Interaction with Resource Persons Very Unengaged Unengaged Neutral Engaged Very Engaged	6. Overall Impact on Understanding of Environmental Management and Sustainability No Impact Slight Impact Moderate Impact Significant Impact Transformative Impact



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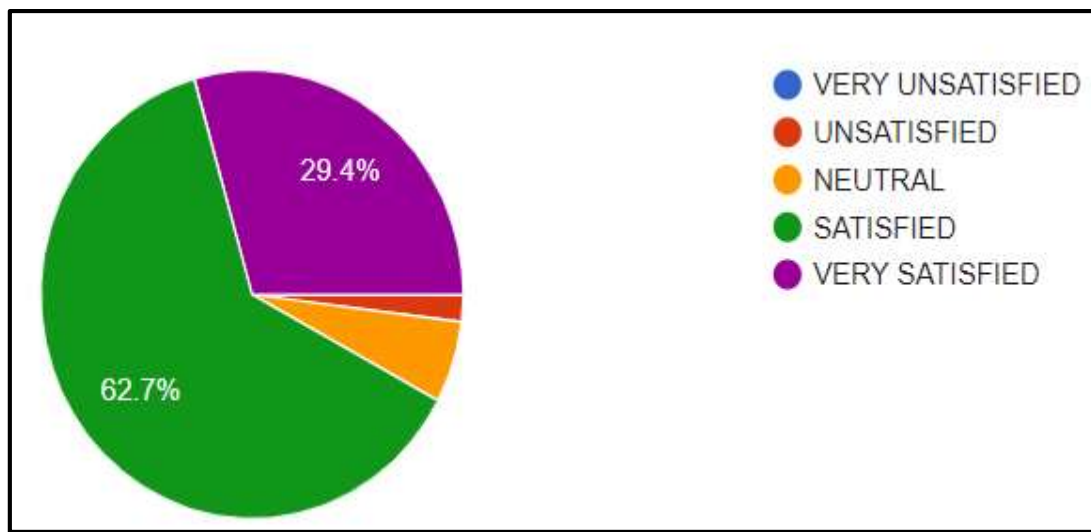
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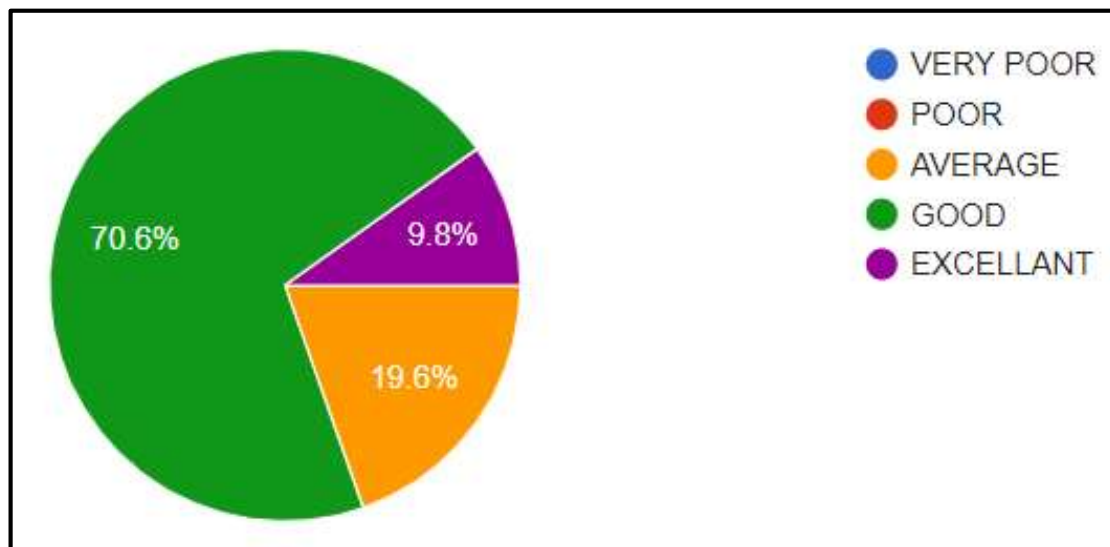
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Student Feedback

OVERALL SATISFACTION WITH THE COURSE



QUALITY OF COURSE CONTENT





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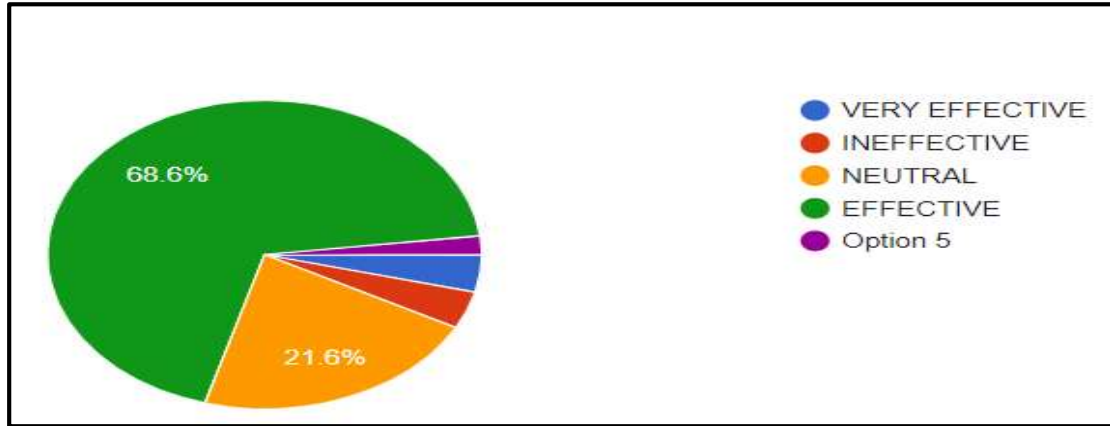
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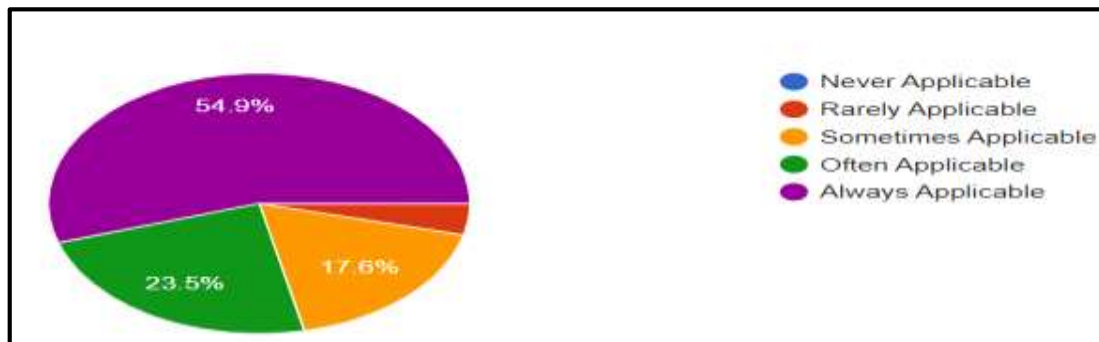
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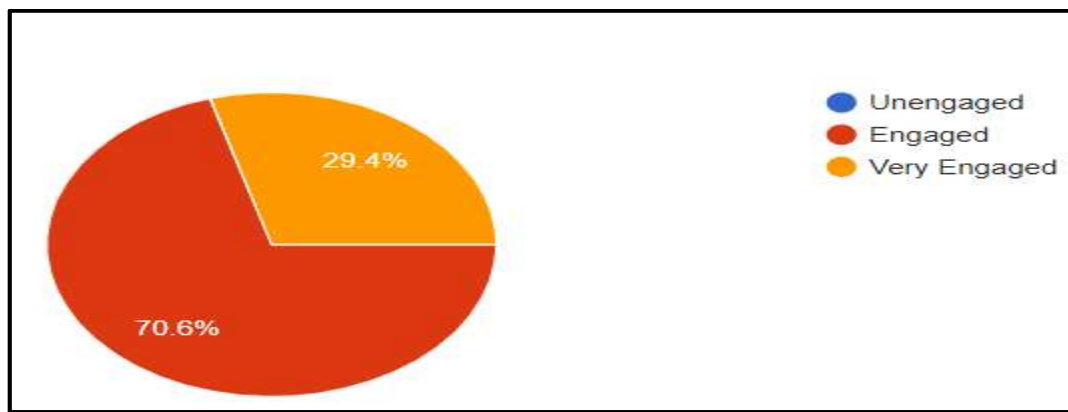
EFFECTIVENESS OF TEACHING METHODS



Practical Application of Knowledge



Interaction with Resource Persons





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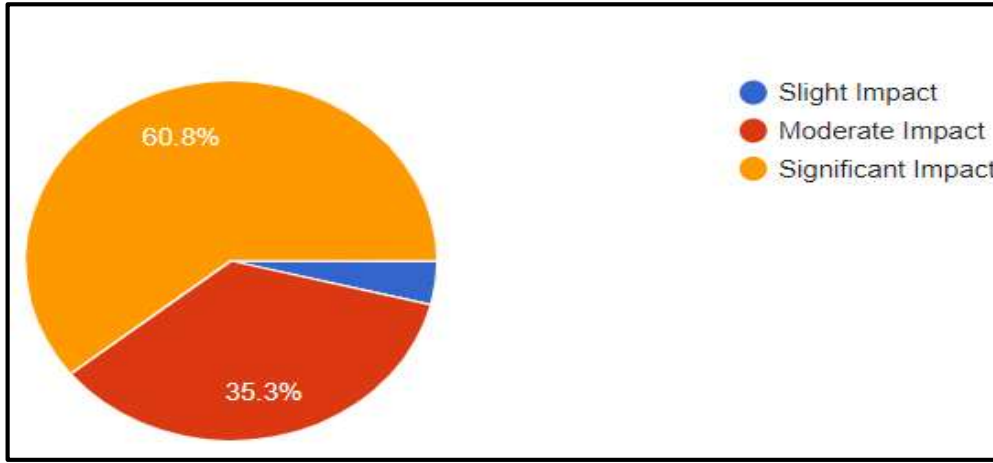
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Overall Impact on Understanding of Environmental Management and Sustainability



STUDENT ENROLLMENT FORM

Student Enrolment Form for Add-On Course
Geographical Perspectives in Education: Tools, Techniques, and Applications
 Organized by
Department of Geography & Education

Please complete this form in BLOCK LETTERS. All fields are mandatory unless stated otherwise.

Personal Information

1. Full Name: PALLABI MANDAL

4. Contact Information

a. Email Address: _____

b. Mobile Number: 9643463578

5. Permanent Address:

VILL - BARSOBBA POST - FALAKATA DIST - ALIPURDUAR
Pin - 735211

Academic Information

7. Department: GEOGRAPHY HONOURS

8. Year of Study: First Sem Second Sem Third Sem Fourth Sem

9. Roll Number: 192

10. Registration Number: 1052205010108

Course Information

11. Have you taken any previous courses in Geography or Education?

Yes No

If yes, please specify: _____

Declaration

I hereby declare that the information provided above is accurate and complete to the best of my knowledge. I understand that any false information may result in my disqualification from the course enrolment.

Signature: Pallabi Mandal Date: 17-02-2020





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ADD-ON COURSE

ON

'Geographical Perspectives in Education: Tools, Techniques, and Applications'

(Department of Geography & Education)

FIELD SURVEY QUESTIONNAIRE

1. Name.....
2. Sex.....
3. Age.....
4. Religion.....
5. Marital Status:
 - Married.....
 - Unmarried
6. Contact Number.....
7. Aadhaar Number.....
8. Address:
 - House No.....
 - Village.....
 - Block/Municipality.....
 - District.....
7. Level of formal education:
 - Elementary Level
 - High School Level
 - College/University Level
 - Illiterate
8. Whether belongs to: UR /SC /ST /OBC /Minority /None
9. How many people are currently living in this house?.....
 - How many are less than 15 years:
 - How many are more than 15 years:
 - How many children are going to school:
10. How many family members are involved in work.....
11. Occupation.....
12. Monthly Income.....
13. Drinking Water Source.....
14. Medical Facility Access.....
15. Sanitation Type.....



Mobile : 7001775112

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FINAL SCORE CARD

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FINAL SCORE CARD

No.	Registration No	Name	Theory (MCQ) 30 marks	Practical 60 marks	Viva	Total Marks	Grade
1	1092205010099	NIKITA BARMAN	28	37	9	74	A
2	1092205010101	PRITI ROY					AB
3	1092205010103	MAMATA ROY	20	40	9	69	B+
4	1092205010104	JASHODA ADHBKARY	20	36	9	65	B+
5	1092205010105	SUSMITA BHOWMIK	21	37	9	67	B+
6	1092205010106	RESHMI KHATUN					AB
7	1092205010107	RABINA PARVIN	17	39	9	65	B
8	1092205010108	PALLABI MANDAL	18	37	9	64	B
9	1092205010109	PARAMITA ROY	25	36	9	70	A
10	1092205010110	SHIBLI DAS	25	40	9	74	A
11	1092205010111	ANKITA ROY	25	38	9	72	A
12	1092205010113	KRISHINA ROY	26	40	9	75	A
13	1092205010115	RITA ROY	26	35	9	70	A
14	1092205010116	MAYA ROY	26	38	9	73	A
15	1092205010117	ALPANA ROY	24	38	9	71	A
16	1092205010118	RIMPA SARKAR	23	37	8	68	B+
17	1092205010119	SANGITA BHATTACHARJEE	22	36	9	67	B+
18	1092006010125	PANCHALI BARMAN PRAMANIK	24	38	9	71	A
19	1092006010133	TAPOPRAVA ROY	22	38	8	68	B+
20	1092006010226	LAKSHMI ROY	23	37	9	69	B+
21	1092006010228	SEWLI BASAK	23	31	9	63	B+
22	1092006010151	DIPA ROY	24	37	9	70	A
23	1092006010167	KATNA ROY	23	37	9	69	B+
24	1092006010169	LIPU ROY	26	38	8	72	A
25	1092006010184	SEFALI DAS	23	43	9	75	A
26	1092006010186	RUMA BARMAN	23	38	9	70	A
27	1092006010189	MADHU BANTI ROY	22	36	9	67	B+
28	1092006010192	RENIKA ROY	24	37	8	69	B+
29	1092006010204	RIYA ROY	23	36	9	68	B+
30	1092006010209	GEETA ORAON	24	37	8	69	B+
31	1092006010212	ANITA ROY	25	37	9	71	A
32	1092006010223	ANIMA ROY					AB
33	1092006010226	LAKSHMI ROY	21	37	9	67	B+
34	1092006010228	SEWLI BASAK					AB
35	1092006010237	MAMATA ROY					AB
36	1092006010240	JAYITA ROY					AB
37	1092006010242	SHRABANI SARKAR	24	38	9	71	A

Principal *[Signature]* 28/04/2023
Dhupguri Girls' College

Course Coordinator(s) *[Signature]* 28.4.23
Dhupguri Girls' College



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COPY OF THE PROJECT REPORT

Introduction

The Field Survey Questionnaire was meticulously designed to gather comprehensive data on various socio-economic and demographic parameters of the surveyed population. This survey aims to understand the living conditions, access to basic amenities, and socio-economic status of individuals and households across different villages and districts. The collected data provides valuable insights into the community's needs and challenges, helping policymakers, researchers, and development agencies formulate targeted interventions to improve the overall quality of life.

Objectives

1. **Assess Socio-Economic and Demographic Characteristics:** The primary objective of this survey is to assess the socio-economic and demographic characteristics of the respondents, including age, gender, marital status, religion, education level, and occupation.
2. **Evaluate Access to Basic Amenities and Services:** Another key objective is to evaluate the access to essential amenities and services such as drinking water, sanitation, healthcare, and education.

Methodology

The methodology for conducting the field survey was designed to ensure comprehensive data collection and accurate representation of the surveyed population. The following steps outline the systematic approach employed to gather and analyze the survey data:

1. Survey Design

The questionnaire was carefully crafted to include a variety of questions aimed at capturing key demographic, socio-economic, and access-related information. The survey consisted of both closed-ended and open-ended questions to facilitate quantitative and qualitative data collection.

2. Sample Selection

A stratified random sampling method was employed to select respondents from different villages and districts. This approach ensured that diverse socio-economic and demographic groups were represented in the sample, allowing for more generalizable and inclusive results.



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3. Data Collection

Trained survey enumerators conducted face-to-face interviews with the selected respondents. The interviews were carried out in the local language to ensure clear communication and accurate responses. Enumerators were equipped with printed questionnaires and mobile devices for recording responses, ensuring both paper-based and digital data capture (field photography & GPS location detection).

Results & Discussion

1. **Gender Distribution:**
 - There is a balanced representation of genders, with slight variations across different regions. The survey includes responses from males, females, and a few who identified as other.
2. **Age Distribution:**
 - The age distribution shows a wide range, with the majority of respondents being between 18 and 50 years old. This indicates a diverse age group participating in the survey.
3. **Religion:**
 - The most common religions among the respondents are Hinduism, Islam, and Christianity, with some representation from Sikhism and other religions. This reflects the religious diversity of the surveyed population.
4. **Marital Status:**
 - There is a higher proportion of married individuals compared to unmarried ones. This could suggest a relatively stable family structure in the surveyed areas.
5. **Education Levels:**
 - Education levels vary, with a significant number of respondents having attained high school or college/university education. There are also notable segments with only elementary education or being illiterate.
 - **Insight:** Higher education levels are associated with younger age groups, suggesting improved educational access over time.
6. **Category (Caste/Community):**
 - The respondents belong to various categories, including UR, SC, ST, OBC, and Minority. This indicates the inclusion of diverse social groups in the survey.
7. **Household Composition:**
 - The number of people per household ranges widely, with most households having between 3 to 6 members. There are both nuclear and extended family structures represented.
 - A notable portion of households have children under 15 years, indicating a young demographic in these families.



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8. **Employment and Occupation:**
 - Occupations vary significantly, with common roles including farmers, laborers, teachers, shopkeepers, engineers, and some unemployed individuals.
 - **Insight:** Different districts show varied dominant occupations, reflecting local economic activities and employment opportunities.
9. **Income Levels:**
 - Monthly incomes show a broad range, with many households earning between ₹1000 and ₹50,000. This highlights economic diversity and possible income inequality in the surveyed regions.
10. **Drinking Water Source:**
 - The primary sources of drinking water are wells, taps, hand pumps, and bottled water. The availability of clean drinking water is crucial for these communities.
11. **Medical Facility Access:**
 - Access to medical facilities varies by village, with some areas having better access than others.
 - **Insight:** Villages with limited access to medical facilities might require targeted healthcare interventions and infrastructure improvements.
12. **Sanitation:**
 - Sanitation types include open defecation, individual toilets, and community toilets. The presence of open defecation indicates areas needing improved sanitation facilities.

Recommendations

1. **Educational Initiatives:**
 - Focus on improving literacy and higher education access, particularly for older age groups and underrepresented categories.
2. **Healthcare Access:**
 - Improve healthcare infrastructure in villages with limited medical facility access. Mobile clinics and telemedicine could be short-term solutions.
3. **Sanitation Improvements:**
 - Invest in sanitation infrastructure to eliminate open defecation, ensuring access to clean and private toilets.
4. **Economic Development:**
 - Support diverse employment opportunities tailored to the local context. Vocational training and skill development programs could help increase employment rates.
5. **Clean Water Access:**
 - Ensure the availability of safe drinking water through the development of sustainable water supply systems.

These insights and recommendations aim to guide community development programs and policy interventions to improve the living standards of the surveyed populations.



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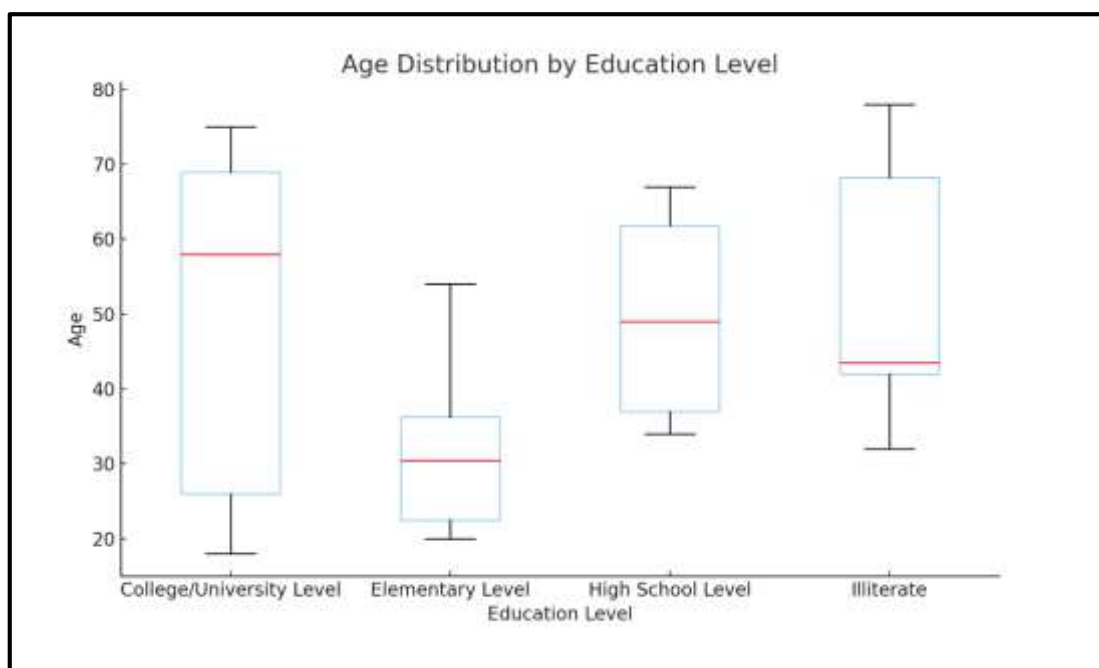
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Conclusion

The field survey has provided a comprehensive snapshot of the socio-economic and demographic landscape of the surveyed population. The data collected through meticulous sampling and rigorous methodology have revealed crucial insights into the living conditions, access to basic amenities, and employment patterns within the community. The gender distribution shows a balanced representation, while the age distribution highlights a youthful population with a significant proportion of individuals under 50 years. Religious diversity is evident, reflecting the multicultural fabric of the region. The majority of respondents are married, and a notable percentage have attained high school or college-level education, indicating progress in educational attainment. Despite these positive indicators, the survey also uncovers areas of concern. Access to medical facilities and sanitation varies significantly across villages, pointing to disparities that need urgent attention. The presence of open defecation in some areas underscores the need for improved sanitation infrastructure. Additionally, the diverse range of occupations and income levels suggests economic disparities that require targeted economic development initiatives.

In conclusion, this field survey serves as a vital tool for understanding the community's current status and identifying key areas for intervention. The findings and recommendations derived from this survey will guide policymakers, development agencies, and community leaders in implementing effective strategies to improve the quality of life and foster sustainable development in the surveyed regions.





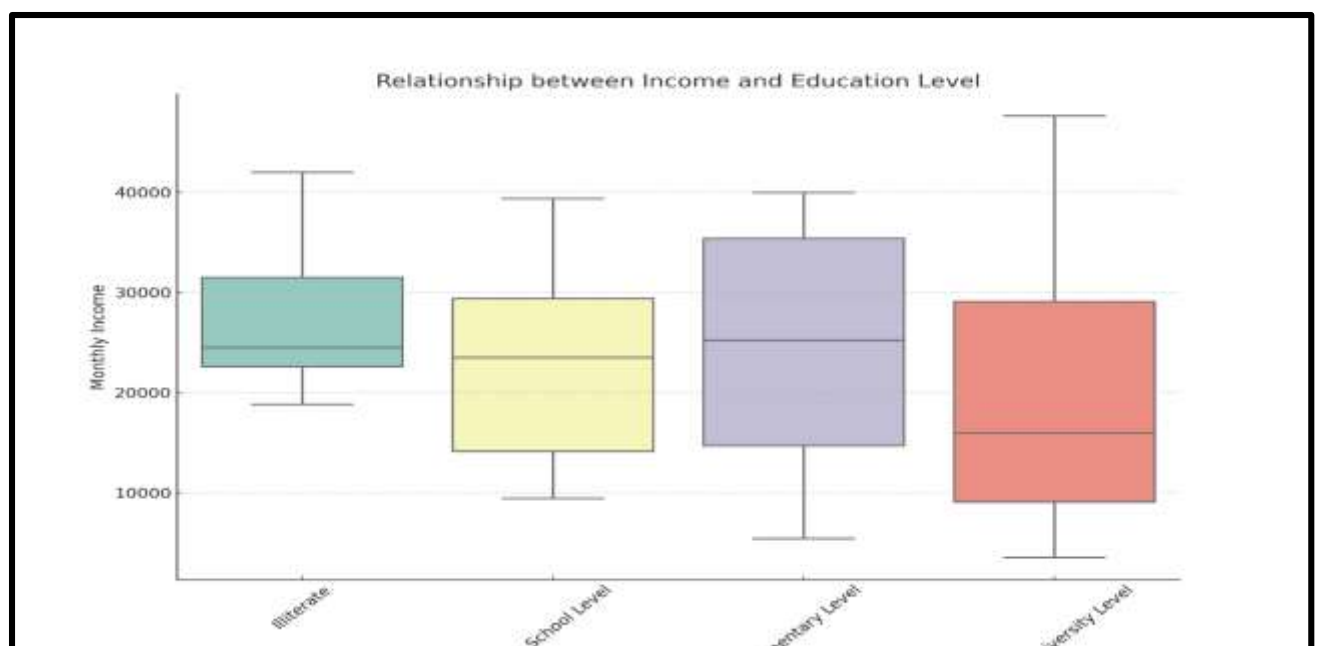
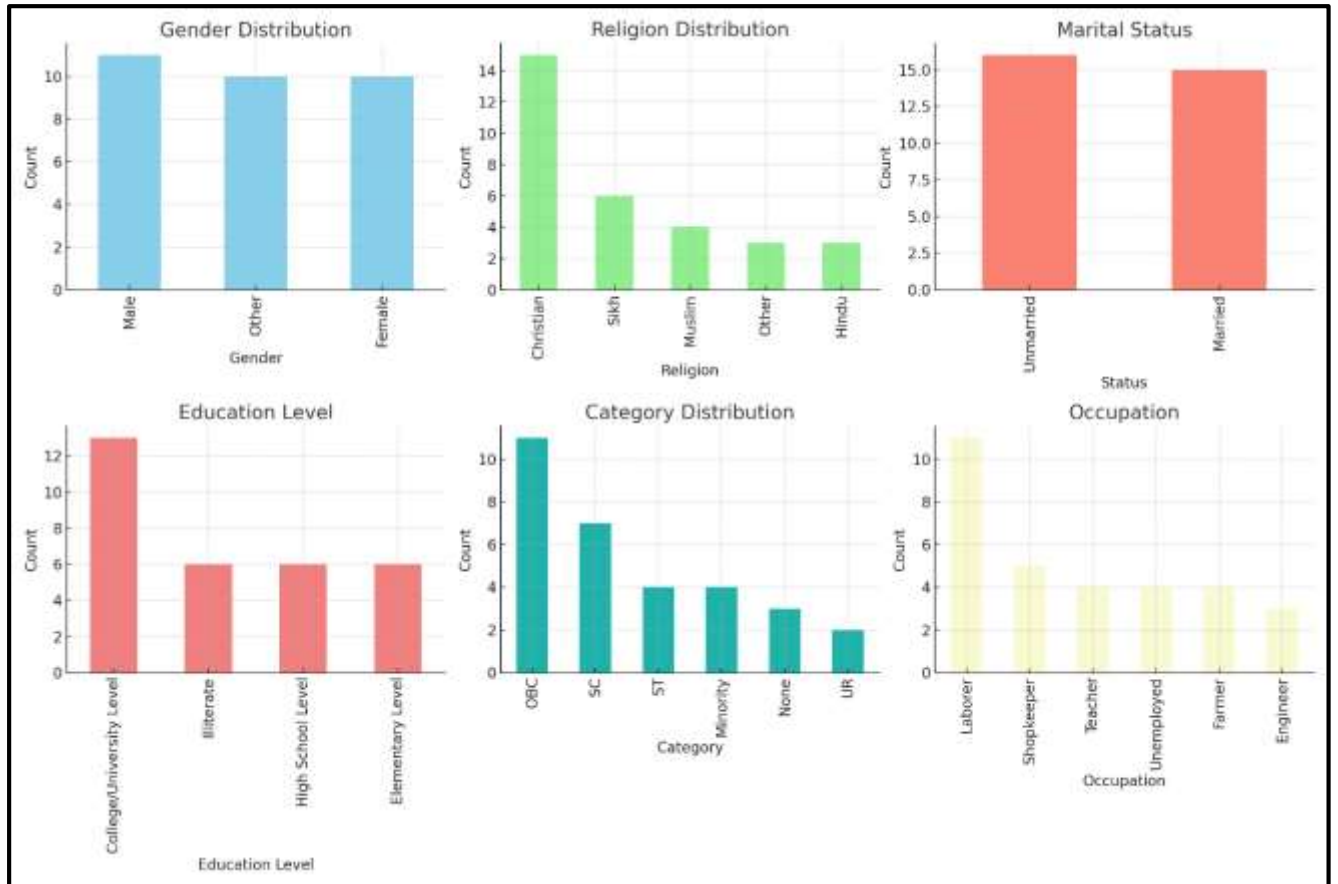
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LINK OF PROJECT REPORTS

Sustainable Development and Education (Practical Report)

https://drive.google.com/file/d/1Y2Ejfp1JmVVTGC5iZU90xJC2_UFdO_G/view?usp=drive_link

GIS and Spatial Thinking in Classrooms (Practical)

<https://drive.google.com/file/d/1wzyc1Wygq42JQ-wnQdRnq7PG6Rih9pfV/view?usp=sharing>


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Student Attendance

Geographical prospects in Education : 100% Techniques and Applications.

DHUPGURI GIRLS' COLLEGE
ATTENDANCE REGISTER for the month of 20.....-2022
SEC. Add-On
Total No.

S. No.	Roll No.	NAME OF STUDENTS	ATTEN	DATE
01		Gurmoni Bala Roy	P	6.1.23
02		Shalini Roy	P	6.1.23
03		Rubina Parvin	P	6.1.23
04		Suhrita Roy	P	6.1.23
05		Jyosthna Khatoon	P	6.1.23
06		Rukshana Khatoon	P	6.1.23
07		Prayaska Parvin	P	6.1.23
08		Shilpa Mandal	P	6.1.23
09		Apurrita Roy	P	6.1.23
10		Manisha Roy	P	6.1.23
11		Nasmin Parvin	P	6.1.23
12		Buldi Begum	P	6.1.23
13		Suparna Sarkar	P	6.1.23
14		Matuna Parvin	P	6.1.23
15		Banshree Roy	P	6.1.23
16		Puja Das	P	6.1.23
17		Mausumi Roy	P	6.1.23
18		Parvika Biswas	P	6.1.23
19		Alaka Roy	P	6.1.23
20		Rakhi Modak	P	6.1.23
21		Bijayita Roy	P	6.1.23
22		Nilanjana Roy	P	6.1.23
23		Rashmi Roy	P	6.1.23
24		Namita Das	P	6.1.23
25		Sampa Barua	P	6.1.23
26		Jalpa Roy	P	6.1.23
27		Sakuntala Roy	P	6.1.23
28		Bhanka Roy	P	6.1.23
29		Koyal Roy	P	6.1.23
30		Sammila Mallick	P	6.1.23
31		Palash Roy	P	6.1.23
32		Debashree Roy	P	6.1.23
33		Taruna Begum	P	6.1.23
34		Puja Sarkar	P	6.1.23
35		Rinku Mandal	P	6.1.23
36		Sukla Sarkar	P	6.1.23
37		Tapaswara Roy	P	6.1.23
38		Puja Paul	P	6.1.23
39		Koya Sarkar	P	6.1.23
40		Sharmistha Modak	P	6.1.23
		NIKIYA BARMAN	P	6.1.23
		PREETI RUI	P	6.1.23
		MAMATA ROY	P	6.1.23
		JASHRADA ADIBRABTY	P	6.1.23
		SUSMITA BHOWMIK	P	6.1.23
		RISHUDDI KHAJIN	P	6.1.23
		BARBISA PARVIN	P	6.1.23
		PALLABI MANDAL	P	6.1.23
		PARLAMITA ROY	P	6.1.23
		SHRELLI DAS	P	6.1.23
		ANIKTA ROY	P	6.1.23
		KRISHNA ROY	P	6.1.23
		RITA ROY	P	6.1.23
		MAYA ROY	P	6.1.23
		ALPANA ROY	P	6.1.23
		BIMPA SARKAR	P	6.1.23
		SANGITA BHATTACHARJEE	P	6.1.23
		PARVATI BARMAN PRASANNIK	P	6.1.23
		TAPASWANA ROY	P	6.1.23
		JAKSHINI ROY	P	6.1.23
		SURELI BANARJEE	P	6.1.23
		DEPA ROY	P	6.1.23
		RATNA ROY	P	6.1.23
		LIPU ROY	P	6.1.23
		SEFALI DAS	P	6.1.23
		RUMA BARMAN	P	6.1.23
		MADHU BHANTI ROY	P	6.1.23
		RUNIKA ROY	P	6.1.23
		RIYA ROY	P	6.1.23
		GEETA ORAON	P	6.1.23
		ANITA ROY	P	6.1.23
		ANJANA ROY	P	6.1.23
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		SURELI BANARJEE	P	6.1.23
		MAMATA ROY	P	6.1.23
		JAYITA ROY	P	6.1.23
		SHIBABANI SARKAR	P	6.1.23

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Signatures: *Shikha* 10.12.21 (Course Coordinator), *Jhosh* 12/04/23, *Shikha* 12.4.23, *Principals* 12.04.23 (Principal).

Principal
Dhupguri Girls' College
Dhupguri & Jalpaiguri



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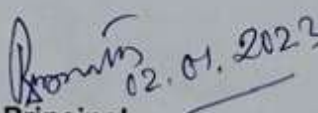
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NOTICE

Date: 02.01.2023

This is to inform all the students who have enrolled himself in the add-on course on '*Geographical Perspectives in Education: Tools, Techniques, and Applications*' organized by the Department of Education and Geography in collaboration with IQAC, Dhupguri Girls' College, the class will start from **06.01.2023** at **3.00 PM** to **5.00 PM**. All the enrolled students are hereby informed to join the class regularly. 75% attendance is mandatory for appearing in the course end exam. If any query feels free to contact course coordinator Ms. Rudrali Rudra and Dr. Debarshi Ghosh.


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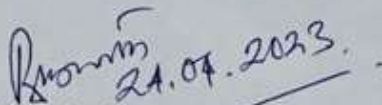
Date: 24-04-2023

This is to inform all students who have completed the add-on course titled '*Education and Teaching Practices*' that the results will be published on 29-04-2023.

Details:

- **Course:** Education and Teaching Practices
- **Result Publication Date:** 29-04-2023; **Time:** 3:00 PM
- **Venue:** College Office

Students can check their results at the college office or on the college notice board. For any queries or additional information, please contact the department office.


24.04.2023.

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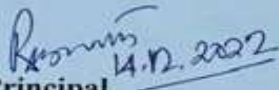
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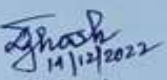
Date: 14-12-2022

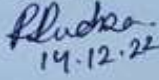
The Department of Geography & Education is thrilled to unveil our new add-on course, '**Geographical Perspectives in Education: Tools, Techniques and Applications**'. This detailed 34-hour program is crafted to immerse students in the principles of sustainability and the tactics of managing the environment effectively. We invite all interested students to sign up by reaching out to Dr. Debarshi Ghosh (Geography Dept.) or Rudrali Rudra (Education Dept.) for registration. Please note, the last date to register is **3rd January 2023**. With only **30 seats** available, don't let this chance to broaden your expertise in **Geographical Perspectives in Education** slip away. For more information, kindly contact the course coordinators.


Principal
Dhupguri Girls' College

Contact Number of the Course Co-ordinators:

1. Dr. Debarshi Ghosh (9641680671)
2. Smt. Rudrali Rudra (8927151334)


14/12/2022


14.12.22



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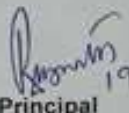


NOTICE

Date: 19-01-2023

It is hereby notified to all concerned that a field survey will be conducted at Madhya Boragari Village on the **28th January, 2023** from 2:00 PM to 4:00 PM. Participants are expected to gather at the designated meeting point in the college premises by **1:45 PM**.

For any queries, please contact the course coordinator.


Principal
Dhupguri Girls' College

19.01.2023