




RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)
Belur Math, Howrah - 711 202, West Bengal

1.3.1-Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Documentary Evidence in Support of the Claim




Swami Vidyamritananda
Principal (Ofg.)
Ramakrishna Mission Sikshanamandira
Belur Math, Howrah-711202, W.B.

“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda



❖ A fundamental or coherent understanding of the field of teacher education:

B.Ed.- In B.Ed. program, our student-teachers are given a sufficient amount of fundamental understanding of the field of teacher education through the following courses in the curriculum. Our teacher-educators attempt to impart it through the theory, practical, practicum and different assignments pursuant to our syllabi. Therefore, the entire syllabi has been designed to cater to the needs of our student-teachers' rudimentary understanding.

Course	Title/Subjects
111	Foundation of Education & Education in the light of Swami Vivekananda
112	Developmental Psychology
113	Psychology of Teaching & Instructional Technology
114	Yoga and Health Education - 1
115	Visual and Performing Arts in Education - 1
116	Psychology Practical (EPC 1)
117	School Exposure: 1 Week (Project on School Curriculum of Different Boards)
118	Communicative Skill - 1 (EPC 2A)

Course	Title/Subjects
121	Education in India (Pre-independence & Post-independence)
122	Understanding Discipline & Pedagogy of School Subject-Method-1
123	Understanding Discipline & Pedagogy of School Subject-Method-2
124	Yoga and Health Education - 2
125	Visual and Performing Arts in Education - 2
126	Development of Evaluative Tool (Achievement Test) (EPC 3)
127	School Attachment: 3 Weeks (Micro Teaching)
128	Communicative Skill - 2 (EPC 2B)

Course	Title/Subjects
131	Evaluation & Management in Education
132	Guidance & Counselling and Curriculum Studies
133	Integration of Advanced Technology
134	School Internship: 8 Weeks
135	Learners' Study (School Internship) (EPC 4)
136	Communicative Skill - 3 (EPC 2C)

Course	Title/Subjects
141	Inclusive Education and Children with Special Needs
142	Humanistic Education (Peace Education, Value Education and Gender Studies)
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)
144	School Internship: 8 Weeks
145	Action Research (School Internship) (EPC 5)
146	Community Activity
147	Communicative Skill - 4 (EPC 2D)



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M.Ed.- In M.Ed. program, the fundamental and coherent understanding of teacher education is ensured in our M.Ed. curriculum. Through different courses in our syllabi, our professors help our M.Ed. trainees constitute the basic understanding of teacher education. Besides, we also provide our M.Ed. trainees with the elective paper on Elementary and Secondary education.

Course	Title	Course	Title
A) Core Course (Compulsory)		A) Core Course (Compulsory)	
211	Education as an Independent Discipline	221	History of Education in India
212	Philosophy of Education	222	Advanced Research Methods: Data Collection and Analysis
213	Psychology of Learning and Development	B) Specialization	
214	Introduction to Research Methodology	223	Teacher Education
215	Sociology, Politics and Economics of Education	224	224A A. Language Education
			224B B. Mathematics Education
			224C C. Science Education
			224D D. Social Science Education
		C) Core Course Practicum (Compulsory)	
		225	Psychology Practical
		226	Internship (1 st Part)

Course	Title	Course	Title
A) Core Course (Compulsory)		Specialization (students have to opt. for either)	
231A	Guidance and Counseling	A. Elementary Education	
231B	Inclusive Education	B. Secondary Education	
232	Education in International Perspective	241A	Structure, Curriculum and Assessment in Elementary Education
233	Educational Technology and ICT		
234	Yoga Education	241B	Structure, Curriculum and Assessment in Secondary Education
235	Visual and Performing Arts in Education	242A	Administration, Management and Policy Perspective in Elementary Education
B) Core Course Practicum (Compulsory)		Or,	Or,
236	Data Analysis in Educational Research (Practical)	242B	Administration, Management and Policy Perspective in Secondary Education
237	Communication and Expository Writing	243A	Contemporary Issues and Economics of Elementary Education
238	Project on Community Participation	Or,	Or,
239	Proposal for Dissertation	243B	Contemporary Issues and Economics of Secondary Education
		244	Internship (2 nd Part)
		245	Final Dissertation



❖ Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

Ramakrishna Mission Sikshanamandira always endeavours to ensure that the student-teachers always remain well equipped with the skills required for this field. For this, we strictly adhere to our curriculum in order to reflect the understanding of discipline and pedagogy of school subjects, critical appraisal of school subjects, micro-teaching and communicative skill. We always refer our student-teachers to the curriculum of West Bengal Board of Secondary Education (WBBSE) and West Bengal Council of Higher Secondary Education (WBCHSE) for having a deep understanding of the textbooks. This also bolsters their teaching skill. Apart from that, the course on communicative skill (EPC-2A) also enhances their four linguistic skills-Listening, Speaking, Reading and Writing-in English. This is how the syllabi embedded in our curriculum upholds the required amount of procedural knowledge.

Course - 122 & Course - 123

**Course – 122: Understanding Discipline & Pedagogy of School Subject-Method-1
(Theory- 80 & Practicum -20)**

**Course – 123: Understanding Discipline & Pedagogy of School Subject-Method-2
(Theory- 80 & Practicum -20)**

[Bengali, English, Sanskrit, Hindi, Mathematics, Physical Science, Life Science, Computer Studies, History, Geography, Political Science, Education, Accountancy, and Music]

Objectives: *The student-teachers will be able to:*

- *Reflect on the nature and role of disciplinary knowledge*
- *Understand the role of such disciplinary knowledge in the overall schema of the school curriculum.*
- *Be aware of the emergence of various disciplines*
- *Develop among the teacher trainees an understanding of subject as a discipline.*
- *Acquainted with pedagogical analysis.*
- *Able to prepare pedagogical notes for subject teaching.*
- *Familiar with different methods and approaches of subject teaching.*
- *Acquainted with evaluation tools and techniques in subject teaching.*
- *Able to find the importance aids in subject teaching.*

Contents

Group A (10 Marks)	Unit I: Understanding Discipline and School Subject	a) Nature and Characteristics of a Discipline b) Emergence of Various Disciplines c) Merger of Various Disciplines d) Interrelation and Interdependence amongst various School subjects e) Objectives, scope and nature of school subjects
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		f) Different strategies used for respective school subjects.	
Group B (10 Marks)	Unit II: Critical Appraisal of Subject Content	Selected Subject Contents from Class VI-XII <i>(Vide details at the end of the curriculum: page no. 63)</i>	
Group C (30 Marks)	Unit III: Pedagogy of School Subject	Pedagogical Analysis of the Content	
		Focus Area	Number
		Division of the unit into suitable sub-units specifying the number of periods.	2
		The brief essence of the sub-unit	2
		Previous knowledge	2
		Appropriate instructional objectives in behavioral terms	3
		The broad method of teaching	2
		Learning Teaching Materials	2
		Two probing questions with probable answers	2
		Illustration of the concepts with examples/analogies/contrasts	2
		Teaching aids	2
		Criterion Based Test (at least six items) preceded by a table specification	6
Theoretical argument for inclusion in the school curriculum	2		
Relevance of the topic from practical view persists in real-life situation	3		
Group D (30 Marks)	Unit IV: Methodology of Teaching	Methodology of Teaching <i>(Vide details at the end of the curriculum: page no. 67)</i>	

Critical Appraisal of Subject Content

Bengali (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	1. বোঝাপড়া – রবীন্দ্রনাথ ঠাকুর (কবিতা)- অষ্টম শ্রেণী 2. গাছের কথা – জগদীশচন্দ্র বোস (গদ্য)- অষ্টম শ্রেণী 3. অসুখী একজন – পাবলো নেরুদা (কবিতা) 4. ধীবর বৃত্তান্ত – কালিদাস (গদ্য) 5. কারক-বিভক্তি প্রকরণ (ব্যাকরণ)

English (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	1. Lesson 4: The Great Escape by Sugata Bose (VIII) 2. Lesson 8: His First Blight by Liam O'Flaherty (IX) 3. Lesson 1: Father's Help by R. K. Narayan (X) 4. Lesson 4: Nobel Lecture by Mother Teresa (XI) 5. Lesson 1: On Killing a Tree by Gieve Patel (XII)

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Sanskrit (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. शब्दरूपाणि- स्वरान्तानि, व्यञ्जनान्तानि, सर्वनामानि, संख्यावाचकानि2. धातुरूपाणि- भ्वाद्यदादिरुधादीनि3. सन्धिः- स्वरसन्धिः, व्यञ्जनसन्धिः4. कारकाणि5. चाणक्यश्लोकाः6. सरस्वतिस्तोत्रम्7. मुनिमूषिककथा8. ब्राह्मणचौरपिशाचकथा9. मेघदूतम्10. श्रीमद्भगवद्गीता- कर्मयोगः

HINDI (10 Marks)

इकाई-2 विषय सामाग्री का सूक्ष्म समीक्षा (Critical Appraisal of Subject Content)	कक्षा VI – XII
	<ul style="list-style-type: none">• कोई नहीं पराया – गोपाल दास नीरज(VIII)• वाक्य, कारक, समास एवं संधि• संस्कृति है क्या – रामधारी सिंह दिनकर (IX)• मैं नर्क से बोल रहा हूँ – हरिशंकर परसाई (XI)• हो गई है पीर पर्वत – सी – दुष्यंत कुमार (XII)

Mathematics (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. Algebraic Formulae2. Rule of Three3. Simple and compound Interest4. Congruency and Similarities5. Equation6. Mensuration on Solids7. Trigonometrical Ratios and Identities8. Progression9. Introduction of Calculus (Differentiation, Integral)10. Matrix, Determinant

Physical Science (10 Marks)

Unit	Class	Contents	
		Physics	Chemistry
Unit-II	VI-XII	<ol style="list-style-type: none">1. Measurement System (VI)2. Force and Pressure (VIII)3. Heat (VIII)4. Newton Law's of Motion (IX)5. Lens and Dispersion (X)6. Modern Physics (X)7. Gravitation (XI)8. Optics (XII)9. Current Electricity (XII)	<ol style="list-style-type: none">1. Simple, Compound and Mixed Matter (VI)2. Molecule, Atom & Chemical Reaction (VII)3. Properties of Gas (VIII)4. Physical and Chemical Change (IX)5. Electronic Theory of Oxidation & Reduction (X)6. Chemical Bonding (X)7. Structure of Atom (XI)8. Solid State (XII)9. Polymers (XII)

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Life Science (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. Diversity of structure and function of biotic components of ecosystem (VII)2. Environment, health and hygiene (VII)3. Photosynthesis and respiration (IX)4. Hormones (X)5. Human physiology (XI)6. Genetic and evolution (XII)

History (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. Concept of History2. Indian sub-continent of 6th Century3. Expansion of Empire and Rule4. Delhi Sultanate and Mughal Empire5. Evolution of Indian Civilization6. Rise of Kingdom7. Emergence of Indian Nationalism8. Indian Constitution9. Age of Cold War10. New World System

Computer Studies (10 Marks)

Unit	Class	Contents
Unit- II	VI-VIII	<ol style="list-style-type: none">1 History of computer2 Generation of computer3 Different parts of computer4 Operating system
Unit-III	IX-X	<ol style="list-style-type: none">1 Word2 Spreadsheet3 Power point presentation4 Internet
Unit-XI-XII	XI-XII	<ol style="list-style-type: none">1 Programming language2 Application of computer

Geography (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. River (VII)2. Pressure Belts and Wind (VIII)3. Determination of Location on Earth, International Date & Time, Antipode (IX)4. Weathering (X)5. Process of Landform (XII)

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Political Science (10 Marks)

Unit	Class	Contents
Unit-II	IX-XII	<ol style="list-style-type: none">1. Constitution of India; Salient Features2. Fundamental Rights & duties3. Cultural citizenship & Present India4. Political Science: An interdisciplinary study5. Theory on origin of the state; Evolutionary Theory6. Nationalism: A gateway to Internationalism7. Liberty: A general profile; Safeguard of liberty8. Distinguish between Rights and Human Rights. Human Rights and UNO. Writ procedure.9. Public opinion: Universal Adult Suffrage; Election Commission of India10. Indian Judicial system – nature of integrated Judiciary,11. Legislature and Executive: Unicameral and bicameral legislature of Indian Federal System; Accountability of executive (both political & bureaucrat).

Education (10 Marks)

Unit	Class	Contents
Unit-II	XI-XII	<ol style="list-style-type: none">1. Historical development of Indian Education in ancient & medieval periods.2. Important Educational events before India's Independence.3. Important Educational events after India's Independence.4. Universalization of Elementary Education (UEE), Delors' Commission5. Different Development stages of Development.6. Learning and its factors. Conditioning, connectionism and Insightful Learning.7. Statistics in Education – Tabulation, Frequency Distribution, Graphical Representation, Central Tendency.

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Accountancy (10 Marks)

Unit	Class	Contents
Unit-II	XI & XII	<ol style="list-style-type: none">1. Theoretical bases of accounting, Accounting Assumptions, Principles, Indian Accounting Standards and brief introduction of IFRS.2. Recording of Transactions, Preparation of Trial Balance and Rectification of Errors.3. Financial Statements, Trading and Profit & Loss Account, Balance Sheet; Income and Expenditure Account4. Partnership, Analysis of Financial Statements, Company Accounts. Computers in Accounting.
Unit-III	XI & XII	<ol style="list-style-type: none">1. Classification of Costs and Preparation of Cost Sheet, Storing and control of materials2. Residential Status, Various Heads of Income. Forms of Business Organizations.3. Corporate Social Responsibility (CSR) and Business Ethics, Sources of Business Finance.4. Functions of Business Management, Financial Management, Marketing Management, fundamentals of tax
Unit-IV	XI & XII	<ol style="list-style-type: none">1. Meaning and Sources of Indian Commercial Law, Law of Contract. Errors, Frauds and Auditor.2. Principles of Law of Insurance. Cost of labour and basic concept of overhead, Method of remuneration3. Income from house property and capital gains4. Different type of audit and new branches of audit, Pre audit procedure and vouching of transactions

Music (10 Marks)

Unit	Class	Contents
Unit-II	VI-XII	<ol style="list-style-type: none">1. Concept of Music (Sangeet)2. Characteristics of Raga in Indian Music (Sruti ,Seara, Suddha, Vikrita, Vadi, Samvadi,Vivadi, Pakar Arohar, Avarohan, Purbanga, Uttaranga etc.3. Musical Definitions- Swara, Saptaka, Tala, Laya, Matra etc.4. Theka and form of following talas: Dadra, Kaharaba, Tritala, Ektala etc.5. Use of Tanpura, Harmonium, Tabla, Relation between Tala and Laya.6. A brief study of the characteristics of :7. Songs of Vedic Period, Mughal period and Modern period.



Course – 127

School Attachment: 3 Weeks - 35 Marks (Micro Teaching)

- Three weeks of School Attachment Programme, within twenty weeks of school internship programme, shall be carried out during the second semester in local/nearby school(s). After required practicing in their own teachers' education institution, the student teachers may be attached to regional language medium schools; and the rest may be placed in other schools.
- In this semester the student teachers shall practice micro teaching skills with the help of their Subject Supervisors and at the end of the practice micro teaching programme, student teachers shall be required to submit a report consisting of practice micro teaching lessons and the peer feedback sheets to the institution.
- In each school one or two group leaders can be selected among the student teachers for smooth functioning of the Micro Teaching.

Communicative Skill - 2 (EPC -2B) - 25 Marks

Contents

Unit- I: Reading Skill	a) Purpose of reading; b) Skimming and Scanning; c) Understanding the gist of an argument; d) Identifying the topic sentence; e) Inferring lexical and contextual meaning; f) Improving comprehension skill.
Unit- II: Writing Skill	a) Note taking; b) Paraphrasing c) Elements of writing sentence formation; d) Précis, Paragraph writing.
Unit- III: Non-verbal Communication & Body Language	a) Forms of Non-verbal communication; b) Effective use of body language; c) Interpreting body language-Cues, Kinesics, Proxemics, and Chronemics.



❖ Capability to extrapolate from what one has learnt and apply acquired competencies

The capability to extrapolate from the student-teachers' acquired competencies is reflected in their preparation of ICT based learning designs (LDs), yoga practices, school administration related practicum, school internship etc. Some of the sample snapshots bear testimony to this fact.

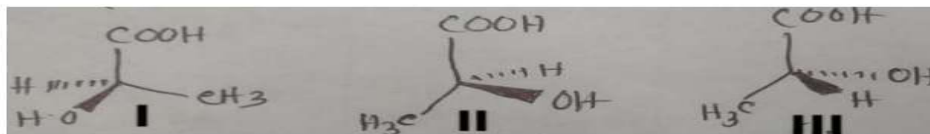
ICT Based TLM:

LEARNING DESIGN	
SCHOOL- UTTARPARA GOVT. HIGH SCHOOL CLASS-XI DATE- 29.03.2022 DURATION- 40 MIN TEACHER- Suman Mondal ROLL NO- F-42.	SUBJECT- CHEMISTRY UNIT- STEREOCHEMISTRY SUB UNIT – 1. CONCEPT OF STEREOCHEMISTRY 2. STEREOISOMER 3. CONSTITUTIONAL ISOMER. TODAY'S TOPIC- STEREOISOMER.
LEARNING GOALS/OBJECTIVES	
Remembering	a) Students know the concept of chiral carbon and Condition of having Chiral molecule. b) Students know the chiral center and Stereogenic Carbon center-
Understanding	a) Students understand the difference bet? Constitutional and Stereo isomer. b) Students Understand the difference bet and E12 Configuration.
Applying	a) Students can apply their knowledge to identify enantiomer and diastereomers. b) students can apply their knowledge to identify active and meso compound.

Analyzing	a) Students can analyze the energy among all conformation of n-butane. b) Students Can analyze Newman and sawhorse configuration. with proper projection formula.
Evaluating	a) Students can evaluate the importance of stereochemistry in daily life. b) Students can evaluate the difference between gauche and staggered conformation.
Creating	a) Students can create a model of Tartaric and with proper configuration. b) Students can make a cis and trans isomer with ball and Stick model.

ANALYZE THE LEARNER CONTEXT

1. Students know the energy difference between gauche and staggered form of n-butane.
2. Students know the relationship between all these I, II, III three compounds.





TEACHING LEARNING MATERIALS

1. Chalk 2. Duster 3. Blackboard 4. Book 5. Charts and Models.



TEACHING LEARNING STRATEGIES

Concept	Teacher's role	Student's role	Black Board work
Classification of Stereoisomer	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of stereoisomers with proper classification and chart.</p>	Students will understand the concept then interact with teacher regarding their doubts.	
Conformational isomer	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of Conformational isomers with proper classification and Model.</p>	Students will understand the concept then interact with teacher regarding their doubts.	



Emanations and Diastereomers	<u>Lecture cum Demonstration Method</u> Teacher will teach the concept of Stereoisomers with proper classification and chart	Students will understand the concept then interact with teacher regarding their doubts.	
Cis/Trans and E/Z isomers	<u>Lecture cum Demonstration Method</u> Teacher will teach the concept of Cis/Trans and E/Z with proper classification and Model.	Students will understand the concept then interact with teacher regarding their doubts.	

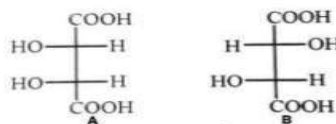
DESIGN FOR EVALUATION

1. what is the difference between Enantiomer and Diastereomer?
2. what is the difference between conformational and Configuration isomer?
3. Draw the two isomer of C_2H_6O molecular formula.

HOME ASSIGNMENT

1. How you will separate diastereomeric pair Compounds?

2. Between compound A and B which will be optically active and which one optically inactive and why?



3. What is the difference between Cis/Trans and E/Z isomer?

DIAGNOSIS OF WEAKNESSES FOR REMEDIAL CLASSES

After Evaluation, remedial class will be arranged for weak and unsuccessful students (if any) where the Problem arising part of the topic I will be taught again with effective teaching strategies and more easy and interesting way.



Yoga Practices:



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School Administration related Practicum:

Engagement with Field/Practicum – 10 Marks

- i. Project on formation of Managing Committee.
- ii. Preparation of a report on the time table of two schools on the basis of the principles of time table construction.
- iii. Preparation of a report on NCC/ Literary Club/ Science Club/ Eco Club in school.

School Internship:

Course – 135

Learners' Study (School Internship) (EPC -4) - 25 Marks

- One of the main objectives of this course is to learn about the various aspects of the learners.
- In this section the student teacher will learn about different aspects of scholastic and co-scholastic areas of the learners.
- This will give a comprehensive picture about the all round development of the learners.

Course – 144

School Internship: 8 Weeks - 200 Marks (*Practice Teaching - 100 Marks & ^Final Teaching - 100 Marks)

*Practice Teaching - 100 Marks
(Learning Designs - 60, Internship Attendance - 20, Teaching Diary - 20)

^Final Teaching - 100 Marks (Method 2)

- Eight weeks school internship shall be carried out during the fourth semester. Here, the student teachers are required to be placed suitably in the schools.
- The institute may assign a senior faculty as 'School Internship Coordinator' for smooth functioning of the internship programme, who would identify and allot schools to student teachers and maintain liaison with the schools. The role of the 'School Internship Coordinator' would be to share his professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.



- ❖ Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Our curriculum has been designed in such a way that it helps student-teachers acquire emotional intelligence, critical thinking, negotiation, communication skill and collaboration with others. In B.Ed. and M.Ed, the course on Educational Psychology sufficiently introduces our student-teachers to emotional intelligence. The participation in debates, innovative pedagogical strategy and action research embolden our student-teachers' critical thinking. Communication skill is taken a proper care of through EPC-2A to EPC-2D across the four semesters in B.Ed. Besides, our student-teachers collaborate with each other on many projects and community activities, prepare a report and submit it. Sometimes, they are clustered into groups and are asked to prepare powerpoint presentations on the chosen topics. This also reflects their collaborative effort in B.Ed. and M.Ed. programs. Some sample screenshots are annexed below.

Emotional Intelligence:

B.Ed.-

Unit III: Intelligence	<ul style="list-style-type: none">a) Concept and nature.b) Theories of Intelligence (Guilford, Thurston and Gardner).c) Measurement of intelligence (Verbal and non-verbal tests of intelligence).d) Intelligence Quotient and education.e) Emotional Intelligence.
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M.Ed.-

Unit IV- Emotion, Motivation and Attention <ul style="list-style-type: none">a. Instincts and Emotions, Emotional Intelligence (special reference to Daniel Goleman), Relationship between Intelligence and EI.b. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach (Maslow); cognitive approach (attribution theory-Weiner), McClelland's Need Theory.c. Attention and Interest, their classroom implication.

Critical Thinking-

Engagement with Field/Practicum – 10 Marks

- i. Observe the various age group children (Early childhood, later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- ii. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- iii. Observe some successful individuals and list down the behavioural traits of their personalities which impress you.
- iv. List down different development behaviours of learners which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.

Course Code:112-Developmental Psychology Practicum in B.Ed.



Course – 116

Psychology Practical (EPC 1) – 50 Marks

List of Psychology Practical Topic:

- a) Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction).
- b) Testing Personality Traits (Cattell's 16 PF).
- c) Measuring Levels of Anxiety (by any standardized test).
- d) Measuring introversion by any standard and Inventory kindness.
- e) Measuring adjustment by any standard adjustment Inventory
- f) Attitude/ Interest.
- g) Self-concept assessment by administering and standard scale.
- h) Measuring creativity by and standard activity scale.
- i) Measuring Motivation by and standard motivation scale.
- j) Long term Memory Test by C. B. Durivedi.

Course Code:116- Psychology Practical in B.Ed.

Course – 126

Development of Evaluative Tool – (Achievement Test) (EPC -3) - 40 (20+20) Marks

Preparation of Evaluative Tool (Achievement Test) in each method subject and submission of the report to the concerned method teachers in the institution. The report is to be prepared according to the following headings-

- a) Concept of Achievement Test
- b) Selection of Topic (Unit)
- c) Identification of learning objectives
- d) Preparation of blue print
- e) Development of questions
- f) Preparation of answer keys
- g) Application of Achievement Test
- h) Evaluation of answer scripts
- i) Reporting the Results

Course Code:126- Development of an Evaluative Tool in B.Ed.

Engagement with Field/Practicum – 10 Marks

- i) Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives.
- ii) Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
- iii) Framing Different types of questions.
- iv) Preparation of Blue Print and a question paper.
- v) Prepare graphs and use statistics for analysis of test result.

Course Code:131-Evaluation & Management in Education
Practicum in B.Ed.



Practicum:

Identification of variables of a study and their classification in terms of functions and level of measurement.

Or, Preparation of a review article.

Or, Review of research reports.

Or, Two term papers on relevant topics.

Course Code:214- Introduction to Research Methodology
Practicum in M.Ed.

Practicum:

Construction of qualitative and quantitative data collection tools.

Course Code:222-Advanced research Methods: Data
Collection and Analysis Practicum in M.Ed.

Course 225: Psychology Practical

Pr: 50

- a. Determination of Attention Span
- b. Determination of Memory Span
- c. Testing of Intelligence
- d. Testing of Emotional Intelligence
- e. Testing of Attitude
- f. Testing of Aptitude
- g. Testing of Interest
- h. Test of Emotional Maturity, Social Maturity and Personality (extroversion, neuroticism etc.)
- i. Testing for Stress
- j. Testing Anxiety (BAI) and Depression (BDI)
- k. Testing of Motivation

Course Code:225- Psychology Practical in M.Ed.



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)
Belur Math, Howrah - 711 202, West Bengal

Communication Skill:

Course – 118
Communicative Skill - I (EPC 2A) - 25 Marks


Course outline:
Language is the most commonly used medium of communication in all sphere of human existence- personal, social and professional. A language is never an independent and self sufficient set of signs. It is very much connected to the physical world where it operates. Considering the significance of the language as a tool for global communication, the course aims to develop and enhance the linguistic, grammatical, strategic and communicative competence of the learners. The focus is on honing the skills of reading, writing, listening and speaking.

Contents

Unit- I: Introduction to Communication	a) Purpose of communication; b) Process of communication; c) Barriers to communication; d) Measures to overcome the barriers.
Unit- II: Types of Communication	a) Types of communication; b) Verbal communication and it's importance; Advantages of verbal Communication c) Significance of non verbal communication; d) Advantages of written Communication.
Unit- III: Listening Skill	a) Classification of listening; b) Listening process; Purpose of listening; c) Common barriers to the listening process and measures to overcome.

Collaboration with Others:

RAMAKRISHNA MISSION SIKSHANAMANDIRA


PRACTICUM

COURSE-146
COURSE NAME- COMMUNITY ACTIVITY

TOPIC- (i) Be and Make (ii) Annual Sports (iii) Educational Excursion (iv) Blood Donation Camp (v) Azadi Ka Amrit Mahotsav (vi) 250th Birth Anniversary of Raja Rammohan Roy (vii) Jal Chalna

SUBMITTED BY :

NAME - SAIKAT SEN *Saikat Sen*
2022



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COURSE : 136

Communicative Skill – 3 (EPC -3C)

Group : 19

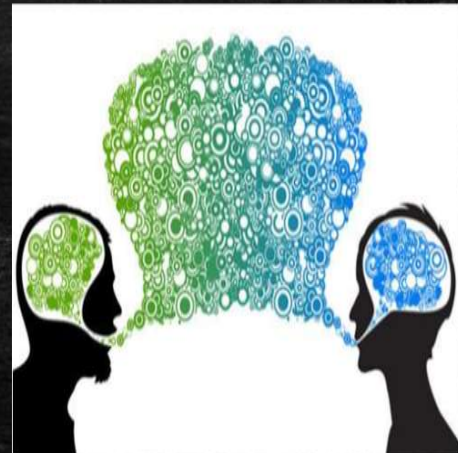
- F - 80, SAMIRAN DUTTA
- F - 81, SANJAY KORA
- F - 82, TRIDIP MAJUMDER
- F - 83, SANKAR DUTTA

COURSE -118 (UNIT-2)

TYPES OF COMMUNICATION

PRESENTED BY -

- F 78 – DIPANJAN MISHRA
- F 79 – SANKAR BAIRAGI
- F 78 – ANDREW WAYNE SYIEMLIEH
- F 76 – RANAJIT BERA



“Education is the manifestation of the perfection already in man.”

- Swami Vivekananda