



RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

1.3.2 QLM-Institution familiarises students with the diversities in the school system in Indian as well as in an international and comparative perspective.

Action plan indicating the way students are familiarised with the diversities in Indian school systems



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

- Swami Vivekananda



1.3.2-Action plan indicating the way students are familiarised with the diversities in Indian school systems

Objective:

To help trainee teachers understand and compare the curriculum of different state school boards in India, fostering a better understanding of regional variations and educational needs.

Duration: This action plan of RKM Sikshanamandira is executed over the course of a week (B.Ed. 1st semester, Course 117), with dedicated sessions for each step.

Step 1: Introduction to State School Boards (Orientation day)

Provide an overview of the major state school boards in India, such as CBSE, ICSE and State Board (e.g., WBBSE, WBCHSE). Discuss the historical context and the reasons behind the emergence of different boards.

Step 2: Comparative Analysis (Orientation day)

Introduce a comparative analysis that trainee teachers will use throughout the process. This could include categories like syllabus structure, core subjects, grading systems, examination patterns, and teaching methodologies.

Step 3: Visit to schools of different boards (1st, 2nd and 3rd Day):

Visit schools of different boards in person to interact with school teachers, administrators, students. Familiarise trainee teachers with the environment of schools of different boards to gain better insight on the diversities in the Indian school system.

Step 4: In-Depth Study of Selected School Board (4th Day)

Assign each student a specific school board to study. Provide resources, textbooks, and curriculum documents for each board. Instruct groups to analyse the curriculum's structure, subjects offered, grade-wise learning outcomes, and assessment methods.

Step 5: Interview (5th Day)

In the interview, Each student presents their findings to the pedagogy teacher. Emphasise the differences and commonalities observed in terms of syllabus structure, subjects, and other parameters. Method teachers encourage critical thinking by asking questions like:

How does the curriculum reflect the cultural and regional context?

What are the implications for teaching and learning?

Step 6 : Expert Inputs (5th Day)



Method Teachers provide insights into the challenges and advantages of diverse curricula and share their perspectives on how to cater to different boards effectively.

Step 7: Practical Scenarios (5th Day)

Subject teachers discuss present real-life scenarios where teachers need to adapt their teaching methods to suit the curriculum and examination patterns of different state boards. They also discuss strategies for differentiating instruction and assessment based on these scenarios.

Step 8: Cross-Curricular Integration (5th Day)

Teachers discuss ways to integrate concepts from different state boards' curricula to provide a holistic learning experience for students. Highlight the benefits of interdisciplinary teaching and learning.

Step 9: Project (6th & 7th Day)

Assign trainee teachers to prepare projects on their understanding of the curriculum diversity and its implications for teaching. Encourage them to draw connections between the analysis and their future teaching practices.

Project helps the trainee teachers design a lesson plan that caters to a diverse classroom with students from different school boards.

By following this action plan, trainee teachers of Sikshanamandira can develop a deep understanding of the curriculum variations across different school boards in India, enabling them to become more adaptable and effective educators in diverse classroom settings.