



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 Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.

Any other relevant information



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



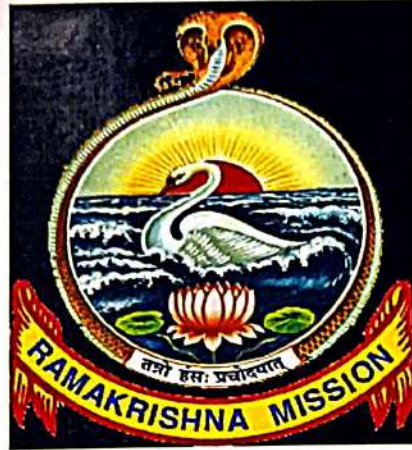
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A Sample Copy of an Assignment on
School Exposure in B.Ed. (Course
Code-117)

RAMKRISHNA MISSION SIKSHANA MANDIRA



NAME : DEBANJAN CHATTERJEE

CLASS : B.ED. 1st YEAR

ROLL NO. : F-90

SEMESTER : FIRST

SUBJECT :

SCHOOL EXPOSURE

COURSE : 117

SESSION : 2022-2024

EXAMINED

Acknowledgement

Firstly, I would like to express my sincere gratitude to my respected professors for their limitless patience, insightful comments, enthusiasm, helpful information, practical advice and unceasing ideas that has helped me tremendously at all times in completing this curriculum-based practicum. Without their sustained support and guidance, this practicum would never have been possible.

I am profoundly grateful to my college, Ramkrishna Mission Sikshana Mandira for formulating a curriculum which has invigorated us to try to learn something interesting and new.

Thanks to all my friends who gave me the support and care I needed to be here.

Any attempt at any level would not have been possible to do successfully without the support and guidance of my parents. My humble gratitude to my parents.

Thanks for all your encouragement!

Debanjan Chatterjee
24/11/2022.

To
The Principal
Ramakrishna Mission Sikshanamandira
(An Autonomous Post-Graduate College of Teacher Education)
Belur Math, Howrah-711202

Sub: School Exposure (Course-117)
(Project on School Curriculum of Different Boards)

Respected Sir,

This is to certify that Sri Debarjan Chatterjee, B.Ed. student of your College for the Session 2022 - 24 (Semester- I) has collected data and information from our institution as per the instruction mentioned in your syllabus and he has visited our institution on the following days.

Dates visited by the student: 18/11/22

Sincerely Yours,

Mallika Mukherjee
Signature of the Headmaster/ Headmistress/ Principal/ Teacher-in-Charge
(with date and office seal)
PRINCIPAL
M.C. KEJRIWAL VIDYAPEETH
243, G.T. ROAD (N), LILUAH
HOWRAH - 711204

Ph.No.

Mobile No.- 9830473328

To
The Principal
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Sincerely Yours,

Debanjan



Signature of the Headmaster/ Headmistress/ Principal/ Teacher-in-Charge
(with date and office seal)

Ph.No. 8336990003

Mobile No.- 8336990006

xx Regarding the examination pattern of the ~~set~~ school

Index

Topic	Page No.
i) Curriculum	1-
ii) Selection of class	2
iii) selection for boards and school	2
iv) Selection of subject	2
v) Description of boards (ICSE & CBSE)	2
vi) syllabus of the boards	4
vii) Pattern of examination	8
viii) Results.	9
ix) Analysis of selection for the 2 boards	10
x) Difference between ICSE and CBSE curriculum	14
xi) scope of improvement of the 2 boards	10
xii) Conclusion	16

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Curriculum

Education is a tri-polar process, in which on one end is the teacher, on the second is the student and on the third is the curriculum.

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. In fact, the curriculum forms the basis of the education process. If education is accepted as the teaching-learning process, then both teaching and learning take place through the curriculum.

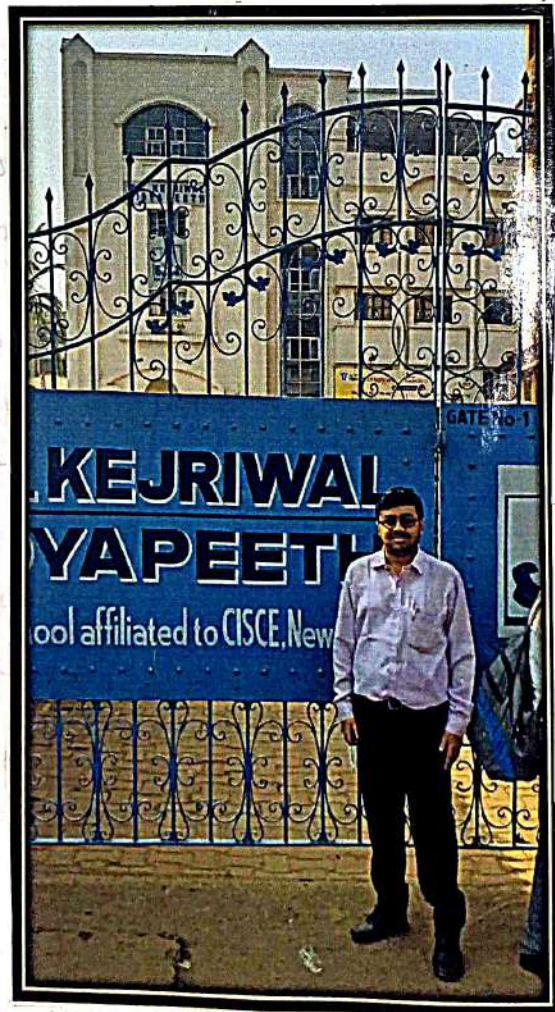
The term 'curriculum' has been derived from the Latin word 'currere' which means race course. Thus, the term 'curriculum' has the sense of competition and achievement of goal inherent in it.

It is said that the curriculum consists of all the planned experiences that the school offers as part of its educational responsibility, but curriculum includes not only the planned, but also the unplanned experiences as well.

Basic components of curriculum

- i) Organised form of subject matter
- ii) Curriculum is comprehensive experience
- iii) The curriculum includes all the learner's experiences in and outside school.
- iv) Curriculum is not an end in itself, but a means to an end.
- v) The curriculum may be defined as the totality of subject 'matter, activities, and experiences which constitute a pupil's school life'.

A visit to M. C. Kejriwal Vidyapeeth,
Liluah (ICSE).



Selection of class

The class that has been selected is Class - X
Age Group: 15 to 17 years.

Selection of boards and school

- > Council for the Indian School Certificate Examinations
Examination: ICSE - Class - X (CISCE)
School: M. C. Kejriwal Vidyapeeth (Indian Certificate of Secondary Education)
- > Central Board of Secondary Education (CBSE)
Examination: AISSE - Class - X (All India Secondary School Examination)
School: Sudhir Memorial Institute, Liluah.

Selection of subject

Life Science / Biology

Description of Boards

• CISCE

The ICSE board was set up in 1958 and registered in 1967 as a society under the Societies Registration Act, 1860 and listed in 1973 under the Delhi School Education Act of 1973 as a body that conducts public examinations. The ICSE board has been granted the privilege to conduct examinations in India in English Medium.

Aims of the curriculum

-) Become successful learners who enjoy learning
-) Become confident individuals who are able to live safe, healthy and fulfilling lives.
-) Become responsible citizens who make positive contribution to society.

Features

- i) Comprehensive Syllabus
- ii) Unbound Syllabus
- iii) Importance to practical study
- iv) Focus on theory-based subjects delivered in English
- v) Free choice of subjects

The board encompasses 3 domains of human development:-

- ① Cognitive domain
- ② Affective domain
- ③ Psychomotor domain

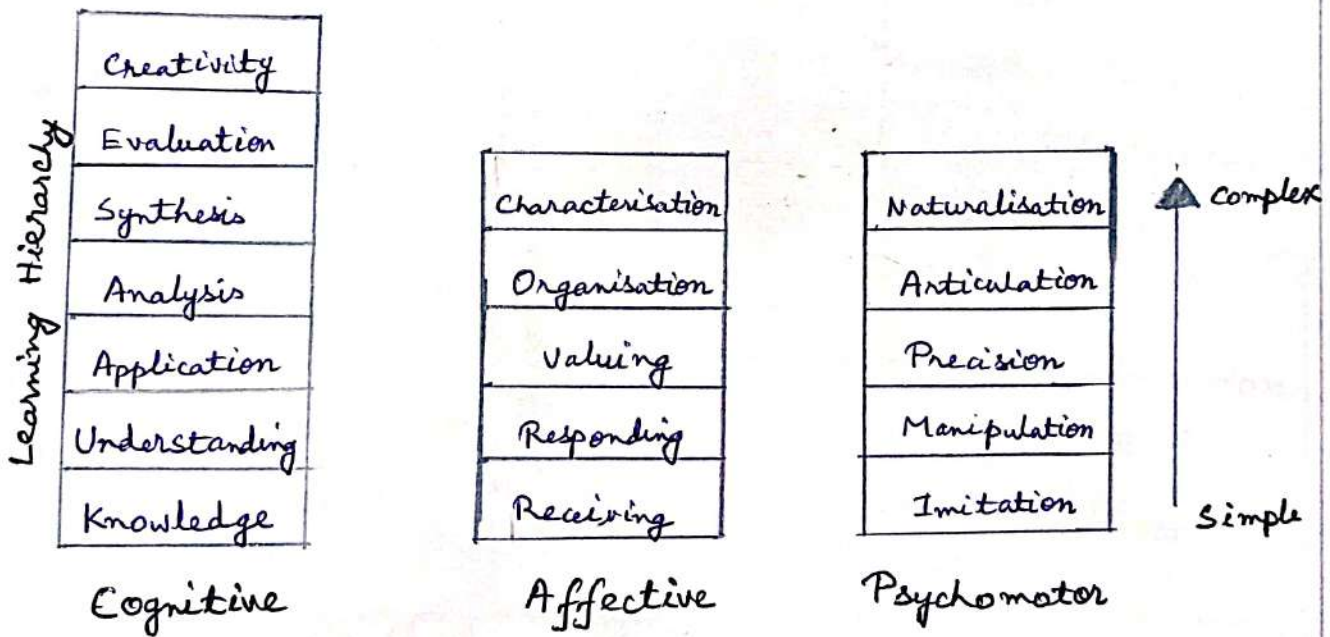
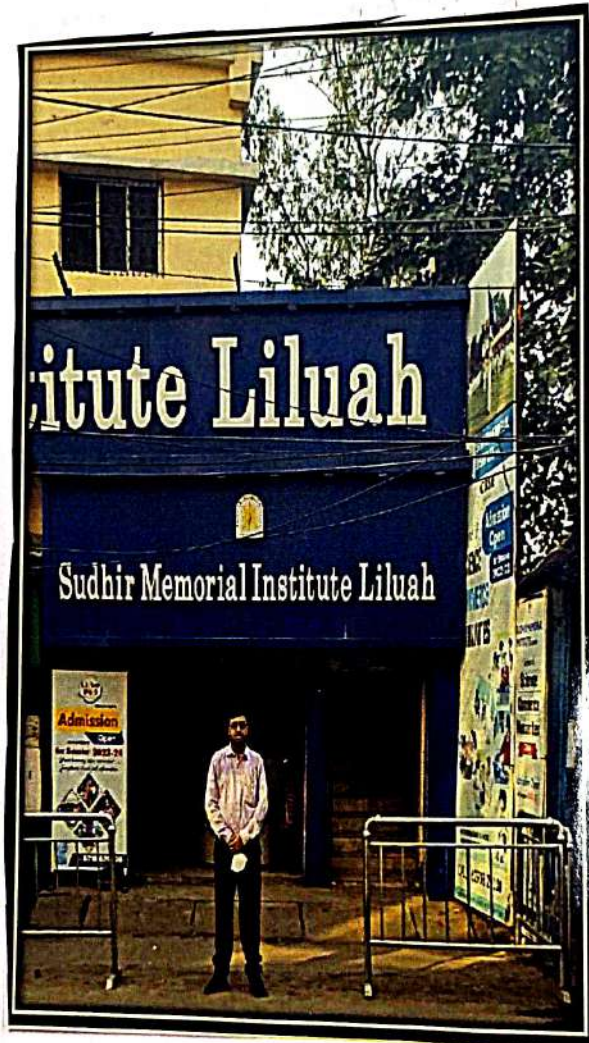


Fig.: Sublearning levels of different domains.

❖ CBSE

The CBSE board envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavour. The Board emphasises on holistic development of the learners by providing a stress-free learning environment that will develop competent, confident and enterprising citizens.



A visit to Sudhir Memorial
Institute, Liluah (CBSE)

who will promote harmony and peace.

Aims of the curriculum

- i) Achieve cognitive, affective and psychomotor excellence
- ii) Acquire the ability to utilise technology and information for the betterment of human kind
- iii) Promote physical fitness, health and well-being
- iv) Promote life skills, goal setting and lifelong learning.

Features

- i) Provide ample scope for physical, intellectual and social development of the students.
- ii) Uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human dignity of individual, and the Unity and integrity of the Nation by encouraging values-based learning activities.
- iii) Equally emphasise co-scholastic areas of Art-education and Health and Physical Education.
- iv) Promote inclusive education by providing equal opportunities to all students.

Syllabus of boards

ICSE Biology

1. Basic Biology

i) Cell cycle and Cell Division

Cell cycle: Interphase (G_1 , S, G_2) and M phase

Cell Division: Mitosis and its stages. A basic understanding of Meiosis as a reduction division. Significance and major differences between

mitotic and meiotic divisions.

- ii) structure of chromosome
- iii) Genetics

2. Plant Physiology

- i) Absorption by roots, imbibition, diffusion and osmosis.
- ii) The rise of water up to the xylem
- iii) Photosynthesis

3. Human Anatomy and Physiology

- i) Circulatory System
- ii) Excretory system
- iii) Nervous System
- iv) Endocrine System
- v) Reproductive system
- vi) Population

4. Physical Health and hygiene

- i) Aids to health
- ii) Health Organisations

5. Pollution

- i) Types of pollution

⇒ Air, water, soil (fresh and marine)
radiation, noise

- ii) Sources of pollution and major pollutants.

⇒ Air, water, soil, radiations.

- (iii) Effects of pollution on climate, environment, human health and other organisms and its abatement. Greenhouse effect and global warming, Acid rain, Ozone layer depletion. Meaning and causes, effect on life on earth, idea about setting standards — Euro/Bharat stage vehicular standards.

Internal Assessment of Practical Work

Plant Life

- (i) Observation of permanent slides of mitosis
- (ii) Experiments including osmosis, diffusion and absorption.
- (iii) Physiological experiments on transpiration.
- (iv) Experiments to show necessity of light, CO_2 and Chlorophyll essential for photosynthesis; release of O_2 during photosynthesis

Animal Life

- i) Identification of the structure of the urinary system, heart (internal structure) and brain (external view) through models and charts.
- ii) The identification of different types of blood cells with a microscope.
Different types of WBCs should be observed.
- iii) The structure of ear and eye
- iv) Identification and location of selected endocrine glands (Adrenal, Pancreas, Thyroid and Pituitary glands) with the help of a model or chart.

CBSE-Biology

Theme: The World of the Living

Unit II: World of the Living

Life processes: 'Living beings'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants, introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, Involuntary and Reflex action; Chemical Co-ordination: animal hormones.

Reproduction: Reproduction in animals and plants: Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals, (asexual and sexual reproduction), reproductive health — needs and methods of family planning. Safe sex vs. HIV/AIDS, Child bearing and women's health.

Heredity and Evolution: Heredity; Mendel's contribution — Laws for inheritance of traits; Sex determination: brief introduction to the topics is necessary.

Theme: Natural Resources

Unit-V: Natural Resources

Our Environment: Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Practicals

- Preparing a temporary mount of a leaf peel to show stomata.
- Experimentally show that CO_2 is given out during respiration.
- Studying,
 - (a) Binary fission in amoeba
 - (b) Budding in yeast and hydra with the help of prepared slides.
- Identification of different parts of an embryo of a dicot seed (Pea, gram or red kidney bean).

Pattern of Examination

ICSE Board

First Unit Test :	50 Marks
Surprise Test :	10 Marks
Continuous Assessment :	5 Marks
Project :	5 Marks
Pre-Board-I :	80 Marks
<hr/>	
Total :	150 Marks

First Term

Second Unit Test :	50 Marks
Surprise Test :	10 Marks
Continuous Assessment :	5 Marks
Project :	5 Marks
Pre-Board-II :	80 Marks
<hr/>	
Total :	150 Marks

Second Term

Grand Total : 300 Marks

Board Examinations.

CBSE Board

Primary Assessment - 1 : 20 Marks

Primary Assessment - 2 : 80 Marks

Total : 100 Marks

Primary Assessment - 3 : 20 Marks

Primary Assessment - 4 : 80 Marks

Total : 100 Marks

Grand Total : 200 Marks

Internal Examinations : 30% of total marks

Class Work and Home work : 5%

General Behaviour : 5%

Participation in school work : 10%

Project : 5%

Attendance : 5%

Results

M. C. Kejriwal Vidyapeeth (ICSE)

Toppers

2022: Subhprasad Ghosh : 98.8%

2021: Siddharth Kumar Duggar : 99.2%

2020: Debjyoti Ray : 98.4%

2019: Ankit Mondal : 98.4%

Sudhir Memorial Institute, Liluah (CBSE)

Toppers of 2020-22

Devraj Hansda : 97%

Avinandan Tiwari : 96.2%

Vishal Ray : 95%

Rishav Ladha : 94.8%

Analysis of syllabus of the 2 Boards

SWOT Analysis

SWOT (strengths, weaknesses, opportunities, threats) analysis is a method for identifying and analysing internal strengths and weaknesses and external opportunities and threats that shape current and future operations and help develop strategic goals. SWOT analyses are used to engage in constructive introspection for improvement goals.

ICSE Board

Strengths

- i) Globally Recognised Course
- ii) Syllabus is very comprehensive with multiple text books.
- iii) Weightage to the practicals
- iv) Graded pattern that manages time for experimenting creative minds
- v) Students have a scope for strong foundation in future.

Weakness

- i) Not a good option for transfer-based job students
- ii) Since the syllabus is the most comprehensive amongst all boards, it may overwhelm a lot of students.
- iii) The paper checking is the most stringent of all boards, hence the students might find it difficult to apply to Universities of their choice.
- iv) Can be discouraging to cope with the marking system
- v) Focus on language may be put off to aid mediocre students.

Opportunities

- i) Since, it is a globally recognised course, students who dream to study in a foreign university or institute, have an added advantage because a lot of universities around the globe recognise an ICSE certificate.
- ii) The creative approach helps in flourishing miraculously.
- iii) Weightage to practicals enables students to develop more hands-on training skills and achieve expertise.
- iv) Since it promotes extra-curricular interests, it helps in all-round development of students.
- v) Since it focusses on linguistic skills, it enriches the communicative skills of the students.

Threats

- i) May increase the drop-out rates in schools due to the vastness of syllabus.
- ii) Extra focus on co-curricular activities makes the board an

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expensive one. So it may not be of easy rich to all people of society. Hence, it may widen the socio-economic gap in the community.

- iii) The vastness of the syllabus, may prevent the students to achieve deep knowledge on a particular topic.
- iv) May be a cultural barrier for the students due to pressure of syllabus.
- v) May prevent students to prepare for other competitive exams.

CBSE Board

Strengths

- i) The syllabus is easier to handle than other boards because of its compact structure.
- ii) The grouping pattern lets students learn a lot more without it getting too strenuous.
- iii) Since the syllabus is common nationwide, the board is a boon for students whose parents are constantly on the move due to their jobs.
- iv) There is a lot of learning material available online for CBSE students helping them reach out for guidance whenever they :-:-

Weakness

- i) Most of the focus is on textbooks that are prescribed for their studies and the teachings rarely venture out of the prescribed textbooks.
- ii) Since the syllabus is standardised across the country, there is no focus on state and region. Students might not

learn anything about local culture.

- iii) Since there is a lot of focus on physics and chemistry amongst the science faculties, it might be difficult for students to excel in school if these subjects are not their strong suits.
- iv) Students in small cities and towns might therefore not be able to afford this education.

Opportunities

- i) Encourages inter-disciplinary learning among all subjects which is the matter of principle focus in the recent era.
- ii) The board also conducts national level entrance examinations for engineering, health and dental institutes. The syllabus of the entrance exam is picked from what students are already studying from NCERT textbooks as a part of their syllabus from class 9 to class 12.
- iii) The removal of the word "FAIL" encourages students to endeavour and improve their grade.
- iv) Exams in the administrative services like IAS, IFS and police services, IPS and other exams included in the UPSC board like forestry services are hosted by the CBSE board, which therefore aims at training the students in this curriculum right from a tender age.

Threats

- i) May decrease the tendency of research-based mindset as everything asked is from prescribed textbooks.
- ii) May pose a significant threat as most of the curriculum

is Hindi-centric as it doesn't bode well for students who don't speak the language.

iii) Since the syllabus is mostly superficial, it prevents all-round development of the students.

iv) Causes loss of creative mindset and students are forced to resort to mugging up without fully understanding concepts.

Difference between ICSE & CBSE Boards

ICSE	CBSE
① In terms of course content, the emphasis is evenly distributed throughout subjects. The significance of analytical skills and practical knowledge is stressed, and the wide range of topics offered is intended to investigate their entire development.	① In terms of course content, the main focus and greater emphasis on knowledge application to help students pass entrance tests.
② The student must put in a lot of effort to develop a foundation in ICSE due to the extensive syllabus. However, once a good foundation is established, a student may tackle any topic with ease and look forward to higher study in any area.	② Apart from textbook study, the CBSE syllabus places a high value on project work, coursework and sports. Students are prepared to be extremely effective in passing entrance examinations.
③ In case of examinations, getting excellent grades in all areas must be difficult for at least some students. This is due to the vastness of the curriculum and the fact	③ In order to do well in examinations, CBSE students will need to consult several books in addition to their usual textbooks. This is due to the fact that the questions may

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what questions might arise
from anywhere in the topic.

not necessarily be from the
textbook syllabus, but will
be designed to evaluate your
application level and logical
reasoning.

Scope of Improvement of both boards.

- (i) In today's world of rapid development of in silico technological rise, more stress may be given in learning use of biological database and data retrieval which will be a breakthrough in the field of bioinformatics.
- (ii) The syllabus must be in sync with all boards of different countries (as far as practicable) to enable students to pursue higher study in abroad.
- (iii) Involvement of parents may be increased and encouraged while framing a curriculum.
- (iv) Numerical aptitude can be increased in the syllabus to allow brain-storming of students.
- (v) Regional culture and tradition may be given more attention to increase cultural attachment of the students.
- (vi) Practical work may be given more weightage to increase hands-on experience of the students.
- (vii) The syllabus should be a dynamic one, such that it changes after every 3 years based on the demand of the industrial or job sectors and the society at large.

Conclusion

The essence of what I have understood from the 2 syllabi, is that the ICSE syllabus is vast and has deep concept of subjects. It also includes extra-curricular activities with a holistic approach on improving english speaking skills, while, the CBSE syllabus stresses on inter-disciplinary learning although it is more stressful about hindi as a language. Another facility that CBSE provides, is that, the syllabus trains its students to appear confidently in the engineering and medical examinations hosted by the CBSE board itself besides hosting administrative exams pertaining to nation building.

Stressing on different cultural events in the region may be emphasised by the boards to increase societal attachment of the students. Taking the opinion of the gurdians may be considered for the betterment of the students and hence of the society.

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