



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

**1.3.3-Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

**Documentary Evidence in Support of the Claim**



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

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

- Swami Vivekananda



Our student-teachers definitely derive professionally relevant understandings and always attempt to utilise them in their field through variegated ways. The curriculum designed for B.Ed. and M.Ed. does attest to this fact. Our teacher-educators ascertain this by sharing their knowledge on the preparation of learning designs, innovative teaching learning materials, theory courses etc. with our student-teachers. Apart from these, one fascinating feature that Sikshanamandira possesses in the curriculum of B.Ed. is its practical on different method subjects. In M.Ed, peer observation in the form of internship is also noteworthy here. Thus our student-teachers consolidate their professionally relevant experiences and acumen and become able to implement them in their field to the maximum extent possible. Some of the sample documentary evidence is attached below.

### B.Ed.-

2<sup>nd</sup> Half

**Education in the Light of Swami Vivekananda - 40 Marks**

**Objectives:** After completion of these units the students will be able to:

- *The trainees will become conversant with Vivekananda's life and his unique contribution to educational thought and practice, in the context of the present age.*
- *They will analytically grasp the essential components of Vivekananda's educational thought.*
- *They will be acquainted with Swami Vivekananda's thought on issues of contemporary to Indian education.*
- *They will be able to situate Swami Vivekananda's educational ideas within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators.*

Contents

<b>Unit I: Vivekananda, Education and the 21<sup>st</sup> Century</b>	<ul style="list-style-type: none"> <li>a) Life and personality of Swami Vivekananda: a brief sketch.</li> <li>b) Swami Vivekananda's perspectives on – the causes of India's downfall way to regeneration, education – the panacea.</li> <li>c) UNESCO &amp; Swami Vivekananda with reference to Federico Mayor's (Director General, UNESCO) speech in 1993.</li> <li>d) Swami Vivekananda's twin central definitions of education:               <ul style="list-style-type: none"> <li>i) 'Education is the manifestation of the perfection already in man' with reference to 'Learning the Treasure within' – Delors' Commission report to UNESCO.</li> <li>ii) 'Education is the nervous association of ideas' – a neuropsychological approach.</li> </ul> </li> </ul>
---	--

Contents

<b>Unit I Concept of Teaching</b>	<ul style="list-style-type: none"> <li>a) Concept, nature, characteristics &amp; Scope</li> <li>b) Differences among Teaching, Training &amp; Conditioning</li> <li>c) Factors affecting teaching, Maxims of teaching.</li> <li>d) Strategies of Classroom Teaching – Teacher-centric, Learner-centric &amp; ICT- based.</li> <li>e) Role of teacher in effective teaching.</li> </ul>
<b>Unit II Theories of Teaching</b>	<ul style="list-style-type: none"> <li>a) Meaning &amp; nature of theory of teaching</li> <li>b) Scope &amp; signification of theory of teaching.</li> <li>c) Types of teaching theories- Formal, Descriptive, and Normative.</li> </ul>
<b>Unit III Levels &amp; Approaches of</b>	<ul style="list-style-type: none"> <li>a) Levels of Teaching: memory, understanding and reflective.</li> <li>b) Phases of teaching task: pre-active, inter-active and post active.</li> <li>c) Task of teaching: meaning, definition and variables in teaching</li> </ul>





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

## Course – 112

**Developmental Psychology – 100 Marks**  
(Theory - 80 & Practicum – 20)

### 1<sup>st</sup> Half

**Development Across Stages – 40 Marks**

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

- Understand the theoretical bases of learning from different perspectives.
- Understand the process of Human Development.
- Understand the learner differences.
- Develop own perception about the learning process.

### Contents

<b>Unit I: Educational Psychology &amp; Human development</b>	<ul style="list-style-type: none"> <li>a) Concept and recent trends in educational psychology.</li> <li>b) Concept of growth and development.</li> <li>c) Development – physical, social, cognitive, emotional; their relevance to education.</li> <li>d) Different stages of development- infancy, childhood, adolescence, adulthood.</li> <li>e) Adolescence - physical development, cognitive development, emotional development.</li> <li>f) Needs and problems of adolescents, their guidance and counselling.</li> </ul>
<b>Unit II: Theories of Development</b>	<ul style="list-style-type: none"> <li>a) Cognitive development- Piaget’s theory</li> <li>b) Psycho-sexual development – Freud’s Theory.</li> <li>c) Psycho social development – Erikson’s theory of psychosocial development.</li> <li>d) Moral and pro-social development- Kohlberg’s theory.</li> <li>e) Development of self-concept and personal identity.</li> <li>f) Communication and speech development- paralinguistic and linguistic stages of development.</li> </ul>

## Course – 133

**Integration of Advanced Technology – 50 Marks**  
(Theory – 40 & Practicum - 10)

**Objectives:** The trainees will be acquainted with:

- a. Understand the social, economic, security and ethical issues associated with the use of ICT
- b. Identify the policy concerns for ICT
- c. Describe a computer system;
- d. Operate the Windows;
- e. Use Word processing, Spread sheets and Presentation software;
- f. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- g. Operate on Internet with safety
- h. Elucidate the application of ICT for Teaching Learning Pedagogy
- i. Develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

<b>Unit I Digital Technology and Socio- economic Context:</b>	<ul style="list-style-type: none"> <li>a) Concepts of information and communication technology (ICT); Its objectives and scope in education; Universal access Vs Digital Divide – issues and initiatives.</li> <li>b) Aims and Objectives of National Mission on Education through ICT (NMEICT), Virtual laboratory and Haptic technology.</li> <li>c) National Policies &amp; their recommendations on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; Challenges of Integration of ICT in School.</li> </ul>
---	---



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

**Learning Designs:** The Preparation of Learning Designs is an essential part of B.Ed. Our student-teachers after learning the mechanism of preparation keep writing them before taking classes in school. This enhances their good practice of preparedness beforehand.

শিখন নকশা (Learning Design)	
বিদ্যালয়ের নাম- Rameswar High School শ্রেণী- 40 Min IX	বিষয়- Geography. একক- Geomorphic process and resultant landforms.
বিভাগ-	উপএকক- ⊙ Geomorphic process ⊙ Fold ⊙ Fault ⊙ Volcanicity ⊙ Earthquake.
সময়- 40 Min.	আজকের পাঠ- Geomorphic process
তারিখ- 17   11   2022	
শিক্ষকের নাম- Surma Naykon.	

➤ শিখনের লক্ষ্য/উদ্দেশ্য (Learning Goals / Objectives)

প্রজ্ঞামূলক ক্ষেত্র

১) স্মরণ করা (Remembering)

1. Student will be remember what is Geomorphic process (F.K)
2. students will be able to know the different types of process (F.K)

২) অনুধাবন করা (Undersatnding)

1. Students will be classify the different types of Geomorphic process. (C.K)
2. Students will be able to given an example of sudden movement. (C.K)

৩) প্রয়োগ করা (Applying)

Student will be able to tell the effect of Geomorphic process on the landforms.



৪) বিশ্লেষণ করা (Analysing)

১) student will be explain about orogenic movement (৫ক)  
২) student will be able to compare between and  
sudden movement (৫ক)

৫) মূল্যায়ন করা (Evaluating)

১. student will be able to summarize the  
various types of Geomorphic process.

৬) সৃজন করা (Creating)

১. student will be able to draw the process of  
Epeirogenic movement.

➤ পাঠের প্রেক্ষিতে শিক্ষার্থীর বিশ্লেষণ (Analyze Learners and Context)

শিক্ষার্থীদের পূর্বজ্ঞান যাচাই করার জন্য বর্তমান পাঠের প্রেক্ষিতে শিক্ষার্থীদের সাধারণ বৈশিষ্ট্যবলী এবং প্রারম্ভিক  
আচরণ সুনিশ্চিত করার জন্য নিম্নরূপ প্রশ্নগুলি করা হবে--

ASK this kind of questions —

১) What is Geomorphic process?

২) Various types of Geomorphic process

➤ শিখন সহায়ক উপকরণের নির্বাচন (Selection of Learning Materials)

- সাধারণ উপকরণ- চক, ডাস্টার, ব্লাকবোর্ড, এবং পাঠ্যপুস্তক।
- বিশেষ উপকরণ-

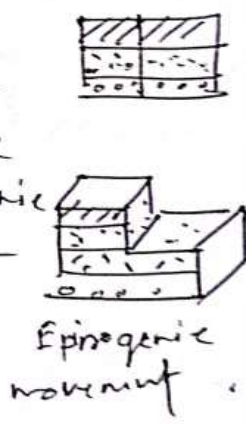




# RAMAKRISHNA MISSION SIKSHANAMANDIRA

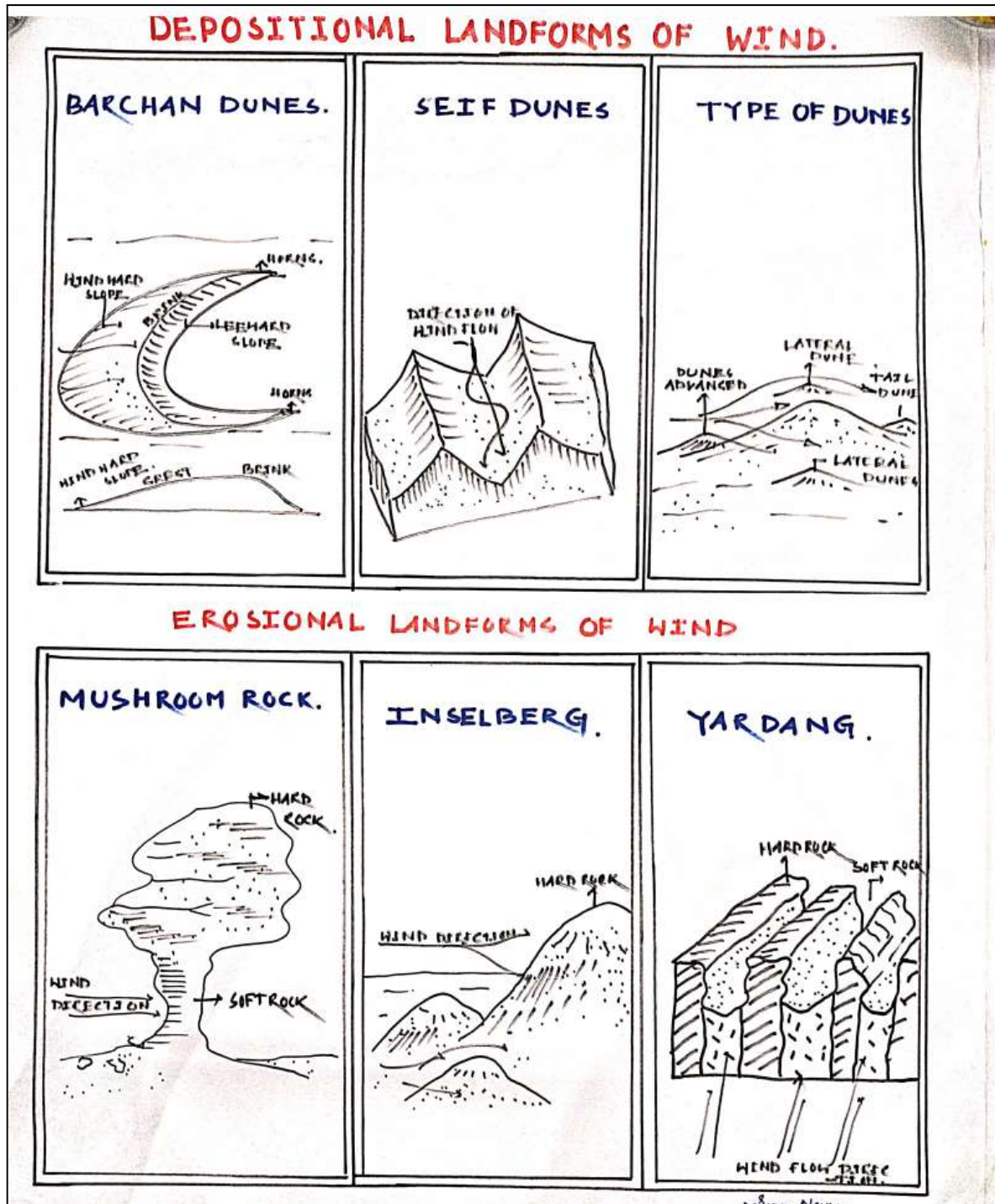
(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

<p>&gt; শিখন কৌশল (Learning Strategies)</p>			
শিখন ক্ষেত্র	প্রাসঙ্গিক কৌশল		
	শিক্ষণ পদ্ধতি	শিখন-শিক্ষণ প্রদীপন	ব্ল্যাকবোর্ডের ব্যবহার
<p>Basic Concept of Geomorphic process</p>	<p>To taught the concept of Geomorphic process teachers may be used lecture method and Discussion method.</p>	<p>Chalk Duster</p>	<p>To taught this point teachers will be note some point on black board            Life            ① Epigenetic            ② Orogenic</p>
<p>Classification of Geomorphic process</p>	<p>To taught Classification of the Geomorphic process teachers may be used lecture method and Demonstration method.</p>	<p>A picture of Orogenic and Epigenetic movement</p>	 <p>Epigenetic movement.</p>



**Teaching Learning Materials:** Our student-teachers ensure uniqueness in the preparation of teaching learning materials. One such sample TLM exhibits this aesthetic mark.



## MOUNTAINS : FOLD MOUNTAINS

### TYPES OF MOUNTAINS

- FOLD MOUNTAINS
  - BLOCK MOUNTAINS
- VOLCANIC MOUNTAINS
- RESIDUAL MOUNTAINS

### PROCESS OF FOLD MOUNTAIN FORMATION

### FORMATION OF CAPE MOUNTAINS

### EXAMPLES OF FOLD MOUNTAINS

- APPALACHINS (OLD FOLD MOUNTAIN)
- URAL MOUNTAIN (OLD FOLD MOUNTAIN)
- HIMALAYAS (YOUNG FOLD)

*According to their age & structure, Mountains are called as 'Young' & 'Old'.*

1. Where an area of sea separates two plates, sediments settle on the sea floor in depression called geo-synclines. These sediments gradually become compressed into sedimentary rock.
2. When the two plates move together each other again, the layer of sediments on the sea floor become crumpled and folded.
3. Eventually the sedimentary rock appears above sea level as range of fold mountains.





## Micro-Teaching:

### 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.

**Practical in Method/School Subjects:** This unique feature in the B.Ed. curriculum marks our unconventional thinking.

### Course – 122 & Course – 123

#### **Understanding Discipline & Pedagogy of School Subject Method-1 & Method-2 - 40 (20+20) Marks**

#### Engagement with Field/Practicum

#### **Practical on School Subject (Project / Experiment)**

#### **Practical in Bengali Method (20 Marks)**

1. Listening Comprehensions Test
2. Reading (aloud) – Drama (pass)
  - Pronunciation
  - Stress
  - Modulation
  - Objectives of silence
  - Meaningfulness
3. Close-Test (Reading comprehension silent Reading)
4. Creative writing (250 words) free writing from own choice
5. Planning, Organizing & Participation in Field Trip
6. Reading of a passage (10 lines above)
  - Rewritten, having no gaps in between words, no punctuation marks.
  - Shortcut will be worked read it loudly proper accepts, stress, silence, modulation.



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

## Practical in English Method (20 Marks)

1. Listening comprehension Test from recorded text
2. Reading (aloud) – Extract from any drama  
Pronunciation, stress, modulation, suggestive pause, meaningfulness
3. Creative writing (in 250 words) – Free writing – any one topic out of five
4. Planning, Organizing & Participation in Field Trip
5. Reading comprehension Test (silent reading) – A text will be supplied with gaps – students will be asked to fill in the gaps either from accurate word from the text, or relevant word- Categories: (a) accurate (b) Relevant (c) inaccurate

## Practical in Sanskrit Method (20 Marks)

1. Listening and speaking comprehension test (both Listening and speaking skill).
2. Reading aloud – Dramatization (Proper stress, accent, modulation, punctuation, pause, meaningfulness).
3. Typing a text in Sanskrit software named Baraha – Powerpoint presentation in Sanskrit

## Practical in Hindi Method (20 Marks)

### प्रशिक्षण/कक्षा शिक्षण के दौरान गतिविधि

1. वाक् एवं वाग्ययन्त्र
2. सृजनात्मक लेखन (250 शब्द)
3. वाक्य – विन्यास
4. कक्षा शिक्षण के दौरान "कक्षा आठ के छात्रों द्वारा हिन्दी में की जाने वाली वर्तनी संबंधी अशुद्धियों को दूर करना" - इस समस्या पर क्रियात्मक शोध तैयार करें।
5. प्रशिक्षण के दौरान 'पश्चिम बंगाल के संदर्भ में प्रथम, द्वितीय एवं तृतीय भाषा' - विषय पर परिचर्चा का आयोजन करें।
6. भाषायी कौशलों से संबंधित विभिन्न प्रकार की गतिविधियां तैयार करें और उनका प्रयोग कक्षा शिक्षण के दौरान करें।
7. प्रशिक्षण के दौरान किसी पाठ का शिक्षणशास्त्रीय विश्लेषण करें।
8. कक्षा शिक्षण के दौरान खेल-खेल में विभिन्न क्रियाओं-कलापों के द्वारा व्याकरण सिखायें।
9. पाठ्य पुस्तक की समीक्षा
10. अनुरूपित शिक्षण (5 पाठ)

## Practical in Mathematics Method (20 Marks)

1. To verify the sum of  $1^n$  n numbers.
2. To verify the Pythagoras Theorem.
3. To verify the angles in the same segment of a circle are equal.
4. To verify the value of  $\Pi$
5. To make a cone with given slant-height and circumference.
6. To make cylinder with given circumference and height.
7. Construction of a parabola.
8. To measure height of an object.
9. To make a mathematical vocabulary.
10. Frequency of letters/ words in a text (graphical)
11. Percentage open space calculation of a room.
12. Planning, Organizing & Participation in Field Trip





## Practical in Physical Science Method (20 Marks)

- Planning, Organizing & Participation in Field Trip
- Either from Physics (any one from each Gr. A & Gr. B) or Chemistry (any one from each Gr. A & Gr. B)

### Physics: Group A

Experiment I – Demonstration of Specific Gravity of Solid/ Liquid.

Experiment II – Reflection & Refraction of Light.

Experiment III – Determination of 'g'.

Experiment IV – Determination of unknown Resistance using PO Box.

Experiment V – Magnetic Lines of Force

### Physics: Group B

1. To determine resistance per cm of a given wire plotting a graph of potential difference versus.
2. To find resistance of a given wire using meter bridge and hence determine the specific resistance of its materials.
3. To verify the laws of combination (series/ parallel) of resistances using a metre bridge.
4. To convert the given galvanometer (of known resistance and figure of merit) into an ammeter and voltmeter of desired range and to verify the same.
5. To assemble a household circuit comprising three bulbs, three (on/off) switches, a fuse and power source.
6. To observe refraction and lateral deviation of a beam of light incident obliquely on a glass slab.

### Chemistry: Group A

Experiment I – Salt Analysis.

Experiment II – Titration.

Experiment III – Preparation Of gases – CO<sub>2</sub>, H<sub>2</sub>S, NH<sub>3</sub>

Experiment IV – Preparation of In-organic compound (ferrus ammonium sulphate, Potassium ferric oxalate).

### Chemistry: Group B

1. Organic Chemistry: Identification of Radicals: -COOH, -OH, -NH<sub>2</sub>, -CHO, >C=O
2. Preparation of Organic Compounds (acetanilide, Di-benzal acetone, P-Nitroacetanilide, Iodoform)
3. Quantitative estimation
4. Using a chemical balance
5. Preparation standard solution of Oxalic acid.
6. Experiment related to pH change
7. Determination of pH of some solutions obtained from fruit juices varied concentrations of acids, bases using pH paper.
8. Comparing the pH of solutions of strong and weak acid of same concentration.





## **Practical in Life Science Method (20 Marks)**

### **Planning, Organizing & Participation in Field Trip**

#### **Demonstration of Laboratory Practical:**

1. Botany or Bio-Chemistry or Zoology or Physiology (Two Practical)
2. Laboratory Note- Book
3. Project Work
4. Viva voce

#### **Botany (Lab. Works – cutting, dissection, display etc.)**

(Answer scripts – During Lab. Identification etc.)

1. Demonstration of cutting of section (Root/ Stem- Monocot/ Dicot), or flower dissection
2. Microscopic observation of section and to show the same to the Examinee. OR T.S. of ovary and display of flower dissection
3. Drawing and Labeling
4. Identifying character of the section Or description of flower

#### **Or Biochemistry (Lab. Work – demonstration + Identification**

Written work

1. Demonstration for identification of the sample (starch, glucose, fat, protein)
2. Written work based on identification of the food material (mentioning procedures of observation, influence of the test)

#### **Or Zoology**

1. Demonstration for identification of the specimen (any two)
2. Drawing
3. Writing of two identifying characters of the specimen and mention only the scientific name.

#### **Or Physiology:**

1. PFI / Blood Pressure: Demonstration in class
2. Written work in answer Scripts about procedure / result

## **Practical in Computer Studies Method (20 Marks)**

1. Preparation of materials & programmes to inculcate computer attitude.
2. Analysis and Evaluation of Computer Science/Application Textbook.
3. Survey of Computer Science Laboratory in a school.
4. Evolving suitable technique(s) to evaluate laboratory work.
5. Visit to Community Science Centre/ Science City / Science Museum
6. Simulated Teaching Practical (5 lessons).
7. Any other decided by class teacher



## **Practical in History Method (20 Marks)**

1. Numismatics:  
(Name of the dynasty, nature of coin, issuer, metal used and weight, name of the ruler, Time, mint name, if any, Calligraphy, comments etc.).
2. Inscription studies:  
(Brahmee, Kharastee, Greek, Arabic, Urdu, Proto -Bengali etc.).
3. Project on Local History
4. Preparation of Time-Line, Time-Graph and History maps.
5. Planning, Organizing & Participation in Field Trip

## **Practical in Geography Method (20 Marks)**

1. Comparative Study of Linear, Digital and Vernier Scales.
2. Surveying:
3. Prismatic Compass Surveying
4. Chain Surveying
5. Interpretation of Topographical Sheets with Suitable morphometric Techniques.
6. Map Projection: Cylindrical Equal Area
7. Polar Zenithal Equal Area.
8. Instruments Study.
9. Maximum and Minimum Thermometer.
10. Hygrometer
11. Rain Gauge
12. Barometer (Fortin's and Aneroid)
13. Rock & Mineral Identification.
14. Cartograms –
15. Choropleth mapping – Population density by screen method,
16. Pie-diagram – Occupational structure or Land use Pattern,
17. Bar Diagram – Male-Female population / Rural-urban population/ Production of food-grains,
18. Dot method and interpretation – Rice & Wheat.
19. Statistical Diagram with interpretation: Rainfall – Temperature graphs of different climatic of the World.
20. Planning, Organizing & Participation in Field Trip

## **Practical in Political Science Method (20 Marks)**

1. Political Map, Time line
2. Project on Local Political Governance
3. Planning, Organizing & Participation in Field Trip



### **Practical in Education Method (20 Marks)**

1. Team Teaching
2. Project work
3. Preparation of Timeline/ Comparative Timeline
4. Preparation of LTM
5. Planning, Organizing & Participation in Field Trip

### **Practical in Accountancy Method (20 Marks)**

1. Team Teaching
2. Project work on commercial phenomena
3. Preparation of LTM
4. Planning, Organizing & Participation in Field Trip
5. Industrial Survey work

### **Practical in Music Method (20 Marks)**

1. Practical Demonstration & reporting of Activity
2. Planning, Organizing & Participation in Field Trip
3. Laboratory - book
4. Practical Activities
  - (a) Raga (Secondary & H.S Level), (b) Bhajan, (c) Rabindra Sangeet (Darupada & Kheyal Style), (d) Nazrul Geeti (any one), (e) D. L. Roy, Rajanikanta, Atulprasadi song (any of each), (f) One Padabali Kirtan

## **Internship for M.Ed. trainees:**

### **Course 226: Internship (1<sup>st</sup> Part):**

Practice Teaching and Peer Observation in an Educational Institution





## Psychology Practical:

Course 225: Psychology Practical	Pr: 50
<ul style="list-style-type: none"> <li>a. Determination of Attention Span</li> <li>b. Determination of Memory Span</li> <li>c. Testing of Intelligence</li> <li>d. Testing of Emotional Intelligence</li> <li>e. Testing of Attitude</li> <li>f. Testing of Aptitude</li> <li>g. Testing of Interest</li> <li>h. Test of Emotional Maturity, Social Maturity and Personality (extroversion, neuroticism etc.)</li> <li>i. Testing for Stress</li> <li>j. Testing Anxiety (BAI) and Depression (BDI)</li> <li>k. Testing of Motivation</li> </ul>	

## Learning Design for Health Education & Physical Education (HEPE):

(A) Part - I - Introductory	I) Class Formation	Procedure	Remarks
Duration - 06 Min. Objective: <u>To assemble and warm up</u> Figure: Assembly & Roll Call: 02 Min 	II) Command III) Teaching Method i) Semi Circle formation ii) "Attention Boys": Keep one hand distance from each other and form the semi circle. "Roll No 1, 2, 3, ...." iii) Instructional method	Students are ordered to assemble in the ground and stand in semi circle formation. The students must stand opposite to the teacher. Attendance should be taken after the students have gathered. Absentees must be noted. The teacher will give orders to start the warm up activity.	Proper discipline is maintained in the line.
Preparatory Part: Warm-Up General 	i) Semi Circle formation ii) "Start Jogging in Place" iii) "DO Shoulders rolling" iv) "DO neck bending" v) "DO Side stretching" vi) "DO leg stretching" vii) "DO jumping Jacks" Demonstration method.	Commanding the students to perform jogging, shoulder rolling, neck bending, side bending, leg stretching, jumping jacks and butterfly clapping. The teacher will demonstrate every warm-up activity and ordered students to perform the activity for about some specific counts.	Care should be taken while performing the warm up exercise that the hands and legs should not be over stretched. (as per your wish)
- NA -	- NA -	- NA -	- NA -