



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

2.2.1: Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students

**Documentary evidence in support
of the claim**



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

- Swami Vivekananda



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We at our college indeed assess our prospective teachers (B.Ed. &M.Ed. trainees) at the entry level just after their admission to different programs. Since our students come from different districts of West Bengal and from different strata of our society, we initially assess three indispensable components required for becoming an efficacious teacher, which should be homogeneous even amidst their heterogeneity. They are- (a) effective communication skill, (b) subject specific theoretical knowledge and (c) teaching skill (pre pedagogy phase). After this assessment, they are informed of their position and are also guided to bolster those areas of improvement.

(a) Effective Communication Skill: To be a good teacher in this age of globalisation, a prospective teacher must possess the skill of attractive speaking. If not, the teaching skill will be at a stake. Therefore, we at the entry level assess two important linguistic skills i.e. speaking and reading English textbooks and materials. To help them improve their English, we have incorporated communicative skills marked as EPC 2A, 2B, 2C, and 2D across the four semesters into our B.Ed. syllabus. This sufficiently provides them with an ample scope to ameliorate their communicative skill. After the successful completion of this paper, students are given credits each semester.



Initial assessment of the communication skills of trainee teachers

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(b) Subject Specific Theoretical Knowledge (Content Knowledge): This is what makes a would-be teacher knowledgeable and robust in his own domain. We initially assess their domain specific theoretical knowledge in order to understand their amount of knowledge gathered from their U.G. and P.G. courses. This assessment is done by our respective teacher educators at the initial stage. After that, student teachers are informed of their position and are guided to bridge the gap of required theoretical knowledge. Later our teacher educators help them clarify their doubts regarding their own subjects. We believe that without possessing a good amount of subject specific content knowledge, effective pedagogy will not bring out the desired effect in the teaching learning system.



Initial assessment of trainee teachers domain specific theoretical knowledge



(c) Teaching skill (Pre pedagogy phase): Trainee teachers across different subjects are initially assigned a topic to teach. This topic is basically taken from their respective subjects. Thus, they are assessed initially. This helps us comprehend their proneness to the teaching field. We deem this initial assessment as a pre pedagogy phase. At this phase, they are not exposed to any pedagogical concern. What the student teachers initially uphold before us makes our teacher educators aware of their later pedagogical transactions. Later, trainee teachers are scaffolded to teach any subject specific content through psychology of teaching and instructional technology (course code:113) and understanding discipline and pedagogy of school subject (course code:122). Even before starting their internship in any assigned school, our trainee teachers also undergo a week's simulation teaching practice in our college and two week's micro-teaching practice in different assigned schools through school attachment (course code:127).



Initial assessment of trainee teachers as a pre-pedagogy phase



(d) ICT Skill: At the entry level, student-teachers are asked to perform some ICT related operations on computers to check whether they are well acquainted with Microsoft-Word, Microsoft-Excel, Microsoft Powerpoint-Presentation, and the internet. They are initially evaluated qualitatively. If they are found lacking in this skill, special classes are taken to train them. This ensures that our student-teachers are well equipped with the knowledge of ICT.



At the entry level, student-teachers are asked to perform some ICT related operations on computers