



RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. *Mentoring/ Academic Counselling*
2. *Peer Feedback/Tutoring*
3. *Remedial Learning Engagement*
4. *Learning Enhancement / Enrichment inputs*
5. *Collaborative tasks*
6. *Assistive Devices and Adaptive Structures (for Divyangjan)*
7. *Multilingual interactions and inputs*

Relevant documents highlighting the activities to address the student diversities



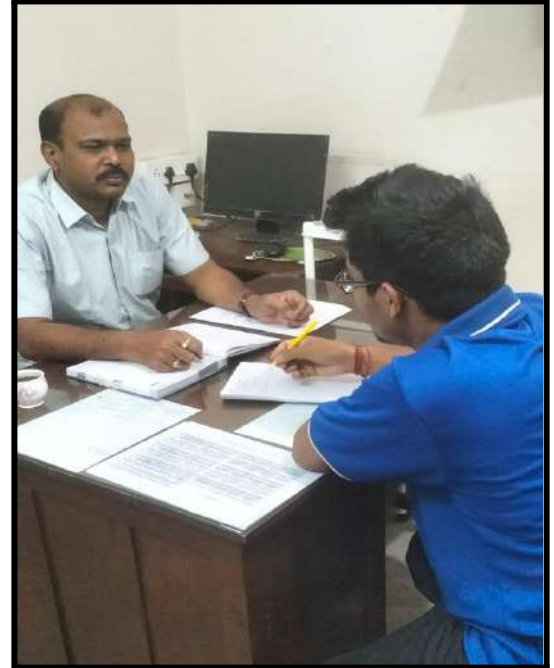
Swami Vidyamritananda
Principal (Offg.)
Ramakrishna Mission Sikshanamandira
Belur Math, Howrah-711202, W.B.

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

- Swami Vivekananda



1. Mentoring/academic counselling



28th Aug/20 2020

AUGUST
28 Friday MEd 3rd Sem
Week 35
Sourav Bera - }
Rojab Mondal - } Mentor
Animesh Saikia - }

Dissertation এর Proposal তৈরির বিষয়ে
আলাপনা হয়েছে, Research methodology-র
নির্দেশনা এই সব জিনিসে প্রয়োজন তৈরির জন্য
বলা হয়েছে,

29 Saturday
Week 35
একই জায়গায় নিজস্ব সমস্যা নিয়ে Theme or Topic
রর সমস্যা সম্বন্ধিত সার্চটি করে Literature
Review করে আনতে হবে, Next দিনের
দিন)

30 Sunday কার্যক্রমের সমস্যা সমাধান করে আলাপনা
করা হয়েছে, Animesh Saikia
Mentor 28/8/2020

AUG 2020

02/03/2017 (Thursday)
Mentor: Se sir
Mentee: Chandan Pal a M.Ed trainee
(M.F:02) has consulted about his dissertation
(Ramkrishna Madhyamik Siksha Abhiyan in
West Bengal with special reference to North
24 Parganas)

03/03/2017 (Friday)
Mentor: Se Sir
Mentee: Subanta Mondal consulted
(Susanta Mondal)
with mentor about data collection and
analysis relating to frame his M.Ed
dissertation on 'Enrollment of Learners in
Secondary School: Recent trend observation.'



2. Peer feedback/Tutoring

Peer Teaching Observation

RAMAKRISHNA MISSION SIKSHANAMANDIRA
(Belur Math, Howrah)

MICRO TEACHING

Course: 127 (School Attachment - micro teaching)

Prepared By: Dipanjan Mishra

Year: B.Ed 2nd Semester

Roll NO. F-77

Session: 2021-23

Section: B

Exam
17/06/22



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<u>INTRODUCTION SKILL</u>			
Unit/Sub-unit	Content	Components	Procedure Details
Unit-Indian National Movement. Sub-Unit-Non-cooperational Movement	<ul style="list-style-type: none"> • Introduction to Indian pre-independence history. • Description about the colonial history • Means of colonial power. • Concept of National movement. 	Securing attention	<ul style="list-style-type: none"> • Ask students about the date. • Showing chart or diagram in which means of National movement timescale. • What are these? Do you know that?
		Assessing Motivational Level	<ul style="list-style-type: none"> • Showing the time table to the students. • Tell them some related facts about movement or revolution.
		Related to Previous Knowledge	<ul style="list-style-type: none"> • Do you know about 1857 revolution? • Recall the revolutionary movements against company rule.
		Specify the main points	<ul style="list-style-type: none"> • Today we will discuss about a massive mass movement, called 'non-cooperational movement.' • Discuss about its impact and importance.
		Using appropriate devices	<ul style="list-style-type: none"> • Chart for discussing the time lines of National movement.



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EXPLAINING SKILL

Unit/sub-unit	Content	Components	Procedure Details
Unit - Indian National Movement	<ul style="list-style-type: none"> • Introduction to National Movement. • Description about the non-cooperational movement. 	Objective of the unit or sub-unit	<ul style="list-style-type: none"> • To know about the movement's back-ground • To know about the importance and impact of this movement.
Sub-Unit - Non-cooperational Movement	<ul style="list-style-type: none"> • Describe movement's back ground. 	Clarity and Precision of language	<ul style="list-style-type: none"> • Mention about the movement clearly. • Use clear voice and clear know words. • Avoid speedy throwing of words.
		Continuity and relevance	<ul style="list-style-type: none"> • Explain about the situation of India before this revolution. • Explain the role of Gandhiji to this movement.
		using relevant example	<ul style="list-style-type: none"> • Example of all Indian gather for this movement. • Example of swaraj. • Example of other movements like Sattyagraha Movement.
		Stimulus Variation for maintaining attention	<ul style="list-style-type: none"> • Showing the chart and then explain the fact. • Tell some short background stories about the movement to get the attention.



QUESTIONING SKILL

Unit/sub-unit	Content	Components	Procedure Details
Unit - Indian National Movement Sub-Unit - Non-Cooperative Movement	<ul style="list-style-type: none"> • Introduction to National movement • Description about non-co-operative movement. • Describe movement's Background 	Precision and Clarity of language	<ul style="list-style-type: none"> • What do you know about Indian National movement? • What is non-cooperative movement?
		Linking with Specific Learning objectives	<ul style="list-style-type: none"> • What do you know about the movement's background? • Explain the importance of the movement.
		Refocusing and direction	<ul style="list-style-type: none"> • What do you know about the end of this movement? • Tell me something about Chauri Chaura incident.
		using student response	<ul style="list-style-type: none"> • Give some reasons of the failure of this movement. • Is this a big mass movement in Indian history?
		prompting	<ul style="list-style-type: none"> • What do you do if you are at the same situation of Gandhiji?

A



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<u>REINFORCEMENT SKILL</u>			
Unit/sub-unit	Content	Component	Procedure Details
Unit - Indian National Movement	<ul style="list-style-type: none"> • Introduction to Indian National Movement. 	Appropriateness of reinforcement	<ul style="list-style-type: none"> • What is the basic tool of this movement? (teacher) - Non-violence (student).
Sub-Unit - Non-cooperational Movement	<ul style="list-style-type: none"> • Describe about non-cooperational movement. • Discuss the background of this movement. 	Positive and negative reinforcement	<ul style="list-style-type: none"> • In which year this movement was started? (teacher) - 1920 (student) • In which year this was ended? (student) - 1922 (student).
		Verbal and non-verbal reinforcement	<ul style="list-style-type: none"> • Is this a failure movement? (teacher) - Yes • Yes you are correct (teacher) good answer.
		Interactive reinforcement	<ul style="list-style-type: none"> • What was^{was} the basis of this movement? (teacher) - Swaraj. Yes you are right, and your attention to the class was very good.
		Immediate and delayed reinforcement	<ul style="list-style-type: none"> • You, students must read this page attentively. - Yes/sir • Just make a time line of National History - ok/sir.



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CLOSURE SKILL			
Unit/sub-unit	Content	Components	Procedure Details
Unit - Indian National Movement Sub-unit - Non-cooperational Movement	<ul style="list-style-type: none"> • Introduction to National movement of India. • Describe the non-cooperational movement. • Describe the background of the movement. 	Summarization	Today we have read - <ul style="list-style-type: none"> • First Indian mass movement. • Gandhiji's role on non-cooperational movement. • Importance of the movement.
		Link with future lesson	What ever we learnt to will helps us in future study of Indian National movement. Like you will easily understand the other movements of Indian freedom.
		Link with real life activity	Everyone today in our class have directly related to this fact because of these movements we got our freedom from British.
		Evaluation	<u>Questions:</u> <ul style="list-style-type: none"> • What are the causes of this movement? • What was its importance to twentieth century India.
		Adequacy of assignments	<ul style="list-style-type: none"> • Make a chart over this movement. • Make a map to show the mass activation of this movement. • Let's meet mother class.

7
17/06/22

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RAMAKRISHNA MISSION SIKSHANAMANDIRA

Name: Saptendu Dey; Roll No.: F166, class: B.ed 2nd Sem Year: 2019-20
Subject: School Attachment: 3 week Reg. No.: AD2-1112-0865-19, Course: 127

Information Of School Attachment Programme:

Introduction: রামকৃষ্ণ শিক্ষানন্দির 2nd Sem-এর পাঠক্রম অনুযায়ী ও-শিক্ষক মহারাজ স্থানীয় বিদ্যালয়গুলি-জি-নির্দেশক গত 5.03.20 তারিখে 22 জন-এর একটি দল Subhangaohu Doo, -এর নেতৃত্বে বরহালগর শ্রী শ্রী রামকৃষ্ণ বিদ্যালয়-এর শিক্ষকদের নিয়ে গিয়েছিল।

বিদ্যালয় খাবার পূর্ণ co-ordination গ্যাপক Soumen Dutta মহাশয় এবং অন্যান্য স্থানীয় গ্যাপক মহাশয় গ্যাপকগণ বিষয়ে প্রতিক্রিয়া দিয়েছিলেন এবং 6টি skill-নিম্নে বিস্তারিত আলোচনা করেছিলেন, ফলে কিছু তথ্য হল:

- Name of School:** Buranagar Sree Sree Ramkrishna Vidyapith (H.S.)
- Number Of Student in this group:** 22
- Group Leader Name:** Subhangaohu Doo; F-63
- List Of Student's Name:** Saptendu Dey (F-66), Subhangaohu Doo (F-63), Roxnak karmakar (F-59), Mihir Halder (F-67), Paritosh Halder (F-70), Samir Pradhan (F-69), Ranjit Barman (F-92), Saikat Ghosh (F-85), Pannal kumar Hati (F-40), Subrata Sankar (F-94), Anitra Samanta (F-84), Bhagat Barman (F-89), Rakesh Debnath (F-), Partha Roy (F-45), Sumit Bhakat (F-10), Joyprokash Mandal (F-72), Pallab chakraborti (F-74) Subhansu Pramanik (F-90), Partha Sarker (F-97), Somnath Manna (F-38) . Suman Jana (F-86), Mintu Doo (F-54);

Micro-Teaching:

1963 সালে আমেরিকা স্টোনহোল্ড বিদ্যালয় একদল নতুন শিক্ষক প্রস্তুতি আঁকির করেন, তা আমেরিকা এই পদ্ধতি নামকরণে আমেরিকা আমেরিকা বা Micro-teaching. D.W. Allen অঙ্কিত অনুযায়ী, "Micro-teaching is a scaled down sample of teaching."

Micro-Teaching-এর উদ্দেশ্য:

- 1) 6টি skill এর তার sub-components স্থানীয় মতিমে একজন শিক্ষকের শিক্ষণ দক্ষতা বৃদ্ধি পাও
- 2) 6টি skill বিভিন্ন আলোচনা আওতাধীনদের পরিচালনা আরও আকর্ষণ ও উৎসাহিত করা
- 3) বিক্ষমতাগুলি আলোচনা এবং শিক্ষার্থী সঙ্গে অন্যতা গড়ে উঠে সাহায্য করে.

Micro-Teaching Skill Name:

- Introducing a lesson:** এই skill-এ 5টি subcomponent আছে, যথা- Securing student attention, Assessing motivational level, Relate to prior knowledge, Specifying the points to be taken teaching, Using appropriate devices, এই স্থানীয় মতিমে আনকরের গুরুত্ব পরিচালনা না করে শিক্ষার্থী সচেতনতা আকর্ষণ করে পরিচালনা করা হয়ে থাকে।
- Explanation:** এই skill-এ 5টি subcomponent আছে, যথা - Objective of the unit, clarity and precision of language, Continuity and relevance Using relevant example stimulus variation for maintaining attention; -এর মাধ্যমে একটি বিষয়ের গুরুত্বপূর্ণ শিক্ষার্থী কাছে তুলে ধরতে সাহায্য করে।
- Questioning:** এই skill-এ 5টি sub-component আছে, যথা- Precision and clarity of language, Linking with specific learning objectives, Refocusing and re-directing Using student example, Prompting, এই মাধ্যমে বিষয়ের গুরুত্বপূর্ণ প্রশ্ন উত্থাপন করে এবং Using student example, Prompting, এই মাধ্যমে বিষয়ের গুরুত্বপূর্ণ প্রশ্ন উত্থাপন করে এবং Using student example, Prompting, এই মাধ্যমে বিষয়ের গুরুত্বপূর্ণ প্রশ্ন উত্থাপন করে এবং
- Black Board use:** এই skill-এর 5টি sub component হল, clarity and Purpose, legibility of Hand writing, Line and Space, and time, Use proper device, Use proper student response, -এ মাধ্যমে পরিচালনা করে -এর আকর্ষণীয় করে তোলে।
- Reinforcement:** এই skill-এ 5টি subcomponent আছে, যথা- Appropriateness of Reinforcement, Positive and negative reinforcement, Positive Interactive Reinforcement, Verbal and nonverbal, Immediate and delayed reinforcement এই মাধ্যমে পরিচালনা করে
- closure:** এই skill-এ 5টি sub-component হল Summarization, link with future lesson real life activities, evolution, Adequacy of assignment - মাধ্যমে পরিচালনা করে শেষ করা হয়ে থাকে।
- Conclusion:** এই ক্ষেত্রে আমি 5টি skill এর তার 3টি sub-components নিয়ে পরামর্শ দিয়ে বসেছি এবং 6টি পরামর্শ আমার এই সহকারী যথা - Subhangaohu Doo (সি) এবং Pannal kumar Hati: evolved করেছি এবং তার শিক্ষকের গুরুত্বপূর্ণ skilled (সি) (সি) Very good পাওয়া।

Subhangaohu Doo number সংখ্যা 22, 24, 22, 23, 22, 22, 28, এর এর number - 22, 24, 23, 24, 24, 22 |



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Peer Feedback on Micro-teaching Skills

RAMAKRISHNA MISSION SIKSHANAMANDIRA
Belur Math, Howrah-711202

PEER - OBSERVATION SHEET FOR MICRO TEACHING

NAME OF STUDENT : Saptendu Dey
 COURSE : B.Ed. - 2nd Sem. (Session 2019-21)
 ROLL NO. : F-66
 SUBJECT : Life Science
 TOPIC : Photosynthesis
 CLASS : IX

N.B.	
Very Good	= 5
Good	= 4
Average	= 3
Poor	= 2
Very Poor	= 1

SKILLS	COMPONENTS	RATING					TOTAL OUT OF 25
		5	4	3	2	1	
1) INTRODUCING A LESSON	Securing student attention		✓				22
	Assessing motivational level	✓					
	Relate to prior knowledge	✓					
	Specifying the points to be taken for teaching	✓					
	Using appropriate devices			✓			
2) EXPLANATION	Objective of the unit	✓					24
	Clarity and precision of language	✓					
	Continuity and relevance			✓			
	Using relevant examples	✓					
	Stimulus variation for maintaining attention	✓					
3) QUESTIONING	Precision and clarity of language	✓					22
	Linking with specific learning objectives			✓			
	Refocusing and re-directing			✓			
	Using student response	✓					
	Prompting			✓			
4) BLACK BOARD USE OF	Clarity and purpose	✓					23
	Legibility of Handwriting and drawing			✓			
	Line, Space and time			✓			
	Use of proper equipments/ devices.	✓					
	Use proper student's response	✓					
5) REINFORCEMENT	Appropriateness of reinforcement	✓					22
	Positive and negative reinforcement			✓			
	Verbal and non-verbal reinforcement	✓					
	Interactive reinforcement			✓			
	Immediate or delayed reinforcement			✓			
6) CLOSURE	Summarization	✓					22
	Link with future lesson	✓					
	Link with real life activities				✓		
	Evaluation			✓			
	Adequacy of assignment	✓					

SUGGESTION (IF ANY):

Subhramisu Das.
EVALUATOR'S SIGNATURE
9/03/2020

N.B.	
21-25	= Very Good
16-20	= Good
11-15	= Average
6-10	= Poor
below 6	= Very Poor

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Peer Feedback on Internship

RAMAKRISHNA MISSION SIKSHANAMANDIRA
Belur Math, Howrah-711202

PEER OBSERVATION SHEET FOR MICRO TEACHING

NAME OF STUDENT : SAPTENDU DEY
 COURSE : B.Ed. - 2nd Sem. (Session 2019-21)
 ROLL NO. : F-66
 SUBJECT : Life Science
 TOPIC : Response and Physical Co-ordination in Animals - Nervous System
 CLASS : X

N.B.	
Very Good	= 5
Good	= 4
Average	= 3
Poor	= 2
Very Poor	= 1

SKILLS	COMPONENTS	RATING					TOTAL OUT OF 25
		5	4	3	2	1	
1) INTRODUCING A LESSON	Securing student attention	✓					22
	Assessing motivational level		✓				
	Relate to prior knowledge		✓				
	Specifying the points to be taken for teaching		✓				
	Using appropriate devices		✓				
2) EXPLANATION	Objective of the unit	✓					24
	Clarity and precision of language		✓				
	Continuity and relevance	✓					
	Using relevant examples	✓					
	Stimulus variation for maintaining attention	✓					
3) QUESTIONING	Precision and clarity of language		✓				23
	Linking with specific learning objectives	✓					
	Refocusing and re-directing	✓					
	Using student response		✓				
4) BLACK BOARD USE OF	Prompting	✓					24
	Clarity and purpose	✓					
	Legibility of Handwriting and drawing		✓				
	Line, Space and time	✓					
	Use of proper equipments/ devices.	✓					
5) REINFORCEMENT	Use proper student's response	✓					24
	Appropriateness of reinforcement	✓					
	Positive and negative reinforcement		✓				
	Verbal and non-verbal reinforcement	✓					
6) CLOSURE	Interactive reinforcement	✓					22
	Immediate or delayed reinforcement	✓					
	Summarization		✓				
	Link with future lesson	✓					
	Link with real life activities		✓				
	Evaluation	✓					
	Adequacy of assignment		✓				

SUGGESTION (IF ANY): you should focus more on closure. More use of Blackboard is required.

N.B.	
21-25	= Very Good
16-20	= Good
11-15	= Average
6-10	= Poor
below 6	= Very Poor

Sarinal Kumar Hati
EVALUATOR'S SIGNATURE 12/03/2020

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46.

CLASS: VII SUBJECT: 'Anvatkala' DATE: 28/11/2022

VOICE: PRESENTATION:

(a) Voice: Very clear.

(b) Presentation: Satisfactory

QUESTIONING: Ask more valuable and interesting question in your topic

USE OF TEACHING AIDS: Chart used properly

USE OF BLACK BOARD: too much used

STUDENT PARTICIPATION: very active


LESSON PLAN: He has a complete LD.

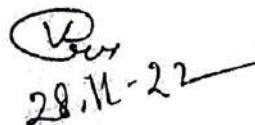
ATTENTION TO THE WHOLE CLASS: Lot of attention

CLASSROOM MANAGEMENT: well managed.

REMARKS (if any): you have to improve yourself more.

OVERALL EVALUATION : A + / A / B+ / B / C+ / C




28.11.22
Observer's Signature

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RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

PRACTICE TEACHING 20..... / 20.....

PEER FEEDBACK PROFORMA

Name of the Trainee : Sumantra Das Roll No. : F59
Class : VIII Subject : Sanskrit Date : 14.09.22

1. a. Voice :- very prominent and clear
b. Exposition :- good
c. Delivery :- satisfactory
2. Questioning :- very good
3. Use of Teaching Aids :- used TLM
4. Use of Blackboard :- used
5. Student Participation :- active
6. Lesson Plan :- present
7. Command over the Subject :- very satisfactory
8. Attention to the whole class :- sufficient
9. Classroom Management :- well balance
10. Remarks (if any) :- Try to improve your self

Name of Observer Trainee : Chandam Bhandary Roll No. : F39



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RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

PRACTICE TEACHING 20..... / 20.....

PEER FEEDBACK PROFORMA

Name of the Trainee : Sumanta Das Roll No. : F59
Class : VII Subject : Sanskrit Date : 09/11/22

1. a. Voice :- Excellent
b. Exposition :- Excellent
c. Delivery :- very good
2. Questioning :- used relevant question
3. Use of Teaching Aids :- used very good chart.
4. Use of Blackboard :- Neat and clean
5. Student Participation :- very good
6. Lesson Plan :- presented
7. Command over the Subject :- Excellent
8. Attention to the whole class :- very good
9. Classroom Management :- very good
10. Remarks (if any) :- Try to improve yourself more.

Subhojit Nandi
Name of Observer Trainee :

Roll No. : F92



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3. Remedial learning engagement

Teachers' Feedback on Practice Teaching

NAAC Re-accredited 'A'

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College with Potential for Excellence (CPE)
College of Teacher Education (CTE) & Swami Vivekananda Centre for
Multidisciplinary Research in Educational Studies (SVCRES)
Belur Math, Howrah - 711 202, West Bengal.



PRACTICE TEACHING COMMENTS BOOK

Name.....SAYANTAN KUNDU.....

Roll No.....F22..... Session.....2020-2022.....

Method 1.....PHYSICAL SCIENCE..... Method 2.....MATHEMATICS.....

Practice teaching School.....UTTARPARA AMARENDRA VIDYAPITH.....

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- Swami Vivekananda



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CLASS : VIII - SUBJECT : P.GE DATE : 18. 10. 2022

UNIT : *পার্বত্য স্তর*

SUB - UNIT : *আর্যসমাজ ও তার মতাদর্শ*

1. VOICE, EXPOSITION AND DELIVERY :

(a) Voice : *very clear and prominent -*

(b) Exposition : *good .*

(c) Delivery : *nice .*

2. PRESENTATION WITH CLEAR OBJECTIVES : *Satisfactory .*

3. QUESTIONING : *Ask more valuable and interesting Questions in your Subjects or Topic related .*

4. USE OF TEACHING AIDS : *Colorful chart -*

5. USE OF BALCK BOARD : *Sufficient - not bad -*

6. STUDENT PARTICIPATION : *very active*

7. LESSON PLAN : *L.D. present . ✓*

8. COMMAND OVER THE SUBJECT : *well managed .*

9. ATTENTION TO THE WHOLE CLASS : *To create more attention in your whole class .*

10. CLASSROOM MANAGEMENT : *well balanced .*

11. REMARKS (if any) : *"To create a good friendly atmosphere in your whole class ."*

12. OVERALL EVALUATION : *A+ | A | B+ | B | C+ | C*

Rathindran B.S.
Supervisor's Signature

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CLASS : VII A SUBJECT : Mathematics DATE : 08 / 04 / 20 22

UNIT : ঐতিহাসিক প্রক্রিয়া

SUB - UNIT : ঐতিহাসিক সংগঠনাদি

1. VOICE, EXPOSITION AND DELIVERY :

(a) Voice : Loud and clear

(b) Exposition : Good

(c) Delivery : Nice

2. PRESENTATION WITH CLEAR OBJECTIVES : Satisfactory

3. QUESTIONING : Questioning was done

4. USE OF TEACHING AIDS : Chart

5. USE OF BLACK BOARD : Proper, neat and clean

6. STUDENT PARTICIPATION : Active

7. LESSON PLAN : L.D. Present

8. COMMAND OVER THE SUBJECT : Good

9. ATTENTION TO THE WHOLE CLASS : Fine

10. CLASSROOM MANAGEMENT : well managed

11. REMARKS (if any) : You should give more examples to students

12. OVERALL EVALUATION : A+ / A / B+ / B / C+ / C

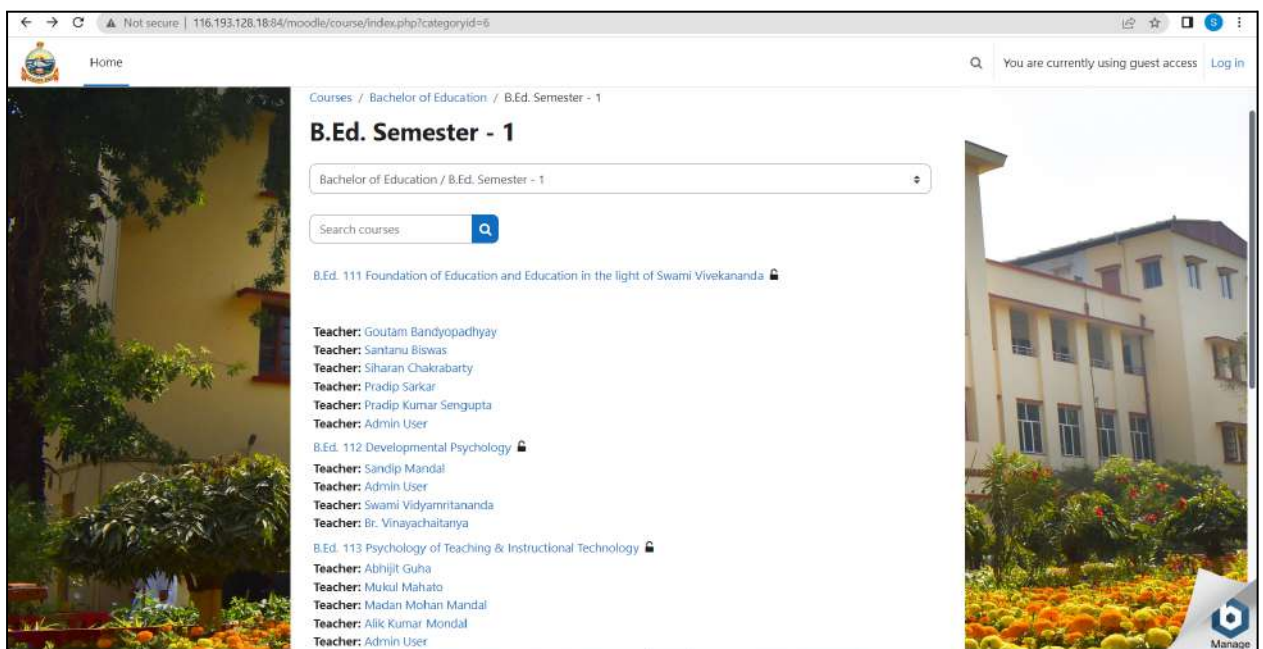
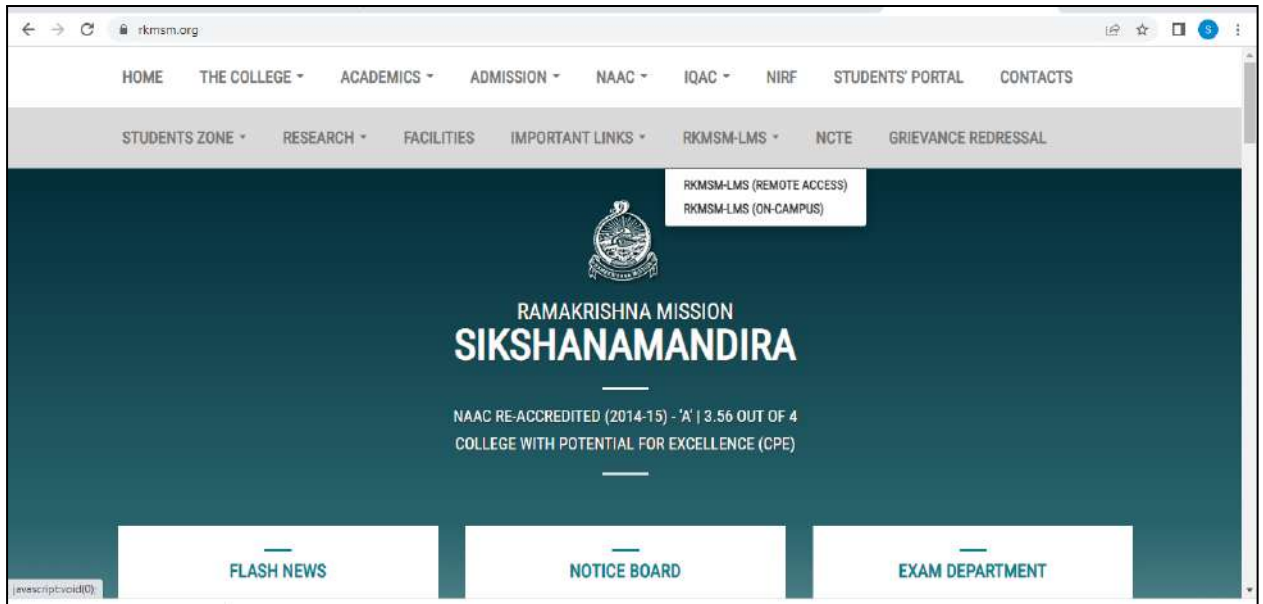
Supervisor's Signature

08.04.22



4. Learning enhancement /enrichment inputs

Institutional Learning Management System (LMS)



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- Swami Vivekananda



The screenshot shows a Moodle course page for 'B.Ed. 111 Foundation of Education and Education in the light of Swami Vivekananda'. The page is viewed through a browser with the URL '116.193.128.18:84/moodle/course/view.php?id=18'. The user is logged in as a guest. The course content is organized into sections: 'General', '1H/U1: General Concept of Education', '1H/U2: Philosophical Foundation of Education', '1H/U3: Sociological and Psychological Foundations of Education', and '1H/U4: Psychological Foundations of Education'. The 'General' section is expanded, showing a 'FORUM Announcements' block and two 'FILE' blocks: 'Concept & Scope of Education: The four pillars of education.' and 'AIMS OF EDUCATION: PERSONAL, SOCIAL, ECONOMIC AND NATIONAL DEVELOPMENT.'. A 'Mark as done' button is visible next to each file.

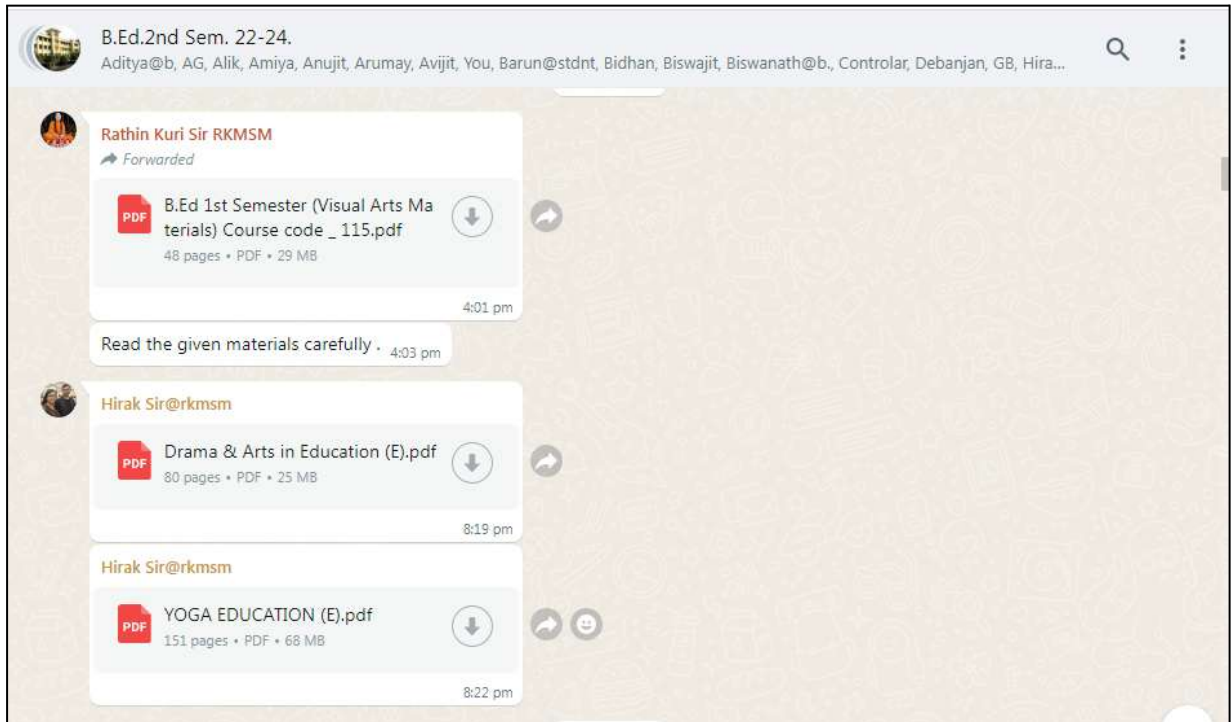
The screenshot shows a Moodle course page for 'Unit III- Changing Socio-cultural Context of Education'. The page is viewed through a browser with the URL '116.193.128.18:84/moodle/course/view.php?id=52'. The user is logged in as a guest. The course content is organized into sections: 'General', 'Unit I- Theoretical Perspectives on Education', 'Unit II- Approaches and Issues in Education', 'Unit III- Changing Socio-cultural Context of Education', 'Unit IV- Education in the Contemporary World', and 'Unit V- Emerging Dimensions of Education'. The 'Unit III- Changing Socio-cultural Context of Education' section is expanded, showing five 'FILE' blocks: 'UNDERSTANDING CONTEMPORARY INDIAN SOCIETY-WITH REFERENCE TO MULTILINGUAL, MULTICULTURAL, GENDER, EQUITY, POVERTY, DIVERSITY.', 'PROCESS OF SOCIALIZATION AND ACCULTURATION OF THE CHILD-CRITICAL APPRAISAL OF THE ROLE OF SCHOOL, PARENTS, PEER GROUP AND THE COMMUNITY.', 'Teachers' autonomy, academic freedom and accountability', 'CONCEPT OF EDUCATION FOR ALL: UNIVERSALIZATION OF EDUCATION', and 'EDUCATIONAL PHILOSOPHY OF PAULO FREIRE DOCTRINES OF GREAT EDUCATOR - PAULO FREIRE'. A 'Mark as done' button is visible next to each file.

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Officially created students' WhatsApp group





5. Collaborative tasks

Projects works on inclusive education

Every year, Sikshanamandira introduces a one-day visit to a special education institution in collaboration with the trainee-teachers. The trainee-teachers are separated into groups to observe and collect information from the Principal, teaching faculties, non-teaching personnel, and special students of that institution through interviews and discussions.

Learning Outcomes:

This project work on inclusive education enables them in understanding about the teaching learning environment, curriculum, support systems, vocal aspects for students, and the institution as a whole.





Communicative Skills

COURSE : 196

Communicative Skill – 3 (EPC -9C)

Group : 19

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

Verbal

Non-verbal



Communication

Key Differences

Types of Communication

Communication is the act of transmitting information, ideas and Attitudes from one person to another. Thus the communication takes place among individuals, belonging to various categories and backgrounds, they put into operation various types of communication.



Verbal Communication



Written Communication



Non-Verbal Communication



Mass Communication



Visual Communication



Group Communication



Feedback Communication

What is Verbal Communication?

Verbal communication is defined as communication to express our views, information, and ideas in the form of sound and words. The spoken part usually involves face-to-face communication, and when people ponder the word communication, they often think about the act of talking.



Intrapersonal Communication



Interpersonal Communication



Oral Communication



Public Communication

Types of Verbal Communication



Intrapersonal Communication



Interpersonal Communication



Small Group Communication



Public Communication



Mass Communication

Nonverbal Communication

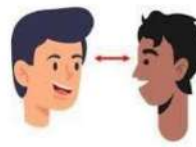
Nonverbal Communication Refers to Communication that is Produced by some Means other than Words (Eye Contact, Body Language, or Vocal cues. In other words, communication without using words, such as gestures, body language, the facial Expressions is Called Non-Verbal Communication.



Body Language



Facial Expression



Eye Contact

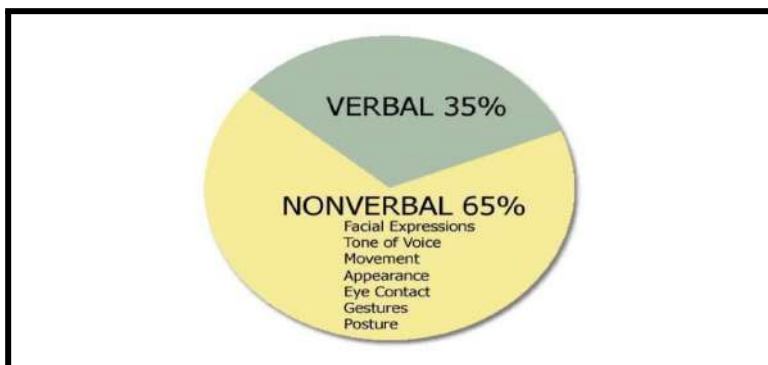
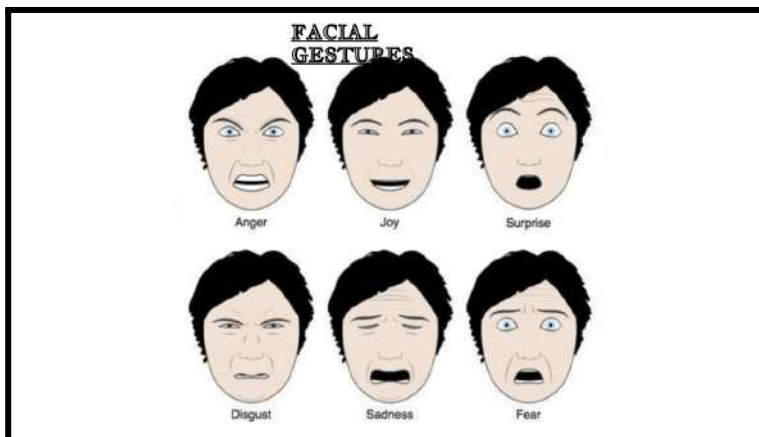
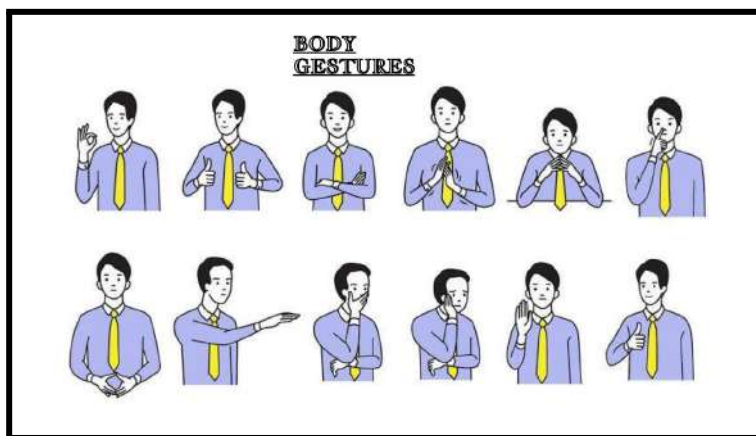
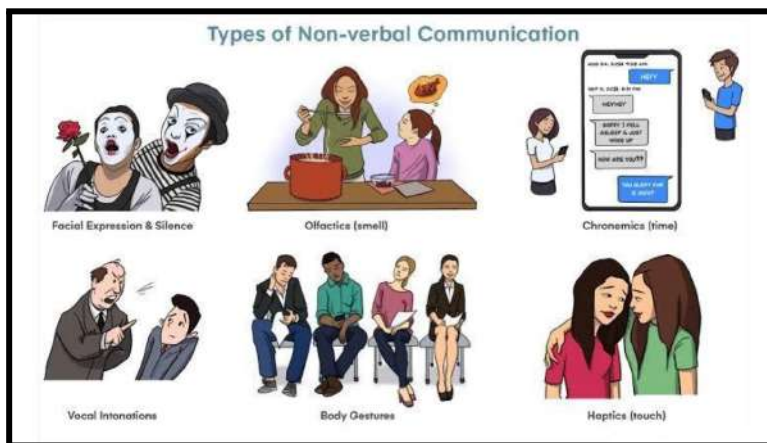


Hand Gestures



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- Swami Vivekananda



6. Assistive Devices and Adaptive Structures (for the differently abled)



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7. Multilingual interactions and inputs



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HOSTEL
Belur Math, Howrah - 711202, West Bengal
Phone: (033) 2654-8281 / 6081 / 4814, E-Mail: ramm@rediffmail.com, Website: www.rmm.org

বিশেষ বিজ্ঞপ্তি

এতদ্বারা রামকৃষ্ণ মিশন শিক্শনমন্দিরের ২০২১-২৩ এবং ২০২২-২৪ (বি.এড. এবং এম.এড.) সকল আবাসিক প্রশিক্ষার্থীদের উদ্দেশ্যে জানানো যাচ্ছে যে, আপামী ২৮.০৫.২০২৩ তারিখ সকাল থেকে মেস সম্পূর্ণ বন্ধ থাকিবে।

যে সকল এম. এড. প্রশিক্ষার্থীদের (২০২১-২৩ এবং ২০২২-২৪) ২৭.০৫.২০২৩ তারিখের পর পরীক্ষা আছে তাদের জন্য যাওয়ার বন্দোবস্ত করা হবে। তারা যেনো অতি অবশ্যই ছাত্রাবাস অধীক্ষক মহারাজের কাছে ২৫.০৫.২০২৩ তারিখের মধ্যে নাম জমা দেয়।

২০২১-২৩ এর (বি. এড. এবং এম. এড.) সকল প্রশিক্ষার্থীরা যেনো অতি অবশ্যই ছাত্রাবাস ছাড়ার পূর্বে ছাত্রাবাস অধীক্ষক মহারাজের অফিসে রাশা রেজিস্টার খাতায় নাম নথিভুক্ত করে যায়।

২০২২-২৪ (বি. এড. এবং এম. এড.) প্রশিক্ষার্থীদের জানানো যাচ্ছে যে, কলেজ কবে থেকে খুলবে ও কবে থেকে পুনরায় মেস চালু হবে তা সঠিক সময় জানিয়ে দেওয়া হবে। এই প্রশিক্ষার্থীরা পুনরায় হোস্টেলে ফিরে বরাহ (এলোটেড) রুম নং অনুযায়ী রেজিস্টার খাতায় সই করে রুমে প্রবেশ করবে।

২০২২-২৪ (বি. এড. এবং এম. এড.) প্রশিক্ষার্থীরা বাড়ি যাওয়ার পূর্বে তারা তাদের জিনিস যদি রেখে যেতে চায়, তাহলে এস.এস.-৩৭ (SS-37) এবং এস.এস.-১০ (SS-10) নম্বর রুমে রেখে যাবে এবং অবশ্যই নিজের জিনিসে নাম ও ক্রমিক নম্বর লিখবে।

২০২২-২৪ এর (বি. এড. এবং এম. এড.) সকল প্রশিক্ষার্থীরা, যেনো অতি অবশ্যই ছাত্রাবাস ছাড়ার পূর্বে রীতি অনুযায়ী Hostel Leave Register -এ নাম নথিভুক্ত করে যায়।

তারিখ - ২০/০৫/২০২৩

Br. Chaitanya
(Br. Vinayachaitanya)
Superintendent
Ramakrishna Mission Sikshanamandira Hostel
P.O. Belur Math :: Dist. Howrah



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RAMAKRISHNA MISSION SIKSHANAMANDIRA, HOSTEL

(NOTICE)

A general mess charges (Rs.1755.00) for the month of
(APRIL - 2023) is given below.

All trainees are requested to pay their mess bill on or
before 20-05-2023.

Date: 04-05-2023.

Dr. Chaitanya

Superintendent
Ramakrishna Mission SIKSHANAMANDIRA Hostel
P.O. Belur Math :: Dist. Howrah