



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*

Reports with seal and signature of Principal



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

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

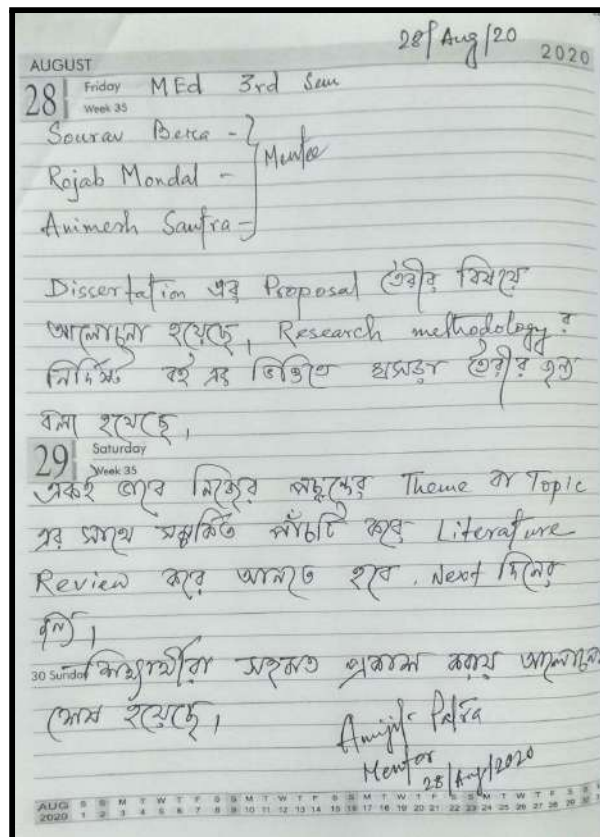
- Swami Vivekananda



1. Mentoring/academic counselling

Sikshanamandira offers 14 different method subjects belonging to the Science, Arts and commerce disciplines. That results in admission of students of diverse types: from different linguistic backgrounds, socio-economic backgrounds, different abilities etc. To cater the different needs of the student population of diverse backgrounds, faculty members continuously engage both in college hours and other than college hours also (as we have residential facilities for both students and staff).

During the mentoring or Academic counselling sessions, teachers deeply/elaborately explain the concept a student encounters difficulty in understanding. Students also receive hands-on/suitable examples that enable them to correlate the concept with already existing ones. Students also get direct individualised feedback on their teaching performance that enables them to improve their teaching skills. Teachers also share some practical tips and techniques as well as their personal experiences and examples in this regard.





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2. Peer feedback/Tutoring

Feedback from peer groups sometimes reflects or points out the flaws better than the student himself identifies. So it is an integral part of curriculum transactions at Sikshanamandira. During Micro Teaching sessions, trainee-teachers teach in a simulated classroom environment where their peer groups act or play the role of students. After each session the peer group gives their specific feedback to the trainee teacher. During internship also this practice helps the trainee teachers to identify and subsequently rectify their mistakes in teaching. A sample feedback sheet is attached below.

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Belur Math, Howrah-711202

PEER OBSERVATION SHEET FOR MICRO TEACHING

NAME OF STUDENT : SAPTENDU DEY
 COURSE : B.Ed. - 1st Sem. (Session 2019-21)
 ROLL NO. : F-66
 SUBJECT : Life Science
 TOPIC : Response and Physical Co-ordination in Invertebrates - Nervous System
 CLASS : X

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	✓					
	Prompting	✓					
4) BLACK BOARD USE OF	Clarity and purpose	✓					24
	Legibility of Handwriting and drawing	✓					
	Line, Space and time	✓					
	Use of proper equipments/ devices.	✓					
	Use proper student's response	✓					
5) REINFORCEMENT	Appropriateness of reinforcement	✓					24
	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): You should focus more on closure. More use of Blackboard is required.

EVALUATOR'S SIGNATURE: Jaynarayan Kumar Hati 12/03/2020

N.B.	Skill-wise
21-25	Very Good
16-20	Good
11-15	Average
6-10	Poor
below 5	Very Poor



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3. Remedial learning engagement

Before the commencement of Internship trainee-teachers collect the 'Practice Teaching Comments Book' from the college office. This Practice Teaching Comments Book is a result of long years of observation and documentations of the teaching skills of trainee-teachers by the faculty members. Teachers write specific feedback on the different aspects of the teaching skills like Voice, Exposition delivery, Presentation, Questioning, Use of teaching aids and blackboards, Classroom management etc. and overall evaluation in six-point grade scale is also provided to the trainee-teachers. Faculty members also provide different strategies to differently abled students to overcome their impediments. A sample feedback sheet is attached below.

NAAC Re-accredited 'A'

RAMAKRISHNA MISSION SIKSHANAMANDIRA

(An Autonomous Post-Graduate Residential College under the University of Calcutta under Section 22 of the UGC Act and duly recognized by the NCTE.)
College with Potential for Excellence (CPE)
College of Teacher Education (CTE) & Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies (SVMRES)
Belur Math, Howrah - 711 202, West Bengal.



PRACTICE TEACHING COMMENTS BOOK

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

Roll No.....E 29..... Session.....2020-2022.....

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

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

CLASS : VIII - SUBJECT : P.GE DATE : 10.10.2020

UNIT : পদার্থের গতি

SUB-UNIT : গতির মাপ ও সরাসর

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 on Topic related.

4. USE OF TEACHING AIDS : Colorful chart -

5. USE OF BLACK 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."

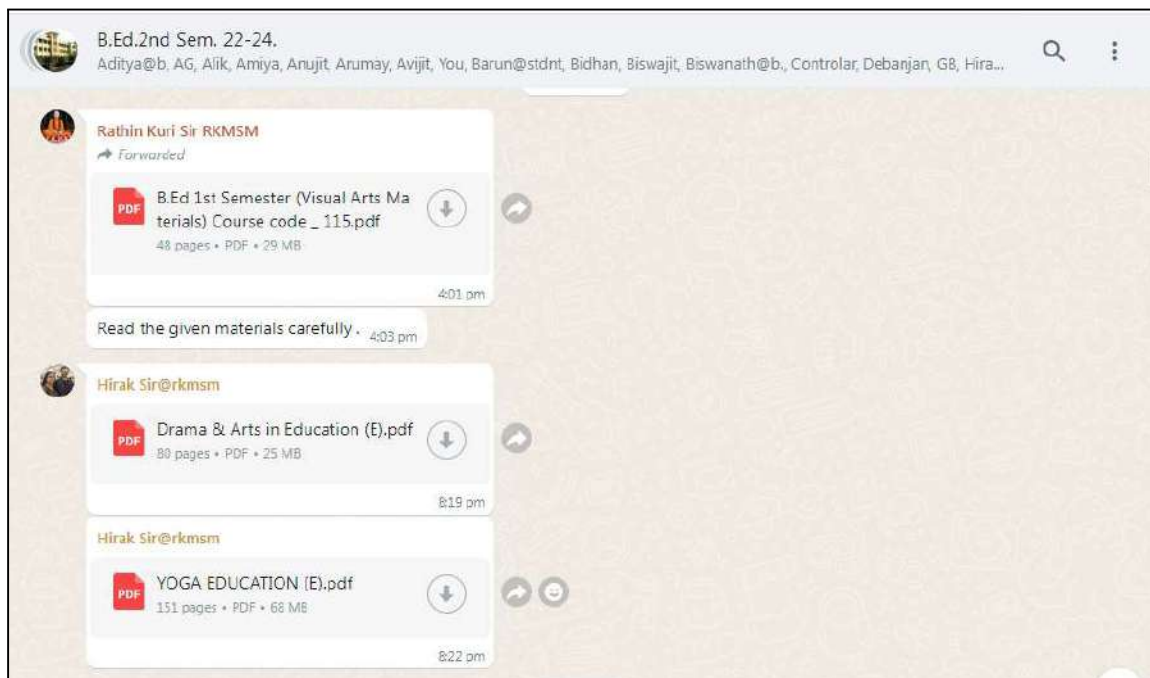
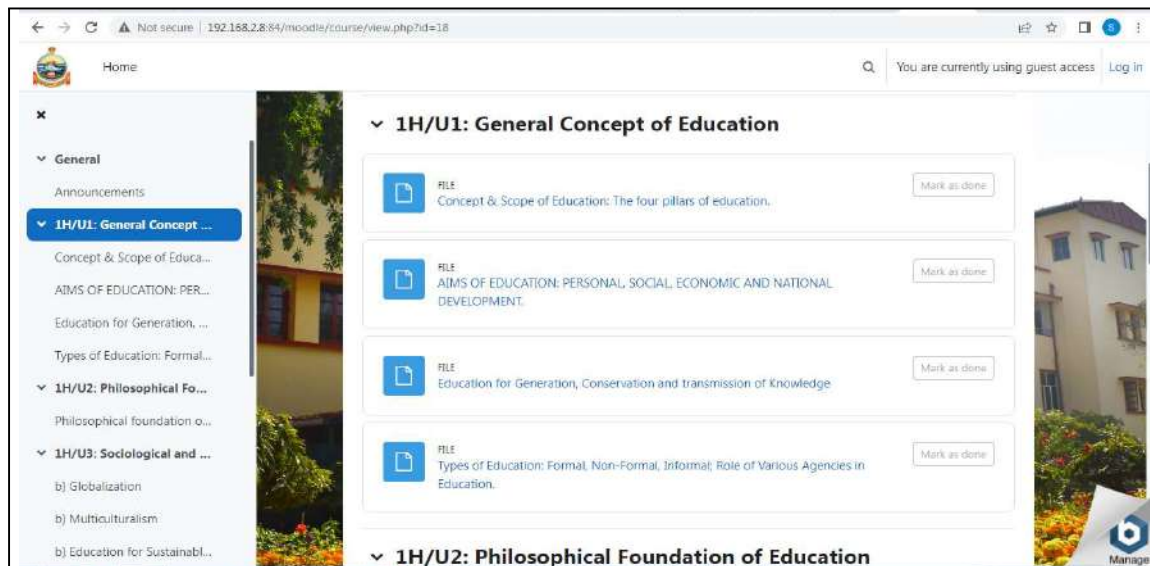
12. OVERALL EVALUATION : A+ | A | B+ | B | C+ | C

Rethink mis 20
Supervisor's Signature



4. Learning enhancement /enrichment inputs

After completion of each unit/subunit of the syllabus, faculty members supply the related learning materials to the students in officially created students' WhatsApp groups. The same also are time to time uploaded in the Institutional MOODLE Platform. Sometimes faculty members also create Google Classroom in their institutional email to share different learning enrichment materials with the students.





5. Collaborative tasks

Every year, Sikshanamandira introduces a one-day visit to a special education institution in collaboration with the trainee-teachers. The trainee-teachers are clustered 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. 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.



Apart from that, in the B.Ed programme, Sikshanamandira offers communicative skills in each semester with 25 marks. Group discussions, where students collaborate and discuss on a given topic are frequently organised in these classes. In the practicum of Course 211: 'Education as an Independent Discipline' of M.Ed programme, the task is as follows:

'Visit to a school, observation of activities and **preparation of report in a group**. [Using a framework to collect data]'

In the teacher assigned groups, students collaboratively accomplish the task and submit the report.





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

Braille books for all topics are accessible in the Sikshanamandira Library for visually challenged students. Classroom notes in audio format are also generated by trainee teachers and made available to students who are visually impaired. For physically challenged students, the institution is well-equipped with a ramp, lift, and an e-wheel chair. Braille indications can be found in all classrooms, staff cubicles, office locations, and other important areas for visually impaired students. Assistive gadgets include talking software in the computer KIOSK, computer Lab, and library are also available.





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7. Multilingual interactions and inputs

The Sikshanamandira is the temple where students from all parts of India and speaking various mother tongues come together to further their education. Although most of the students come from Bengali-speaking families, as we offer Hindi and English as method subjects, a good number of non-bengali students also take admissions here. Needless to mention that the teachers in this diverse classroom, to connect with students of different linguistic backgrounds, teach in a multilingual fashion. Bengali and English are the most common languages spoken in the classrooms by the faculty members. To explain and elaborate a concept in depth for a Hindi speaking student, sometimes the teacher switches to Hindi language.

This multilingual interaction practice is also evident in out of the classroom activities also. In general all the official notices served for the students are written in English language. However, sometimes if the target group of students are from a particular language group, say, Bengali, then the language of the notice may be Bengali. This is very often done in our Hostel. In cultural events and sports events also this spirit of multilingual interaction is maintained.



RAMAKRISHNA MISSION SIKSHANAMANDIRA
HOSTEL
Belur Math, Howrah - 711202, West Bengal
Phone: (033) 2654-9281 / 8081 / 4814, E-Mail: rkmm@rediffmail.com, Website: www.rkmm.org

বিশেষ বিজ্ঞপ্তি

এতদ্বারা রামকৃষ্ণ মিশন শিক্ষামন্দিরের ২০২১-২৩ এবং ২০২২-২৪ (বি.এড. এবং এম.এড.) সকল আবাসিক প্রশিক্ষার্থীদের উদ্দেশ্যে জানানো যাচ্ছে যে, আগামী 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 খাওয়ার 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 রাবা 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 বরাদ্দ (এলোটেড) ক্রম নং অনুযায়ী রেজিস্টার খাতায় সই করে ক্রমে 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 ক্রমে 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. Vinayachaitanya)
Superintendent
Ramakrishna Mission Sikshanamandira Hostel
P.O. Belur Math :: Dist. Howrah



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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
P.O. Belur Math, Howrah



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