



RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

2.3.7-Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

Documentary Evidence in Support of
the Claim



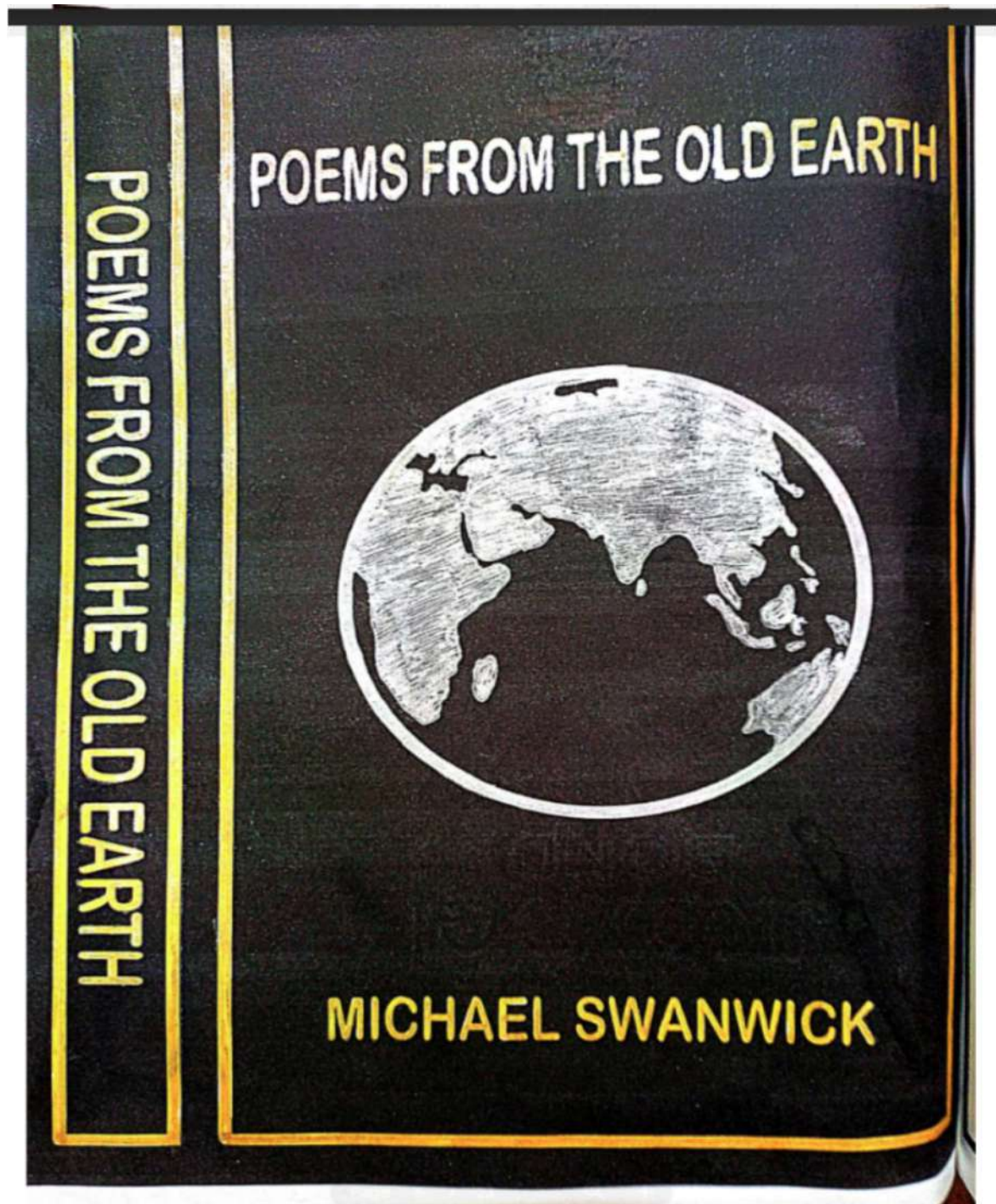
Swami Vidyamritananda
Principal (Offg.)
Ramakrishna Mission Sikshanamandira
Belur Math, Howrah-711202, W.B.

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

- Swami Vivekananda



Creativity



Book Cover Prepared by Debjit Midder, a student-teacher of
B.Ed.(2021-2023)



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13x13 cm

'FOLIAGE'

PENCIL ON PAPER

Pencil Sketch by Deepanjan Mitra, a student-teacher of B.Ed

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Collage prepared by Debjit Midder, a student-teacher of B.Ed.(2021-2023)

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Clay Model prepared by Debjit Midder, a student-teacher of
B.Ed.(2021-2023)

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DEPOSITIONAL LANDFORMS OF WIND.

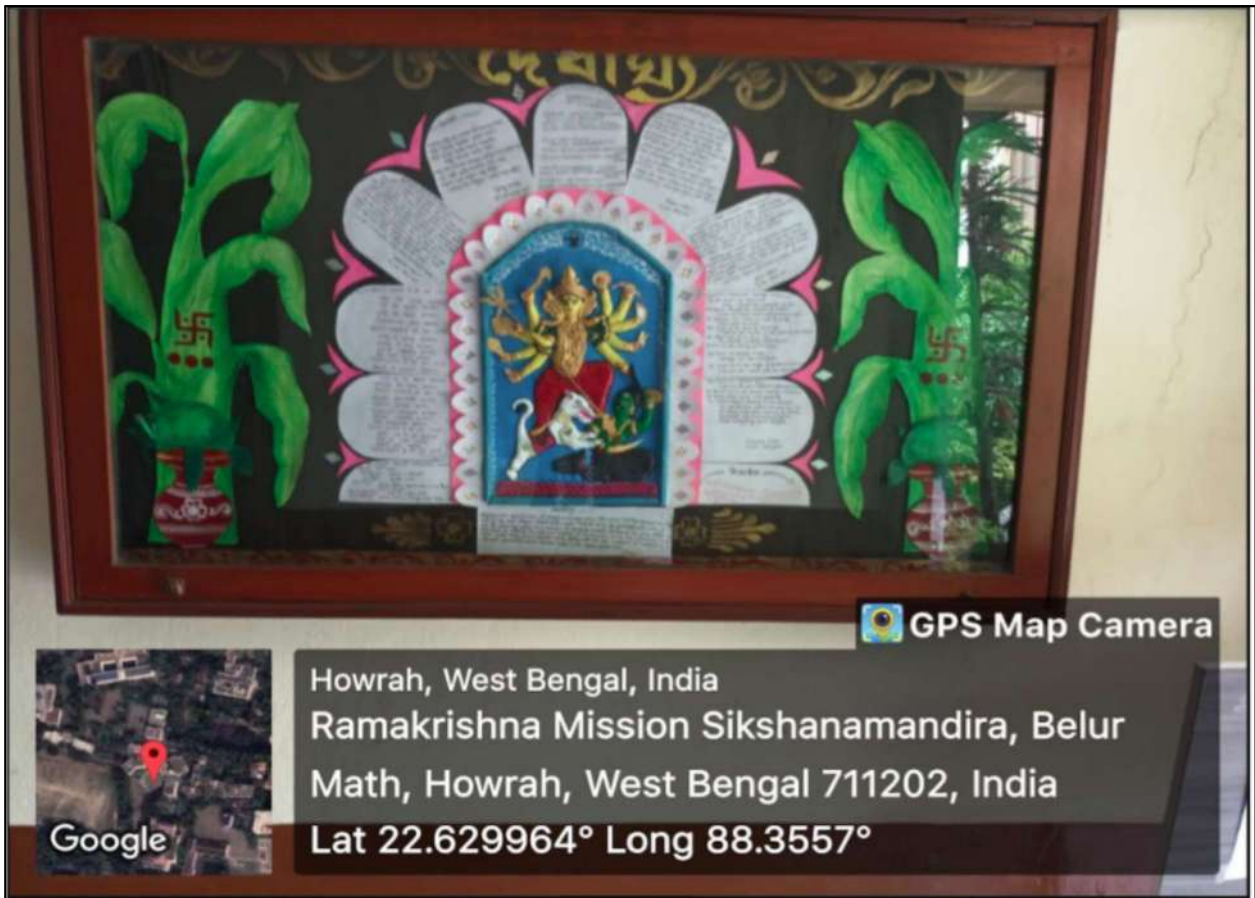
<p>BARCHAN DUNES.</p>	<p>SEIF DUNES</p>	<p>TYPE OF DUNES</p>
EROSIONAL LANDFORMS OF WIND		
<p>MUSHROOM ROCK.</p>	<p>INSELBERG.</p>	<p>YARDANG.</p> <p style="font-size: small;">S. Suman Nayak Roll no - P-70</p>

Teaching Learning Material of Geography



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A wall magazine prepared by our student-teachers in Sikshanamandira Hostel



Wall-Magazine prepared by our Student-Teachers

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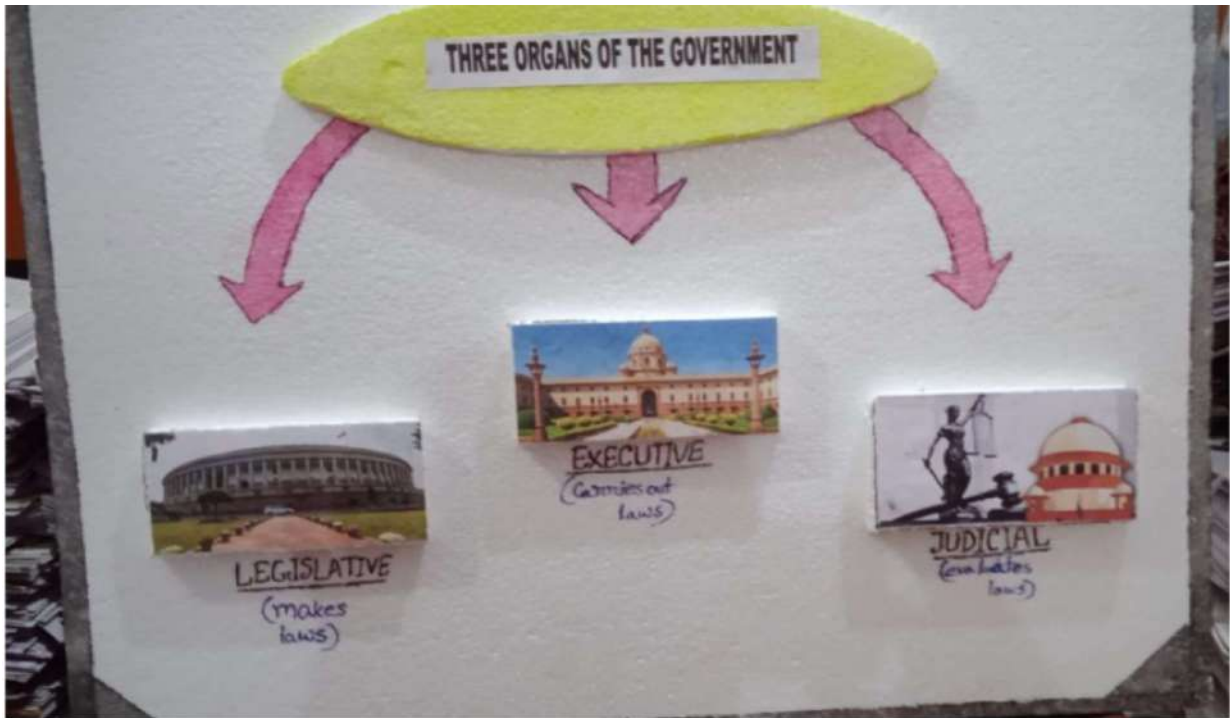
Another wall magazine (Tamoghna) prepared by our student-teachers in Sikshanamandira Hostel



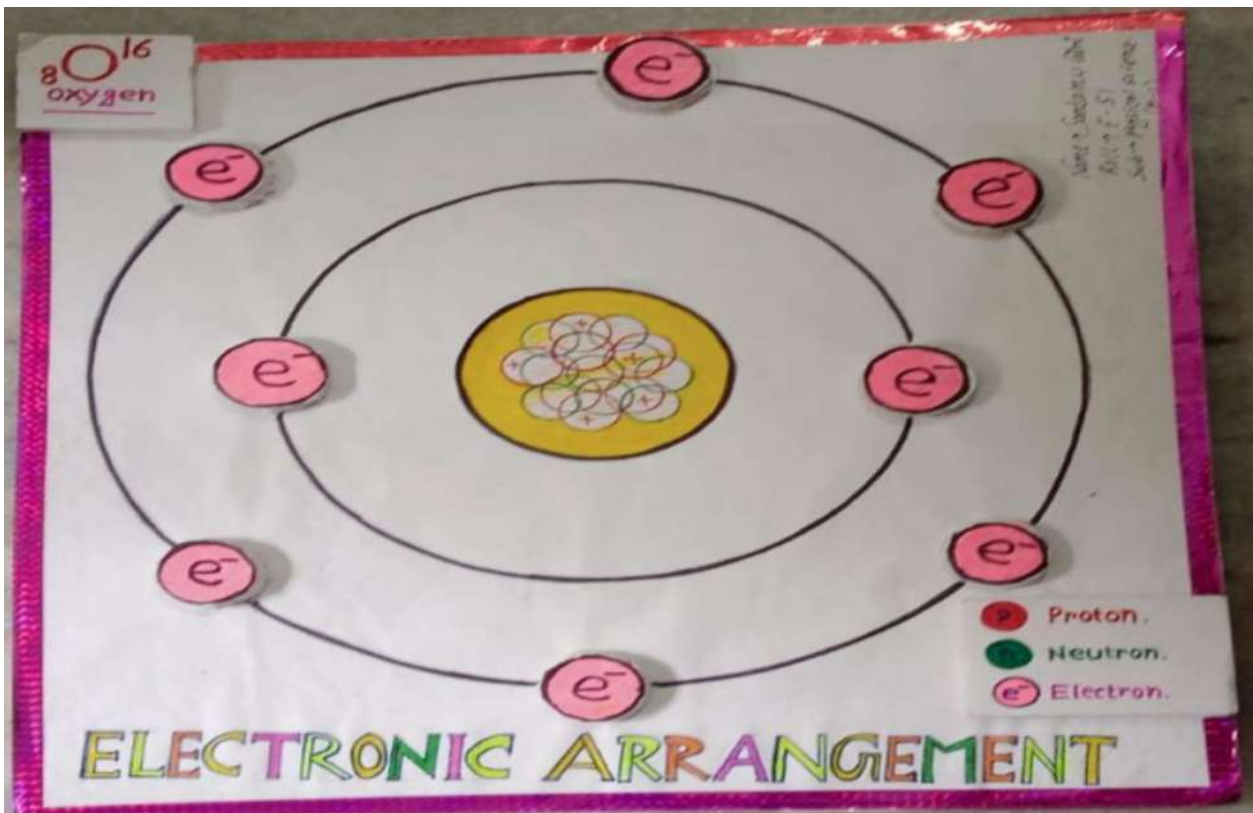
A teaching learning material on Geography prepared by Suman Biswas, B.Ed.

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A teaching learning material on Political Science prepared by Koushik Naskar, B.Ed.(2021-2023)



A teaching learning material on Physics



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Styrofoam craft-works prepared by student-teachers during Saraswati Puja

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Intellectual and Thinking Skills

Semester – 2						
Course	Title/Subjects	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
121	Education in India (Pre-independence & Post-independence)	80 (40+40)	20 (10+10)	100	72+25	4+1
122	Understanding Discipline & Pedagogy of School Subject-Method-1	80	20	100	72+25	4+1
123	Understanding Discipline & Pedagogy of School Subject-Method-2	80	20	100	72+25	4+1
124	Yoga and Health Education - 2	30	20	50	18+25	1+1
125	Visual and Performing Arts in Education - 2	30	20	50	18+25	1+1
126	Development of Evaluative Tool (Achievement Test) (EPC 3)	-	40 (20+20)	40	0+50	0+2
127	School Attachment: 3 Weeks (Micro Teaching)	-	35	35	0+50	0+2
128	Communicative Skill - 2 (EPC 2B)	-	25	25	0+50	0+2
Total (Semester – 2)		300	200	500	527	25

Course Code: 126-Development of Evaluative Tool in B.Ed.



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RAMAKRISHNA MISSION SIKSHANA MANDIRA



NAME :- HARASIT BAIDYA

CLASS :- B.Ed 2nd Semester

SESSION :- 2021-2023

COURSE :- 126, Achievement Test:

(Three Organs of Government)

COLLEGE ROLL :- F 10

UNIVERSITY ROLL :- 522-1122-0149-16

GUIDED BY :- DR. SIHARAN CHAKRABARTY.

Harasit Baidya
16.6.22
EXAMINED

A Sample copy of Achievement Test in B.Ed.



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উদ্দেশ্যঃ-

বর্তমান শিক্ষণ তার গাভানুভূতি স্রিতি হেহে
 জাত্বনিকতার স্রংসারক্ৰে এহে নতুন ধারায় একাধিত
 হুমেহে। হেহাংন শিক্ষণর লক্ষ্য- বিহেব স্রিকার করা
 হুমেহে স্রুধীয়াত্ব স্রিকারক বিলক্ষণি নহ, জায্যে স্রাঠি-
 বিলক্ষণ কেক্রীক জ্ঞান, হুস্রতা স্রিত্রাধির বিলক্ষণি স্রুলক্ষণা
 নহ, স্রিক্ষণর স্রাঠে স্রুধী যস্রঃ স্রাঠি- স্রিকারক স্রাঠি
 স্রিকারক বিলক্ষণ। শিক্ষণর স্রিক্ষণর স্রাঠিযে স্রিক্ষণ
 জায্যেহে স্রাঠি স্রিকারক হুস্র। স্রিকারক স্রিকারক স্রিকারক
 হুস্র, স্রাঠিক স্রিকারক স্রিকারক স্রিকারক হুস্র। স্রিকারক
 স্রাঠির স্রাঠিক বিলক্ষণ- স্রিকারক হুস্র। এহে স্রুল
 স্রুলক্ষণ বিলক্ষণর নহ। শিক্ষণর বর্তমান এ
 বিলক্ষণ স্রাঠি জায্যেহে বিলক্ষণর ও তার স্রিকার
 স্রুলক্ষণ জায্যেহে স্রিকারক হুস্র/ স্রুলক্ষণ।

এই স্রুলক্ষণর হুস্রা স্রিকারক স্রিকারক
 স্রিকারক স্রিকারক এ স্রিকারক স্রিকারক স্রিকারক। এহে স্রুল
 স্রিকারক স্রিকারক স্রুলক্ষণর স্রিকারক স্রিকারক স্রিকারক।
 স্রিকারক স্রিকারক 2-3 হে স্রিকারক স্রিকারক স্রিকারক স্রিকারক
 স্রিকারক স্রিকারক স্রিকারক স্রিকারক স্রিকারক। এহে স্রিকারক-
 স্রিকারক স্রিকারক স্রিকারক স্রিকারক স্রিকারক স্রিকারক স্রিকারক
 স্রিকারক স্রিকারক। এহে স্রিকারক স্রিকারক স্রিকারক স্রিকারক
 স্রিকারক স্রিকারক এ স্রিকারক স্রিকারক স্রিকারক স্রিকারক
 স্রিকারক স্রিকারক। এহে স্রিকারক স্রিকারক স্রিকারক স্রিকারক
 'Achievement Test'।



2.

সার্বদক্ষীণতার-অভিমাণ-১০

সার্বদক্ষীণ বলতে আমরা কোনো কিছু সম্পাদনের দক্ষতাকে বুঝি। সুতরাং সার্বদক্ষীণতার অভিমাণ মূল কোন এক বিষয়ের কারিগর্য-শিক্ষণ দ্বারা কোনো ব্যক্তির বিশেষ কোনো কর্ম সম্পাদনের দক্ষতার কারিগর্য-বস্তু হয়। ব্যক্তির কর্ম সম্পাদনের দক্ষতা দু-ভাবে ভাগ করা যায় —

১। কোনো বিশেষ কর্ম সম্পাদনের দক্ষতা ক্রমশঃই অর্জন করা যায়।

২। বিশেষ কারিগর্য-বস্তু প্রত্যেক লোক অর্জন করা যায়।

ব্যক্তির ক্রমশঃই বিকশিত হওয়া কারিগর্য-বস্তু প্রকৃতির দ্বারা দৈনন্দিক প্রক্রিয়ার মত শিখা-শিক্ষণীয় ভাবেই যে অভিমাণ দ্বারা কারিগর্য-বস্তু হয়, তাকে সার্বদক্ষীণতার অভিমাণ বা Achievement Test বলে।



3.

সার্বজনীনতার জীবনগত প্রয়োজনীয়তা :-

প্রথমত, এই জীবনগত জ্ঞান শিক্ষার্থীর শিক্ষণীয়তা যোগ্যতা পরিমার্জন-সহায়তা করে। যখন শিক্ষার্থী জ্ঞান বিধানের শিক্ষণমূলক অভিজ্ঞতা জর্জন করে তখন তারা

দ্বিতীয়ত, এই জীবনগত শিক্ষার্থীদের বিদ্যালয়ে প্রবেশ সহজাত-বিষয়ে নির্মাণের সুবিধী হয়। উচ্চতর শিক্ষার্থীর জন্য জ্ঞান-বিধানের শিক্ষণমূলক অনুষ্ঠান হবে, তাও তারা সম্ভব হয়।

তৃতীয়ত, - সার্বজনীনতার মাধ্যমে শিক্ষার্থীর সহজাত পারিভাষিক মাধ্যমে যে যানাকলাক কলাত্ন মাধ্যমে যোগ্য করে। অত্যাধিক জ্ঞান শিক্ষার্থী জ্ঞান ধরে সার্বিক যোগ্যতাও বিবেচনা করা যায়।

চতুর্থত, এই জীবনগত শিক্ষণমূলক নির্দেশনায় জ্ঞান সহায়ক হবে। সঠিক বিষয় নির্মাণের জ্ঞান সহায়ক হবে।

পঞ্চমত, এই জীবনগত বহুক্ষেত্রে শিক্ষার্থীদের বিশেষ বিশেষ শিক্ষণীয়তা করে নির্মাণে সহায়ক করে।

ষষ্ঠত, এই জীবনগত বহুক্ষেত্রে শিক্ষার্থীদের বিশেষ বিশেষ শিক্ষণীয়তা করে নির্মাণে সহায়ক করে।

সপ্তমত, এই জীবনগত সহযোগিতামূলক শিক্ষণ পারিভাষিক রচনায় সহায়তা করে যখন শিক্ষার্থীরা জ্ঞান করে করে তখনই করা সম্ভব।

অষ্টমত, এই জীবনগত সহযোগিতামূলক ও সহায়ক-সহায়ক বিধান হয়। যখন শিক্ষার্থীর শিক্ষণীয়তা বিষয়ে জ্ঞান জন্ম জন্মিত হয়।



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Semester – 3					
Course	Title	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
231A	Guidance and Counseling	35	15	50	2
231B	Inclusive Education	35	15	50	2
232	Education in International Perspective	35	15	50	2
233	Educational Technology and ICT	35	15	50	2
234	Yoga Education	35	15	50	2
235	Visual and Performing Arts in Education	35	15	50	2
B) Core Course Practicum (Compulsory)					
236	Data Analysis in Educational Research (Practical)	00	50	50	2
237	Communication and Expository Writing	00	50	50	2
238	Project on Community Participation	00	50	50	2
239	Proposal for Dissertation	00	50	50	2
Total of Semester – 3		210	290	500	20

Course Code:239-Proposal for Dissertation in M.Ed.



List of M.Ed. Dissertations during the Academic Year 2021-2022

SL No	Name	Session	Course	Title of the Dissertation
1.	Arnob Mondal	2020-2022	M.Ed.	A STUDY ON SOLID WASTE MANAGEMENT AT SAINTHIA TOWN, BIRBHUM DISTRICT AND REACTION/ OPINION OF SECONDARY BAND HIGHER SECONDARY LEVEL STUDENTS ON THIS PARTICULAR ISSUE
2.	Hossain Uz Zaman	2020-2022	M.Ed.	A STUDY ON THE DROP-OUT OF MUSLIM GIRLS STUDENTS IN BIRBHUM DISTRICT
3.	Sumangal Bala	2020-2022	M.Ed.	A STUDY ON THE ROLE OF ICT IN SCIENCE EDUCATION AT THE SECONDARY EDUCATION
4.	Adarsha Bikash Dolai	2020-2022	M.Ed.	ASSESSMENT OF STUDENTS' AWARENESS LEVEL REGARDING WASTE MANAGEMENT IN MIDNAPORE MUNICIPALITY
5.	Partha Kundu	2020-2022	M.Ed.	ATTITUDE OF STUDENTS TOWARDS ICT BASED PHYSICAL SCIENCE LEARNING AT SECONDARY LEVEL OF CHAKDAHA BLOCK IN WEST BENGAL
6.	Tarapada Kumbhakar	2020-2022	M.Ed.	BANKURA JELAR BAURI SAMPRADAYER SHIKKHAY ARTHOSAMAJIK PROBHA- EKI CASE STUDY
7.	Shovan Rana	2020-2022	M.Ed.	BHAGAVAD GITA: SAKAL SHIKHANER MUKKHYA BISHAY, MANASANJOGER SAHAYAK GRANTHO [BHAGAVAD GITA: A GUIDE OF MENTAL CONCENTRATION, KEY CONCERN OF ALL LEARNING]
8.	Surojit Haldar	2020-2022	M.Ed.	BINOYKUMAR SARKARER SHIKKHACHINTA O BHASHA SHIKKHAY TAR ABADAN



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9.	Sandip Das	2020-2022	M.Ed.	BRIEF RESEARCH ON THE RELATIONSHIP OF SOCIOECONOMIC STATUS & GENDER TO STUDY HABITS OF SECONDARY STUDENTS OF SAGAR ISLAND, WEST BENGAL
10.	Baijayanta Bhattacharya	2020-2022	M.Ed.	COMMINGLING OF IDEALISM AND NATURALISM WITH SPECIAL EMPHASIS ON RABINDRANATH TAGORE- A CRITICAL STUDY
11.	Bisu Bhuniya	2020-2022	M.Ed.	PRAKALPO SAMPADANAR UPORE SAMIKKHA
12.	Nandokishor Paira	2020-2022	M.Ed.	DEVELOPMENT OF ENGLISH LANGUAGE TEACHING AT SECONDARY SCHOOL IN RELATION TO THE MULTICULTURAL CONTEXT OF SOUTH BENGAL
13.	Rajkumar Ghosh	2020-2022	M.Ed.	EDUCATION AND SOCIO ECONOMICAL PROBLEMS FACED BY THE 3rd GENDER AND THE ROLE OF GOVT AND NGOS IN THEIR EMPOWERMENT
14.	Piyush Piku Sinha	2020-2022	M.Ed.	EDUCATIONAL FINANCE FOR HIGHER EDUCATION IN WEST BENGAL
15.	Satyabrata Patra	2020-2022	M.Ed.	EDUCATIONAL STATUS OF SABAR COMMUNITY IN PASCHIM MEDINIPUR
16.	Bappa Gayen	2020-2022	M.Ed.	FUNDAMENTAL DUTIES ENSHRINED IN INDIAN CONSTITUTION: A GATEWAY TO BE AN ENLIGHTENED CITIZEN
17.	Basudeb Pyne	2020-2022	M.Ed.	IMPACT OF COVID-19 ON EDUCATIONAL INSTITUTIONS
18.	Gopal Chandra Paik	2020-2022	M.Ed.	KNOWLEDGE, ATTITUDE AND PRACTICES TOWARDS MEDICINAL PLANTS: A COMPARATIVE STUDY
19.	Asim Adak	2020-2022	M.Ed.	MULYABODHER ALOKE SHIKKHAK SHANKHA GHOSHER JIBAN O SHIKKHADARSHAN

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20.	Md. Dilwar Hossain	2020-2022	M.Ed.	MULYABODHER ANWESHAN: SRICHAITANYA MAHAPROBHUR SHIKKHAR PREKKHAPAT
21.	Anirban Kumar Ghosh	2020-2022	M.Ed.	ONLINE TEACHING-LEARNING OF PHYSICS IN INDIA (WITH SPECIAL REFERENCE TO PANDEMIC SITUATION OF COVID-19-LAST 2 YEARS)
22.	Inzamamul Hoque	2020-2022	M.Ed.	PASHCHIMBANGER MADHYAMIK STARER SCHOOL CHHATRACHHATRIDER MADHYE GANITER PROTI MANOBHAB
23.	Prasun Saha	2020-2022	M.Ed.	POSSIBILITIES AND CHALLENGES IN INCLUSIVE EDUCATION OF VISUALLY IMPAIRED CHILDREN
24.	Sujit Kumar Ghosh	2020-2022	M.Ed.	PRACHIN BHARATER VIDYABHAS O SIKHATRIR ACHORANER MANOSTATTO: EKTI SAMOGRIK PARJALLOCHANA
25.	Bijoy Hembram	2020-2022	M.Ed.	PRACHIN SANTHALI SHIKKHA PADHHATIR BAISHISHTYA O BARTOMAN SHIKKHABYABASTHAY TAR UPASTHITI
26.	Kaushik Ghosh	2020-2022	M.Ed.	RAMAKRISHNA MISSION IN THE FIELD OF VOCATIONAL EDUCATION WITH SPECIAL REFERENCE TO SHILPAVIDYALAYA: A CASE STUDY
27.	Akash Banerjee	2020-2022	M.Ed.	RE-EMERGENCE OF THE AIM AND OBJECTIVES OF THE VEDIC SYSTEM OF EDUCATION IN ANCIENT INDIA THROUGH THE 'FOUR PILLARS OF LEARNING' IN DELORS COMMISSION REPORT, 1996
28.	Kaoser Rahman	2020-2022	M.Ed.	REFLECTIONS OF INDIAN CULTURE IN NAZIR'S POEM
29.	Rajkumar Mondal	2020-2022	M.Ed.	RISHI AUROBINDER DRISHTITE VAIDIK SAHITYA O BARTOMAN SHIKKHABYABASTHAY ER PRASANGIKATA
30.	Arindan Mondal	2020-2022	M.Ed.	SANSKRITOBHASHACHARCHAR DHARAK O BAHAK RUPE MATTUR EBANG BARTOMAN SHIKKAKHETRE

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				TAR PRASANGIKATA
31.	Amiya Mondal	2020-2022	M.Ed.	SAVITRIBAI PHULE'S CONTRIBUTION ON EDUCATION WITH SPECIAL REFERENCE TO DALIT EDUCATION
32.	Suchan Ghorai	2020-2022	M.Ed.	SECONDARY SCHOOL STUDENTS' ATTITUDE TOWARDS LEARNING GEOMETRY IN CONTAI SUB DIVISION UNDER PURBA MEDINIPUR DISTRICT
33.	Anirban Santra	2020-2022	M.Ed.	SECONDARY SCHOOL TEACHERS' ATTITUDE TOWARDS MATHEMATICS TEACHING USING TECHNOLOGY
34.	Soutik Nandi	2020-2022	M.Ed.	SHIKKHAR PRADHAN LAKKHYA MANUSHATTWO UNMESHAK BHAB O CHARITRO GATHAN: AKHIL BHARAT VIVEKANANDA YUVA MAHAMANDAL PREKKHITO [MAN MAKING AND CHARACTER BUILDING IS THE MAJOR GOAL OF EDUCATION: AKHILBHARAT VIVEKANANDA YUVA MAHAMANDAL PERSPECTIVE]
35.	Sukankan Ray	2020-2022	M.Ed.	SRISARADADEVIR JIBAN O BANITE ITIBACHAOK MANOBIDYAR PROTIPHALAN
36.	Supriya Giri	2020-2022	M.Ed.	STATUS OF EDUCATION OF SABAR & BIRHOR TRIBAL COMMUNITIES IN GHATSILA REGION
37.	Kanak Ranjan Guchhait	2020-2022	M.Ed.	STATUS OF ELEMENTARY EDUCATION IN RURAL AREAS DURING COVID-19 PANDEMIC SITUATION AT WEST MEDINIPUR DISTRICT IN WEST BENGAL
38.	Niten Mondal	2020-2022	M.Ed.	STHANANTARITO ADIBASI SAMPRADAYER SHIKKHAR BARTOMAN ABASTHA: UTTAR 24 PARGANA JELAR ANTARGATO BARASAT BLOCK 2 ANCHALER Ekti CASE STUDY
39.	Sankhadeep Mal	2020-2022	M.Ed.	STUDENT PERCEPTION IN CBCS CURRICULUM OF ZOOLOGY AT

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				UNDERGRADUATE (U.G.) LEVEL
40.	Mrityunjoy Jana	2020-2022	M.Ed.	STUDENT'S ATTITUDES TOWARDS INCLUSIVE EDUCATION IN HOOGHLY DISTRICT
41.	Ahmed Golam Yasdani	2020-2022	M.Ed.	TEST ANXIETY AND ACHIEVEMENT IN MATHEMATICS OF HIGHER SECONDARY STUDENTS IN GAZOLE, MALDA
42.	Priya Brota Mondal	2020-2022	M.Ed.	THE MATHEMATICAL ANXIETY OF THE BENGALI MEDIUM AND THE ENGLISH MEDIUM SECONDARY STUDENTS OF WEST BENGAL
43.	Sourabh Barman	2020-2022	M.Ed.	UNABINGSHO SHATABDITE NARISHIKKHAY PANDIT ISWARCHANDRA VIDYASAGAR MAHASHAYER ABODAN EBANG EKABINGSHO SHATABDITE TAR PRASANGIKATA
44.	Alok Mondal	2020-2022	M.Ed.	ROLE OF ICT IN TEACHING-LEARNING PROCESS ON TEACHER EDUCATION AT SOUTH 24 PARGANAS IN WEST BENGAL
44.	Anjan Saha	2020-2022	M.Ed.	LEARNING ENVIRONMENT: A SEARCH FOR A COMPREHENSIVE ALTERNATIVE WITH REFERENCE TO THE TAGOREAN VISSION OF EDUCATION
45.	Niyamul Haque	2020-2022	M.Ed.	ATTITUDE TOWARDS ENGLISH SUBJECT AMONG 10TH STANDARD SCHOOL STUDENTS OF BIRBHUM DISTRICT IN WEST BENGAL

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List of M.Ed. Dissertations during the Academic Year 2022-2023

SL No	Name	Session	Course	Title of the Dissertation
1.	Soumyadeep Chatterjee	2021-2023	M.Ed.	A STUDY OF THE LIFE SCIENCE CURRICULUM AT SECONDARY LEVEL OF CBSE AND WBBSE
2.	Raymond Yap Lyngdoh	2021-2023	M.Ed.	RECOMMENDATION OF VARIOUS EDUCOMMISSON POLICIES ON COMMITTEES ON THE TEACHING LEARNING OF ENGLISH IN INDIA AND SUBSEQUENT CHANGES SINCE INDEPENDENCE
3.	Soumen Debnath	2021-2023	M.Ed.	ATTITUDE OF SECONDARY STUDENTS TOWARDS BENGALI LANGUAGE AND ITS RELATION TO THEIR ACHIEVEMENT
4.	Rahul Kundu	2021-2023	M.Ed.	PROBLEMS OF ENGLISH LANGUAGE ACQUISITION OF SECONDARY LEVEL SCHOOL STUDENTS
5.	Bhuban Biswas	2021-2023	M.Ed.	NABADWIP PURATHTTWS PARISHAD : A CASE STUDY
6.	Rajesh Mondal	2021-2023	M.Ed.	A COMPARATIVE STUDY OF GEOGRAPHY TEXTBOOK OF CLASS IX BETWEEN WBBSE AND CBSE
7.	Surajit Santra	2021-2023	M.Ed.	BARTAMAN JUGE SIKSHA BYABASTHAY MAHABHARATER GURUTWA PARYALOCHNA
8.	Rakesh Sasmal	2021-2023	M.Ed.	BOIDIK JUGER SONGIT O MANBIK SHIKSHA
9.	Sahadeb Mal	2021-2023	M.Ed.	A STUDY ON THE PROBLEMS OF TEACHING LEARNING SKILLS IN ENGLISH LANGUAGE IN THE SECONDARY SCHOOLS OF AMTA BLOCK-I OF HOWRAH DISTRICT
10.	Partha Roy	2021-2023	M.Ed.	EMOTIONAL INTELLIGENCE, SELF EFFICACY AND ITS IMPACTS ON ACADEMIC ACHIEVEMENT WITH REFERENCE TO FINAL SEMESTER STUDENTS OF GENERAL DEGREE COLLEGE IN WEST BENGAL



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11.	Ranjit Gayen	2021-2023	M.Ed.	A COMPARATIVE STUDY OF ATTITUDE TOWARDS BLENDED LEARNING BETWEEN BENGALI & ENGLISH MEDIUM SENIOR SECONDARY STUDENTS TOWARDS THEIR ACADEMIC ACHIEVEMENT
12.	Nayan Mandal	2021-2023	M.Ed.	BANGLA SISHU SAHITYRE SATYAJIT ROYER BHUMIKA O SISHU SHIKSHAY TANGR ABODAN
13.	Basudeb Saren	2021-2023	M.Ed.	SNAOTALI SHIKSHAY PANDIT RAGHUNATH MURMUR ABODAN
14.	Dipankar Barman	2021-2023	M.Ed.	BARTOMAN SANGSKRITO BHASHACHORCHAR ONYOTOMO PROTISTHAN RAMAKRISHNA MISSION VIVEKANANDA EDUCATION AND RESEARCH INSTITUTE: EKI CASE STUDY
15.	Souvik Mandal	2021-2023	M.Ed.	BINGSHO SATAKE BANGLAY NARISIKSHAY PRITILATA OYADDEDAR ER ABODAN
16.	Bikash Pahari	2021-2023	M.Ed.	MALDA JELAR ENGLISH BAZAR BLOCKER SAUDRIYA PAHARIYA ADIBASI SAMPRODAYER SHIKSHAR BARTOMAN ABASTHA
17.	Subhrangsu Das	2021-2023	M.Ed.	DISTRIBUTION PATTERN AND ACCESSIBILITY OF PRIMARY SCHOOLS: A SPATIAL ANALYSIS IN PURULIA MUNICIPALITY, INDIA
18.	Souvik Halder	2021-2023	M.Ed.	A STUDY OF LANGUAGE ANXIETY OF ESL STUDENTS AT THE SECONDARY LEVEL OF SOUTH 24 PARGANAS
19.	Suman Kar	2021-2023	M.Ed.	A STUDY OF INTEREST AND ATTITUDE TOWARDS HISTORY TEACHING PROFESSION OF SUB-DIVISION BARRACKPORE-II OF NORTH 24 PARGANAS IN WEST BENGAL
20.	Nabin Gain	2021-2023	M.Ed.	SHIKHAN-SHIKSHAN PRAKRIYAY NAYA DARSHAN ANUSARE SHABDAJNANER BHUMIKA
21.	Saptendu Dey	2021-2023	M.Ed.	OPPOSITIONAL DEFIANT DISORDER - A STUDY WITH RURAL ADOLESCENT STUDENTS IN WEST BENGAL
22.	Soumitra Mahajan	2021-2023	M.Ed.	BYAKTITWER BIKASHE JOG DARSHONER BHUMIKA - EKI SAMIKSHYA

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23.	Kedar Sing	2021-2023	M.Ed.	A DESCRIPTIVE SURVEY ON ATTITUDE TOWARDS EDUCATION OF SCHEDULED TRIBES PEOPLE IN DEBRA THANA, WEST BENGAL
24.	Karan Ferrault	2021-2023	M.Ed.	COMPARATIVE ANALYSIS OF JOB SATISFACTION OF TEACHER EDUCATOR OF SELF FINANCED AND GOVERNMENT AIDED B.ED COURSES IN DARJEELING AND JALPAIGURI DISTRICT
25.	Nirupam Mahato	2021-2023	M.Ed.	EDUCATIONAL AND SOCIO-ECONOMICAL STATUS OF SABAR COMMUNITY IN PURULIA DISTRICT OF WEST BENGAL
26.	Atreyo Banerjee	2021-2023	M.Ed.	A STUDY OF MATHEMATICS PHOBIA AMONG SECONDARY SCHOOL STUDENTS IN NORTH 24 PARGANAS OF WEST BENGAL
27.	Binay Nandy	2021-2023	M.Ed.	A DESCRIPTIVE SURVEY ON EFFECTIVENESS OF ONLINE LEARNING IN B.ED. CURRICULUM
28.	Tapas Mandal	2021-2023	M.Ed.	A STUDY ON EDUCATIONAL STATUS OF SANTHAL COMMUNITY IN HIRBANDH BLOCK OF BANKURA DISTRICT
29.	Sourav Nayak	2021-2023	M.Ed.	A NEW EDUCATIONAL APPROACH OF RAMAKRISHNA MISSION : GAP PERSPECTIVE AND ITS CURRENT STATUS
30.	Rajdeep Srimani	2021-2023	M.Ed.	SIKSHAR ADHIKAR MOULIK ADHIKARER SAHAGAMI: BISHLESHANMULAK PORYALOCHANA
31.	Mriganka Manna	2021-2023	M.Ed.	AN ASSESSMENT OF FINANCIAL LITERACY AND AWARENESS OF UNDER-GRADUTE STUDENTS
32.	Wasikur Rahaman	2021-2023	M.Ed.	MUSLIM ADOLESCENT GIRL'S ATTITUDES TOWARDS EDUCATION IN THE PERSPECTIVE OF KANYASHREE PRAKALPA
33.	Soumyabrata Mahapatra	2021-2023	M.Ed.	CURRICULUM REFORMS IN TEACHER EDUCATION PROGRAM UNDER RAMAKRISHNA MISSION SIKSHANAMANDIRA, BELUR MATHS, SINCE ITS AUTONOMY
34.	Rezaul Islam Gazi	2021-2023	M.Ed.	BARTAMANE MOHANDAS KARAMCHAND GANDHIR NAITALIM SHIKSHAR PRASONGIKATA

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Engagement with Field/Practicum – 10 Marks

- i. Observe the various age group children (Early childhood, later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- ii. Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- iii. Observe some successful individuals and list down the behavioural traits of their personalities which impress you.
- iv. List down different development behaviours of learners which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.

Course Code:112-Developmental Psychology (Practicum) in B.Ed.



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RAMAKRISHNA MISSION SIKSHANAMANDIRA

Topic: DEVELOPMENT ACROSS STAGES

Name : MD DANISH ANSARI
Course : 112 (FIRST HALF)
Roll No.: F-049
Session : B.ED 1st Sem
Section : A
Academic Year: 2021-2023

EXAMINED
[Signature]

A sample Copy of Practicum on Course Code: 112 in B.Ed.

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Practicum

“Observe the various age group children (Early childhood, later childhood, Adolescent) in various situation like in the classroom, playground, at home, with parents, friends siblings and list down the characteristics of them in physical, emotional and intellectual domain”



<u>Observation in Early childhood</u>			
Name	Ramsha & salim	Puja shaw	Farheena Naaz.
AGE	4 year	6 year	6.5 years
Class	NURSERY	K.G	I (Standard)
SCHOOL	Gulistan model school	Holy Tony Tots.	H.H.S Memorial.
<u>Observation Area</u> ↓ ↓ ↓			
CLASSROOM	1) She is very obedient in the classroom 2) She never wants to sit on same place.	1) She is very Active on class 2) Collaborative in Nature	1) She is never sit on the first bench 2) She is active during classes.
PLAYGROUND	1) Love with play nature things with plastic toy 2) She loved to play with parents.	1) She is kind of child who just want see other people play.	1) She is kind of person child who love to play alone.
HOME	1) At home she want to play with mobile phones.	1) Addicted with phones. 2) Do homework	1) She always wants to be focused by their loved ones.
FRIENDS	1) Goodby with her friends	1) positive friends	1) NO friends
PARENTS	1) Always wants parents love	1) parents love person	1) Parents love more than others
SIBLINGS	1) Sharing with siblings Toys, food, games.	1) NO Sharing.	1) Always fight with sibling.



Observation of their characteristics

Physical Domain.	* fighting. → Boxing.	* Running * Gymnast.	* Cooking * Dusting
Social Domain	* Show more independence with parents * Show Less concerned mispricative with others, but very talkative with friend.	* Active in communication. * Love to serve social work.	* Help friends and other offonly.
INTELLECTUAL Domain	* Good Analytical reasoning ability	* Creative in painting and drawing	* Good in playing chess.
EMOTIONAL Domain	* possessive with friends.	* Love for his vide games	* Fear of being alone

Conclusion

From this practicum, we come to know about different aspects of growth and behavior development that happens during different stages viz, (Early childhood, later children, Adolescent) individual life. From above information we can find different types of problem that occur during development. This practicum give us to see how a development process occur.




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Engagement with Field/Practicum – 10 Marks

- i. Presentation of Innovative Teaching
- ii. Designing a lesson based on any one model of teaching.
- iii. Development of e-content/e-module

Course Code: 113- Psychology of Teaching & Instructional technology (Practicum) in B.Ed.


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SIKSHANAMANDIRA

NAME - BAPPADITYA ROY
CLASS - B.ED
ROLL No. - F58
SEMESTER - 1ST
COURSE - 113 [2ND HALF]
SUBJECT - INSTRUCTIONAL
TECHNOLOGY
SESSION - 2021-2023

PRACTICUM

EXAMINED
[Signature]
10/4/22

A Sample copy of Practicum on Course Code: 113 in B.Ed.

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2) A) Write a note on Flanders Interaction Analysis Category System (FIACS) (10)

Ans Classroom interaction is essential in any teaching situation. Ned A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Category System (FIACS).

Flanders and others developed this system at the University of Minnesota, USA between 1955 and 1960.

Flanders classified total verbal behaviour into ten categories. Verbal behaviour comprises teacher talk, student talk and silence confusion.

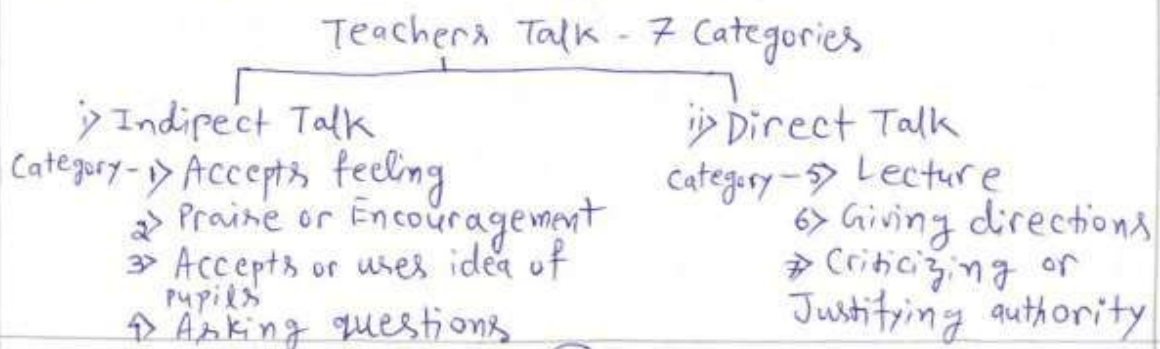
The ten categories are mentioned as under -

Teacher talk — 7 Categories

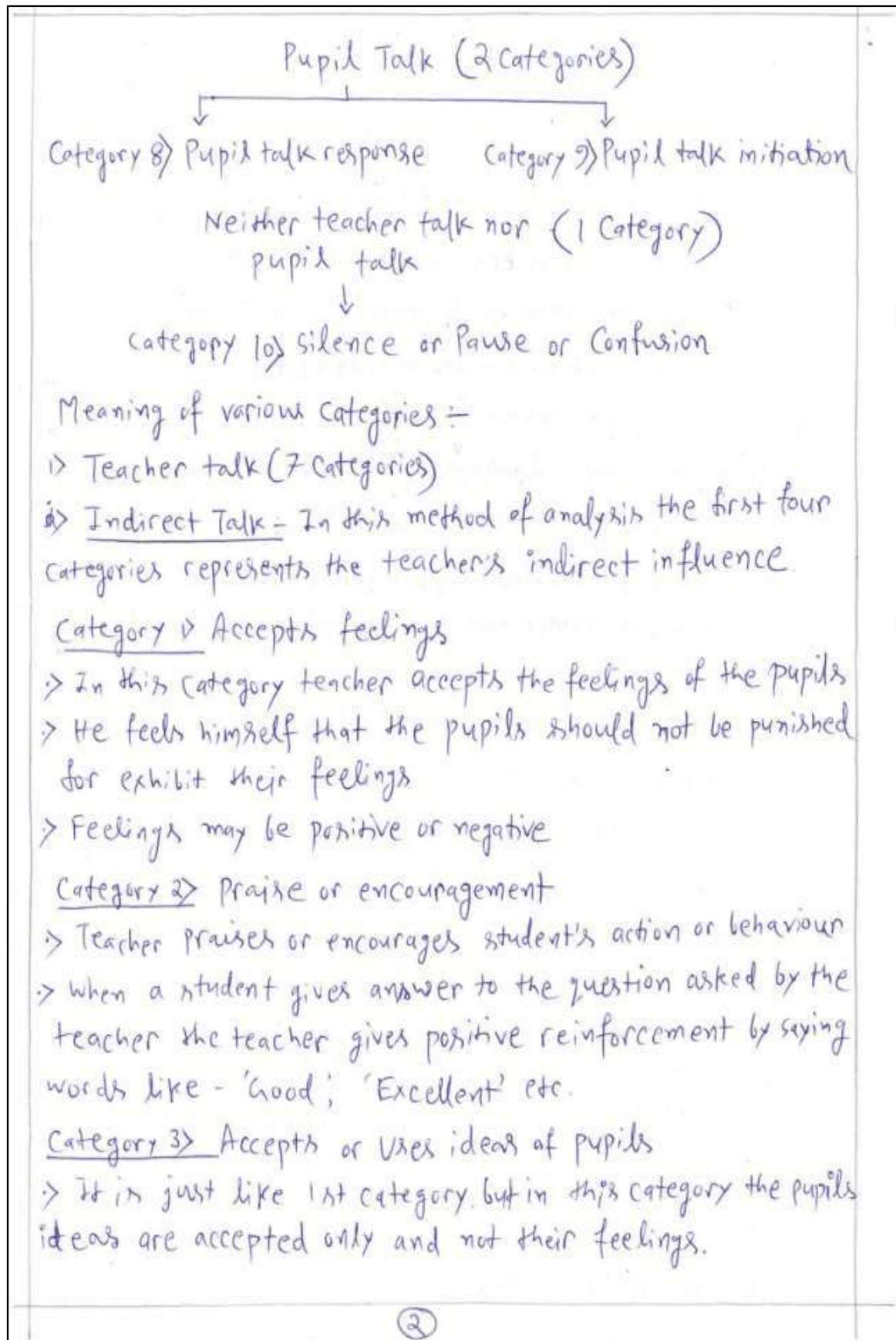
Pupil talk — 2 Categories

Silence or Confusion — 1 Categories

The first 7 categories are teacher talk has been bifurcated into — i) Indirect talk ii) Direct talk



(1)





- > If a pupil passes on some suggestions then the teacher may repeat in a nutshell in his own style or words
- > The teacher can say - I understand what you mean etc.

Category 4 Asking Questions

- > Asking question about content and expect an answer from pupil
- > sometime teacher ask question but he carries on his lecture without receiving any answer. Such question are not in this category

ii) Direct Talk - Next 5th to 7th Categories represent the teacher's direct influence

Category 5 Lecturing/Lecture

- > Giving facts or opinions about content expression of his own ideas, giving his own explanation an authority other than a pupil

Category 6 Giving Directions

- > The teacher gives directions, commands or orders with which a pupil/student is expected to comply with like - open your books

Category 7 Criticizing or Justifying Authority

- > When the teacher asks the pupils not to interrupt with foolish questions then this behaviour is excluded in this category

Category 8

Pupil Talk (2 categories)

Category 8 Pupil Talk Response

- > It includes the pupils talk in response to teachers talk
- > Teacher asks question, student gives answer to the question

(3)



Category 2 >> Pupil Talk Initiation

- > Talk by pupils that they initiate
- > Expressing own ideas, initiating a new topic freedom to develop opinions

Silence or Pause or Confusion (1 Category)

Category 10 >> Silence or Pause or Confusion

- > Pause short periods of silence and period of confusion in which communication cannot be understood by the observer.

> Advantages of FIACS :-

- > It is an effective tool to measure the social-emotional climate in the classroom
- > It provides feedback to the pupil-teachers
- > It is mostly teacher talk oriented
- > It is much useful in team teaching and micro teaching

> Limitations of FIACS :-

- > It is a time consuming category system
- > Less attention has been paid towards pupil talk
- > The observers have to be trained in order to code correctly
- > Classroom interaction of pupil-pupil type is not considered here



Engagement with Field/Practicum – 10 Marks

- i) Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives.
- ii) Designing Rating scale, Questionnaire, Interview Schedule in a given a topic.
- iii) Framing Different types of questions.
- iv) Preparation of Blue Print and a question paper.
- v) Prepare graphs and use statistics for analysis of test result.

Course Code: 131-Evaluation & Management in Education (Practicum) in B.Ed.



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RAMAKRISHNA MISSION SIKSHANAMANDIRA

TOPIC : CALCULATION OF MEAN & MEDIAN

COURSE CODE : 131 (1ST HALF)

SANDIP CHAKRABORTY

B.Ed. 3RD SEMESTER

REGISTRATION No. : 112-1121-0562-14

COLLEGE ROLL No. : F99

SESSION : 2020-2022

EXAMINED
22/11/2021

A sample copy of practicum on course code: 131 in B.Ed.



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CALCULATE MEAN AND MEDIAN OF THE FOLLOWING SCORES USING CLASS INTERVAL OF 10 STARTING FROM 31 IN STATISTICAL SHORTCUT METHODS FOR GROUPED DATA, STARTING FROM TALLY. 34, 45, 65, 87, 91, 56, 35, 46, 86, 95, 85, 67, 37, 42, 66, 76, 81, 45, 91, 47, 55, 92, 54, 76, 48, 78, 56, 87, 39, 81

Raw Scores : 34, 45, 65, 87, 91, 56, 35, 46, 86, 95, 85, 67, 37, 42, 66, 76, 81, 45, 91, 47, 55, 92, 54, 76, 48, 78, 56, 87, 39, 81.

Table :

Class Interval	Class Limit	Tally Marks	Mid Point (X)	Frequency (f)	Cumulative Frequency	Substitute Class Mark (X')	fX'
91-100	90.5-100.5	IIII	95.5	4	30	3	12
81-90	80.5-90.5	IIII	85.5	6	26	2	12
71-80	70.5-80.5	III	75.5	3	20	1	3
61-70	60.5-70.5	III	65.5	3	17	0	0
51-60	50.5-60.5	IIII	55.5	4	14	-1	-4
41-50	40.5-50.5	IIII	45.5	6	10	-2	-12
31-40	30.5-40.5	IIII	35.5	4	4	-3	-12
				N=30			$\Sigma fX' = -1$

N = Number of Score

$$\text{Midpoint (X)} = \frac{\text{Lower class limit} + \text{Higher class limit}}{2}$$

In this table, the Assumed Mean (A) is 65.5 and Class Interval (i) is 10.

$$\text{Substitute Class Mark (X')} = \frac{X - A}{i} \quad \left[\begin{array}{l} X = \text{Mid Point} \\ A = \text{Assumed Mean} \\ i = \text{Class Interval} \end{array} \right]$$



Calculation:

$$\text{Mean} = A + \frac{\sum fx'}{N} \times i \quad \left[\begin{array}{l} A = \text{Assumed Mean} \quad i = \text{Class Interval} \\ \sum fx' = \text{Summation of frequency} \times \text{Substitute} \\ \text{Class mark} \\ N = \text{Number of Score} \end{array} \right]$$

$$= 65.5 + \frac{-1}{30} \times 10$$

$$= 65.5 - \frac{1}{3}$$

$$= 65.5 - 0.33$$

$$= 65.16$$

∴ Mean of the given score is 65.16

$$\text{Median} = L + \left(\frac{\frac{N}{2} - f_c}{f} \right) \times i \quad \left[\begin{array}{l} L = \text{Lower class limit of middle mid point} \\ N = \text{Number of Score} \quad i = \text{Class Interval} \\ f_c = \text{Lower Cumulative Value of Mid Cumulative Value} \\ f = \text{Frequency of mid point} \end{array} \right]$$

$$= 60.5 + \left(\frac{\frac{30}{2} - 14}{3} \right) \times 10$$

$$= 60.5 + \left(\frac{15 - 14}{3} \right) \times 10$$

$$= 60.5 + \frac{1}{3} \times 10$$

$$= 60.5 + \frac{10}{3}$$

$$= 60.5 + 3.33$$

$$= 63.83$$

∴ Median of the given score is 63.83