



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

*2.4.1: Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include*

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education

Documentary evidence in support of the selected response/s



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



## 1. Organizing Learning (lesson plan)

At Sikshanamandira, we prioritise organising learning effectively through lesson planning. Trainee-teachers are equipped with the skills to create comprehensive lesson plans, known as learning designs. Under **Course-136 School Internship** RKM Sikshanamandira emphasises the development of Learning Design as a fundamental component of their curriculum. At Sikshanamandira, we meticulously nurture our trainees, honing their learning design skills to perfection. Our institution is committed to fostering competence and proficiency across various functional domains, offering tailored experiences and activities. Among these, the art of "Organizing Learning" or crafting intricate lesson plans holds a prominent place. These learning design skills of trainees help them immensely during their internship period when they go to school. The curriculum ensures the presence of learning design skills in program learning outcomes and courses.



4. Inculcate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

#### GRADUATE ATTRIBUTES:-

1. Truth – is the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as stewards of the environment and citizens of the world.
5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

#### PROGRAMME LEARNING OUTCOMES:

After completion of the Bachelor of Education (B.Ed.) course the students will –

1. Learn the educational philosophy Swami Vivekananda in depth and they will be able to implement that learning in their teaching profession.
2. Gain the ability to incorporate all the major teaching skills upto the micro level in their classroom teaching.
3. Be able to adopt the necessary and relevant methods and strategies of teaching as per the classroom situation demands.
4. Be able to develop Learning Designs (LDs) according to the needs of their students.
5. Be able to prepare the Teaching Learning Materials (TLMs) meaningfully and integrate the TLMs in the classroom teaching effectively.
6. Attain the ability to use ICT components to deliver the contents more effectively.
7. Be prepared to take care of the mental health of the students.
8. Possess the mental acuity to identify a problem associated with academic activities of the school and find out a solution of that problem through research activities.
9. Be able to manage the classroom for a better teaching-learning process.
10. Be able to encourage students for their better health and fitness through Yoga.
11. Have a sense of aesthetic appreciation and can encourage their students to appreciate the sense of beauty, aesthetics in their school and daily life activities.

Sikshanamandira's curriculum PLOs that ensures students' skills in preparing learning design



*B.Ed. Curriculum 2022-23*

## Course – 134

**School Internship (Phase I): 8 Weeks - 200 Marks**  
(1<sup>st</sup> Method : 100+2<sup>nd</sup> Method : 100)

### **1<sup>st</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 1)  
(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 1)

### **2<sup>nd</sup> Method : 100 marks**

(\*Practice Teaching - 50 Marks & ^Final Teaching - 50 Marks)

\*Practice Teaching - 50 Marks (Method 2)  
(Learning Designs - 30, Internship Attendance - 10, Teaching Diary - 10)

^Final Teaching - 50 Marks (Method 2)

- Eight weeks school internship shall be carried out during the third semester. Here, the student teachers are required to be placed suitably in the schools.
- The Institute may assign a senior faculty as "School Internship Coordinator" for smooth functioning of the internship programme, who would identify and allot schools to student teachers and maintain liaison with the schools. The role of the 'School Internship Coordinator' would be to share his professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.
- Selected faculty members of the Institute, on the basis of their availabilities, would be allotted to different schools as 'School Internship In-charge' during the internship period. Along with the names of the 'School Internship In-charge', the subject/subjects are to be observed and the schools for observation may be written & noticed.
- In each school one or two group leaders can be selected among the student teachers. The 'School Internship In-charge' shall coordinate the activities of all the student teachers with the group leaders of the school. All the faculty members, on the basis of their availabilities, would visit all the schools as 'Subject Supervisors' and would assess student teachers' performance.
- During this period the student teacher shall be attached to the school and he shall undertake such duties as are assigned to him by the Head of the Institution of the school in all school related activities.
- During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance

**Course-136 School Internship (Phase I) highlighting  
Preparing of Learning Design in B.Ed. 3rd Semester**

**A few sample copies of lesson plans prepared by our trainee-teachers as a part of the Course-134: School Internship are given below.**





## English:

[https://rkmsm.org/uploads/ckeditor\\_files/file/LMS/Learning%20Design/English%20LD-2.pdf](https://rkmsm.org/uploads/ckeditor_files/file/LMS/Learning%20Design/English%20LD-2.pdf)

<u>Learning Design</u>	
Name of the school	1 Ghosuri Uchcha Madhyamik vidyalaya
class	<u>VII</u>
Duration	: 40 minutes
Name of the Teacher	: Apratim Chaurabony
Date	: 9/11/22
Subject:	English
Lesson	: We are
unit	: <u>Seven</u>
	<u>sub-unit</u> :
	* a) "A simple child ... wondering looked at me (PS1-54)"
	b) "and what are they? ... churchyard tree (55-58)"
	c) "They did ... we are <sup>you run about</sup> Seven (59-512)"
Today's lesson - * Marked Sub-unit	
<u>Learning objectives</u>	
<u>Remembering</u> :- The students will be able to -	
<ul style="list-style-type: none"> <li>Recall the <sup>Poet's</sup> author's name and other words of the poet (factual knowledge)</li> <li>Memorize the stanzas and the lines of the poem (fk)</li> <li>State the meaning of the words like clustered, glad, wonder (fk)</li> </ul>	
<u>Understanding</u> :- The students will be able to -	
<ul style="list-style-type: none"> <li>Describe the light themes of the poem. (ck)</li> <li>Explain the meaning of specific lines of the poem (ck)</li> <li>Identifying the <del>see</del> simple sentences in the poem (ck, fk)</li> </ul>	
<u>Applying</u> :- The students will be able to -	
<ul style="list-style-type: none"> <li>use the words learned from the poem and make sentences. (pk)</li> <li>Interpret the <del>imp</del> lines and apply the themes in wider context. (ck, uk)</li> <li><del>Apply</del> Illustrate the simplicity of the child/cottage girl in the first few stanzas. (fk, ck)</li> </ul>	



Analysing :- The students will be able to -

- Analyse the structure of the stanza. (PK)
- Distinguish the words that connotes to a nature. (PK)

Evaluating :- The students will be able to -

- evaluate the descriptions of the 'simple child'. (CK)
- Critique the use of the expression 'what should it mean of death?' (MK)

Creating - The students will be able to -

- ~~Give~~ Name sentences with words learned. (PK)
- ~~Make a list of the words about life and death~~
- Prepare a list of the words describing the girl and make sentences. (PK)
- write a paragraph on the theme of family. (PK, MK)

Analyse learners and context

to arouse the interest of the learners about the days lesson, a few questions will be asked, for example -

- Do you have a brother or sister?
- ~~Have~~ Did you visit a village?
- What did you see in a village?
- Have you heard the term Romantic Poetry?
- ~~Have you seen why a child should~~

Develop and select Learning materials

Textbook will be used and a picture of a village/nature will be shown to the students. Chalk, duster will be used and important words will be written on the blackboard. Moreover, a chart will also be used to depict/show the themes in the poem.



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3	
<u>Learning strategies</u> The students will study the text and then go through the lines and finally delve into the thematic parts	
<u>Learning Areas</u>	<u>Related strategies</u>
"A simple child ... wondering I looked at me" - The poem of Wordsworth starts with a fundamental question. The <del>time</del> how can innocence know something dreadful as death? Moreover, the first 4 stanzas depict a 'simple child' and describes her rustic colours. The poet also asks the girl how many siblings does she have.	Students will read the lines of the poem aloud. They will be asked some questions regarding the text and the teacher will explain the lines thoroughly. Each words will be explained along with thematic discussions.
Explain difficult words - like, limb, curl, clustered,	The teacher will write down the meanings of the words on the blackboard while interacting with the learners.
Different materials used	Dictionary can be consulted by the students for the meaning of words. A chart <sup>of theme</sup> can also be used to show themes and word meanings.
Theme of innocence vs experience, rustic life	The teacher will discuss the themes with the class with the help of chart
Group activity	The teacher will divide the class into groups and they will read the poem <del>lines</del> out loud. The teacher will also conduct quiz for the word meanings.





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Design for evaluation


The following questions will be given to the students to evaluate their progress -

1. Complete MCQ type questions/choose the right answer
  - a) A simple child that (lightly/strongly) draws its breath  
(bk, remembering)  
(factual remembering)
  - b) The cottage girl was \_\_\_\_\_ years old.  
i) eight, ii) six, iii) nine  
(factual remembering)
  - c) How many siblings did the cottage girl have?  
i) six, ii) seven, iii) eight  
(factual remembering)
2. Make sentences with the following words -
  - a) rustic
  - b) curl
  - c) wonder
3. a) Write a few lines on the theme of siblings (HK, PK)  
b) Diagnosing the learners for remedial class  
Teacher will diagnose the problems or weaknesses after evaluating learners and select proper remedial measures.

25/11/22

Signature of the administrator

Signature of the trainee teacher







## Geography:

[https://rkmsm.org/uploads/ckeditor\\_files/file/LMS/Learning%20Design/Method-1%20Geography%20LD.pdf](https://rkmsm.org/uploads/ckeditor_files/file/LMS/Learning%20Design/Method-1%20Geography%20LD.pdf)

শিখন নকশা (Learning Design)	
বিদ্যালয়ের নাম- Rameswar High School শ্রেণী- 10 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- Suman 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 (Understanding)

1. Students will be classify the different types of Geomorphic process. (C.K)
2. Students will be able to give 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)

1. student will be explain about orogenic movement (৫ক)  
2. student will be able to compare between and  
sudden movement (N.K)

৫) মূল্যায়ন করা (Evaluating)

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

৬) সৃজন করা (Creating)

1. 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 বৈশিষ্ট্যাবলী এবং প্রারম্ভিক  
আচরণ সুনিশ্চিত করার জন্য নিম্নরূপ প্রশ্নগুলি করা হবে--

ASK this kind of questions —

1) What is Geomorphic process?

2) Various types of Geomorphic process

➤ শিখন সহায়ক উপকরণের নির্বাচন (Selection of Learning Materials)

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



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## Mathematics:

[https://rkmsm.org/uploads/ckeditor\\_files/file/LMS/Learning%20Design/Method-2%20Math%20LD.pdf](https://rkmsm.org/uploads/ckeditor_files/file/LMS/Learning%20Design/Method-2%20Math%20LD.pdf)

LEARNING DESIGN -	
Name of school Ghusuri Uchcha Madhyamik vidyalaya	Subject: Mathematics
Class: VI	Teaching unit: Roman numerals
Time: 40 minute	Sub unit: Roman numerals, addition & subtraction
Date: 12/09/2022	Today's lesson: Roman Numerals, addition, subtraction
Name of the teacher: UDDALOK SAHA	
Learning goals: After completing the lesson students will be able to:	
Remembering	<ul style="list-style-type: none"><li>Recall natural numbers</li><li>Meaning of Roman numerals</li></ul>
Understanding:	<ul style="list-style-type: none"><li>Understand and represent the roman numerals.</li><li>Four rules for using Roman numbers.</li></ul>
Applying	<ul style="list-style-type: none"><li>Recognise Roman numerals from clock faces (Wall clock / Wrist watch)</li><li>Preliminary pages, appendices of a book are numbered in Roman numerals.</li></ul>
Analyse	<ul style="list-style-type: none"><li>Analyse that four identical Roman numerals cannot appear in a row.</li></ul>
Evaluate	<ul style="list-style-type: none"><li>Conclude the Roman numerals only use seven symbols (I, V, X, L, C, D &amp; M)</li></ul>

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

- Swami Vivekananda





- Creating
  - Write numbers in Roman numerals
  - Convert Roman numbers in natural numbers

## Analyse learners and contexts

To determine the general characteristics and primary behaviour of the students the following questions will be asked on the basis of present lesson.

- 1) What are natural numbers?
- 2) What are English alphabets?

## Develop and select learning materials

- General learning materials  
Black board, chalk, duster, school text books.
- Specific learning materials  
Match sticks, charts, etc.

## Learning strategies

Learning Areas	Learning Strategies
Introduction & Meaning	Teacher asked students - <ul style="list-style-type: none"><li>◦ Have you seen numbers in a wall clock? Student response: Yes sir</li><li>◦ Have you seen numbers written after names of kings eg: Henry VIII</li></ul>



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Then teacher explains the above number are written in the form of Roman numerals.

Teacher gives the definition & explains Roman numbers -

It is a special kind of numbers or numerical notation that was earlier used by Romans.

2nd phase

Symbols used for Roman numeral system

Teacher informs the students that only seven symbols are used & asks students to note down -

I → 1	C → 100
V → 5	D → 500
X → 10	M → 1000
L → 50	

3rd phase  
Rules to write Roman numbers

Teacher explains the following rules to be followed if we have to represent a number in Roman numerals form.  
(demonstration method)

Rule 1 - If symbol is repeated, its value is added.

eg: II = I + I = 1 + 1 = 2

Rule 2 - No symbol is repeated more than 3 times.

eg - III is allowed, IIII is not allowed.



Rule III  $\rightarrow$  If smaller value is written to right of greater value symbol its value gets added.

$$\text{eg. } \rightarrow \text{VI} = \text{V} + \text{I} = 5 + 1$$

$$\text{XII} = \text{X} + \text{I} + \text{I} = 10 + 1 + 1 = 12$$

Rule IV  $\rightarrow$  If the symbol of smaller value is written to the left of greater value, its value gets subtracted.

$$\text{IV} = \text{V} - \text{I} = 5 - 1 = 4$$

$$\text{XC} = \text{C} - \text{X} = 100 - 10 = 90$$

4th Phase  
Explaining  
Some  
problems

Teacher writes some questions on board & solves using discussion method with active participation of students.

1. Write 69 in roman numerals
2. Convert 1984 in roman numerals
3. Compute the following roman numerals.

$$\text{MXXII} - \text{LXX} - \text{LII}$$





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Design for evaluation :-

The following questions will be given to students to evaluate their progress -

- 1) What is 500 in roman numeral form (MK)
- 2) What is CXII in roman numeral form (MK)
- 3) Convert 1009 in to roman numeral (MK)
- 4) Make a list (at least 5) where Roman no. used to everyday life. (P.K)

Diagnosis for remedial class

If there is any need of remedial class then the teacher will arrange it accordingly.

*Handwritten signature*  
25/11/22

Signature of  
Administrator

Signature of  
Trainee Teacher.



Spal 16/11/22  
Signature of school teacher



## 2. Developing Teaching Competencies

At RKM Sikshanamandira, our primary mission is to guide and prepare student teachers to excel in their future roles as educators. **Course-113 (2nd half): Instructional Technology** emphasises Team Teaching, Micro Teaching & Simulated Teaching as a core component of the RKM Sikshanamandira students' curriculum. We accomplish this through a multifaceted approach that encompasses simulated teaching, micro-teaching, and effective model teaching.

Simulated teaching provides an invaluable platform for our student teachers to practise and refine their teaching skills. By emulating real classroom scenarios, they learn to adapt and engage with diverse learning needs and classroom dynamics. This practical experience builds their confidence and competence, ensuring they are well-prepared for the challenges of actual teaching.

Micro-teaching further enhances their abilities. Here, they focus on specific teaching components within a controlled environment. This includes demonstrating lesson planning, classroom management, and instructional strategies. Regular feedback and reflection sessions enable continuous improvement.

To set an exemplary benchmark, our experienced educators perform model teaching, showcasing effective pedagogical techniques. Student teachers observe, learn, and gain insights into best practices that they can incorporate into their own teaching styles.

Through this comprehensive approach, we empower our student teachers to become effective, adaptable, and skilled educators, ready to inspire and educate the next generation.

The following snippets support the above claims



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## B.Ed. Curriculum 2022-23

Semester – 2						
Course Code	Course Name	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
<b>Total (Semester – 2)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>

Presence of Micro teaching in B.Ed. Curriculum



- v. NCERT. (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre  
vi.

## Course – 126

### **Development of Evaluative Tool – (Achievement Test) (EPC -3) - 40 (20+20) Marks**

Preparation of Evaluative Tool (Achievement Test) in each method subject and submission of the report to the concerned method teachers in the institution. The report is to be prepared according to the following headings:-

- Concept of Achievement Test
- Selection of Topic (Unit)
- Identification of learning Course Learning Outcome
- Preparation of blue print
- Development of questions
- Preparation of answer keys
- Application of Achievement Test
- Evaluation of answer scripts
- Reporting the Results

## 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.
- Out of 3 Weeks, 2 Weeks for LD and **Micro teaching** skill practice and one week school visit for **Micro teaching** is to be held.
- In each school one or two group leaders can be selected among the student teachers for smooth functioning of the **Micro Teaching**.

In Course-127: School Attachment Micro Teaching is highlighting in B.Ed. Curriculum



*B.Ed. Curriculum 2022-23*

<b>Instruction</b>	b) Individualized & Group Instruction. c) Designs of Instructions: Skinner, Gagne & Markle. d) Web-based instruction, Multimedia, CD-ROM, Intelligent Tutoring system (ITS).
<b>Unit IV Skills of Teaching</b>	a) Skills of Teaching: Concept, definition & features. b) Development of different Teaching skills. c) Modification of Teacher Behaviour- Flanders Interaction Analysis of Category System (FIACS). d) Team Teaching, Micro Teaching & Simulated Teaching. e) Programmed Instruction & Computer Assisted Instruction.

**Suggested Reading:**

- i. Agarwal, J. C. (2001), principles, methods and techniques of teaching. Delhi: Vikas Pub. House.
- ii. Ram, N. S. & Chandra, S.S (2003) Advanced Educational Technology. New Delhi: Atlantic Publishers & Distributors.
- iii. Salandanan, G. G (2008), Teaching Approaches & Strategies. Philippines: Katha Publishing Co. Inc.
- iv. Mangal, S.K & Mangal, U (2009), Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- v. Siddiqui, M.H & Khan, M.S (2007). Models of Teaching Theory and Research. New Delhi: APH Publishing Corporation.

Course – 113(2nd half): Instructional Technology highlighting Team Teaching, Micro Teaching & Simulated Teaching





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A sample copy of Micro-teaching prepared by our trainee-teachers under Course-127:  
School Attachment is given below.

RAMAKRISHNA MISSION SIKSHANAMANDIRA  
(Belur Math, Howrah)

MICRO TEACHING

Course: 127 (School Attachment - micro teaching)

Prepared By: Dipanjan Mishra

Year: B.Ed 2<sup>nd</sup> Semester

Roll NO. F-77

Session: 2021-23

Section: B

Exam  
17/06/22

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

- Swami Vivekananda



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RAMAKRISHNA MISSION SIKSHANAMANDIRA  
Belur Math, Howrah - 711202.

Micro Teaching

- Course - 127.
- Name - Dipanjan Mishra.
- Subject - History.
- Unit - Indian National Movement.
- Sub-Unit - Non-cooperational Movement.
- Date - 17.06.2022
- Roll NO. - F-77
- Class - IX.

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

- Swami Vivekananda



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





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



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Belur Math, Howrah - 711 202, West Bengal

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

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-BLACK BOARD USING SKILL-			
Unit/sub-unit	Content	Components	Procedure Details
Unit-Indian National Movement  Sub-unit- Non-Cooperational Movement	<ul style="list-style-type: none"> <li>• Introduction to Indian National Movement.</li> <li>• Describe about non-cooperational movement.</li> <li>• Describe background of the movement.</li> </ul>	Clarity and Purpose	<ul style="list-style-type: none"> <li>• This revolutions were the bases of Indian Freedom movement and free India.</li> </ul>
		Legibility of handwriting and drawing	<ul style="list-style-type: none"> <li>• Non-cooperational movement was the first Indian movement which all over India responded. They all gathered together to get Swaraj.</li> </ul>
		Line, space and time	<ul style="list-style-type: none"> <li>• Do you know?</li> <li>- After this movement suspended Gandhiji was kept in Jail for 6 years so</li> <li>- teacher will write down in black-board.</li> </ul>
		use of proper equipments devices	<ul style="list-style-type: none"> <li>• Chart of timeline.</li> <li>• Black board use for mentioning the students for their answer.</li> </ul>
		Use proper student response	<ul style="list-style-type: none"> <li>• Teacher will ask question to students and students will answer, teacher will note down all answers in blackboard for motivate other students.</li> </ul>

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

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CLOSURE SKILL			
Unit/sub-unit	Content	Components	Procedure Details
Unit - Indian National Movement	<ul style="list-style-type: none"> <li>• Introduction to National movement of India.</li> <li>• Describe the non-cooperational movement.</li> </ul>	Summarization	Today we have read - <ul style="list-style-type: none"> <li>• First Indian mass movement.</li> <li>• Gandhiji's role on non-cooperational movement.</li> <li>• Importance of the movement.</li> </ul>
Sub-unit - Non-cooperational Movement	<ul style="list-style-type: none"> <li>• Describe the background of the movement.</li> </ul>	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	<ul style="list-style-type: none"> <li>• Questions:</li> <li>• What are the causes of this movement?</li> <li>• What was its important to twentieth century India.</li> </ul>
		Adequacy of assignments	<ul style="list-style-type: none"> <li>• Make a chart over this movement.</li> <li>• Make a map to show the mass activation of this movement.</li> <li>• Let's meet mother class.</li> </ul>

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Exam  
17/06/22



### 3. Assessment of Learning

RKM Sikshanamandira places a strong emphasis to teach the trainee teachers preparing Achievement Tests as a fundamental component of their curriculum under **Course – 126: Development of Evaluative Tool – (Achievement Test)**. The support for this claim is substantiated by the curriculum, guidance from experienced faculty, the availability of comprehensive study materials, practical assignments, and the organisation of educational seminars and workshops dedicated to assessment methodologies. These elements collectively reinforce the institution's commitment to nurture a profound understanding of achievement tests among its students. This process is vital in ensuring that our student teachers can construct meaningful and valid assessments tools for their future students. It equips them with the competence needed to gauge student learning and adapt their teaching strategies accordingly, thereby contributing to a higher quality of education in their future classrooms.





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Course – 126 Development of Evaluative Tool – (Achievement Test) for Assessment of learning



*B.Ed. Curriculum 2022-23*

v. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre  
vi.

**Course – 126**

**Development of Evaluative Tool – (Achievement Test)  
(EPC -3) - 40 (20+20) Marks**

Preparation of Evaluative Tool (Achievement Test) in each method subject and submission of the report to the concerned method teachers in the institution. The report is to be prepared according to the following headings-

- a) Concept of Achievement Test
- b) Selection of Topic (Unit)
- c) Identification of learning Course Learning Outcome
- d) Preparation of blue print
- e) Development of questions
- f) Preparation of answer keys
- g) Application of Achievement Test
- h) Evaluation of answer scripts
- i) Reporting the Results

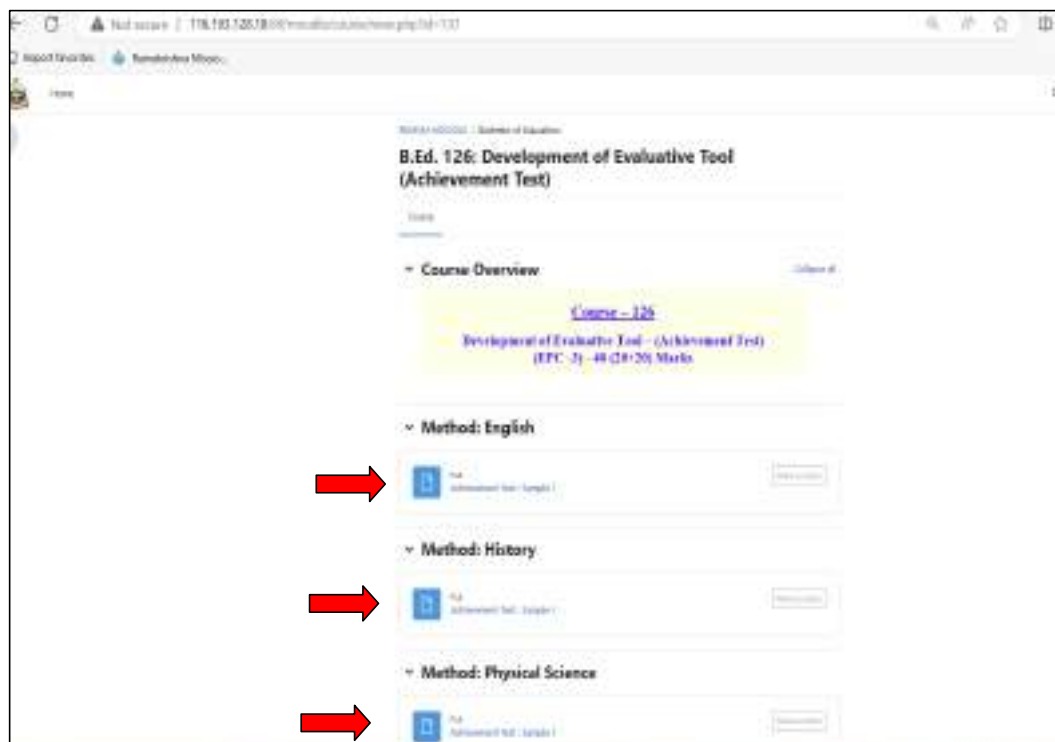
} Preparation of an Achievement Test for Assessment of Learning

*Course – 126*

Course – 126 Development of Evaluative Tool – (Achievement Test) for Assessment of learning

**Link to Institutional Learning Management System:**

<http://116.193.128.18:84/moodle/course/view.php?id=137>



Repository of Sikshanamandira Institutional Learning Management System

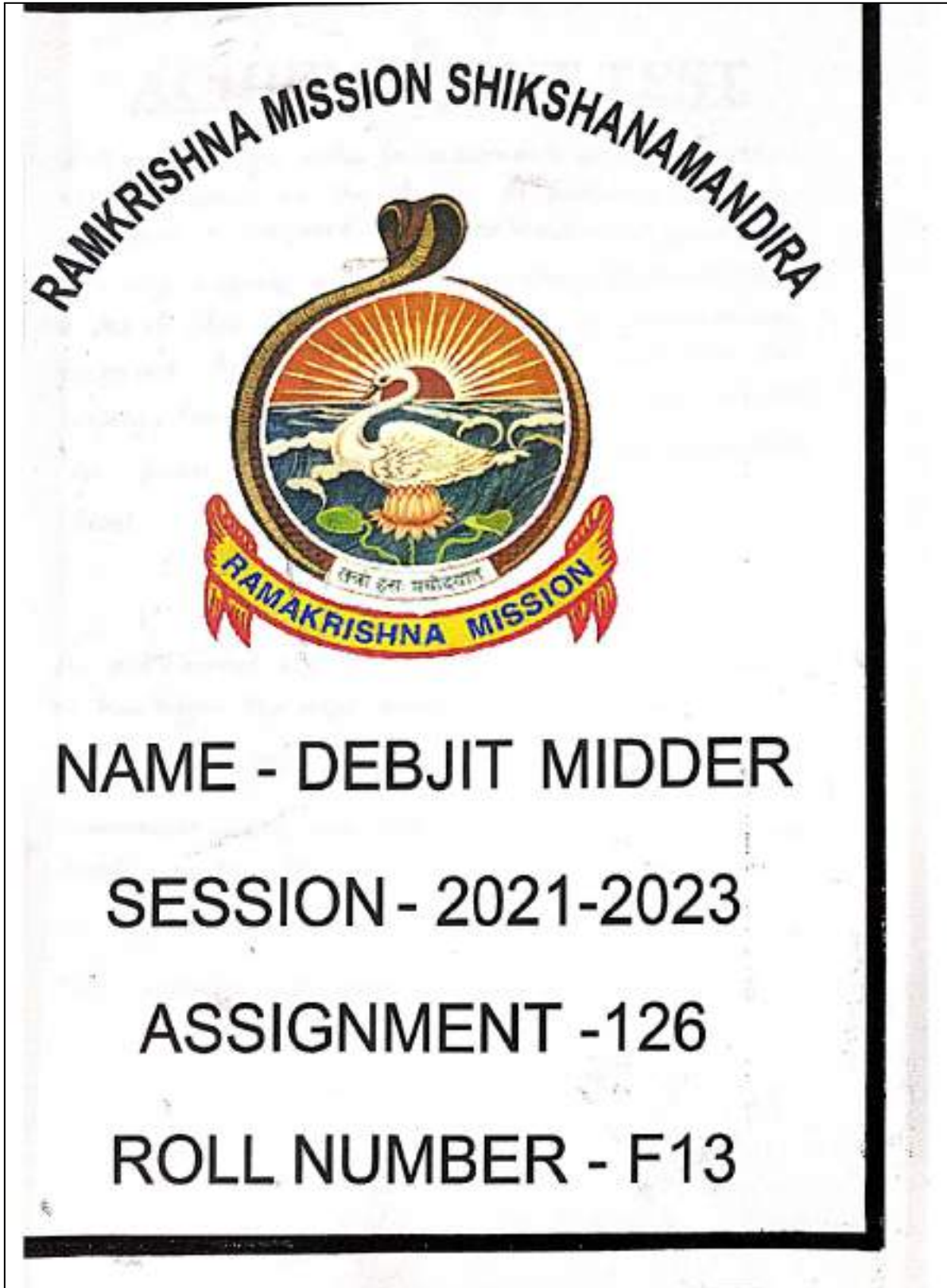


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A sample copy of Achievement Test prepared by our trainee-teachers under Course-126:  
Development of Evaluative Tool is given below.



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## ACHIEVEMENT TEST

Achievement test refers to assessments which are often used to determine the levels of instruction for which a student is prepared. High achievement scores generally indicate a level of mastery of grade-level material has been reached, and that students are prepared for achievement advanced instruction. Conversely, low achievement score can indicate the need for further remediation or repeating of course grade level.

### DEFINITION

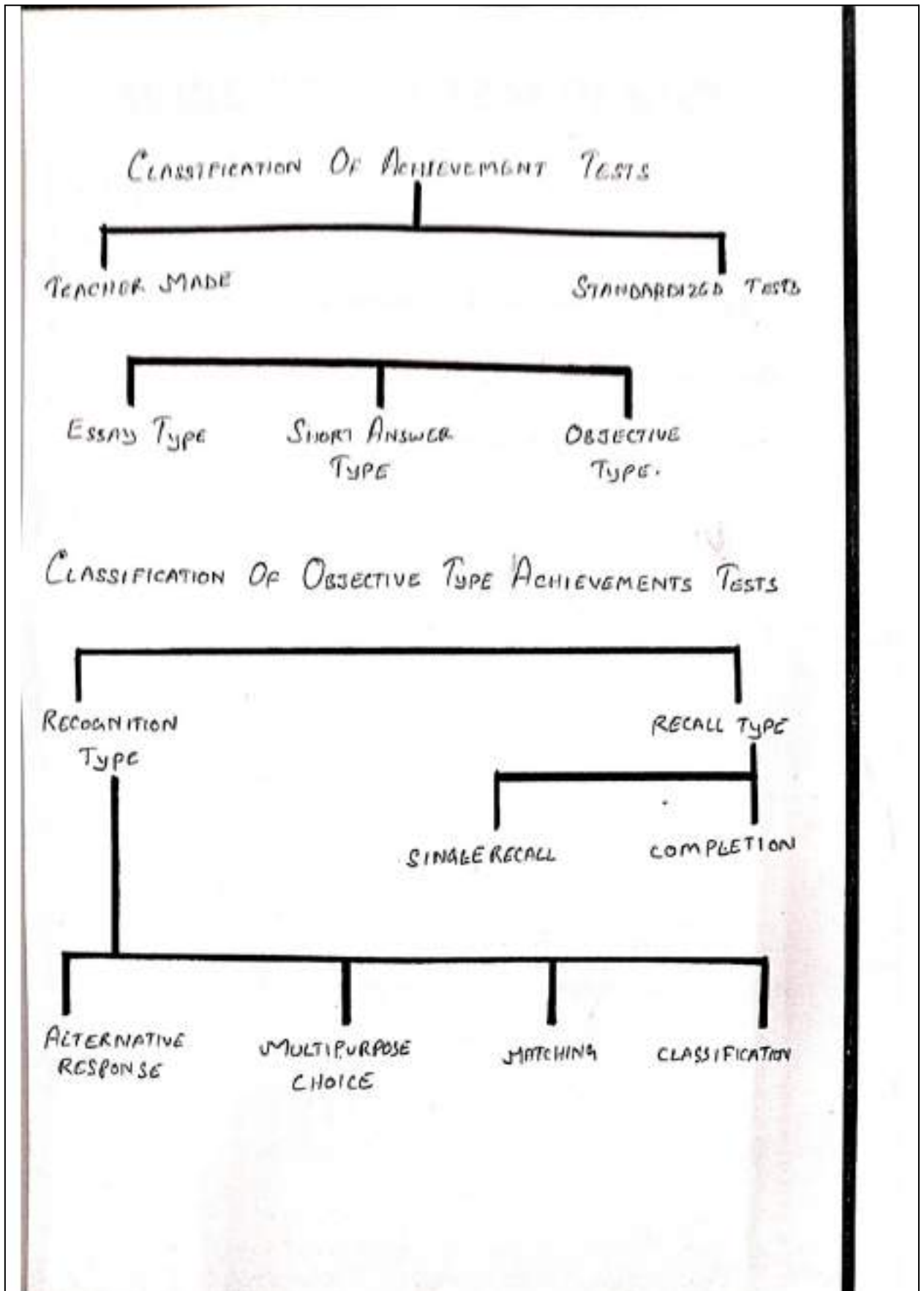
An achievement test is an assessment of developed skill or knowledge. The most common type is a standardized test, such as the SAT. Achievement tests are developed to measure skills and knowledge learnt in a given grade level, usually through planned instruction, such as training or classroom instructions. Achievement tests are often contrasted with aptitude tests.





## IMPORTANCE

- (i) Achievement tests are used in selection of candidates in different fields and for admission of students in schools.
- (ii) These tests are important from the standpoint of determination of class and promotion.
- (iii) In the field of medicine and counselling, achievement tests are used extensively. These tests are very important for identifying backward students, diagnostics and remedial teaching.
- (iv) Achievement tests are useful in measurement of the minimum abilities of an individual.
- (v) Achievement tests are used widely in different types of classifications and for appointment.
- (vi) These tests are useful in providing educational and vocational guidance..
- (vii) These tests provide assistance for learning.
- (viii) It motivates students to study in the future.





## ACHIEVEMENT TEST DESIGN

Subject - History.

Class - 8.

Unit - Peasant labour movement in 20<sup>th</sup> Century India.

Sub-Unit - (a) Anti-colonial movement in 20<sup>th</sup> Century India.

(b) Labour movement in 20<sup>th</sup> Century India.



## INSTRUCTIONAL OBJECTIVES AND LEARNING OUTCOMES

### KNOWLEDGE

Recalled previous learned information.

Example - Recite a policy. Quote prices from memory to a customer. Knows the safety rules.

Action Verb - Defines, describes, identifies, knows labels, lists, matches, name, outline, recall, recognizes, reproduces, select, states.

### UNDERSTANDING

Comprehending the meaning, translation, interpolation & interpretation of instruction and problems.

Example - Rewrites the principles of test writing. Explain in one's own words the steps for a complex task.

Action Verb - Comprehend, convert, depends, distinguishes, estimates, explains, extends, generalizes, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.





## APPLICATION

Use a concept in a new situation or unprompted use of an abstraction, applies what was learnt in the class into novel situations at work.

Example - Use a manual to calculate an employees vacation time. Apply laws of statistics to evaluate the reliability of a written test.

Action Verb - Applies, changes, computes, construct, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, shows, relates, solves.

## SKILL

Builds a structure or pattern from diverse elements. Puts parts together to form a whole ~~and~~ with emphasis on creating new meaning or structure.

Example - Write a company operation or process manual. Design a ~~new~~ machine to perform a specific task.

Action Verb - Categories, combines, compiles, composes, creates, devises, design, explain, generate, modify, organize, rearrange.



**WEIGHTAGE TO INSTRUCTIONAL  
OBJECTIVES AND LEARNING  
OUTCOMES**

SERIAL NUMBER	INSTRUCTIONAL OBJECTIVES	MARKS	PERCENTAGE OF MARKS
1	KNOWLEDGE	9	36
2	UNDERSTANDING	5	20
3	APPLICATION	7	28
4	SKILL	4	16
	TOTAL	25	100

**WEIGHTAGE TO CONTENT AND  
SUBJECT UNITS**

SERIAL NUMBER	UNIT AND SUB-UNIT	MARKS	PERCENTAGE OF MARKS
1	ANTI COLONIAL MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	10	40
2	LABOUR MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	15	60
	TOTAL	25	100



## WEIGHTAGE TO TYPES AND FORMS OF QUESTIONS

SERIAL NUMBER	FORMS OF QUESTIONS	TOTAL MARKS FOR QUESTIONS	TOTAL NUMBER OF QUESTIONS
1	V.S.A.	1	10
2	S.A.	2	5
3	L.A.	5	1
	TOTAL	8	16

SERIAL NUMBER	TYPE/FORMS OF MARKS	EXPECTED LENGTH OF QUESTIONS (NO. OF SENTENCES)	EXPECTED TIME FOR EACH QUESTION (MINUTES)
1	V.S.A.	1	1
2	S.A.	2	2
3	L.A.	5	15





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Belur Math, Howrah - 711 202, West Bengal

## BLUE PRINT

EXAM – MID-TERM.  
SUBJECT – HISTORY.  
MARKS – 25.

PAPER – I.  
CLASS – X.  
TIME – 35 MINUTES.

UNIT – PEASANT LABOUR MOVEMENT IN 20<sup>TH</sup> CENTURY INDIA.

UNIT/ OBJECTIVES	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
	V S A	S A A	L A	V S A	S A A	L A	V S A	S A A	L A	V S A	S A A		
FORMS OF QUESTIONS/CONTEN T UNIT													
ANTI COLONIAL MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	6 (1)				1 (2)						1 (2)		10
LABOUR MOVEMENT IN 20 <sup>TH</sup> CENTURY INDIA	3 (1)			1 (1)	1 (2)		1 (2)	1 (5)		1 (2)			15
SUB-TOTAL (MARKS)	9			5			7			4			25
TOTAL PERCENTAGE	36			20			28			16			100

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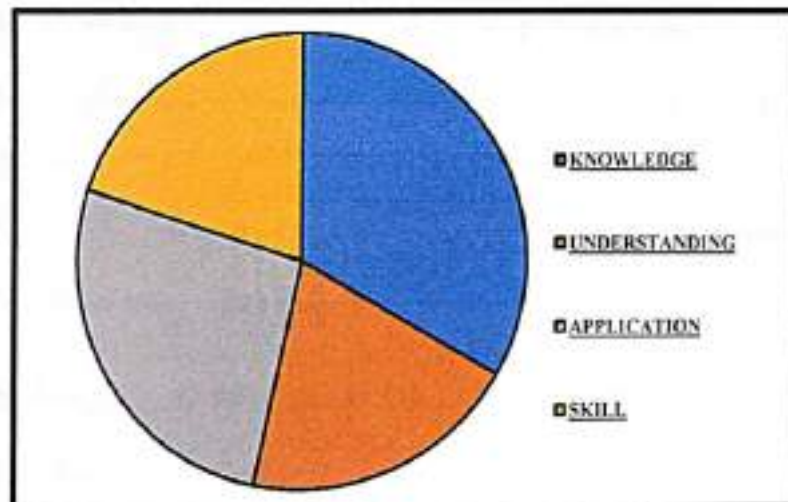


## SUMMARY

<u>ESSAY OR LONG ANSWER(L.A.)</u>	<u>MARKS- 10</u>
<u>SHORT ANSWER (S.A.)</u>	<u>MARKS -10</u>
<u>VERY SHORT ANSWER(V.S.A.)</u>	<u>MARKS - 5</u>

## PIE CHART

<u>KNOWLEDGE</u>	<u>APPLICATION</u>	<u>UNDERSTANDING</u>	<u>SKILL</u>
9	5	7	4



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## QUESTION PAPER

Exam - Mid-Term.

Paper - I.

Subject - History.

Class - X.

Unit - Peasant Labour Movement in the 20<sup>th</sup> Century India

Time - 35 Minutes.

Marks - 25.

A) Very Short Answer:

(10x1=10)

- i) When was the Champaran Satyagraha?
- ii) Who led Midnapore Union Board?
- iii) Which organization staged a peasant revolt in Mymensing in 1930 AD?
- iv) Who founded Bombay Mills Association?
- v) Who founded Indian Home-rule League in America?
- vi) Who formed red Trade Union?
- vii) Which organization, organized the workers strike in Bombay 1926?
- viii) When was congress socialist party founded?
- ix) What is tank?
- x) When was the non-cooperation movement?



## B) Short Answer:

- (i) Discuss the Prammolipta National Government.
- (ii) Discuss the accused in Kanpur Bolshevik case.
- (iii) Discuss the entrepreneurs of Sramik Krishiak Dal in Bengal.
- (iv) Name two labour organizations in Bombay in the twenties.
- (v) What is the Meerut Conspiracy case?

## C) Long Answer:

- (i) Discuss Gandhiji's role in the peasant movement.



## ANSWER KEY

### A) Very Short Answer :

- (i) 10<sup>th</sup> April, 1917.
- (ii) Bisendranath Sasmal.
- (iii) Indian National Congress.
- (iv) M. N. Lokhande.
- (v) Lala Lajpat Rai.
- (vi) Lala Lajpat Rai.
- (vii) Central trade union.
- (viii) 1934.
- (ix) Measurement for anything.
- (x) 1929.





## (B) Short Answer :

- (i) Tamralipta government took initiatives to set up police stations, military departments, courts and even system for revenue collection, and an active women's wing - Vidgut Bahini.
- (ii) On 17<sup>th</sup> March, 1924 to separate India from imperial Britain by violent uprising and revolution was called the Cawnpore Bolshevik conspiracy.
- (iii) This was a non-violent movement, for commodities like salt, the peasantry were particularly playing an active role in this movement.
- (iv) All India Trade Union and Central Trade Union Organization in Bombay.
- (v) The first war of Indian Independence also known as the great Indian Mutiny of 1857, started from Meerut. In the Judicial annals it commonly and popularly is known as "The Meerut Conspiracy Case".



## © Long Answer :

Unlike the earlier peasant movements that arose from discontentment among the peasantry, the peasant movements in the 20<sup>th</sup> Century were influenced by the national freedom struggle.

## GHANDHIAN PEASANT MOVEMENTS :

• **Champaran - Satyagraha** - In Champaran, the peasants were agitating against the planters who were forcing the peasants to grow indigo under the exploitative *tinkathia* system.

• **Kheda Satyagraha** - In Kheda, on the request of the local peasant leaders, Gandhiji decided to support the struggle of the peasants for revenue remission in 1918.

• **Bardoli Satyagraha** - In Bardoli, between 1921 & 1927, a peasant movement was generated by linking the local peasant discontent with larger problems of nationalism.



**The Eka Movement** - Started in 1921 in Awadh region. The initial thrust was given by congress and Khilafat movement. The main reason was high rent, which is higher than 50% of recorded rent.

Thus, the rise of nationalism, formation of congress and emergence of Gandhi helped to redefine the peasant movements in the 20<sup>th</sup> century. The idea of a nation spread by the nationalist movement played a big role in raising the consciousness of the peasantry and created the basis for their assimilation in the freedom struggle.



## 4. Technology Use and Integration

At RKM Sikshanamandira, we wholeheartedly embrace technological use and integration throughout the academic year. Our Learning Management System (LMS) and various online platforms serve as invaluable tools for enhancing the learning experience. Student teachers are not only encouraged but also guided in utilising these resources effectively. **Under Course:133 Integration of Advanced technology**, RKM Sikshanamandira emphasises students on the use and integration of technology as a fundamental component of their curriculum.

Our approach extends beyond the classroom, as we actively promote the use of LMS and online materials for self-improvement and staying updated with the latest educational practices. This empowers our student teachers to evolve into tech-savvy educators, capable of harnessing the power of digital tools to enrich their teaching methods and deliver a more engaging and dynamic educational experience.

Ramakrishna Mission Sikshanamandira conducts various Value-Added Courses and Self-Study Courses for students throughout the year which help in their digital capacity development and enhancement.

As a result, our institution remains at the forefront of educational innovation, preparing our students to thrive in the digital age so that they can impart the right knowledge to their students in the future to bridge the digital divide.





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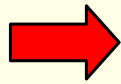
Belur Math, Howrah - 711 202, West Bengal

Semester – 3						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
131	Evaluation & Management in Education	80 (40+40)	20 (10+10)	100	72+25	4+1
132	Guidance & Counselling and Curriculum Studies	80 (40+40)	20 (10+10)	100	72+25	4+1
133	Integration of Advanced Technology	40	10	50	36+25	2+1
134	School Internship (Phase I) : 8 Weeks (Method-1 & Method- 2)	-	200(100+100)	200	0+200	0+8
135	Learners' Study (School Internship) (EPC 4)	-	25	25	0+50	0+2
136	Communicative Skill - 3 (EPC 2C)	-	25	25	0+50	0+2
Total (Semester – 3)		200	300	500	555	25

Course:133 Integration of Advance technology in the curriculum of B.Ed. 3rd Semester



## Course – 133



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

**Course Learning Outcome:** The trainees will be acquainted with:

- Understand the social, economic, security and ethical issues associated with the use of ICT
- Identify the policy concerns for ICT
- Describe a computer system;
- Operate the Windows;
- Use Word processing, Spread sheets and Presentation software;
- Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- Operate on Internet with safety
- Elucidate the application of ICT for Teaching Learning Pedagogy
- 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>	<ol style="list-style-type: none"><li>Concepts of information and communication technology (ICT); Its Course Learning Outcome and scope in education; Universal access Vs Digital Divide – issues and initiatives.</li><li>Aims and Course Learning Outcome of National Mission on Education through ICT (NMEICT), Virtual laboratory and Haptic technology.</li><li>National Policies &amp; their recommendations on Information and</li></ol>
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## NMEICT in the B.Ed. 3rd Semester UNIT-I curriculum



	Communication Technology (ICT) in School Education in India; IT@ School Project; Challenges of Integration of ICT in School d) Media Crowd & Media Culture; High Tech & High Touch.
<b>Unit II Educational Resources &amp; ICT</b>	a) MS Word, MS Excel & MS Power Point, Introduction to Internet, e-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode. b) Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. c) General Introduction to e-learning, Mobile-learning, distance learning, On-line learning. d) Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); Social networking e) Models of Communication system
<b>Unit III ICT Integrated Education</b>	a) ICT Integrated Education, Student management through automation software, e-guidance & counseling, e-modules, e-learning Resources. b) ICT based Co-operative and Collaborative Learning – concept, features and educational application c) Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups
<b>Unit IV Hands on Knowledge of ICT Hardware &amp; Software</b>	a) Computer, Server, Projection & Operating systems b) Software, Websites, Virtual Servers & Cloud technology c) Recording, Audio & Video editing, Pedagogic collaboration d) Set up of digital classrooms and lab e) Promoting inclusivity through ICT

#### Suggested Reading:

- i. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom, Yale University Press.
- ii. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
- iii. DSERT Karnataka. (2012). Position paper on ICT mediation in education. DSERT.

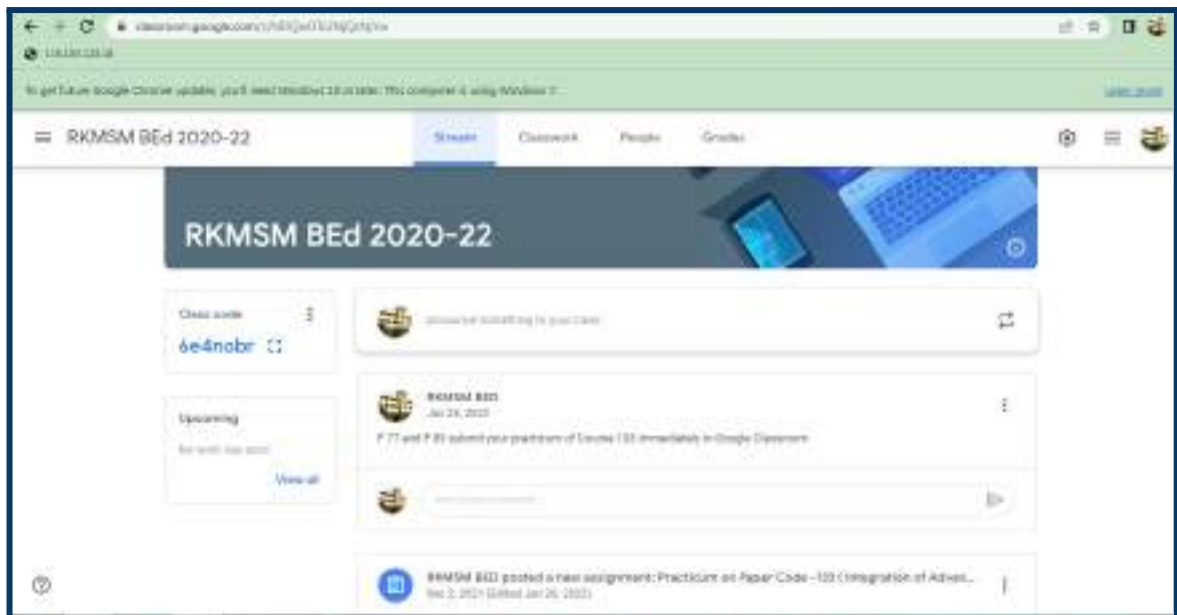
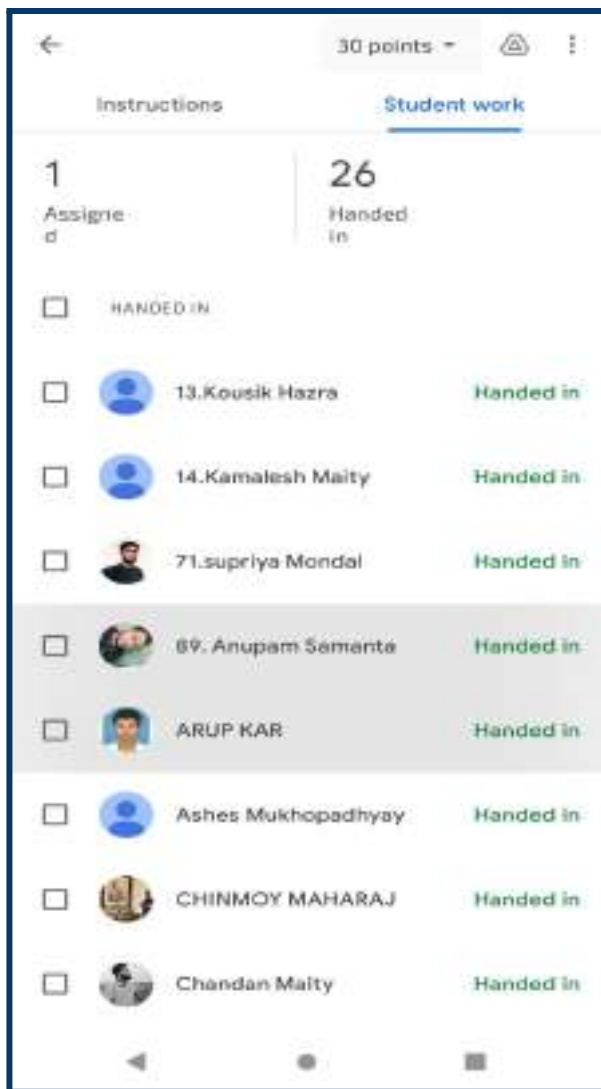
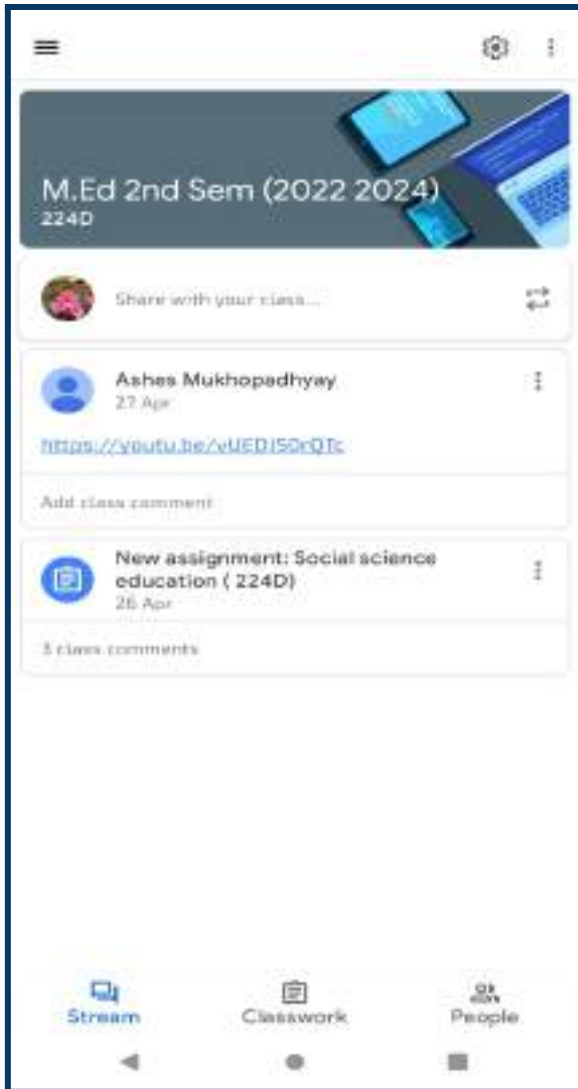
#### Engagement with the field/ Practicum - 10 Marks

- i. Installation of Operating systems, Windows, installation of essential Software and Utilities;
- ii. Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/ Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
- iii. Develop a report on preparing a learning designing on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures (data), graphics, explanation and logic of the topic.
- iv. Teaching with a multimedia e-content developed by the student.



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Google Classroom M.Ed. (2022-2024) & B.Ed (2020-2022)

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- Swami Vivekananda





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Below is the list of various seminars, workshops, value added courses and self study courses conducted by Sikshanamandira in several years which help students in digital capacity development and enhancement in their future life where they can use this knowledge to develop students' understanding of these subjects.

## Self- study course on Advanced Research Methodology

Course Code: **ARM/08/22-23**

Course Provider: **Ramakrishna Mission Sikshanamandira**

Course Coordinator: **Dr. Abhijit Guha**

Name of the Resource Persons: Dr. Abhijit Guha, Dr. Anujit Patra

Mode: offline

Course Duration: 16 February 2023 to 01 April 2023

Contact Hours: Every Saturday and Sunday from 2:00 p.m. to 5:00 p.m, for a total of 35 Hours

Total Number of students Enrolled: 30

Total Number of Students Completed: 28

Course Fee: NIL



Sample certificate

## Value Added course on: Data Analysis through MS-Excel

Course Code: **DAMSE/08/21-22**

Course Coordinator: **Dr. Abhijit Guha**

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**Name of the Resource Persons:** Dr. Abhijit Guha, Dr. Anujit Patra

**Course duration:** 18 April 2022 to 06 June 2022

**Contact Hours:** Every Saturday and Sunday from 2:00 p.m. to 4:30 p.m., for a total of 35 hrs.

**Mode:** offline

**Total Number of Students Enrolled:** 41

**Total Number of Students Completed:** 36

**Course Fee:** NIL

## BROCHURE

**BROCHURE AND COURSE ALONG WITH CLOS OF VALUE-ADDED COURSE**

**COURSE ON DATA ANALYSIS THROUGH MS-EXCEL (DAMSE)**  
(ONLINE/OFFLINE BLENDED MODE)

**COURSE COORDINATOR**  
Dr. Abhijit Guha

**CONTACT US**

- WEBSITE: <https://rkmm.org/>
- EMAIL: [rkmm@rediffmail.com](mailto:rkmm@rediffmail.com) / [rkmm@rediffmail.com](mailto:rkmm@rediffmail.com)
- ADDRESS: Mission Sikshanamandira, P.O. - Belur Math, Dist. - Howrah, West Bengal, India - 711 202

**ABOUT US**

Ramakrishna Mission Sikshanamandira is an autonomous post-graduate degree college and research institute located in Belur, Howrah, West Bengal, near Belur Math, in the Indian state of West Bengal.

**Course Duration**  
35 hours

**Date**  
18 April to 6 June, 2022

**CLASSES WILL BE CONDUCTED VIA ONLINE/OFFLINE BLENDED MODE**

**Course Learning Outcomes**

By the end of this session students will be able to

- Basic idea of MS-Excel through readily available software (Hands on Experience)
- Master Excel from basic to advanced level
- Build Excel formulas to analyze text, fields, values and arrays.
- Conditional Formatting & Formula Auditing.
- Statistical Analysis for Research Interpretations.

**Course Contents**

Week 1	Basic Knowledge of MS-Excel through readily available software.
Week 2	Data Manipulation of present use of data for analysis through MS-Excel.
Week 3	Intermediate statistical analysis via MS-Excel (Descriptive Statistics, Inferential Statistics).
Week 4	Forecasting of Data through MS-Excel.
Week 5	Integration of Diagrams, Frequency polygons etc.
Week 6	Advanced & Introductory Data analysis through MS-Excel.
Week 7	Advanced & Introductory Data analysis through MS-Excel.

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- Swami Vivekananda



## Webinar: Cyber Security – A Mild Introduction

A webinar on "Cyber Security - A Mild Introduction" was conducted on 24th July 2021. The event was organised by Swami Urjitananda and featured Dr. Swapnoneel Roy, an Associate Professor from the School of Computing at the University of North Florida, United States of America, as the speaker. The webinar aimed to provide participants with a basic understanding of cyber security. Dr. Roy shared insights on various aspects of cyber security, including the importance of protecting personal information, securing online activities, and staying safe in the digital world. The session was informative and engaging, with active participation from 110 students. The recorded webinar is available on YouTube through the provided link, <https://www.youtube.com/watch?v=8SsNwo2g0Lc> allowing a wider audience to benefit from the valuable knowledge shared during the event. The webinar played a crucial role in raising awareness about cyber security and equipping participants with essential information to safeguard themselves online.



## Webinar: Digitalization in Indian Education System

On 17th June 2021, a webinar titled "Digitalization in Indian Education System" was organised under the coordination of Swami Urjitananda. The webinar aimed to shed light on the role of digitalization in the Indian education system. The esteemed speaker for the event was Dr. Khagendra Nath Chattopadhyay, Head of the Department and Professor of Education at the University of Burdwan. A total of 112 students actively participated in the webinar, indicating their interest in exploring the impact and possibilities of digitalization in education. The webinar was conducted online, using the Meet platform, allowing for seamless interaction and knowledge sharing. It






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provided valuable insights into the potential of digital tools and technologies in transforming the education landscape in India.

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of the UGC Act and duly recognized by the NCTE.

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**WEBINAR**

Speaker

**Dr. Khagendra Nath Chattopadhyay**  
(HoD & Professor, Department of Education, University of Burdwan)

**DIGITALIZATION IN INDIAN  
EDUCATION SYSTEM**

*Thursday June 17, 2021, 6PM - 7PM*

Welcome Address

**Hitasish Bhowmik**  
(Associate Professor, Ramakrishna Mission Sikshanamandira)

Vote of Thanks

**Dr. Satyajit Kar**  
(Associate Professor, Ramakrishna Mission Sikshanamandira)

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- Swami Vivekananda





## 5. Organizing Field Visit

RKM Sikshanamandira places a strong emphasis on experiential learning, which includes organising field visits. In **Course-146: Community Activity** B.Ed. Curriculum Field Trip/ Excursion is a basic component of the curriculum in RKM Sikshanamandira. These field trips are taught to students as part of their co-curricular activities. Trainee teachers of B.Ed. and M.Ed. participate in this day-long program. Duties such as selecting the place of visit, arranging the conveyance, arrangement of fooding & lodging etc. is upon the trainees which results in an experiential learning by which they acquire the skills of conducting the field trip in their future life when they become a teacher.

*B.Ed. Curriculum 2022-23*

### Course – 146

#### **Community Activity – 50 Marks**

Students-teachers are to prepare detailed report on the following topic/s or as suggested by the concerned teacher.

- i. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- ii. Planning, Organizing & Participation in **Field Trip / Excursion**
- iii. Gardening.
- iv. Cleanliness of the campus and beautification, Cleaning of furniture
- v. Assembly
- vi. Community Games
- vii. Cultural Programmes
- viii. SUPW, Work Education.
- ix. Scout & Guide / NSS
- x. Celebration of National Festivals, Teachers Day etc.
- xi. First Aid
- xii. Aesthetic development activities-decoration of classroom etc.

In Course-146 Community Activity of B.Ed. Curriculum Field Trip/ Excursion is highlighting



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RAMAKRISHNA MISSION SIKSHANAMANDIRA  
19/1/2023  
Belur Math, Howrah - 711 202, West Bengal

### Meeting Notice

Date: 19/1/2023

A meeting of the Excursion Sub-Committee of Ramakrishna Mission Sikshanamandira will be held on Tuesday, 21/01/2023 from 2:00 p.m. onwards in the conference hall. All the members are hereby requested to attend the meeting.

- Agenda:  
1) Discussion on educational excursion, 2023  
2) Miscellaneous

S. No	Members	Signature
1	Swami Vidyamrityananda, Chairman, Principal (Offg.)	<i>[Signature]</i> 19/1/23
2	Vice Principal - Vice Chairman	
3	Prof. Mukul Mahapatra, Convener	<i>[Signature]</i> 19/1/23
4	Prof. Russell Alfarabi	<i>[Signature]</i> 19/1/23
5	Dr. Anujit Patra	<i>[Signature]</i> 19/1/23
6	Dr. Sandip Mandal	<i>[Signature]</i> 19/1/23
7	Sr Santanu Biswas (In-vice)	<i>[Signature]</i> 19/1/23
8	Sr. Jyoti Dutta (In-vice)	<i>[Signature]</i> 19/1/23
9	Sr. Ananya Jaiswal (In-vice)	<i>[Signature]</i> 19/1/23
10	Sr. Alia Kumar Mondal (In-vice)	<i>[Signature]</i> 19/1/2023

*[Signature]* 19/01/2023  
Mukul Mahapatra  
Convener of the Excursion Sub-Committee

"Education is the manifestation of the perfection already in man."  
- Swami Vivekananda

- Members Present
- SWAMI VIDYAMRITYANANDA *[Signature]*
  - PROF. MUKUL MAHAPATRA *[Signature]* 19/1/23
  - PROF. RUSSELL ALFARABI *[Signature]* 19/1/23
  - DR. ANUJIT PATRA *[Signature]* 19/1/2023
  - DR. SANDIP MANDAL *[Signature]* 19/1/23
  - PROF. SANTANU BISWAS *[Signature]* 19/1/23
  - PROF. SOMEN DUTTA *[Signature]* 19/1/23
  - PROF. ANUSUYANA *[Signature]* 19/1/23
  - PROF. ALIA KUMAR MONDAL *[Signature]* 19/1/2023

### Meeting Minutes:

The meeting of Excursion sub-committee has been held on 19-01-2023, presided over by Principal Mahapatra. It is resolved that annual educational excursion of Ramakrishna Mission Sikshanamandira will be arranged on 7 February 2023. It is unanimously accepted that venue of the educational tour will be Taki, Howrah, North 24 parganas. The four places will be seen namely - Ramakrishna Murali Ashrama Taki, Main Seaside, Rajbari and Palarati Riverside. It is also resolved that all the teachers will be directed to start their journey on 7th of the said date and all faculty members also are requested to join the tour on the said date at college premises.

*[Signature]*

## Meeting Notice of Excursion sub-committee

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College with Potential for Excellence (CPE), College of Teacher Education (CTE) &  
Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies

(033)2654-6081/9281/1635

rkmsmic@gmail.com, rkmsm@rediffmail.com

www.rkmsm.org

Belur Math, Howrah - 711 202, West Bengal

### Notice

An Educational Excursion is going to be organised on Tuesday, 7th February, 2023 for final year trainees of B.Ed. 4th Sem. & M.Ed. 4th Sem. Trainees are asked to attend the excursion as per following schedule:

**Departure:** 7:00 am, 07.02.2023 from College Campus

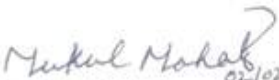
**Arrival:** 8:00 pm, 7.02.2023 at College campus

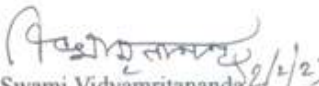
**Places to be visited:** Taki, Hasnabad & North 24 Pgs.

1. Ramakrishna Mission Ashrama, Taki
2. Mini Sundarban
3. Rajbari
4. Ichamati Riverside

Participation in the Educational Excursion is mandatory for all the final year students.

A general meeting regarding educational excursion will be held on Monday, 6th February, 2023 from 11:15 am at Ramakrishna Hall. Final year B.Ed. & M.Ed. trainees are asked to attend the meeting.

  
Sri Mukul Mahato  
Convener, Excursion Sub-Committee

  
Swami Vidyamritananda  
Principal (Offg.)

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



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Sl. No.	Roll No.	Name	Attendance		Contact No.	Signature with date
			Morning	Evening		
1	F01	ASIF ALI			6291386649	
2	F02	RAMTANU BANERJEE (GL)			8240020931	
3	F03	KINGSHUK KUNDU			8016645170	
4	F04	UDDALOK SAHA			7059349672	
5	F05	PRASENJIT MANNA			8509224239	
6	F06	RAJDEEP MISRA			8170869966	
7	F07	ARPAN BANERJEE			6289979781	

## 6. Conducting Outreach/ Out of Classroom Activities

Guided by Swami Vivekananda's vision that "Service to man is service to god," RKM Sikshanamandira ardently conducts outreach activities and participates in awareness programs. RKM Sikshanamandira emphasises on **Course: 146 Community Activity** as a fundamental component of B.Ed. curriculum. These initiatives like Garment Distribution Drive and Winter Relief organised by Sikshanamandira every year embody our commitment to social welfare. RT-PCR Testing Drive, Subsidised Covid-19 Vaccination Drive conducted by RKM Sikshanamandira during the Covid pandemic period is one of the milestones. Student teachers are actively instructed to prepare and execute awareness programs for fostering a sense of social responsibility. These activities transcend the classroom, instilling values of compassion and service in our student teachers, aligning with Swami Vivekananda's vision. RKM Sikshanamandira's approach extends beyond pedagogy, nurturing well-rounded individuals committed to making a positive impact on society and exemplifying the motto that service to humanity is indeed service to the divine. Every year, in Sikshanamandira the trainees are inspired by these ideals & works so that they can inspire their students in future.

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Semester – 4						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
141	Inclusive Education and Children with Special Needs	80 (40+40)	20 (10+10)	100	72+25	4+1
142	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	36+25	2+1
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	36+25	2+1
144	School Internship (Phase II) : 8 Weeks (Method- 1 & Method- 2)	-	200	200	0+200	0+8
145	Action Research (School Internship) (EPC -5)	-	25	25	0+50	0+2
146	Community Activity	-	50	50	0+50	0+2
147	Communicative Skill - 4 (EPC-2D)	-	25	25	0+50	0+2
Total (Semester – 4)		160	340	500	569	25

Here are some examples of Outreach/ Out of Classroom Activities completed in the last few academic years

## River Bank Tree Plantation

A River-Bank Tree Plantation drive to observe The World Rivers Day on 25.09.2022 was organised by the college in collaboration with Howrah Jela Joutho Paribesh Mancha at the Jagannath Ghat near Belur Math. A total of 36 students participated in the said event.



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## দৈনিক স্টেটসম্যান

### রামকৃষ্ণ মিশন বেলুড় মঠ (শিক্ষণ মন্দির) ও হাওড়া জেলা যৌথ পরিবেশ মঞ্চের উদ্যোগে বৃক্ষরোপণ কর্মসূচি

#### দ্বিপায়ান সরকার

হাওড়া নদী সম্পর্কে জনসচেতনতা বৃদ্ধি এবং তাদের সংরক্ষণে উৎসাহিত করতে প্রতি বছর সেপ্টেম্বর মাসের চতুর্থ রবিবার বিশ্ব নদী দিবস পালিত হয়। প্রতি বছর ৬০টিরও বেশি দেশে এতে অংশগ্রহণ করে। আন্তর্জাতিক স্বাতিসম্পন্ন নদী সংরক্ষণকারী মার্ক আর্জেন্টো, পৃথিবী জুড়ে ফরাস হতে ধাকা নদীগুলিকে বাঁচানোর কথা সমাজের কাছে তুলে ধরার প্রচেষ্টায়, ২০০৫ সালে বার্ষিক বিশ্ব নদী দিবস পালনের পক্ষে তথ্য বলেন। এক ডায়নেরও বেশি দেশে প্রথম বিশ্ব নদী দিবস পালিত হয়। এখন, বার্ষিক এই অনুষ্ঠানটি ৬০টিরও বেশি দেশে উদ্‌যাপন করা হয় বলে জানা গিয়েছে। লক্ষ লক্ষ লোক এই অনুষ্ঠানে অংশগ্রহণ করে। তাই আজ বিশ্ব নদী দিবস উদ্‌যাপন করতে রামকৃষ্ণ মিশন বেলুড় মঠ (শিক্ষণ মন্দির) ও

হাওড়া জেলা যৌথ পরিবেশ মঞ্চের যৌথ উদ্যোগে নদীকে রক্ষা ও সচেতনতা বৃদ্ধির উদ্দেশ্যে, বেলুড় গঙ্গার পাড়ে বৃক্ষ রোপণ ও সচেতনতামূলক কর্মসূচি পালন করা হয়। এই কর্মসূচি তে উপস্থিত ছিলেন বেলুড় রামকৃষ্ণ মঠ ও মিশনের সহ সম্পাদক ও বেলুড় বিদ্যালয়ের প্রিন্সিপাল স্বামী তত্ববিনন্দন মহারাজ, শিক্ষণ মন্দিরের প্রিন্সিপাল



স্বামী কিশোরানন্দ মহারাজ, মঞ্চের সংগঠক কৌশিক মহিতি, সহায় মন্ডল অন্যান্য শিক্ষক ও ছাত্ররা।

Local River Bank Tree Plantation at Jagannath Ghat: 25.09.2022

#### Garments Distribution Drive-1

A Garment distribution drive among some financially challenged communities of Howrah district was carried out.





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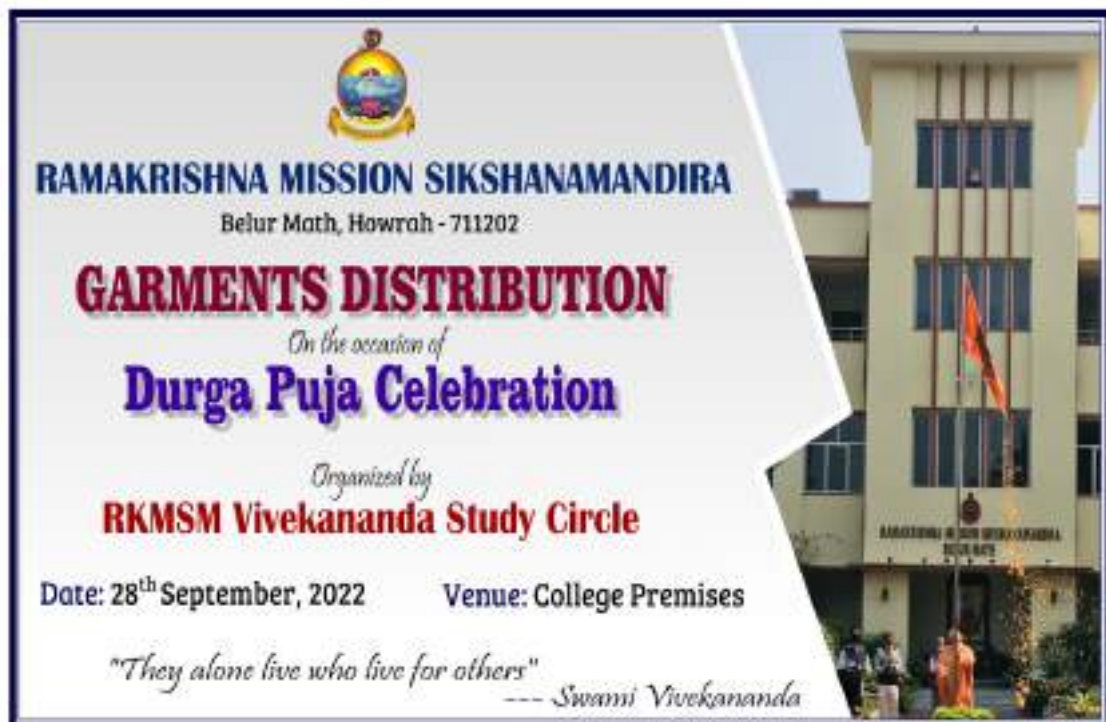
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Garments distribution drive

## Garments Distribution Drive-2

On the auspicious eve of Sri Sri Durga Puja, a Garments Distribution Drive was organised by the institution in association with Vivekananda Study Circle for the financially challenged populace in and around the vicinity. The event took place on **28.09.2022**.



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## Winter Relief Programme

On the auspicious occasion of **Christmas - 25.12.2022** - a Winter Distress Relief Programme was organised by the institution in collaboration with **Nabadiganta Tapassya Foundation** for the financially challenged populace of Sabar Nagar, Purbi Singhbhum, Jharkhand. A total of **150 Blankets** and **100 Dhotis** were distributed.



## Subsidised Covid-19 RT-PCR Testing Drive (in collaboration with Suraksha Diagnostics):

In 2021, Ramakrishna Mission Sikshanamandira, a unit under Ramakrishna Mission Saradapitha a branch of the Ramakrishna Mission – also joined in this great effort and in collaboration with Suraksha Diagnostics Pvt. Ltd. conducted RT-PCR Test (for diagnosing Covid-19) at a subsidised rate especially for the financially weaker section of society. The Covid-19 testing drive was conducted from May to July, 2021. This activity was conducted keeping in mind the National priority programme of Combatting Pandemic.

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- Swami Vivekananda





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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## RT-PCR Testing Drive-2021 (in collaboration with Suraksha Diagnostics Pvt. Ltd.)

DATE	DAY	TOTAL PATIENTS	SUBSIDY PATIENTS DETAILS			FEES DETAILS		
			TOTAL NO. OF SUBSIDY PATIENTS	MINIMUM PAID IN TOTAL PATIENTS	FULL FREE IN TOTAL PATIENTS	TOTAL AMOUNT PAID BY PATIENT	TOTAL AMOUNT PAID BY COLLEGE (SUBSIDY)	TOTAL AMOUNT PAID TO SURAKSHA LAB
17.05.2021	MON	28	4	4	0	22050	1750	23800
20.05.2021	THU	49	18	14	4	32220	9430	41650
24.05.2021	MON	42	14	9	5	26900	8800	35700
27.05.2021	THU	NO TEST DUE TO YAAS CYCLONE						
31.05.2021	MON	16	10	5	5	6900	6700	13600
03.06.2021	THU	13	7	6	1	7050	4000	11050
07.06.2021	MON	8	4	4	0	4750	2050	6800
10.06.2021	THU	4	1	1	0	3050	350	3400
14.06.2021	MON	9	2	1	1	6300	1350	7650
17.06.2021	THU	3	2	1	1	1350	1200	2550
21.06.2021	MON	61	57	53	4	21430	30420	51850
28.06.2021	MON	9	3	3	0	5900	1750	7650
05.07.2021	MON	30	28	28	0	10810	14690	25500
Total (From the 1st Date to the Last Date) =		272	150	129	21	148710	82490	231200

### Subsidised Covid-19 Vaccination Drive (in collaboration with Suraksha Diagnostics & Peerless Hospital):

The institution in collaboration with Suraksha Diagnostic Labs conducted Covid-19 Vaccination Drive at a subsidised rate especially for the financially weaker section of society. The Peerless Hospital also came forward to collaborate in the aforementioned Vaccination Drive thus greatly extending its reach, scope and span. The vaccination drive was conducted from July to October, 2021. This activity was conducted keeping in mind the National priority programme of Combatting Pandemic.

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A total of **6 students** volunteered in the relief activities. The detailed report is tabulated below:

Covid-19 Vaccination Drive-2021								
Date	Head Count	Vaccine Lab/Hospital	Vaccine Name	Charges per Vaccine per head	Amount Received from Candidate	Subsidy Payable from College	Total Amount	Remarks
25.06.2021	151	Suraksha Diagnostics Pvt. Ltd.	COVISHIELD	850	38450	28250	128350	
01.07.2021	233	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	167250	14490	181740	
08.07.2021	286	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	174100	34160	223080	
15.07.2021	235	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	165040	18260	183300	
22.07.2021	150	Peerless Hospital Pvt. Ltd.	COVAXIN	1410	193370	18760	211500	
29.07.2021	286	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	203610	19470	223080	
05.08.2021	177	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	123350	14710	138060	
12.08.2021	198	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	89380	65060	154440	
19.08.2021	100	Peerless Hospital Pvt. Ltd.	COVAXIN	1410	123560	17440	141000	
26.08.2021	165	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	100860	27840	128700	
09.09.2021	99	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	67000	10220	77220	
23.09.2021	286	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	0	223080	223080	Free Vaccination
25.09.2021	30	Peerless Hospital Pvt. Ltd.	COVAXIN	1410	0	42300	42300	Free Vaccination
30.09.2021	319	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	0	248820	248820	Free Vaccination
07.10.2021	251	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	0	195780	195780	Free Vaccination
07.10.2021	2 (Discarded)	Peerless Hospital Pvt. Ltd.	COVISHIELD	780	0	1560	1560	
<b>Total</b>	<b>2966</b>				<b>1445970</b>	<b>133390</b>	<b>2500450</b>	

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**RAMAKRISHNA MISSION SIKSHANAMANDIRA**  
BELUR MATH, HOWRAH - 711202

**COVID-19 VACCINATION DRIVE**

VENUE: RKM Sikshanamandira (Belur B.T. College)

Powered by Ramakrishna Mission Saradapitha | Sponsored by Kolkata Katalysts

From 01-07-2021 (Starts from 10am), every Thursday

**STEPS OF REGISTRATION**

- 1 Register yourself through Cowin Portal : [www.cowin.gov.in](http://www.cowin.gov.in)
- 2 After Registration, call us and get yourself listed for Vaccination.
- 3 Call on **(033) 2654 - 9281** from 9am - 9pm at least **3 days** in advance
- 4 In case of 2nd Dose, carry the 1st Dose certificate

Conducted by Peerless Hospital | Supported by AIM FOUNDATION

**COVISHIELD**  
Rs. 780/-  
[ Pay Directly at Cash Counter ]

Special pricing arrangements will be made for Low-income groups

## 7. Community Engagement

Inspired by Swami Vivekananda's philosophy of philanthropy, RKM Sikshanamandira ardently engages in various community outreach activities round the year. The institution actively involves students in a range of community-oriented activities. RKM Sikshanamandira emphasises on **Course 146: Community Activity** of B.Ed. curriculum & **Course 238: Project on Community Participation** of M.Ed. curriculum as a fundamental component. These initiatives like Blood Donation Drive and Swachh Bharat Abhiyan organised by Sikshanamandira every year embody our commitment to Community Engagement. These activities exemplify RKM Sikshanamandira's dedication to instil values of community engagement, humanitarian service, and the teachings of Swami Vivekananda, fostering responsible citizens committed to the welfare of society in line with the objectives of Ramakrishna Mission. Every year, in Sikshanamandira the trainees are inspired by these ideals & works so that they can inspire their students in future.

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## Community engagement through curriculum transaction

Semester – 4						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
141	Inclusive Education and Children with Special Needs	80 (40+40)	20 (10+10)	100	72+25	4+1
142	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	36+25	2+1
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	36+25	2+1
144	School Internship (Phase II) : 8 Weeks (Method- 1 & Method- 2)	-	200	200	0+200	0+8
145	Action Research (School Internship) (EPC -5)	-	25	25	0+50	0+2
146	Community Activity	-	50	50	0+50	0+2
147	Communicative Skill - 4 (EPC-2D)	-	25	25	0+50	0+2
<b>Total (Semester – 4)</b>		<b>160</b>	<b>340</b>	<b>500</b>	<b>569</b>	<b>25</b>

### Course – 146

#### Community Activity – 50 Marks

Students-teachers are to prepare detailed report on the following topic/s or as suggested by the concerned teacher.

- i. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- ii. Planning, Organizing & Participation in Field Trip / Excursion
- iii. Gardening.
- iv. Cleanliness of the campus and beautification, Cleaning of furniture
- v. Assembly
- vi. Community Games
- vii. Cultural Programmes
- viii. SUPW, Work Education.
- ix. Scout & Guide / NSS
- x. Celebration of National Festivals, Teachers Day etc.
- xi. First Aid
- xii. Aesthetic development activities-decoration of classroom etc.





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## Course 238: Project on Community Participation

Pr.-50

- Participation in community activities
- Planning, Organizing, Supervising & Participation in Field Trip / Excursion
- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Cultural Programmes
- Celebration of National Festivals, Teachers Day etc.
- Aesthetic development activities-decoration of classroom etc.
- Preparation of a report.

Below are some glimpses of our college's Community Engagement in the last few completed academic years.

### **Swachh Bharat Abhiyan**

Sikshanamandira actively participated each year in Swachh Bharat Abhiyan since 2014 when the Govt. of India initiated it, which is an initiative for all Indian Citizens to take up voluntary cleaning of neighbourhoods and spreading awareness on the same among society. A total of 46 students participated in various cleaning operations of different localities.



Trainee-teachers during Swachh Bharat Abhiyan event

### **AIDS awareness programme**

A rally was organised on 10.05.2023 by the institution in the surrounding areas covering a total of 5 km for spreading awareness on AIDS disease and its prevention. Various precautionary measures were verbally elaborated to the mass as well through during the rally. A total of 44 students participated in the said event. This activity was conducted keeping in mind the National

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priority programme of Health Awareness (AIDS). The activity was also a part of B.Ed. 4th Semester curriculum under *Community Activity (CC-146)*.



AIDS awareness programme

## **Mega Blood Donation Drive**

At the auspicious occasion of Sri Sri Vishwakarma Puja on 17.09.2022, a Mega Blood Donation Camp was organised in association with **Terapanth Yuvak Parishad Liluah**, Howrah. This activity was conducted keeping in mind the National priority programme of Voluntary Blood Donation.



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## TERAPANTH YUVAK PARISHAD LILUAH

TERAPANTH BHAWAN, 3/3, Guha Park, Liluah, Howrah - 711 204  
E-mail : typliluah@gmail.com

TO,  
SWAMI SHRI SHASTRA GYANENDRA,  
BELUR MATH  
BELUR  
HOWRAH-711202

DATE: - 7/09/2022

SUBJECT: - Seeking your esteemed cooperation towards our mission to conduct worldwide blood donation camps on the upcoming Mega Blood Donation Drive on 17th September 2022.

RESPECTED SIR,  
JAI ANENDRA!

TYP LILUAH under the guidance of ABTYP is committed to holding Mega Blood Donation Drive throughout India, prospectively on 17th September 2022, to raise a sufficient amount of blood donations, putting our mission into action. With special support from the NHM (National Health Mission) and NACO (National AIDS Control Organization). We aim to conduct a mighty 1000+ blood donation camps across the world with an aim of collecting more than our previous record of 1 Lac unit in a day. This is the world's biggest drive no one has ever seen before, will be undertaken as a humanitarian cause on September 17, 2022.

In our society, your efforts are critical in demonstrating your charitable intentions human being who empowers others. Thus, we would like to ask for your prime support by organizing a camp in your guidance, in your BELUR MATH on 17<sup>th</sup> September 2022.

As we all know that it is An ICONIC location in our area. We want to do a great camp in this area, for this we need your full support. We Request to every members and authorities in charge there to come forward and donate the Blood so that we can get a good Outcome.

It will be an honour for TYP LILUAH to seek your valued support, as we believe your encouragement for this Mega Blood Donation Drive will prove to be groundbreaking. Your association with us will create a massive awareness amongst all their blood donation is.  
Hope for despair, joy to the family, and above all, Service to the nation.

WE ASSURE THAT TOGETHER WE WILL MAKE THIS MEGA BLOOD DONATION DRIVE MEMORABLE AND SUCCESSFUL.

With Warmest Regards,  
ANKUSH JAIN  
SECRETARY TYP LILUAH.

Enclosed: A brief abstract about ABTYP and our organizational endeavours

AK-7-14-17  
AKUSH JAIN  
(Bua (M))  
SL  
9-7-22



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☎ (033)26544081/9281/1635    ✉ rkmsm@gmail.com, rkmsm@rediffmail.com    🌐 www.rkmsm.org

BELUR MATH, HOWRAH - 711 202, WEST BENGAL

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Ref. No. RKMSM/132/14/2022-23 Date: 09.09.2022

To  
Terapanth Yuvak Parishad Liluah,  
3/3, Guha Park, Liluah  
Howrah, 711204

Respected Sir,  
In response to your letter received on 09.09.2022, we are immensely happy to participate in your blood donation camp. We will try our level best to cooperate with you within the premise of our college in all respects.

Wish you a grand success for your upcoming blood donation drive.

Thanking you,

Sincerely yours,  
  
Swami Vidyanritananda

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



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- Swami Vivekananda

*Blood Donation Camp in collaboration with Terapanth Yuvak Parishad, Liluah@17.9.22*

## Blood Donation Camp

A Blood Donation Camp was organised in collaboration with the Praktani Association of the Ramakrishna Mission Sikshanamandira on 30.04.2023. 42 students participated in the event. This activity was conducted keeping in mind the National priority programme of Voluntary Blood Donation.

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*Blood Donation Camp: 30.04.2023*

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## **Azadi ka Amrit Mahotsav: Documentary Filmmaking on “Swami Vivekananda’s influence on Freedom with emphasis on local regional contribution” :**

Ramakrishna Mission Belur Math organised a Documentary Film making competition in February, 2023 for School and College students on “Swami Vivekananda’s Influence on freedom, with emphasis on Local Regional Contribution” as part of Azadi ka Amrit Mahotsav - the Government of India initiated celebration of 75 years of Indian Independence. Sikshanamandira being its branch centre notified the students of the same. The last date for submission of the films was 25.02.2023. Participation of our students was also encouraged keeping in mind the National priority programme of Azadi ka Amrit Mahotsav - the Government of India initiated celebration of 75 years of Indian Independence.

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**Notice: Documentary Film making competition for School and College students**

All the current students of our college are encouraged to take part in the **Documentary Film making competition for School and College students on “Swami Vivekananda's Influence on freedom, with emphasis on Local Regional Contribution”** organised by Ramakrishna Mission Belur Math.

The guidelines of the competition are attached with this notice. The competition will be groupwise and maximum 8 students will comprise a group. Multiple groups from an institution can take part in the competition.

Interested students are instructed to form groups and contact **Br. Vinayachaitanya Maharaj (Sahas Mj) 9432378986** to register their names within **Wednesday, 15th February, 2023.**

**Date: 10-02-2023**



**S/d**  
**Swami Vidyamritananda**  
**Principal (Offg.)**

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- Swami Vivekananda

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## 8. Facilitating Inclusive Education

At RKM Sikshanamandira, we've adopted an inclusive curriculum approach as a cornerstone of our educational philosophy. This approach emphasises the harmonious integration of various teaching methods, learning materials, and assessment techniques, all designed to accommodate the diverse learning requirements of our students. We recognize that learners come from different backgrounds, possess varying abilities, and embrace distinct learning styles.

Ramakrishna Mission Sikshanamandira champions the noble cause of serving the differently abled students with its robust physical infrastructure in the college as well as the college hostel campus. We have almost tried every possible means to make our campus inclusive in all its aspects. It is evident in our physical facilities and our B.Ed. curriculum. Facilities like elevators (both in College & Hostel building), Braille plates, audio visual resources (AVR), Braille books, wheelchairs etc. become an integral part of Sikshanamandira. All these amenities are conducive to addressing inclusiveness for us. Besides, Sikshanamandira offers one core **Course-141: “Inclusive Education and Children with Special Needs”** in B.Ed. and **Course 231B: “Inclusive Education** in M.Ed. curriculum for addressing this inclusiveness. As a part of curriculum, Field visits are organised for B.Ed. & M.Ed. students to various special education institutions each year. Teacher-educators sensitise the trainee teachers towards the importance of inclusive education. They also give guidance and motivates the trainee-teachers to develop suitable TLM and evolve different strategies during teaching learning process according to the students' diverse needs. 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. These prepare our trainee-teachers to adapt themselves to varying situations for addressing inclusiveness during their internship.



*M.Ed. Curriculum 2022-23*

Visit to an institution to observe and report on the inclusive facilities available.

**Course 232: Education in International Perspective**

**35+15=50**

**Unit I- Principles of Comparative Education**

- a. Meaning of Comparative Education.
- b. Factors affecting comparative Education.
- c. Methods and global trends of Comparative Education.

**Unit II- International Perspective of Elementary and Secondary Education**

- a. Elementary and Secondary Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Elementary and Secondary Education system of India.

Course 231B: Inclusive Education of M.Ed. 3rd semester highlighting the observation and reporting on institution inclusive facilities





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Semester - 4						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
141	Inclusive Education and Children with Special Needs	80 (40+40)	20 (10+10)	100	72+25	4+1
142	Humanistic Education (Peace Education, Value Education and Gender Studies)	40	10	50	36+25	2+1
143	Special Paper (EDTE/POEE/ENVE/COME/WEVE/HEPE/EDWB)	40	10	50	36+25	2+1
144	School Internship (Phase II) : 8 Weeks (Method- 1 & Method- 2)	-	200	200	0+200	0+8
145	Action Research (School Internship) (EPC -5)	-	25	25	0+50	0+2
146	Community Activity	-	50	50	0+50	0+2
147	Communicative Skill - 4 (EPC-2D)	-	25	25	0+50	0+2
Total (Semester - 4)		160	340	500	509	25

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- Swami Vivekananda



## Course – 141

### **Inclusive Education & Education of Children with Special Needs - 100 Marks (Theory – 80 & Practicum - 20)**

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

#### **Inclusive Education – 40 Marks**

**Course Learning Outcome:** *The students will be able to*

- i. *The background ideas of inclusive education, its dimensions and educational placement of special children.*
- ii. *Policies, legislation and provisions in contemporary India & abroad with regard to inclusive education.*
- iii. *Preparation of Inclusive setting in Education*
- iv. *Inclusive in operation.*

<b>Unit I: Introduction to inclusive Education</b>	<ol style="list-style-type: none"><li>a) Concept &amp; history of Inclusive education.</li><li>b) Special education, integrated education and inclusive Education &amp; their relation.</li><li>c) Philosophical, Sociological, Economical, Humanitarian &amp; Educational dimensions of inclusive education.</li><li>d) Advantages of inclusive education for the individual and society.</li><li>e) Problems in inclusion, Ways for overcoming the problems in inclusion.</li></ol>
<b>Unit II: Legal and policy perspectives in inclusive education</b>	<ol style="list-style-type: none"><li>a) Important international declarations / conventions / proclamations- BMF (1993-2012),</li><li>b) Recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006).</li><li>c) National initiatives for inclusive education –<ol style="list-style-type: none"><li>i. Constitutional provisions,</li><li>ii. PIED-1987,</li><li>iii. National Policy on Education – 1968, 1986 &amp; 2016 (Draft)</li><li>iv. IEDC- 1992,</li><li>v. RCI act- 1992,</li><li>vi. NCF-2005,</li><li>vii. National Policy on Disability (2006),</li><li>viii. RTE Act (2009),</li><li>ix. PWD Act-2016.</li></ol></li></ol>
<b>Unit III: Preparation of Inclusive setting in Education</b>	<ol style="list-style-type: none"><li>a) Concept &amp; Characteristics of inclusive schools, Schools' philosophy &amp; mission, Enrolment &amp; Retention drive.</li><li>b) Classroom management and organizations.</li><li>c) Review of existing educational programmes offered in secondary schools (General and Special Schools).</li><li>d) Skills and competencies of teachers and teacher educators for</li></ol>




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Below are some glimpses of our college's Facilitating Inclusive Education in the last few completed academic years.

## Visit to Ali Yavar Jung National Institute of Speech and Hearing Disabilities

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www.rkmsm.org

033)2654-6081/9281/1635rkmsmc@gmail.com, rkmsm@rediffmail.comwww.rkmsm.org

Belur Math, Howrah - 711 202, West Bengal

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**NOTICE**


All 2nd year students of M.Ed. 2021-23 programme are hereby notified that an educational excursion to **Ali Yavar Jung National Institute of Speech and Hearing Disabilities Regional Center, Kolkata** will take place on **07.12.2022** as a part of their M.Ed. 3<sup>rd</sup> Semester Course - **231B Practicum (Inclusive Education)**. **Students are directed to report to Prof. Russell Al Farabi at the aforementioned venue on 11:00 A.M on the said date** positively. The relevant address and contact details are provided below:

**Ali Yavar Jung National Institute of Speech and Hearing Disabilities Regional Center, Kolkata**  
**B.T.Road, Bonhooghly, Kolkata - 700 090**

All the students must bring their Student ID Card at the venue and shall adhere to the time schedules strictly and maintain their decorum during the visit.

Date: 02.12.2022





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

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## Visit to SHELTER College of Special Education

NAAC Re-accredited – 'A'

### RAMAKRISHNA MISSION SIKSHANAMANDIRA

(An Autonomous Post-Graduate 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 (SVCMMRES)

Phone No. – (033) 2654-6081/9281/1635 Fax – (033) 2654-4412

Email – rkmsmc@gmail.com, rkmsm@rediffmail.com

Website – www.rkmsm.org

Belur Math, Howrah – 711 202, West Bengal

Date: 16.09.2019



To  
The Principal  
SHELTER College of Special Education  
3, Bholanath Bhadhuri Sarani, Bhadreswar,  
Hooghly, West Bengal, 712 124

### Sub: Project Visit of M.Ed. Trainees of Sikshanamandira to your Institute

Respected Sir/Madam,

Kindly accept our greetings.

This is to humbly inform you that M.Ed. Trainees of Sikshanamandira would like to visit your institute as a part of their project curriculum. The total number of visiting trainees is 50, assisted by the following faculties: Prof. Russell Al Farabi and Prof. Alik Kumar Mondal. The tentative date of visit is 23.09.2019 at 11AM.

The visit to your esteemed institution would help the students get the correct exposure, and it will be a great help if they are given this chance. We look forward to hearing from you on this.

With deep regards,

  
(Swami Divyagunananda)  
Principal  
Ramakrishna Mission Sikshanamandira  
(A NCTE Recognised Post-Graduate)  
Autonomous College of Teacher Education)  
Belur Math, Howrah-711 202

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

- Swami Vivekananda

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## **Organising Seminar/ Workshop to give trainees about the idea of inclusive education**

RKM Sikshanamandira regularly conducts seminars and workshops to enlighten trainees about the principles and practices of inclusive education. These events provide a platform for sharing knowledge, best practices, and innovative strategies in fostering an inclusive learning environment. Trainees gain valuable insights into diverse teaching techniques, adaptive technologies, and understanding the needs of students with varying abilities. Such initiatives align with RKM Sikshanamandira's commitment to preparing educators who can champion inclusive education, ensuring that every student has equal access to quality learning experiences and support.

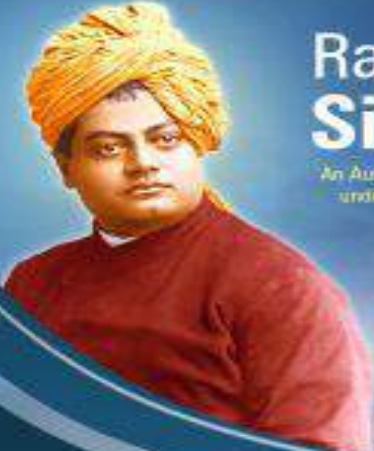
Here are a few examples of the RKM Sikshanamandira's workshops regarding inclusiveness in the last few completed academic years:

The workshop sessions on **“Skill Development on Indian Sign Language Interpretation”** at Ramakrishna Mission Sikshanamandira during March-April 2022 aimed to provide students with the necessary knowledge and skills to effectively communicate using Indian Sign Language (ISL).



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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




## Ramakrishna Mission Sikshanamandira

An Autonomous Post-Graduate College under the University of Calcutta  
under section 22 of the UGC Act and duly recognized by the NCTE.  
Belur Math, Howrah - 711202

*10 Day National Level  
Workshop*

### Skill Development on Indian Sign Language Interpretation

[Aided by RUSA 2.0 Component 8 Grant]  
Under Special Education Workshop Series



**Date and Time**  
26 & 27<sup>th</sup> March, 2022  
2, 3, 9, 10, 17, 23, 24 & 30<sup>th</sup> April, 2022  
[11.00 am to 02.00 pm]

**Coordinators**  
**Brahmachari Vinayachaitanya**  
(Monastic Faculty, RKMSM)  
**Russell Al Farabi**  
(Assistant Professor, RKMSM)

**For Online Application**  
**Log on to - [www.rkmsm.org](http://www.rkmsm.org)**  
**Last Date of Application: 21st March, 2022**  
**No of Seats: 60 (Approx)**  
Phone: +919883339456 / Email: [social@rkmsm.org](mailto:social@rkmsm.org)

- Selected Candidates will have to pay Rs.500/- as Registration Fee at college office from 23rd to 25th March, 2022.
- Selected Candidates will be informed through E-mail.

## Brochure

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- Swami Vivekananda



## Objectives

- ❁ To develop skill for using Indian Sign Language (ISL) and teaching.
- ❁ To promote the use of Indian Sign Language as educational mode for deaf students at all education levels.
- ❁ To orient and train students, teachers and the public at large for understanding and using Indian Sign Language.
- ❁ To collaborate with organizations of the deaf and other institutions in the field of disability to promote and propagate Indian Sign Language.
- ❁ To collect information relating to Sign Language used in other parts of the world.

## Topics to be covered

1. Introduction to Indian Sign Language.
2. Introduction to Deaf Culture.
3. Myths and Facts about Indian Sign Language.
4. Manual Alphabets and Finger Spellings
5. Manual Numbers.
6. Basic Sign Words – Pronoun, Structures and Rules of Basic Sign Sentence.
7. Sign Words – Noun, Verb (Action Words), Adjective, Adverb, Conversations.
8. Sign Stories.
9. Question and Answer Session/Practice.

### VENUE

**Ramakrishna Mission  
Sikshanamandira**

Belur Math, Howrah - 711202

### Target Audience

Teachers interested in special/inclusive education  
& UG / PG students across all disciplines.

## Brochure



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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On 17th June 2021, a webinar titled "**Inclusive Pedagogy for Teacher Educators: Psychological and Educational Bases**" was organised under the coordination of Swami Urjitananda. The webinar aimed to provide insights into inclusive pedagogy and its psychological and educational foundations for teacher educators. The esteemed speaker for the event was Dr. Santoshi Halder, professor, Dept. of Education, University of Calcutta. The webinar provided valuable information and strategies for creating an inclusive learning environment that addresses the diverse needs of students. The session emphasised the importance of understanding the psychological aspects of learners and implementing inclusive practices in teacher education. The webinar was recorded and is available on YouTube using the provided link (<https://www.youtube.com/watch?v=x-waB1oLjsg>). The event attracted significant interest, with participants benefiting from the knowledge and expertise shared by Dr. Santoshi Halder.

The poster is for a webinar titled "Inclusive Pedagogy for Teacher Educators: Psychological and Educational Bases". It features a background image of a building and a bird. The text on the poster includes:

- Webinar**
- 05.06.2021, 3pm – 4pm**
- Welcome Address: Swami Urjitananda**  
- Controller of Examinations  
Ramakrishna Mission  
Sikshanamandira
- Vote of Thanks: Dr. Abhijit Guha**  
- Associate Professor  
Ramakrishna Mission  
Sikshanamandira
- Speech of Guest Speaker: Dr. Santoshi Halder**  
(Associate Professor, Department Education  
University of Calcutta)
- Inclusive Pedagogy for Teacher Educators:  
Psychological and Educational Bases**
- Ramakrishna Mission Sikshanamandira**  
Belur Math, Howrah - 711202  
[www.rkssw.org](http://www.rkssw.org)
- "Education is the manifestation of perfection already in man." - Swami Vivekananda*

**"Education is the manifestation of the perfection already in man."**

- Swami Vivekananda