



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

## **Matric No. 2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship**

1. Formulating learning objectives
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

**Reports and photographs / videos of the activities**



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

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

- Swami Vivekananda



## 1. Formulating Learning Objectives:

The formulation of learning objectives is an essential part of B.Ed. program. This not only necessitates the curricular transactions but also brings into force the target behaviour intended after the completion of any particular course a student undergoes. Therefore, in Sikshanamandira, our teacher-educators right at the beginning of B.Ed. program, start guiding our trainee-teachers to formulate the learning objectives based on their method subjects. This is done through the inculcation of **Revised Bloom’s Taxonomy** into the trainee-teachers which ensures that the trainee-teachers develop a substantial knowledge for addressing the cognitive, psychomotor and affective domains of their prospective students. Apart from that, many models of teaching like **Concept Attainment Model, Advance Organizer model** etc. which are embedded in our B.Ed. curriculum are also taught to enhance their preparatory phase before the school internship. This cognition helps them chalk out effectively the essential objectives before the curricular transaction of internship. As a result, the trainee-teachers of our college become proficient in formulating objectives in their learning designs during their internship in schools. However, our professors of different method subjects mentor our trainee-teachers to decide which method of teaching is suitable for transacting a lesson as per the nature of that method subject. Accordingly, the trainee-teachers learn to formulate objectives in line with different teaching methods.

This is reflected in the following core courses of our B.Ed. curriculum in which the formulation of learning objectives is emphasised.

1. **Core Course:113-** Psychology of Teaching & Instructional Technology
2. **Core Course:122-** Understanding Discipline & Pedagogy of School Subject-Method-1
3. **Core Course:123-** Understanding Discipline & Pedagogy of School Subject-Method-2

**Psychology of Teaching & Instructional Technology – 100 Marks**  
(Theory - 80 & Practicum – 20)

**1<sup>st</sup> Half**  
**Psychology of Teaching –40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Understand the process of teaching
- Understand and efficiently use different models of teaching Theories of teaching.
- Engage in teaching with proper approach.
- Develop skills required for teaching.

**Contents**

<b>Unit I</b> <b>Concept of Teaching</b>	a) Concept, nature, characteristics & Scope b) Differences among Teaching, Training & Conditioning c) Factors affecting teaching, Maxims of teaching. d) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT- based. e) Role of teacher in effective teaching.
<b>Unit II</b> <b>Theories of Teaching</b>	a) Meaning & nature of theory of teaching b) Scope & signification of theory of teaching. c) Types of teaching theories- Formal, Descriptive, and Normative.
<b>Unit III</b>	a) Levels of Teaching: memory, understanding and reflective.





 **Course – 122: Understanding Discipline & Pedagogy of School Subject-Method-1  
(Theory- 80 & Practicum -20)**

**Course – 123: Understanding Discipline & Pedagogy of School Subject-Method-2  
(Theory- 80 & Practicum -20)**

**[Bengali, English, Sanskrit, Hindi, Mathematics, Physical Science, Life Science,  
Computer Studies, History, Geography, Political Science, Education, Accountancy,  
and Music]**

**Course Learning Outcome:** *The student-teachers will be able to:*

- *Reflect on the nature and role of disciplinary knowledge*
- *Understand the role of such disciplinary knowledge in the overall schema of the school curriculum.*
- *Be aware of the emergence of various disciplines*
- *Develop among the teacher trainees an understanding of subject as a discipline.*
- *Acquainted with pedagogical analysis.*
- *Able to prepare pedagogical notes for subject teaching.*
- *Familiar with different methods and approaches of subject teaching.*
- *Acquainted with evaluation tools and techniques in subject teaching.*
- *Able to find the importance aids in subject teaching.*

### 3. Lesson planning/ Individualised Education Plans (IEP)

Before our trainee-teachers are sent to their respective schools as an intern, they are taught by our teacher-educators to prepare lesson plans or learning designs (in our case) to make the curricular transaction most effective. In Sikshanamandira, the trainee-teachers are trained to prepare lesson plans from the second semester with the substantial knowledge of various teaching methods. This becomes an exposure to them for getting ready for the internship they are to engage in their third semester and fourth semester.

#### **SoP for Teaching Lesson Plan:**

1. First, the trainee-teachers are told to go through the textbooks of different boards and read them thoroughly.
2. The trainee-teachers develop an idea after thoroughly going through the textbooks of different boards.
3. The revised Bloom's Taxonomy is taught with instructional objectives. Furthermore, they are also taught the art of designing learning objectives, keeping probing questions for brainstorming, hitting prior knowledge and assessing the prospective learners etc.
4. Once the preceding stage is done, Our professors uphold before them some model lesson plans based on the texts of the concerned board and accordingly instruct them to develop an idea from those model lesson plans.
5. The trainee-teachers start preparing lesson plans/learning designs as instructed and demonstrated by our teacher-educators.
6. At the final stage, their developed lesson plans/learning designs are checked and corrected if required.

Thus, our trainee-teachers are prepared for their internship.



*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)



The curriculum of B.Ed. highlighting the preparation of Learning Design/Lesson Plan

## Course – 144

**School Internship (Phase II): 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)





## 4. Identifying varied student abilities

To identify the varied student abilities, Ramakrishna Mission Sikshanamandira sets an exemplary role in unfolding the divergent abilities of trainee-teachers through multifarious curricular and co-curricular activities throughout an academic year. We have adopted such a flexible curriculum for B.Ed. program that every trainee-teacher has sufficient space to unfurl themselves throughout their studentship. Our teacher-educators always attempt to teach them that no single method in teaching is full and final for their prospective students to learn. There are, in fact, many ways to disseminate knowledge to their prospective students for identifying divergent abilities in a learner. The curriculum of our B.Ed. program sufficiently trains them to understand that if one learner is not good at understanding theories, the learner may be good at performing other activities like numerical operations or musical performance. For this reason, the possibility of a learner with various potentialities is never ruled out. This concept resonates in **Gardner's Multiple Intelligences** theory which is taught to our trainee-teachers in the very beginning of B.Ed. program through the **course code: 122-Developmental Psychology**. The sound theoretical knowledge of the trainee-teachers after going through the different classes on Psychology in Sikshanamandira prepares them to identify the varied abilities of their prospective students. To illustrate the concept a little further, our trainee-teachers are good at doing several activities like **volunteering, anchoring, singing, playing** etc. Sikshanamandira is the place where their competence in co-curricular activities is honed to excel in creating a dynamic persona much required for joining the profession in today's time. All these activities are a part of their B.Ed. curriculum in **Course Code: 115- Visual & performing Arts-1** and **Course Code: 125- Visual & performing Arts-2**. Apart from that, our inclusive set-up also encourages our differently abled trainee-teachers to show their different abilities in co-curricular activities. Through hosting various activities like **talent-hunt program, observance of different national and international days of importance, green initiatives, volunteering services, preparation of wall-magazines** etc. in Sikshanamandira, the divergent inner in every trainee-teacher gets a perfect vent. Overall, these usher our trainee-teachers to identifying the varied abilities in their prospective students during internship. Some documentary records are given to support the claim below.




## 2<sup>nd</sup> Half

### Aspects of Development – 40 Marks

**Course Learning Outcome:** The student-teachers will be able to:

- Get basic idea of Attention, attitude, and Interest and their classroom implication.
- Get motivational aspect of development from theoretical background.
- Acquainted with theoretical development of intelligence and intelligence test.
- Find mechanism to identify and nurture creative child.

### Contents

<b>Unit I: Various aspects related to development</b>	a) Instincts and Emotions. b) Attitude and attachment. c) Concept of attention, determinants of attention and their class room application. d) Attention span and its fluctuation, distraction. e) Interest and its relation with attention.
<b>Unit II: Motivation</b>	a) Concept and Types. b) Theories of Motivation- Maslow, Weiner and McClelland. c) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity, interest, classroom environment.
 <b>Unit III: Intelligence</b>	a) Concept and nature. b) Theories of Intelligence (Guilford, Thurston and Gardner). c) Measurement of intelligence (Verbal and non-verbal tests of intelligence). d) Intelligence Quotient and education. e) Emotional Intelligence.
<b>Unit IV:</b>	a) Concept of creativity.

Course Code: 112- Developmental Psychology highlighting Multiple Intelligences





## 2<sup>nd</sup> Half

### Aspects of Development – 40 Marks

**Course Learning Outcome:** The student-teachers will be able to:

- Get basic idea of Attention, attitude, and Interest and their classroom implication.
- Get motivational aspect of development from theoretical background.
- Acquainted with theoretical development of intelligence and intelligence test.
- Find mechanism to identify and nurture creative child.

### Contents

<b>Unit I: Various aspects related to development</b>	<ul style="list-style-type: none"> <li>a) Instincts and Emotions.</li> <li>b) Attitude and attachment.</li> <li>c) Concept of attention, determinants of attention and their class room application.</li> <li>d) Attention span and its fluctuation, distraction.</li> <li>e) Interest and its relation with attention.</li> </ul>
<b>Unit II: Motivation</b>	<ul style="list-style-type: none"> <li>a) Concept and Types.</li> <li>b) Theories of Motivation- Maslow, Weiner and McClelland.</li> <li>c) Factors affecting motivation: Self-efficacy, locus of control, anxiety, curiosity, interest, classroom environment.</li> </ul>
<b>Unit III: Intelligence</b>	<ul style="list-style-type: none"> <li>a) Concept and nature.</li> <li>b) Theories of Intelligence (Guilford, Thurston and Gardner).</li> <li>c) Measurement of intelligence (Verbal and non-verbal tests of intelligence).</li> <li>d) Intelligence Quotient and education.</li> <li>e) Emotional Intelligence.</li> </ul>
<b>Unit IV:</b>	<ul style="list-style-type: none"> <li>a) Concept of creativity.</li> </ul>

### B.Ed. Curriculum 2022-23



<b>Creativity</b>	<ul style="list-style-type: none"> <li>b) The components &amp; process of creativity.</li> <li>c) Identification and nurturance of creativity.</li> </ul>
-------------------	---

### Suggested Readings:

- i. Essentials of Educational Psychology - S.K. Mangal
- ii. Advanced Education Psychology – S.K. Mangal
- iii. Psychology of Learning and Development – J.C. Aggarwal
- iv. Advanced Educational Psychology – S.S.Chouhan
- v. Developmental Psychology : Childhood & Adolescence – David R. Shaffer & Katherine Kipp

Our B.Ed. curriculum emphasizing creativity to understand varied abilities of students



## 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 <b>individual</b> 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>

Inclusive Education for identifying varied abilities





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Talent Search programme in our college for Identifying varied student abilities



A trainee showing his piece of Artwork in the Talent Search programme

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

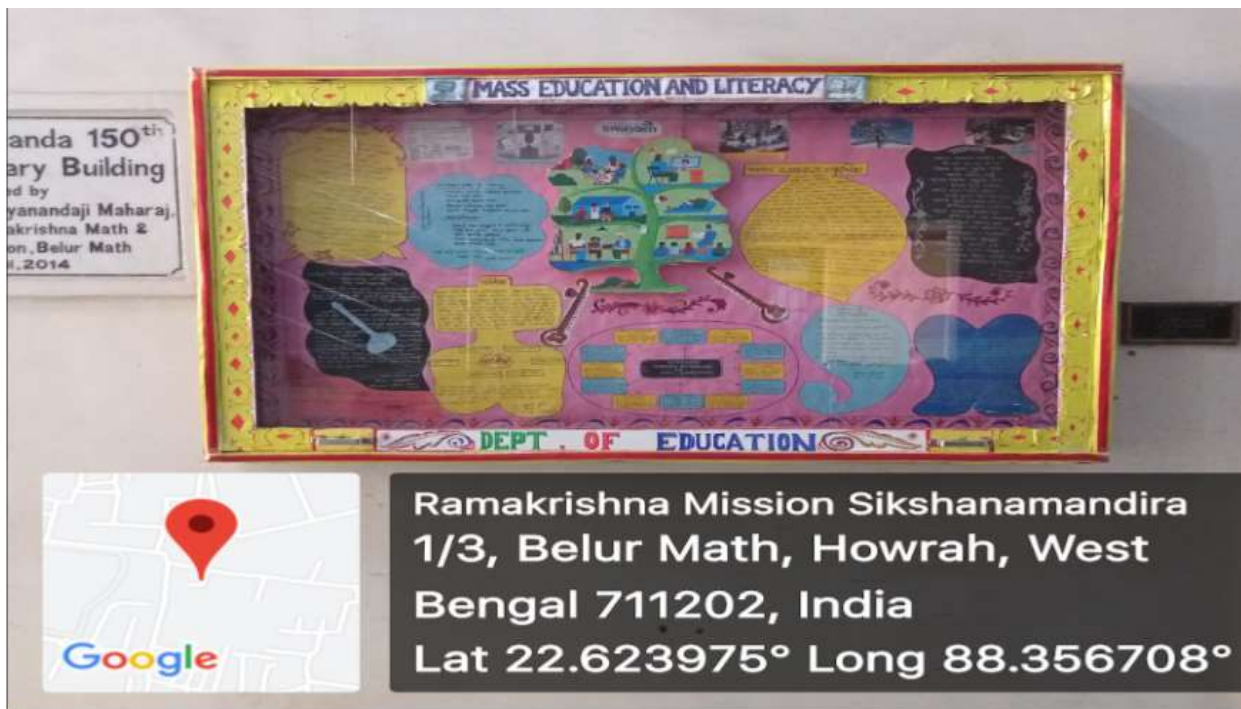
- Swami Vivekananda



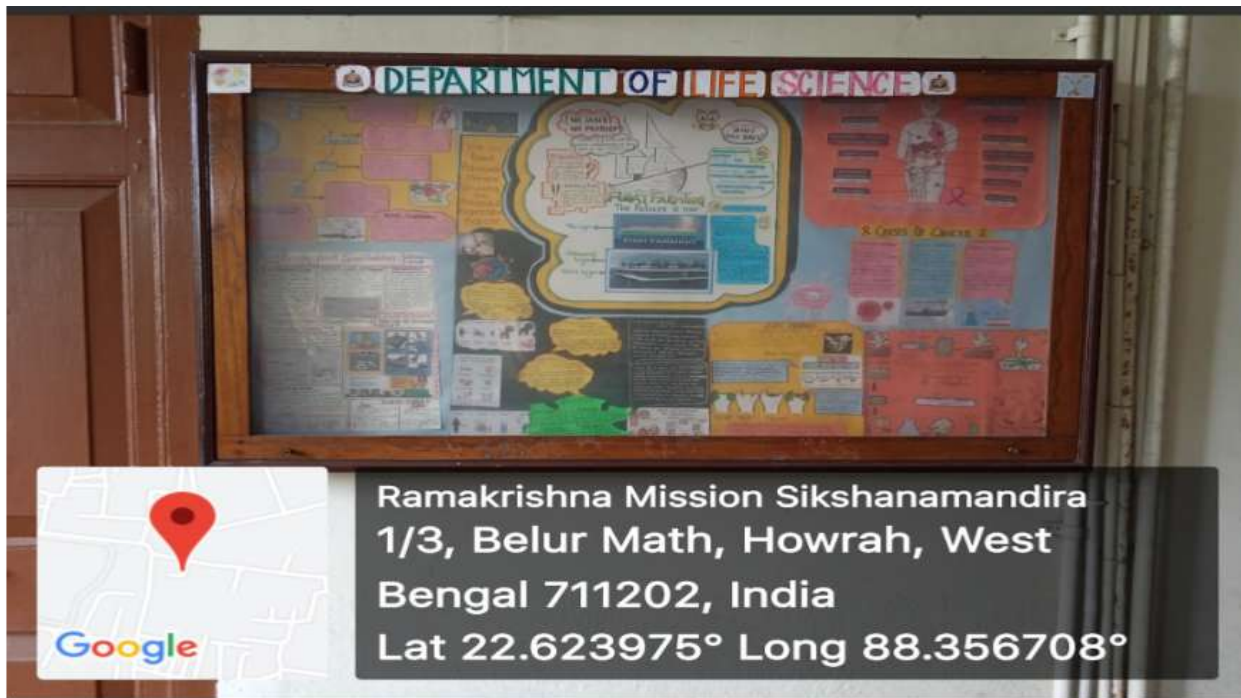
# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Department wise wall-magazines in our college prepared by our trainee-teachers



Department wise wall-magazines in our college prepared by our trainee-teachers

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

- Swami Vivekananda



## 5. Dealing with student diversity in classrooms

At Ramakrishna Mission Sikshanamandira, the vibrant tapestry of India's rich cultural mosaic is lovingly woven into the very fabric of education. Within the hallowed halls of this revered institution, the spirit of diversity finds its truest and most ennobling expression. The sanctum of learning embraces the kaleidoscope of religions, ethnicities, languages, and cultures that make our nation so resplendent. This commitment to inclusivity is manifest in Sikshanamandira, where diversity is not merely a buzzword, but a living, breathing reality. This is always reverberating in the following practices Sikshanamandira adopts for maintaining diversity in classrooms.

1. **Fourteen method subjects** in B.Ed. and **four disciplines** in M.Ed. programs are offered every year in Sikshanamandira. Thus the students of different method subjects mingle with each other, making the point of diversification echoed in our classrooms.
2. **Trainee-teachers from other states** take admission into our college. This noteworthy instance upholds that Sikshanamandira is a melting pot not only for the resident students of West Bengal but also for the students of other states. For this reason, our teacher-educators teach our trainee-teachers in **multilingual mode** (Bengali, English, Hindi). Besides, we also have provision for **bilingual answering** in assignments and final exams for these students.
3. Every year students from **different reserved categories (S.C, S.T, O.B.C)** take admission into B.Ed. and M.Ed. programs. Sikshanamandira strictly complies with the Govt. reservation rules for admission, thus adding different ethnic groups of students in the already diversified pupil-population. In addition, many **differently abled** students (divyangjan), too, take admission into different programs in Sikshanamandira. Sikshanamandira's rich inclusive set-up enables them as active learners to increase competence in curricular and extracurricular areas. The facilities like braille books, braille plates, audio visual resources (AVR), elevators etc. in Sikshanamandira provide them with an accessibility to pursue their courses without any obstruction. For all these reasons, our differently abled students find homely comfort and a rich learning atmosphere in Sikshanamandira. This sufficiently portrays itself as a noble case of diversity in our classrooms.
4. The matter of diversification in our classrooms is also perceivable in the admission of M.Ed. trainees who from different languages like **Santhali, Sanskrit, Arabic, English, Bengali** come to join our college as trainees in the language discipline along with students from science, social science and mathematics disciplines.

In Sikshanamandira, students hailing from a multitude of method subjects converge, each bringing their unique perspectives and insights, fostering an environment of intellectual richness and exchange. At Ramakrishna Mission Sikshanamandira, the classroom is a testament to the harmonious symphony of unity in diversity, a beacon of light in the realm of education. All these unitedly prepare our trainee-teachers to deal with India's rich diversity in their prospective classrooms and always serve with a smile. This diversified classroom in Sikshanamandira itself works as a training ground for the trainee-teachers to equip them with the sophisticated tools and





techniques to deal with student diversity when they join the internship program or become a teacher after completing their study.

Apart from these, in Sikshanamandira, our teacher-educators attempt utmost to prepare our trainee-teachers for dealing with student diversity in their respective internship schools and their would-be workstations. Besides, **classroom management Present in our B.Ed. curriculum (course code:113)** is basically one of the most important jobs a trainee-teacher has to get proper hold of if he wants to be a skilled as well as effective teacher in today's time. Here, our teacher-educators train our trainee-teachers how to maintain classroom participation, create a democratic environment, disseminate information systematically, and use clear language without any ambiguity during their internship.

2<sup>nd</sup> Half  
**Instructional Technology - 40 Marks**

*Course Learning Outcome: The student-teachers will be able to:*

- Understand the theoretical bases of Instruction.
- Understand bases of Instructional Designs.
- Develop own perception about Approaches to Instruction.
- Develop own understanding about **Classroom Management** with skills of teaching.

**Contents**

<b>Unit I Concept of Instruction &amp; Instructional Course Learning Outcome</b>	a) Concept, nature, types of Instruction. b) Guidelines of Designing Instructional Systems. c) Concept of Educational & Instructional Course Learning Outcome. d) Revised Taxonomy of instructional Course Learning Outcome (cognitive, affective and psychomotor).
<b>Unit II Instructional Design</b>	a) Meaning and Types (objective based, skill based, competency based, learner style based, value based). b) Approaches to instructional design (training psychology, cybernetic psychology, system analysis). c) Direct instruction and indirect instruction.
<b>Unit III Approaches &amp; Strategies to</b>	a) Approaches & Strategies to Instruction: Constructivist approach, Cooperative and Group Discussion, Games, Debate, Quiz and Seminar.

[Back to Contents](#)

**CLOs of B.Ed. Course 113 (2nd half) curriculum  
highlighting Classroom Management**



## Course – 117

### **School Exposure: 1 Week - 25 Marks (Project on School Curriculum of Different Boards)**

- The mode of engagement of School Internship will depend on the stage of teacher preparation in different semesters. The twenty weeks school internship programme may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration.
- The School Exposure Programme, within twenty weeks of school internship programme, shall be carried out during the first semester in local/nearby school or in needed schools. For this, the student teachers may be placed in regional language medium schools; and the rest may be placed in other schools. Efforts shall be made to provide exposure to as many types of schools as possible.
- A student teacher (or a group of student teachers) needs to visit those schools and a brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the Course Learning Outcome and modalities of such programme.
- During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, learning teaching materials, functioning, human resources, organisation of various activities, various curricular activities, e.g. sports and games, dance, songs; and the learning-teaching process in the classroom, ICT use, student participation, **classroom management** etc.
- The student teachers shall do a project specifically on different school curricula of various boards. After completion of this school exposure programme, student teachers shall be required to submit the said project report to the institution.

## B.Ed. Course 117 Curriculum highlighting Classroom Management



B.Ed. Curriculum 2022-23

## 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) <b>Classroom management</b> 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>

## B.Ed. Course 141 Curriculum highlighting Classroom Management





# 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

BELUR MATH, HOWRAH- 711 202

Provisionally Selected List for M.Ed. 2022-24 Admission

SL.	Form No.	Name	Caste	OUT OF 100
<b>SANTALI</b>				
<b>OTHER UNIVERSITY</b>				
19	2220124	GUHIRAM MURMU	ST-R	57.81
20	2220126	MITHUN MANDI	ST-R	50.52
<b>SCIENCE GROUP</b>				

The admission of students for pursuing Santhali as a method subject



## RAMAKRISHNA MISSION SIKSHANAMANDIRA

BELUR MATH, HOWRAH- 711 202

Provisionally Selected List for M.Ed. 2022-24 Admission

SL.	Form No.	Name	Caste	OUT OF 100
<b>OTHER UNIVERSITY</b>				
10	2220037	SUVENDU DOLAI	GEN	48.1
11	2220189	SOMNATH DIGAR	SC-R	42.7
<b>SANSKRIT</b>				
<b>CALCUTTA UNIVERSITY</b>				
12	2220134	SURAJIT PAL	GEN	55.42
13	2220101	DIPANKAR SARKAR	GEN	52.48
14	2220079	SANTANU HOWLADER	SC	51.19
15	2220164	DIPANKAR SARDAR	ST-R	50.75
16	2220187	ANANTA DHAL	SC-R	46.98
17	2220081	RATAN BARMAN	SC-R	40.11
<b>OTHER UNIVERSITY</b>				
18	2220071	SAGNICK NATH	GEN	52.12

Admission List showing student diversity in the selection of reserved candidates

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

- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

**Course – 122: Understanding Discipline & Pedagogy of School Subject-Method-1  
(Theory- 80 & Practicum -20)**

**Course – 123: Understanding Discipline & Pedagogy of School Subject-Method-2  
(Theory- 80 & Practicum -20)**

**[Bengali, English, Sanskrit, Hindi, Mathematics, Physical Science, Life Science,  
Computer Studies, History, Geography, Political Science, Education, Accountancy,  
and Music]**

**Course Learning Outcome:** The student-teachers will be able to:

- Reflect on the nature and role of disciplinary knowledge
- Understand the role of such disciplinary knowledge in the overall schema of the school curriculum.
- Be aware of the emergence of various disciplines
- Develop among the teacher trainees an understanding of subject as a discipline.
- Acquainted with pedagogical analysis.
- Able to prepare pedagogical notes for subject teaching.
- Familiar with different methods and approaches of subject teaching.
- Acquainted with evaluation tools and techniques in subject teaching.
- Able to find the importance aids in subject teaching.

Offering different method subjects to support student diversity



## RAMAKRISHNA MISSION SIKSHANAMANDIRA

BELUR MATH, HOWRAH- 711202

### **Provisionally Selected Candidates for Admission in M.Ed. Programme (2020-22)**

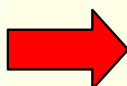
34	220100	SUKANKAN RAY	GEN	57.44	YES
35	220023	SOURABH BARMAN	SC-R	54.74	YES
36	220121	NITEN MONDAL	SC-R	51.90	NO
37	220024	PRASUN SAHA	PH-R	48.18	YES

Student Diversity in the form of admitting the differently abled students in our college



B.Ed. Curriculum 2022-23

## 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>

Trainee-teachers are taught about inclusive education in our B.Ed. curriculum

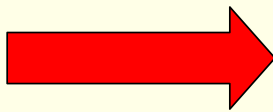




## 6. Visualising differential learning activities according to student needs

Round the academic year, we at Sikshanamandira engage our trainee-teachers in different activities. These activities include curricular and co-curricular aspects of our B.Ed. program. After engaging our trainee-teachers into different activities, we come to know the different needs they require for becoming an effective teacher. Furthermore, trainee-teachers are given instructions about using different methods of teaching like **deductive, inductive, heuristic, constructive** etc. in order to help them understand the differential learning methods as per the needs of their would-be students during internship. In addition, the trainee-teachers are also taught **diagnostic and prognostic tests** present in the curriculum. This accrues their acumen in visualising differential learning needs their prospective students demand during their internship. Apart from these, we at Sikshanamandira teach our trainee-teachers to undertake an **action research** and submit it to their respective method teacher-educators for identifying the student needs and solving it accordingly. Below the curriculum of B.Ed. program attests to the in-house practices claimed above.

### Psychology of Teaching & Instructional Technology – 100 Marks (Theory - 80 & Practicum – 20)



#### 1<sup>st</sup> Half Psychology of Teaching –40 Marks

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Understand the process of teaching
- Understand and efficiently use different models of teaching Theories of teaching,
- Engage in teaching with proper approach.
- Develop skills required for teaching.

#### Contents

<b>Unit I Concept of Teaching</b>	a) Concept, nature, characteristics & Scope b) Differences among Teaching, Training & Conditioning c) Factors affecting teaching, Maxims of teaching. d) Strategies of Classroom Teaching – Teacher-centric, Learner-centric & ICT- based. e) Role of teacher in effective teaching.
<b>Unit II Theories of Teaching</b>	a) Meaning & nature of theory of teaching b) Scope & signification of theory of teaching. c) Types of teaching theories- Formal, Descriptive, and Normative.
<b>Unit III</b>	a) Levels of Teaching: memory, understanding and reflective.

Psychology of Teaching in our curriculum of B.Ed. to help our trainee-teachers serve differential learning needs



## Course – 131

### **Evaluation & Management in Education– 100 Marks (Theory - 80 & Practicum – 20)**

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

#### **Evaluation in Education - 40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- *Get basic knowledge of assessment for learning.*
- *Know the process of evaluation and it uses.*
- *Write educational Course Learning Outcome.*
- *Know different techniques of evaluation, tools of evaluation and their uses.*
- *Know different characteristics of instruments of evaluation.*
- *Know different types of teacher made tests and will construct them.*
- *Compute simple statistics to assess the learning.*

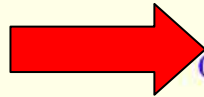
#### Contents

<b>Unit I Concept of Test, Measurement, Assessment &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>a) Meaning and nature of Test, Examination, Measurement, Assessment &amp; Evaluation</li> <li>b) Distinguish among Test, Examination Measurement, Assessment and Evaluation</li> <li>c) Nature and purpose of Evaluation.</li> <li>d) Measurement &amp; Evaluation in Language, Social Sciences, Science and Mathematics.</li> <li>e) The status of educational measurement in India.</li> </ul>
<b>Unit II Test Constructions</b>	<ul style="list-style-type: none"> <li>a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization.</li> <li>b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio.</li> <li>c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms</li> <li>d) Construction of a Standardized Achievement Test.</li> </ul>
<b>Unit III Approaches and Types of Evaluation</b>	<ul style="list-style-type: none"> <li>a) Formative &amp; Summative Tests</li> <li>b) <b>Diagnostic</b> &amp; Prognostic Tests</li> <li>c) NRT and CRT</li> <li>d) Written &amp; Oral Tests</li> <li>e) Essay type &amp; Objective type Tests</li> <li>f) Semester system</li> <li>g) Continuous and Comprehensive Evaluation</li> <li>h) Computer in evaluation</li> </ul>
<b>Unit IV Tools and Techniques of Evaluation</b>	<ul style="list-style-type: none"> <li>a) Scoring and Grading, Analysis of Score and Its Interpretation</li> <li>b) Tabulation of data</li> <li>c) Graphical representation of Data (Histogram, frequency Polygon, Ogive)</li> <li>d) Measurement Central Tendency</li> <li>e) Measurement of dispersion</li> </ul>

Trainee-teachers are made aware of different tests to identify learning needs



## Course – 145



### Action Research (School Internship) (EPC -5) – 25 Marks

**Course Learning Outcome:** This Action Research will enable the student-teacher to:

- i) Identity the Meaningful problems in Education especially in Schools.
- ii) Be engaged in the inquiry into the problems.
- iii) Develop a plan of action for the solution of the problem.
- iv) Have a firsthand experience for conducting a research and its reporting.

Students-teachers are to prepare research report after conducting action research based on education. The action research report is to be prepared according to the following heading.

#### A. Section I:

1. Title page
2. Acknowledgement
3. Contents

#### B. Section II:

##### 1. Introduction:-

- a) Background
- b) Objective of the Study (Identification of a problem area, Identification of the problem, delimiting the problem)
- c) Action hypotheses / Research questions

##### 2. Methodology:

- a) Subjects
- b) Preparation of tools for gathering data
- c) Procedure (Data Collection)

##### 3. Results:

- a) Presentation of data
- b) Analysis of data

##### 4. Discussion:

- a) Summary of findings
- b) Implication of the Study.
- c) Conclusion

Trainee-teachers undertake an action research as a part of their B.Ed. curriculum

In our curriculum each core courses and special subjects are accompanied by activities. In the B.Ed programme, Sikshanamandira offers communicative skills in each semester with 25 marks. Group discussions, where students collaborate and discuss on important issues related to education are frequently organised in the classes. This in turn help them during internship. Apart from that, trainee teachers are guided to organise a competition on some Decorative/Performing Art forms in the school. They are motivated to prepare some useful, productive and decorative models out of the waste materials. They learn how to organise workshops on some selected Creative Art forms. Teachers facilitate them to develop creative design of CD Cover or Book cover. These prepare our trainee-teachers to visualise differential learning needs, both curricular and co-curricular, select and promptly apply the most appropriate strategies to meet the student needs.





*B.Ed. Curriculum 2022-23*

## Course – 118

### **Communicative Skill - 1 (EPC 2A) - 25 Marks**

#### **Course outline:**

*Language is the most commonly used medium of communication in all sphere of human existence- personal, social and professional. A language is never an independent and self sufficient set of signs. It is very much connected to the physical world where it operates. Considering the significance of the language as a tool for global communication, the course aims to develop and enhance the linguistic, grammatical, strategic and communicative competence of the learners. The focus is on honing the skills of reading, writing, listening and speaking.*

#### **Contents**

<b>Unit- I: Introduction to Communication</b>	a) Purpose of communication; b) Process of communication; c) Barriers to communication; d) Measures to overcome the barriers.
<b>Unit- II: Types of Communication</b>	a) Types of communication; b) Verbal communication and it's importance; Advantages of verbal Communication c) Significance of non verbal communication; d) Advantages of written Communication.
<b>Unit- III: Listening Skill</b>	a) Classification of listening; b) Listening process; Purpose of listening; c) Common barriers to the listening process and measures to overcome.



## Course – 116

### **Psychology Practical (EPC 1) – 50 Marks**

#### List of Psychology Practical Topic:

- Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction).
- Testing Personality Traits (Cattle's 16 PF).
- Measuring Levels of Anxiety (by any standardized test).
- Measuring introversion by any standard and Inventory kindness.
- Measuring adjustment by any standard adjustment Inventory
- Attitude/ Interest.
- Self-concept assessment by administrating and standard scale.
- Measuring creativity by and standard activity scale.
- Measuring Motivation by and standard motivation scale.
- Long term Memory Test by C. B. Durivedi.

### CURRICULUM STRUCTURE AND SEMESTER WISE DISTRIBUTION OF COURSES

Semester – 1						
Course Code	Course Name	Theory (T)	Practicum (P)	Full Marks	Hours (T+P)	Credit (T+P)
111	Foundation of Education & Education in the light of Swami Vivekananda	80 (40+40)	20 (10+10)	100	72+25	4+1
112	Developmental Psychology	80 (40+40)	20 (10+10)	100	72+25	4+1
113	Psychology of Teaching & Instructional Technology	80 (40+40)	20 (10+10)	100	72+25	4+1
114	Yoga and Health Education - 1	30	20	50	18+25	1+1
115	Visual and Performing Arts in Education - 1	30	20	50	18+25	1+1
116	Psychology Practical (EPC 1)	-	50	50	0+50	0+2
117	School Exposure: 1 Week (Project on School Curriculum of Different Boards)	-	25	25	0+50	0+2
118	Communicative Skill - 1 (EPC 2A)	-	25	25	0+50	0+2
<b>Total (Semester – 1)</b>		<b>300</b>	<b>200</b>	<b>500</b>	<b>527</b>	<b>25</b>



Cover file created by our trainee teacher



A clay model made by our trainee teacher

Each year, RKM Sikshanamandira continues its tradition of offering students valuable hands-on experience through the organisation of wall magazine workshops in a wide range of pedagogy subjects. This annual event fosters creativity, teamwork, and practical skills as students collaborate to design and create informative and visually engaging wall magazines. By engaging in this workshop, students gain a deeper understanding of their chosen subjects while enhancing their communication and presentation abilities. It is an integral part of the institute's commitment to providing a holistic educational experience.

Here are a few snapshots of the wall magazines created during RKM Sikshanamandira's workshops:

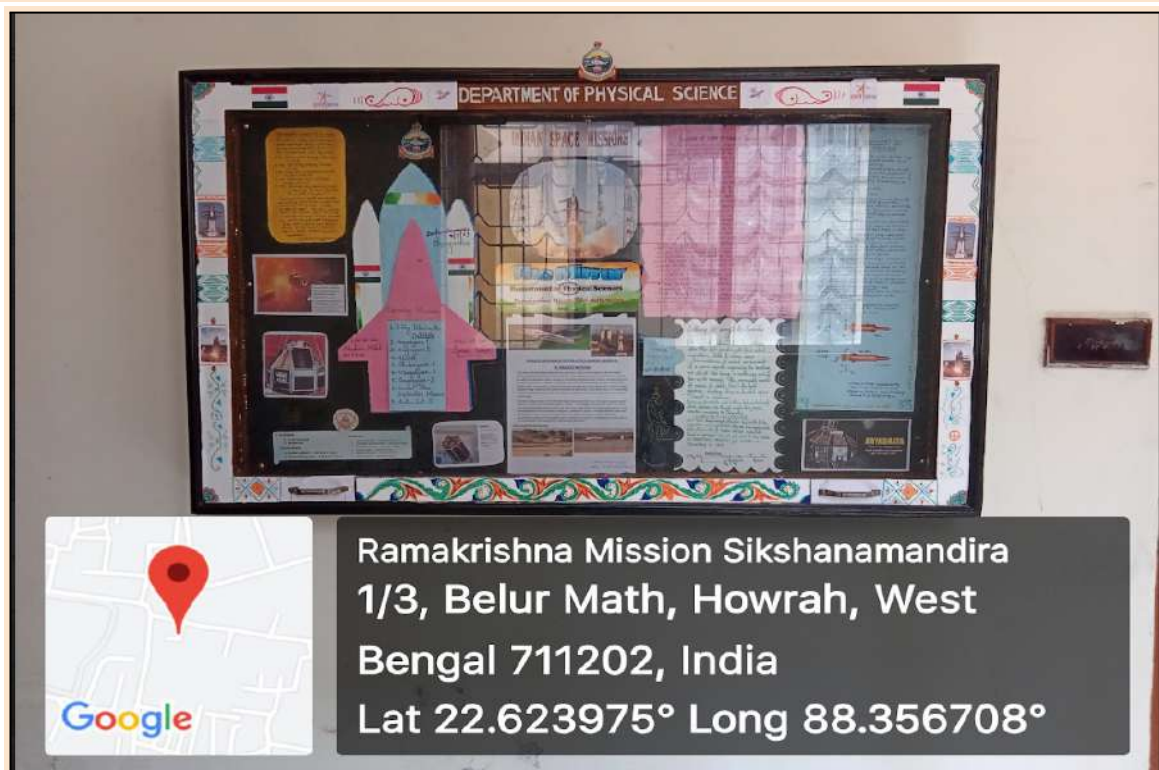




# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



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

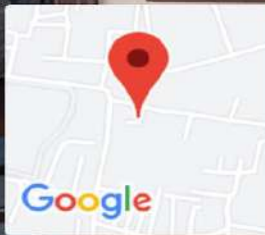
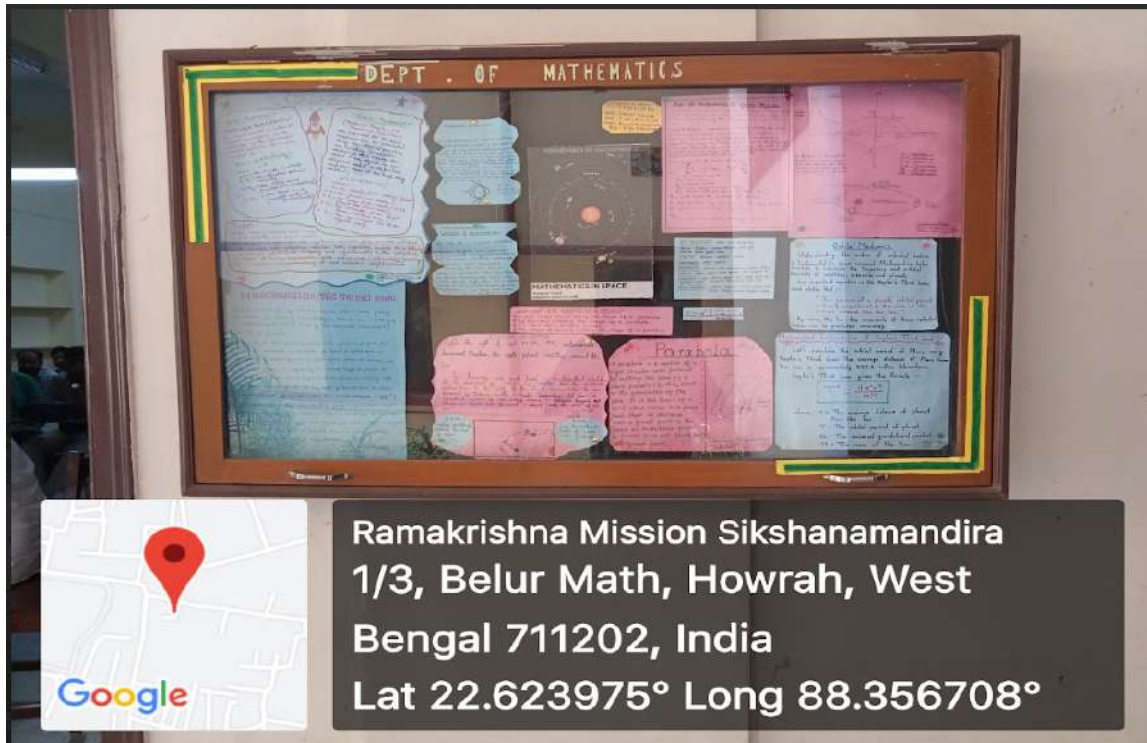
- Swami Vivekananda



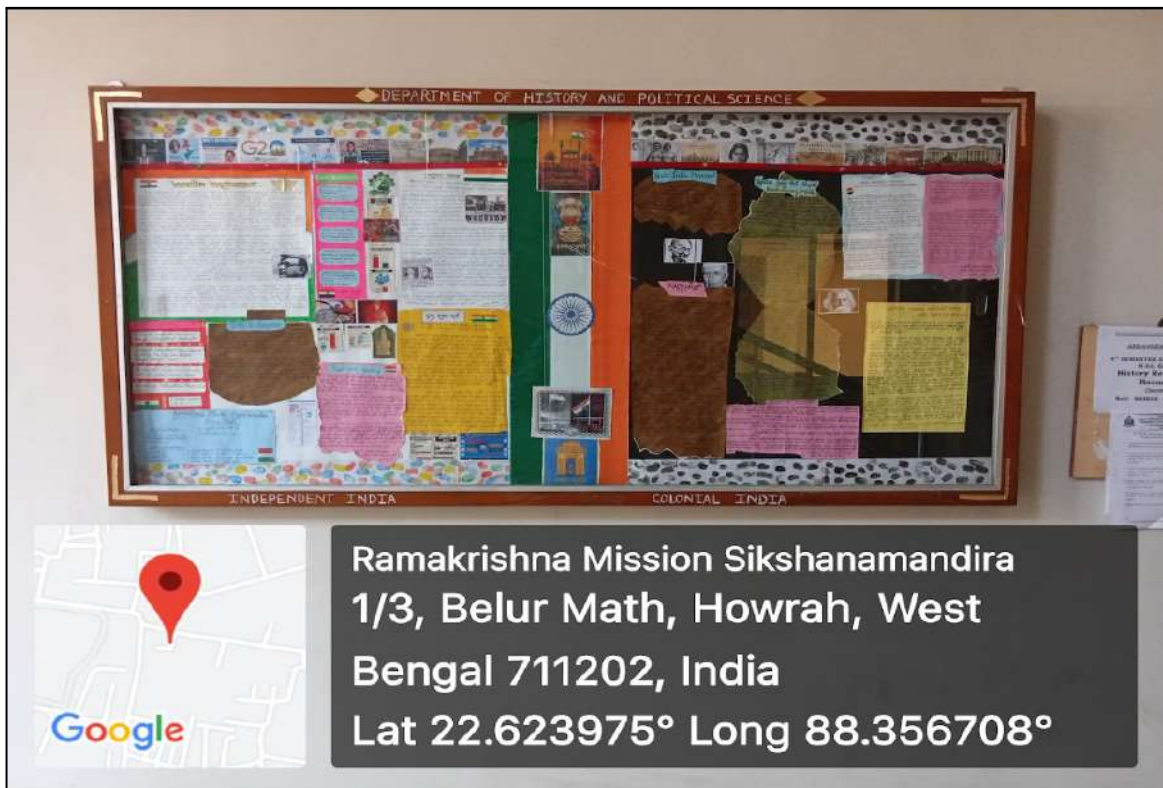
# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Ramakrishna Mission Sikshanamandira  
1/3, Belur Math, Howrah, West  
Bengal 711202, India  
Lat 22.623975° Long 88.356708°



Ramakrishna Mission Sikshanamandira  
1/3, Belur Math, Howrah, West  
Bengal 711202, India  
Lat 22.623975° Long 88.356708°

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

- Swami Vivekananda



## 7. Addressing inclusiveness

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, 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 “Inclusive Education and Children with Special Needs” in B.Ed. curriculum for addressing inclusiveness. It comprises 80 marks for theory and 20 marks for practicum, 72+25 hours and 4+1 credits. 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.

### ❖ Infrastructure for addressing the Inclusivity

RKM Sikshanamandira is proud of its inclusive classroom infrastructure, featuring essential amenities like ramps, elevators, electric wheelchairs, and Braille books. In addition, braille plates are placed at the entrance of every room of our college which includes classrooms, resource room, faculty rooms, computer kiosk, computer labs, different offices etc. These facilities ensure accessibility and a supportive learning environment for all students, regardless of their physical abilities. The institution's dedication to inclusivity is reflected in its well-equipped infrastructure, fostering equal educational opportunities and a more inclusive campus for everyone.

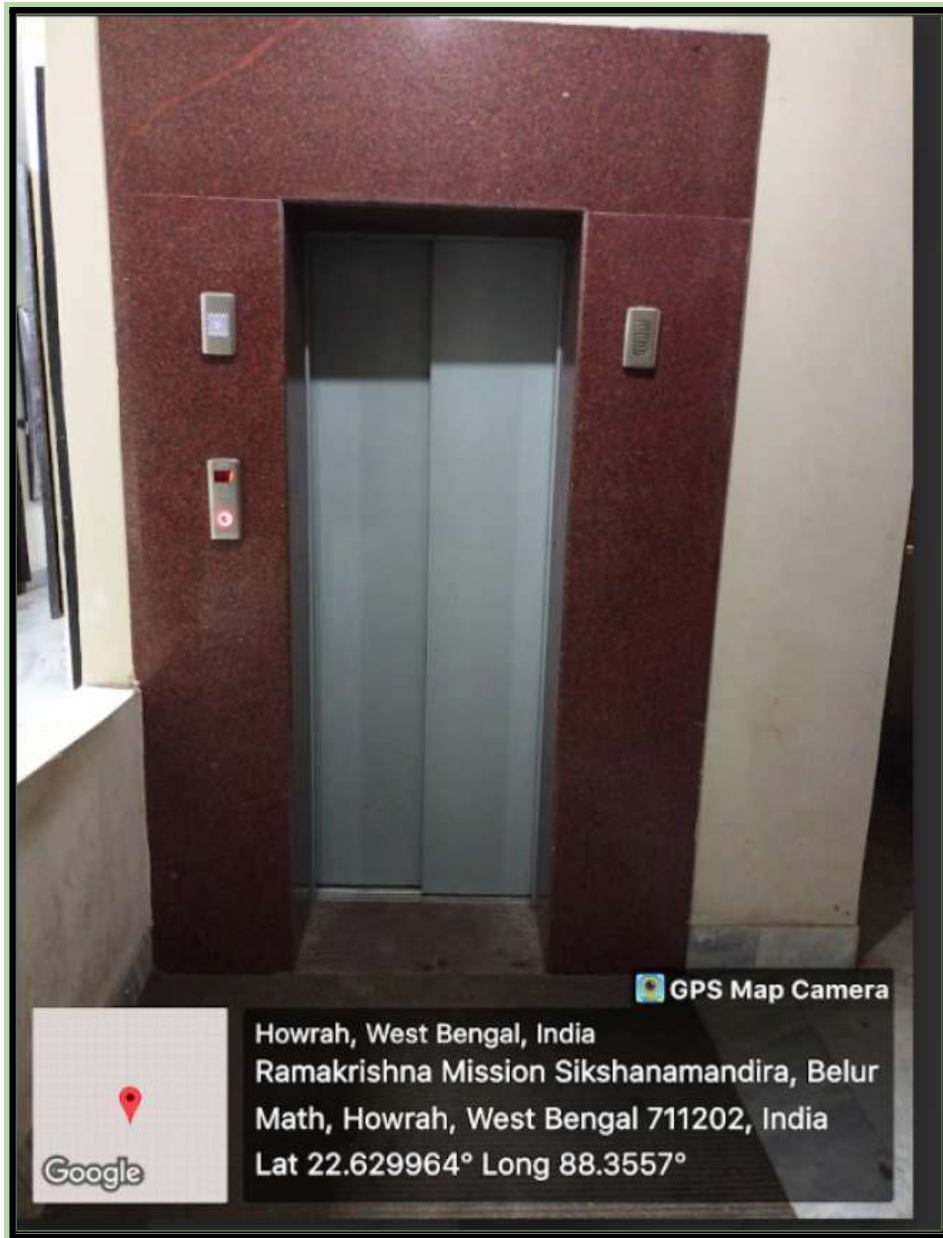




# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Elevator at the college building

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

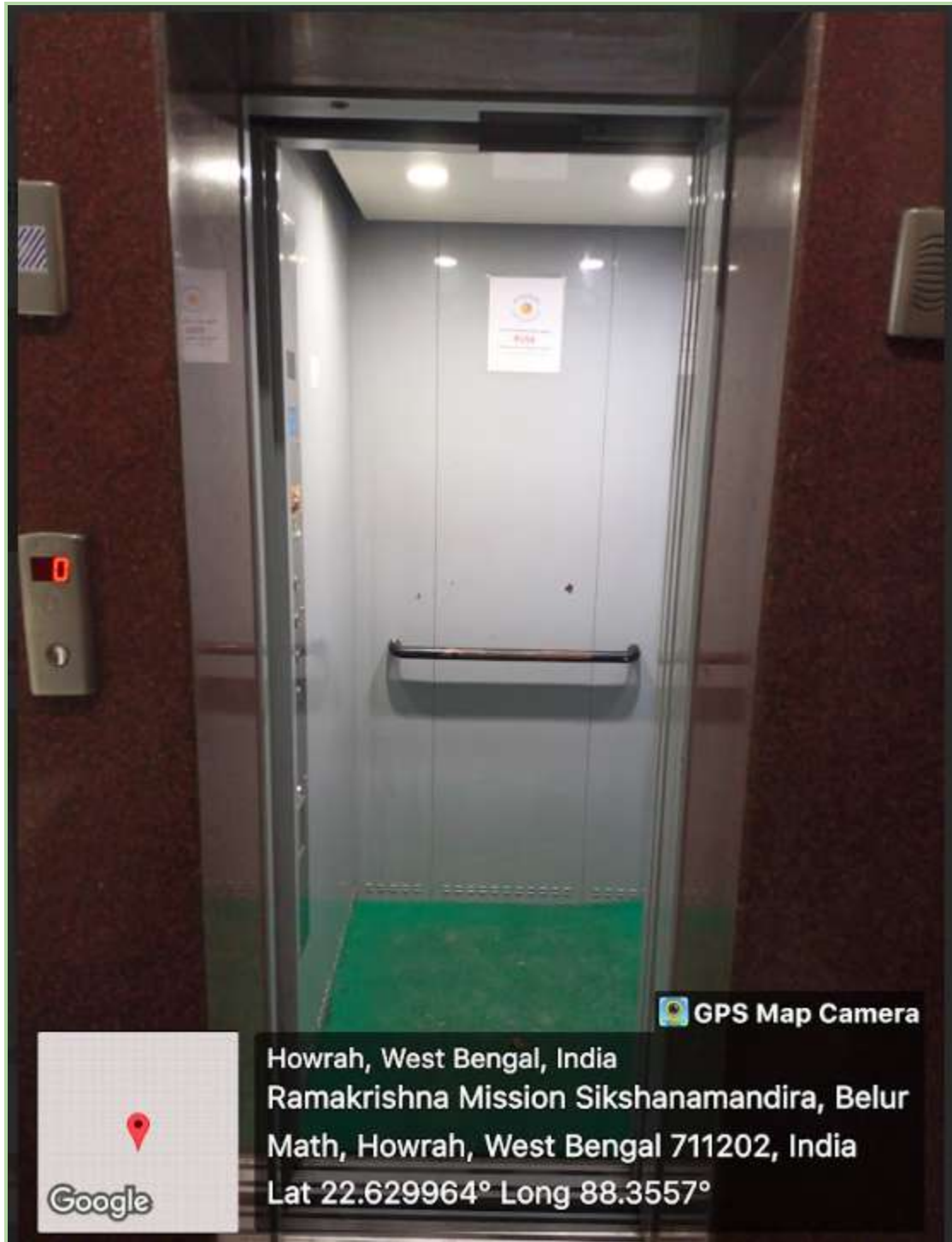
- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Elevator at the college building

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

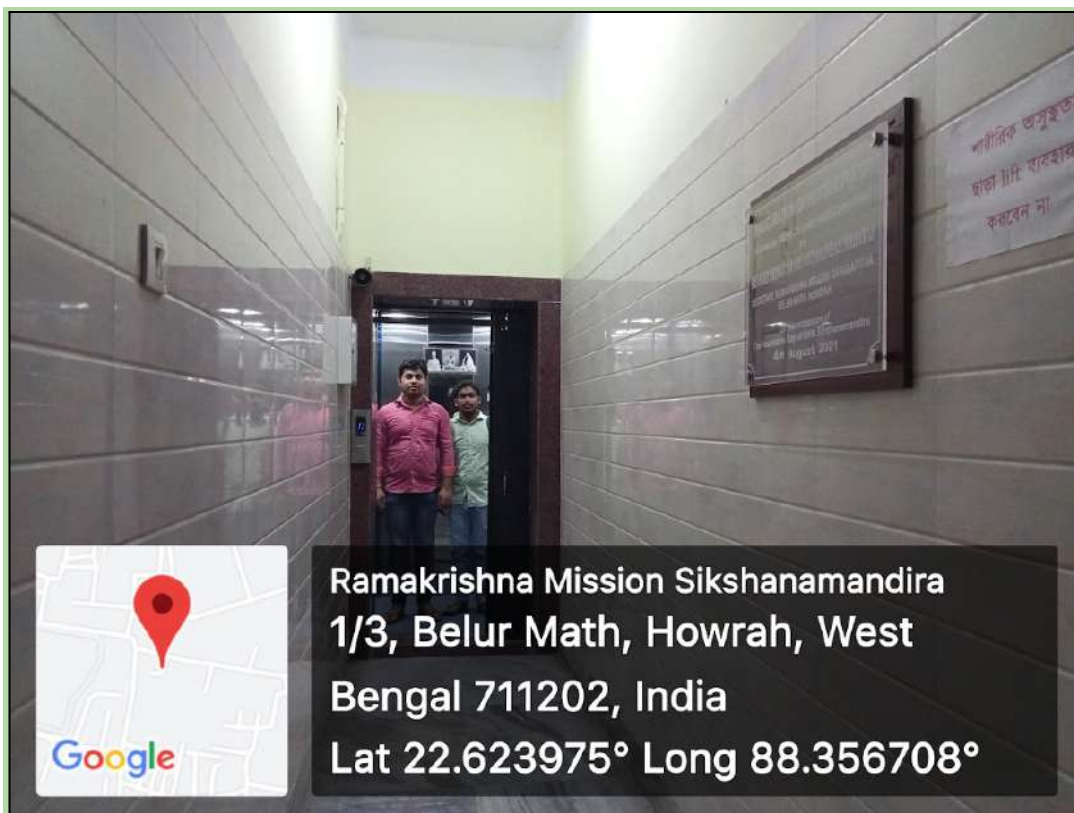
- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Elevators at the college hostel building



Ramp Facility at the college building

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

- Swami Vivekananda





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Braille plate at the Entrance of Every faculty Room



Electric Wheelchair at College campus

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

- Swami Vivekananda



Electric Wheelchair at College campus

## ❖ **Inclusive Curriculum Transaction**

RKM Sikshanamandira has implemented an inclusive curriculum approach within its syllabus. This inclusive education strategy integrates diverse teaching methods, materials, and assessments to cater to the varied learning needs of all students. It ensures that learners of different abilities, backgrounds, and learning styles can access and engage with the content effectively. The curriculum focuses on promoting diversity, equity, and an inclusive learning environment, fostering the holistic development of all students and preparing them for a more inclusive and accepting society.



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

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

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

- 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>



B.Ed. Curriculum 2022-23

	education in inclusive settings. c) Professional development of teachers – their Attitude & Accountability. f) Teacher preparation for inclusive education in the light of NCF, 2005.
<b>Unit IV: Inclusion in operation</b>	a) Curricular adaptations for inclusive education, learning designing, development of suitable TLM. b) Pedagogical strategies to respond to individual needs of students: Cooperative & Collaborative learning strategies in the classroom, peer tutoring, social learning, team teaching, reflective teaching, multisensory teaching. c) Technological Advancement and its applications – ICT, Adaptive and Assistive devices, equipment, aids and appliances.

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

- i. Visit to Inclusive Schools and to observe classroom transaction of any one of such school in Baroda and make a report of the same.
- ii. Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
- iii. Preparation of learning design, instruction material for teaching students with disability in inclusive school.
- iv. Case Study of one main streamed (Inclusive) student w.r.to
  - a. Role of a parent.
  - b. Role of a teacher: Special School Teacher, General School Teacher
  - c. Role of Counsellor

### ❖ Visit to a Rehabilitation Clinic to establish relatedness with the inclusivity

Every year, RKM Sikshanamandira offers a core course on Inclusive Education. As part of this program, students are engaged in an activity that involves visiting a rehabilitation center to observe and report on the inclusive facilities available. This practical experience allows students to gain valuable insights into inclusive education and the facilities that support it, fostering a deeper understanding of the subject. The M.Ed. trainees of Ramakrishna Mission Sikshanamandira embarked on an educational excursion to Ali Yavar Jung National Institute of Speech and Hearing Disabilities Regional Center, located in Kolkata. The visit took place on December 7, 2022. The excursion aimed to provide students with practical insights into speech and hearing disabilities and related interventions. Students had the opportunity to observe the centre's facilities, interact with professionals in the field, and gain firsthand knowledge about assessment, therapy, and support services for individuals with speech and hearing disabilities. The excursion was a valuable learning experience, enhancing students' understanding of inclusive education and equipping them with valuable skills to support students with special needs. On September 23, 2019, M.Ed. trainees from Ramakrishna Mission Sikshanamandira visited SHELTER College of Special Education located at 3, Bholanath Bhadhuri Sarani, Bhadreswar, Hooghly, West Bengal, 712 124. The purpose of the visit was to gain practical exposure and insights into special education practices. Trainees had the opportunity to observe various teaching methodologies, interact with faculty members and students, and understand the unique challenges and approaches involved in special education. The visit provided valuable learning experiences and enriched the trainees' understanding of inclusive education. It also




# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

fostered a collaborative and supportive relationship between Ramakrishna Mission Sikshanamandira and SHELTER College, promoting mutual growth and development in the field of special education.

NAAC Re-accredited (2014-15) - 'A'



## RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)  
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      ✉ rkmsmc@gmail.com, rkmsm@rediffmail.com      🌐 www.rkmsm.org

Belur Math, Howrah - 711 202, West Bengal

---

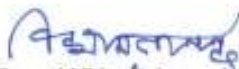
### NOTICE


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.



---

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





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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



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



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

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

- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

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

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

- Swami Vivekananda





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Visit to SHELTER College of Special Education



Visit to SHELTER College of Special Education

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

- Swami Vivekananda





## ❖ 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:

The workshop sessions on **“Skill Development on Indian Sign Language Interpretation”** at Ramakrishna Mission Sikshanamandira aim 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

**OFFLINE  
OFFLINE  
OFFLINE**

**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

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

- 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

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

Belur Math, Howrah - 711 202, West Bengal



Revered principal Maharaj of Ramakrishna Mission Sikshanamandira felicitated the speakers of Indian Sign Language Interpretation workshop



Small group of trainees are actively undergo in the “Skill Development on Indian Sign Language Interpretation” worksop

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

- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

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. The webinar provided valuable information and strategies for creating an inclusive learning environment that addresses the diverse needs of students. The session emphasized 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 features a background image of a modern building with a clock tower. The text is overlaid on an orange and white geometric design. At the top left is the Ramakrishna Mission logo. The word 'Webinar' is written in large, bold, orange letters. Below it, the date and time '05.06.2021, 3pm - 4pm' are displayed in a white box. The main title of the webinar is 'Inclusive Pedagogy for Teacher Educators: Psychological and Educational Bases' in blue and white. The names of the speakers, Swami Urjitananda and Dr. Santoshi Halder, are listed with their respective titles and affiliations. The name of the institution, Ramakrishna Mission Sikshanamandira, and its address are also provided. A quote from Swami Vivekananda is at the bottom.

**Welcome Address:**  
**Swami Urjitananda**  
- Controller of Examinations  
Ramakrishna Mission  
Sikshannamandira

**Vote of Thanks:**  
**Dr. Abhijit Guha**  
- Associate Professor  
Ramakrishna Mission  
Sikshannamandira

**Webinar**  
**05.06.2021, 3pm - 4pm**

Speech of Guest Speaker  
**Dr. Santoshi Halder**  
(Associate Professor, Department Education  
University of Calcutta)

**Inclusive Pedagogy for Teacher Educators:  
Psychological and Educational Bases**

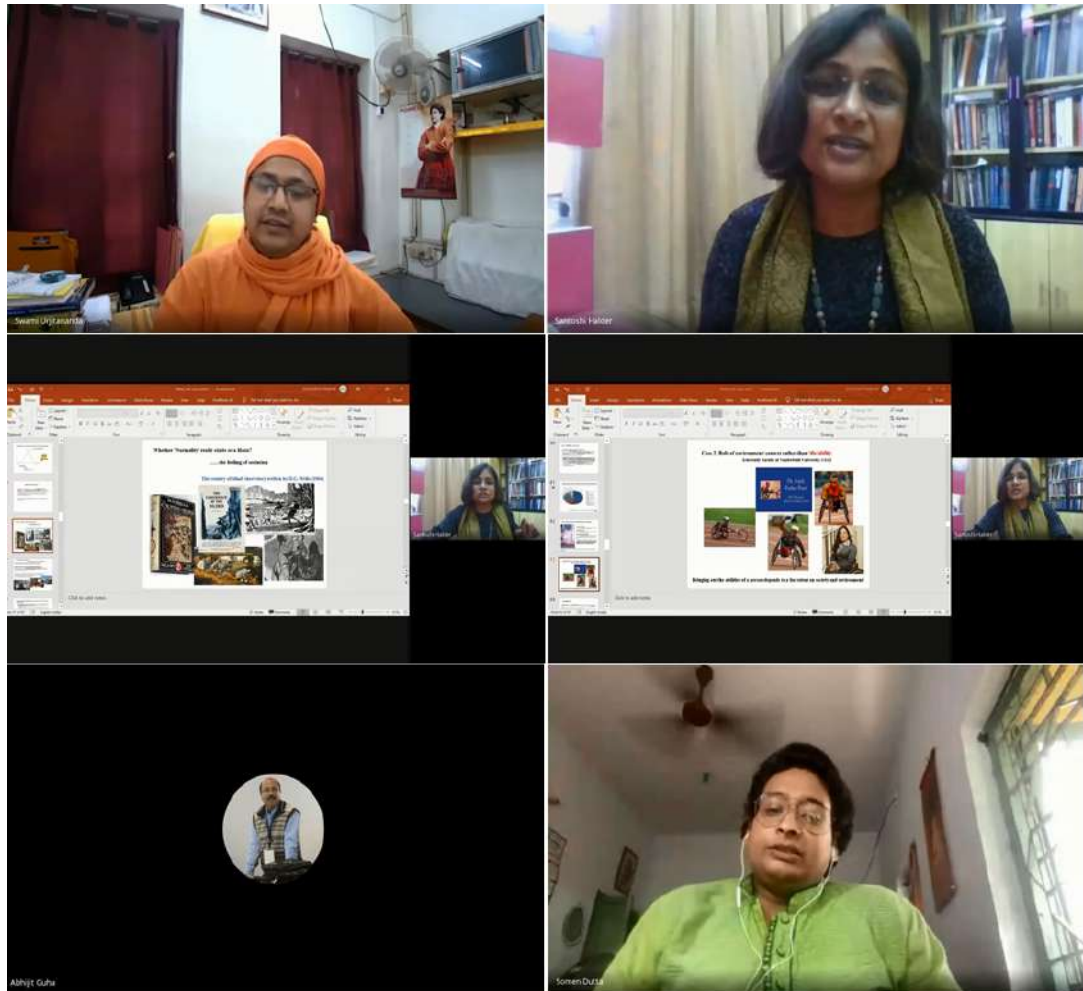
**Ramakrishna Mission Sikshanamandira**  
Belur Math, Howrah - 711202  
[www.rkmsm.org](http://www.rkmsm.org)

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

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

- Swami Vivekananda





## 8. Assessing student learning

In Sikshanamandira, trainee-teachers are trained to assess the learning of their prospective students through developing an evaluative tool with the instructional objectives of revised Bloom's Taxonomy. By this, they learn to assess their students in terms of cognitive, affective and psychomotor domains. To illustrate it concretely, the core course on "Evaluation & Management in Education" is designed in such a way that the trainee teachers are trained to understand different tools and techniques for assessing student learning, preparing different tests to assess the student learning and adopting various suitable tools and techniques of evaluation process according to the purpose. They are trained to prepare different test items like MCQ, matching type, short answers type and essay type questions.





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

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
<b>Total (Semester – 3)</b>		<b>200</b>	<b>300</b>	<b>500</b>	<b>555</b>	<b>25</b>

## Course – 131

**Evaluation & Management in Education – 100 Marks**  
(Theory - 80 & Practicum – 20)

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

**Evaluation in Education - 40 Marks**

**Course Learning Outcome:** After undergoing the course content, the student-teacher will be able to:

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and its uses.
- Write educational Course Learning Outcome.
- Know different techniques of evaluation, tools of evaluation and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher made tests and will construct them.
- Compute simple statistics to assess the learning.

### Contents

<b>Unit I</b> Concept of Test, Measurement, Assessment & Evaluation	a) Meaning and nature of Test, Examination, Measurement, Assessment & Evaluation b) Distinguish among Test, Examination Measurement, Assessment and Evaluation c) Nature and purpose of Evaluation. d) Measurement & Evaluation in Language, Social Sciences, Science and Mathematics. e) The status of educational measurement in India.
<b>Unit II</b> Test Constructions 	a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization. b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio. c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms d) Construction of a Standardized Achievement Test.
<b>Unit III</b> Approaches and Types of Evaluation	a) Formative & Summative Tests b) Diagnostic & Prognostic Tests c) NRT and CRT d) Written & Oral Tests e) Essay type & Objective type Tests f) Semester system g) Continuous and Comprehensive Evaluation. h) Computer in evaluation
<b>Unit IV</b> Tools and Techniques of Evaluation	a) Scoring and Grading, Analysis of Score and Its Interpretation b) Tabulation of data c) Graphical representation of Data (Histogram, frequency Polygon, Ogive) d) Measurement Central Tendency e) Measurement of dispersion

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

- Swami Vivekananda



*B.Ed. Curriculum 2022-23*

## Engagement with Field/Practicum – 10 Marks


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

## 9. Mobilising relevant and varied learning resources

India is a country where any resources are always used to the most optimum level. Since most of India's schools reside in the rural areas, ready-made teaching-learning materials are not always available. We at Sikshanamandira train our trainee-teachers to utilise the easily available **physical** and **digital resources** for mobilising learning to the most extent possible. In this context, we train our trainee-teachers to undergo a value added course like **Low Cost No Cost Teaching Aids** for preparing teaching learning materials (TLMs). Undergoing this course, trainee-teachers learn to develop **improvised TLMs from waste, scrap, easily available materials with the minimum needed cost**. This, in short, prepares them to adapt themselves to their prospective workstations where they may not get adequate learning resources.

Another part is the utilisation of **digital resources**. Our trainee-teachers are trained to inform their prospective students of different online learning platforms using which their learners may learn at their own pace. Since Sikshanamandira is well equipped with digital resources like Overhead projector, internet, computer, amplifiers etc., our trainee-teachers get used to them and become proficient in ICT usage. This prompts them to teach their would-be students different digital learning resources like OLAB, E-Pathshala, NCERT repository of textbooks, wikipedia, online libraries etc. In this way, our trainee-teachers mobilise varied learning resources to their allotted schools during internship.



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

### 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

<ol style="list-style-type: none"> <li>i. Installation of Operating systems, Windows, installation of essential Software and Utilities;</li> <li>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.</li> <li>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.</li> <li>iv. Teaching with a multimedia e-content developed by the student.</li> </ol>
---





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal

4/6/2023, 11:41:21 AM

Skip to Main Content Skip to Navigation Text Size: A- A A+ Sitemap Search Language

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
National Council of Educational Research and Training

eपाठशाला  
learning on the go

Home About Epathshala Access eResources (QR code) Contact

### Students

- eTextbooks**  
Access digital textbooks for all classes on this portal
- Supplementary Books**  
Access graded learning materials on this portal
- Events**  
Participate in exhibitions, contests, festivals, workshops, etc.
- eResources**  
Access audios, videos, interactives, images, maps, question banks, etc.

Not secure | olabs.edu.in/?pg=topMenu&id=53

OLABS  
Funded by MeitY  
Ministry of Electronics and Information Technology

AMRITA  
सि डेक  
CDAC

Home About In the news Workshops Training Registration Contact us Login Languages

### Biology

#### Class 12

- Study of Pollen Germination
- Studies on Turbidity, pH and Microbial Presence in Water
- Study of Physical Properties of Soil
- Study of pollutants in Air
- Study of plant population frequency by quadrat
- Study Mitosis in Onion Root Tip
- Action of Salivary Amylase on Starch

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

- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

ncert.nic.in/textbook.php

10/16/2023, 7:37:54 PM | Beta Version

Skip to main content | Skip to navigation | Screen Reader Access | Text Size: A - | A + | Site View | Language

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
National Council of Educational Research & Training

Home About Constituents and Departments Programmes Gallery Publication Announcement Contacts

## Textbooks PDF (I-XII)

..Select Class.. ..Select Subject.. ..Select Book Title.. Go

### Welcome to the Online Textbooks Section

This online service offers easy access to the NCERT textbooks. The service covers textbooks of all subjects published by NCERT for classes I to XII in Hindi, English and Urdu. The Entire book or individual chapters can be downloaded provided the terms of use as mentioned in the Copyright Notice is adhered to.

#### Copyright of NCERT Textbooks and terms of use

Please note that the NCERT textbooks are copyrighted.

While copies of these textbooks may be downloaded and used as textbooks or for reference, republication of NCERT textbooks by any other individual or agency is strictly prohibited. No agency or individual may make electronic or print copies of these books and redistribute them in any form whatsoever. Use of these online books as a part of digital content packages or software is also strictly prohibited. No website or online service is permitted to host these online textbooks.

Links may however be provided with written permission from the NCERT.

#### Discouraging Piracy

In order to discourage piracy, the online textbooks carry a watermark on all pages declaring the copyright of NCERT. DO NOT BUY OR SELL electronic or printed books with watermarked pages.

Please bring to our notice any infringement or violation of copyright and commercial exploitation of these textbooks.

Join us in the Education for All mission . Help us reach these textbooks to children, teachers and schools.

Help us Improve our services. Send your comments, suggestions or queries to [dceta.ncert@nic.in](mailto:dceta.ncert@nic.in)

#### Rationalised Textbooks



Low cost no cost teaching Aids developed by our trainees on Mathematics

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

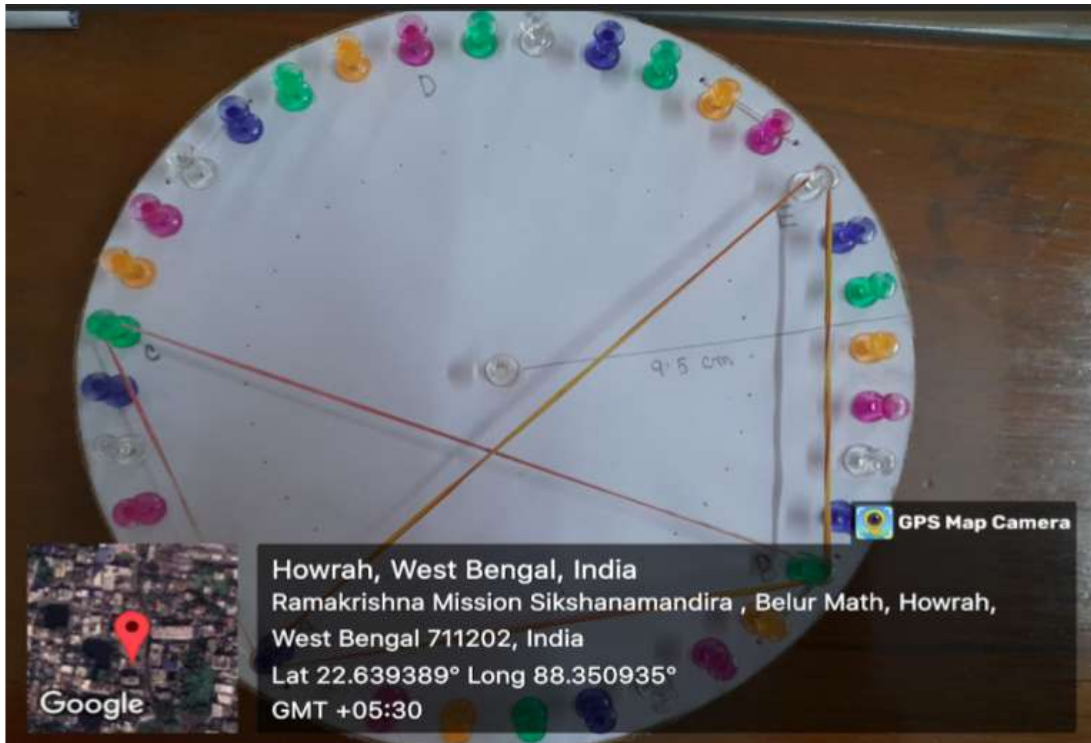
- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Low cost no cost teaching Aids developed by our trainees on Mathematics



Low cost no cost teaching Aids developed by our trainees on Mathematics

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

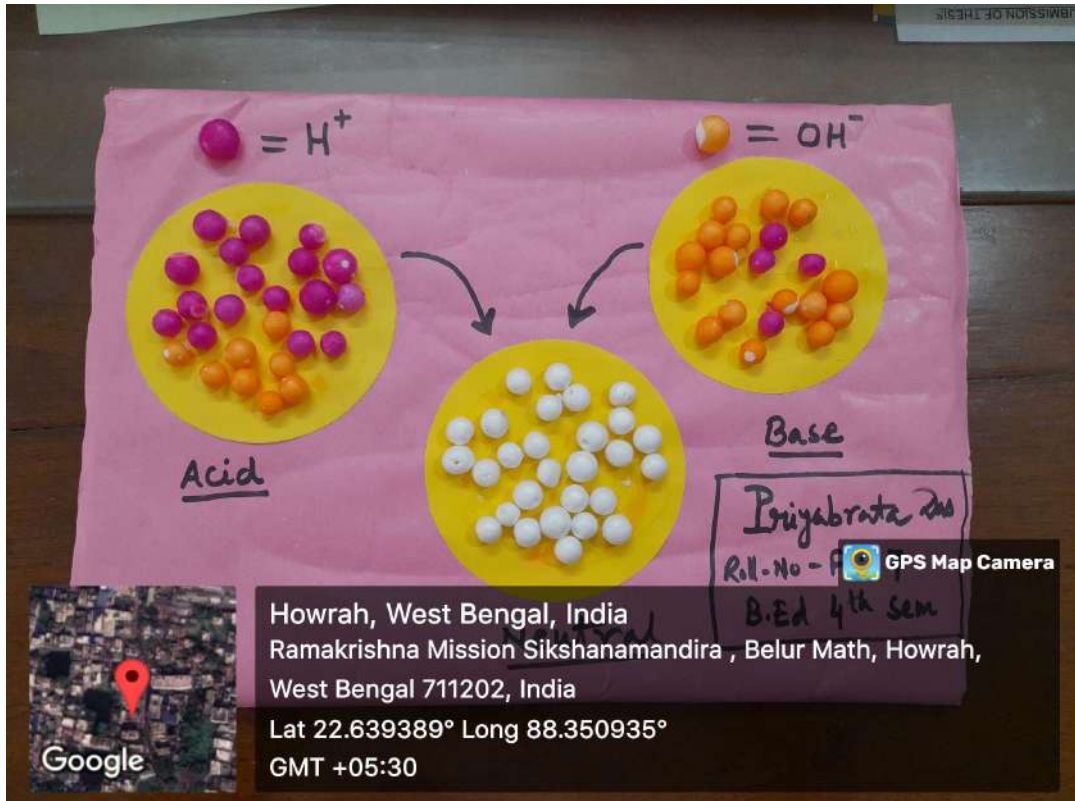
- Swami Vivekananda



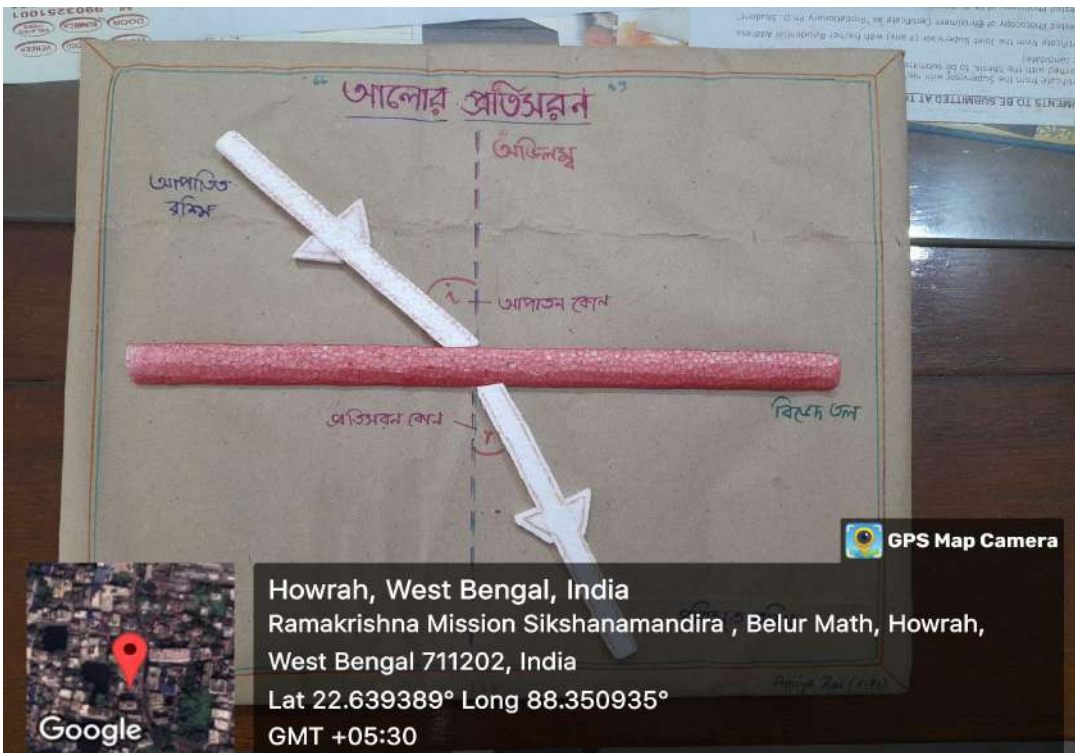


# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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



Low cost no cost teaching Aids developed by our trainees on Science



Low cost no cost teaching Aids developed by our trainees on Science

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

- Swami Vivekananda



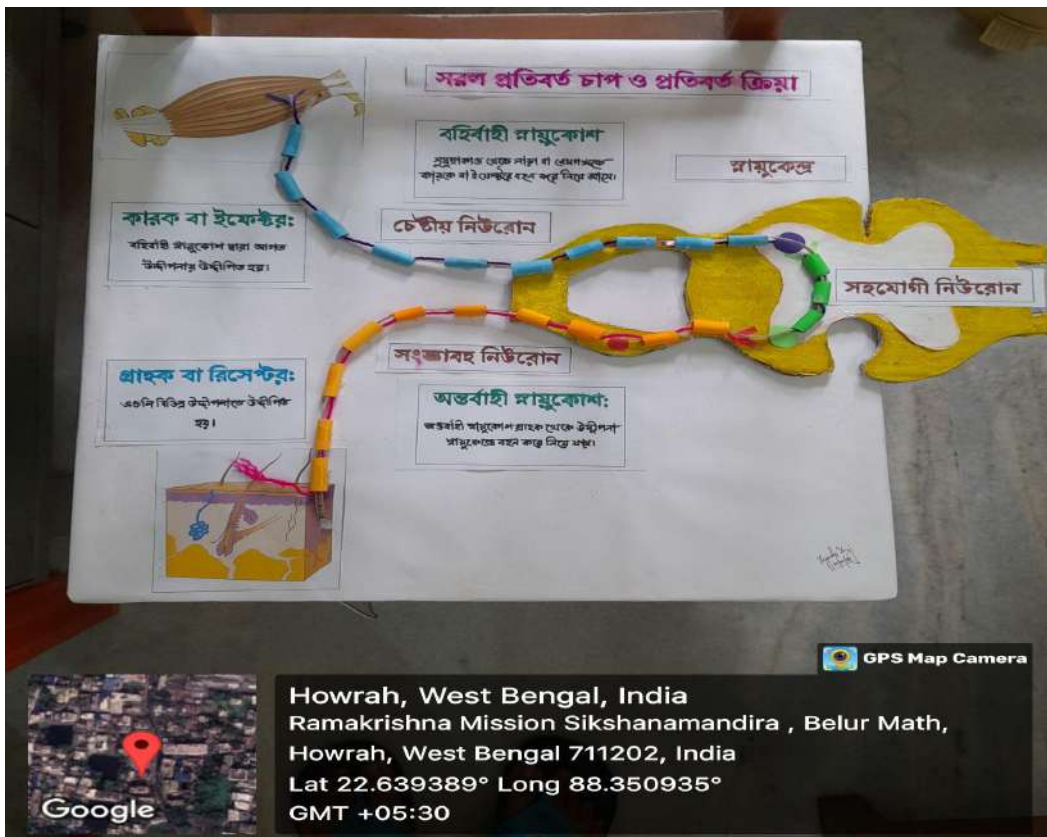
# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Low cost no cost teaching Aids developed by our trainees on Science



Low cost no cost teaching Aids developed by our trainees on Science

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

- Swami Vivekananda





## 10. Evolving ICT based learning situations

Ramakrishna Mission Sikshanamandira is well equipped with ICT components. Every classroom of Sikshanamandira is ICT enabled. Equipment like computers, overhead projectors, audio system, amplifiers, wifi, high speed internet etc. help our trainee-teachers become proficient in ICT based operations. Later, this proficiency helps them perform different official and academic tasks using computers in their respective schools during internship. This in-house practice is evident in our B.Ed. curriculum. For example, the core course on Integration of Advanced Technology is designed in such a way that the trainee teachers can get hands-on training in ICT skills. During this course, trainee teachers learn the installation of operating systems, Windows, installation of essential Software and Utilities. They also trained to operate hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word), Spreadsheet (MS Excel) and Slide Presentation (PPT); and can create Google Docs, Google Classrooms, different online assessment tools like Google forms.

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 Advanced Technology – 50 Marks

(Theory – 40 & Practicum - 10)

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

- a. Understand the social, economic, security and ethical issues associated with the use of ICT
- b. Identify the policy concerns for ICT
- c. Describe a computer system;
- d. Operate the Windows;
- e. Use Word processing, Spread sheets and Presentation software;
- f. Acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- g. Operate on Internet with safety
- h. Elucidate the application of ICT for Teaching Learning Pedagogy
- i. 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>a) 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>b) Aims and Course Learning Outcome of National Mission on Education through ICT (NMEICT), Virtual laboratory and Haptic technology.</li><li>c) National Policies &amp; their recommendations on Information and</li></ol>
---	--



	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

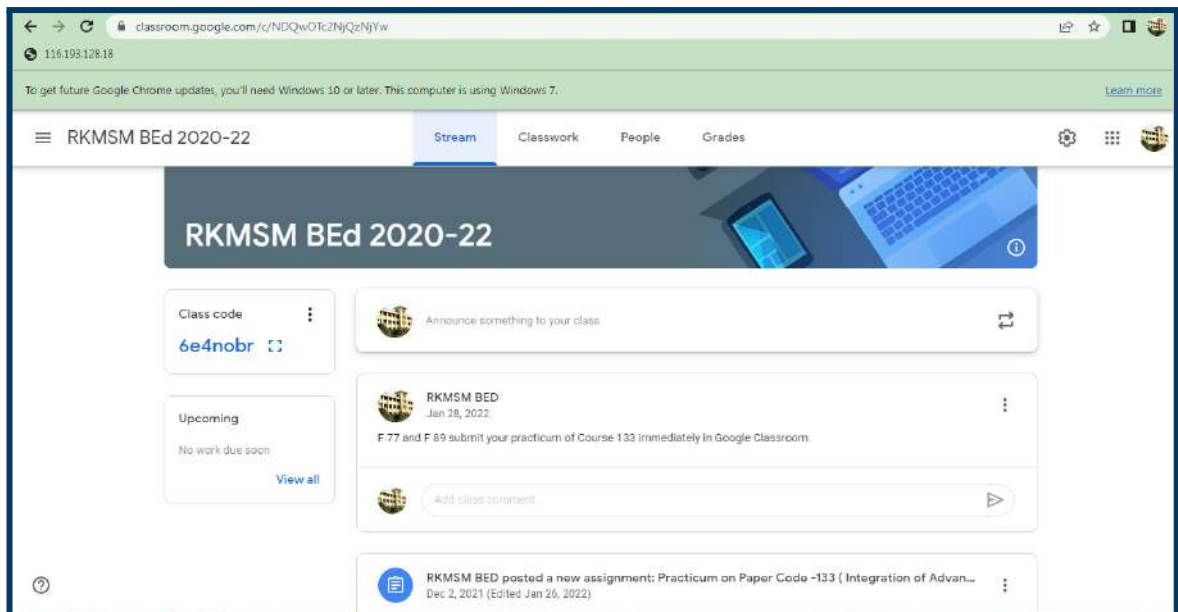
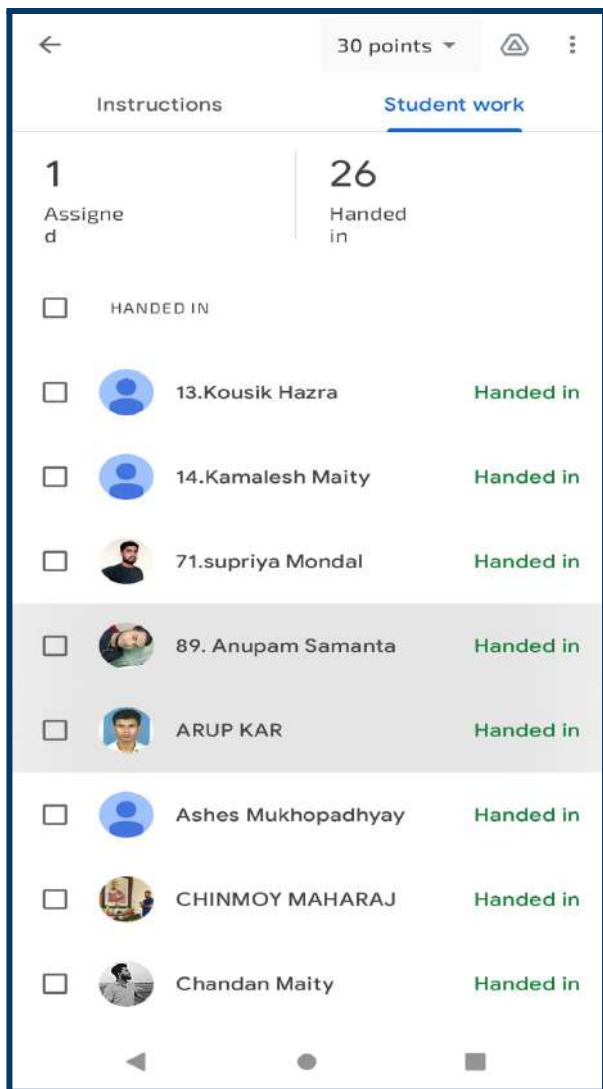
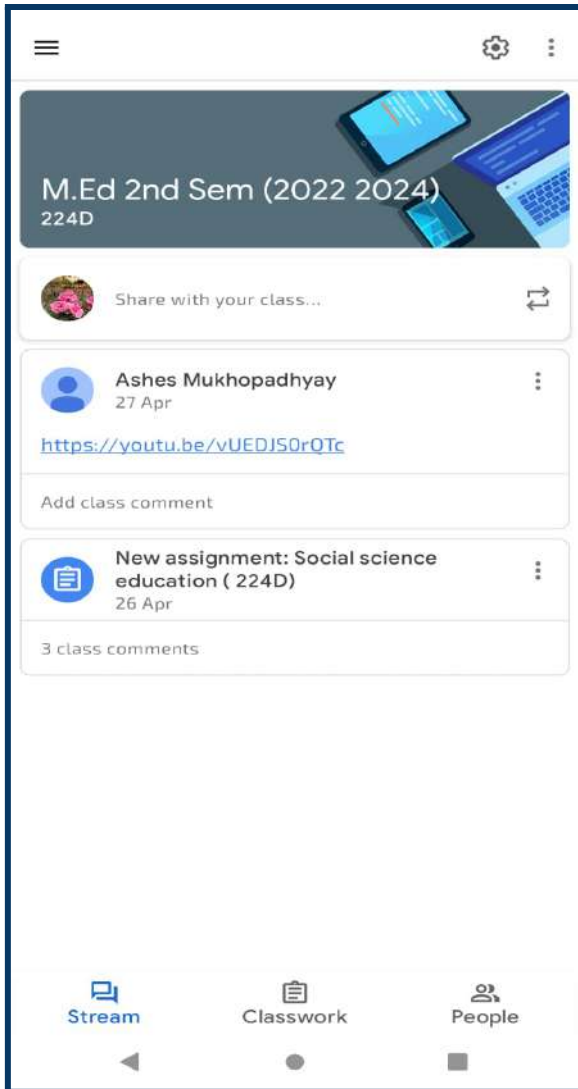
i.	Installation of Operating systems, Windows, installation of essential Software and Utilities;
ii.	Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/ Libre Office), spread sheet 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.



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal




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

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

- Swami Vivekananda





Section 1 of 2

## Feedback Sheet of Class Observation by Peer group Trainee

By PEER GROUP TRAINEE

Name of The Trainee under observation : \*

Short answer text

Roll No. of the Trainee under observation : \*

Short answer text

Class: \*

B.Ed

Questions Responses **2,041** Settings



Section 1 of 2

## Feedback Sheet of Class Observation by Observer

By OBSERVER

Name of The Trainee under observation : \*

Short answer text

Roll No. of the Trainee under observation :

Short answer text

Class:

B.Ed



## 11. Exposure to Braille /Indian languages /Community engagement

Since Sikshanamandira has an extraordinary inclusive set-up, the use of Braille books and plates at the entrance of every classroom, faculty's room makes our campus a diverse one. Besides, our differently abled students use these resources with the ease of access. These are evident in our robust physical infrastructure. The Library of Sikshanamandira has a collection of 375 Braille books as learning resources for visually impaired students.

Regarding community engagement, the trainee-teachers of B.Ed. collaboratively participate in different activities like blood donation camp, Swachh Bharat Abhiyan, garment distribution, awareness campaigns etc. round the academic year. This not only increases their joint involvement but also increases their capacity to work in groups. All these help them to train their prospective students to develop a mindset for working in groups during the internship. In our curriculum, Community Activity comprises 50 marks, 50 hours and 2 credits. The trainee-teachers participate in various community activities such as cleanliness of the campus and beautification, Cleaning of furniture, gardening, cultural programmes, Field Trip / Excursion, celebration of National Festivals, Teachers Day, World River Day, Tree plantation programme etc.. They are trained to organise rallies or campaigns on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc. Some documentary records are given below.

### 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>



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Community Activity through River bank tree plantation drive

## 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.

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

- Swami Vivekananda





# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711 202, West Bengal



Community engagement activity via garments distribution drive before Durga puja

## Organising seminar/workshop on Indian languages

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

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

- Swami Vivekananda



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

Belur Math, Howrah - 711202, 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

**OFFLINE  
OFFLINE  
OFFLINE**

**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

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

- 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

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



Revered principal Maharaj of Ramakrishna Mission Sikshanamandira felicitated the speakers of Indian Sign Language Interpretation workshop



Small group of trainees are actively undergo in the “Skill Development on Indian Sign Language Interpretation” worksop

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

- Swami Vivekananda



**Braille Facilitation**



Braille plate at the Entrance of Every faculty Room



Braille books available in our institutional library (There are more than 250 such books)