



RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

Details of the activities carried out during last completed academic year in respect of each response indicated



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




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1. Workshop sessions for effective communication

Students are encouraged in various ways for effective communication in Ramakrishna Mission Sikshanamandira. A Digital Hygiene Workshop held on Monday, 13th March 2023, from 11:00 AM to 01:00 PM, featured Jaydeep Das Gupta, an esteemed Editor at News Sense and a Trainer affiliated with the GNI India Training Network as the speaker. The workshop was conducted with the aim to raise awareness and educate participants about maintaining healthy digital habits and practices. With the increasing integration of technology in our lives, the workshop sought to address the importance of maintaining a balanced and responsible approach towards digital devices and online activities. 86 Students participated in the event.

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Belur Math Howrah - 711 202 West Bengal

Notice

This is to notify all the faculty members and all the B.Ed. 1st Year students of 2022-24 Session that a Workshop on “**Importance of Digital Hygiene and Fighting Misinformation in the Digital Age**” will take place at Nivedita Hall on Monday, **13.02.2023** from **11:00 AM** to **1:00 PM**. Sri **JAYDEEP DAS GUPTA**, Editor, News Sense and Trainer, GNI India Training Network will act as the resource person. **Students are requested to register themselves at the venue by 10:30 AM positively.**

Date: 11.02.2023

s/d
Swami Vidyamritananda
Principal (Offg.)



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- Swami Vivekananda



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Inaugural of workshop on "Digital Hygiene"



Revered principal Maharaj of Ramakrishna Mission Sikshanamandira felicitated the speakers of "Digital Hygiene" workshop

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- Swami Vivekananda 3



Discussion sessions of workshop on "Digital Hygiene"

2. Simulated sessions for practising communication in different situations

Competency of effective communication is also developed among the trainee-teachers through repeated practice in simulated situations. The B.Ed curriculum provides ample scope for this. The communicative Skill is distributed in all the four semesters of B.Ed. curriculum with 25 marks in each. In Course 128, Unit III, the Non-verbal Communication and Body Language and in Course 136, Unit I the Oral Communication part are the areas where trainee-teachers practise different situational simulation sessions like one-to-one communication, Intrapersonal communication, Interpersonal communication, Small group communication etc. Other modes of communication like Technology Based Communication like Message, Telephone, Computer-mediated communication, Netiquettes etc. are practised in the Unit II of Course 136.

Here, the B.Ed. Curriculum with the Communicative Skill Portion of all four Semesters are presented.

In addition, our language lab is well equipped with a communication device which connects thirty two learners at the same time to interact with each other or communicate with the instructor and solve the assigned problems. The device-Sanako 400- is installed in the language lab with sixteen user audio panels, amplifiers and a media storage unit. This equipment helps our teachers teach a language in an effective way. Apart from that, classes are also taken using MS-PPT presentations. Thus our trainee-teachers have an ample scope to practise communication for simulated sessions in our language lab.



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

Unit- I: Introduction to Communication	a) Purpose of communication; b) Process of communication; c) Barriers to communication; d) Measures to overcome the barriers.
Unit- II: Types of Communication	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.
Unit- III: Listening Skill	a) Classification of listening; b) Listening process; Purpose of listening; c) Common barriers to the listening process and measures to overcome.

Course – 128

Communicative Skill - 2 (EPC -2B) - 25 Marks

Contents

Unit- I: Reading Skill	a) Purpose of reading; b) Skimming and Scanning; c) Understanding the gist of an argument; d) Identifying the topic sentence; e) Inferring lexical and contextual meaning; f) Improving comprehension skill.
Unit- II: Writing Skill	a) Note taking; b) Paraphrasing c) Elements of writing sentence formation; d) Précis, Paragraph writing.
Unit- III: Non-verbal Communication & Body Language	a) Forms of Non-verbal communication; b) Effective use of body language; c) Interpreting body language-Cues, Kinesics, Proxemics, and Chronemics.



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Course – 136

Communicative Skill - 3 (EPC -2C) - 25 Marks

Contents

Unit I Oral Communication	a) Advantages and disadvantages of Oral communication; b) Improving Oral communication; c) One-to-one Oral communication; d) Oral presentation; e) Brainstorming.
Unit II Technology based Communication	a) Netiquettes; b) Effective e-mail messages; c) PowerPoint presentation; d) Using computer software.

Course – 147

Communicative Skill - 4 (EPC -2D) - 25 Marks

Contents

Unit I Pronunciation Practice	a) Speech Rhythms; b) Breaking larger utterances into meaning chunks; c) Intonation patterns and their use.
Unit II Vocabulary and Grammar	a) Situational use of vocabulary; b) Basic grammar; c) Transformation of sentences; d) Narration change and change of voice.





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3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’

At Ramakrishna Mission Sikshanamandira, students are encouraged to actively participate in various institutional activities as anchors, discussants, or rapporteurs. These roles provide valuable opportunities for students to develop their communication and leadership skills. Participating in these roles not only enhances students' communication and leadership abilities but also fosters their confidence, teamwork, and organisational skills within the institutional setting of Ramakrishna Mission Sikshanamandira.

Here's an overview of these roles:

Topic: Talent Search Programme

Anchoring By: Debanjan Chatterjee (B.Ed. trainee of Session 2022-24, Ramakrishna Mission Sikshanamandira)

Date: 29th August, 30th August and 31st August, 2022



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Topic: Teachers' Day celebrations

Anchoring By: Debanjan Chatterjee (B.Ed. trainee of Session 2022-24, Ramakrishna Mission Sikshanamandira)

Date: 5th September, 2022



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- Swami Vivekananda 8



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Topic: Puja Social 'আগমনী'

Anchoring By: Debanjan Chatterjee (B.Ed. trainee of Session 2022-24, Ramakrishna Mission Sikshanamandira)

Date: 28th September, 2022



Topic: Saraswati Puja 2021 celebration

Discussant By: B.Ed. and M.Ed. Trainees of Ramakrishna Mission Sikshanamandira

Date: 26 Jan, 2023



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- Swami Vivekananda 9



Topic: Seminar on 'Yoga for Health and Wellness'

Rapporteur By: B.Ed. and M.Ed. Trainees of Ramakrishna Mission Sikshanamandira

Date: 11th March, 2023



4. Classroom teaching learning situations along with teacher and peer feedback

During internship in schools, trainees of Sikshanamandira have the opportunity to engage in various classroom teaching and learning situations. These situations provide practical experience and help them develop their teaching skills. Here are some common classroom teaching-learning situations encountered during internship:

learning Designs and Delivery:

- Trainees plan and prepare learning designs (LD) based on specific learning objectives and curriculum guidelines.
- They deliver these LD's to the students, employing various teaching strategies and techniques to facilitate learning.
- The focus is on engaging students, promoting active participation, and delivering content effectively.

Classroom Management:

- Trainees learn how to create a positive and conducive classroom environment. They establish routines, manage student behaviour, and maintain discipline.



- Classroom management strategies include setting expectations, organising materials, and using effective communication techniques.

Individualised Instruction:

- Trainees work with students individually or in small groups to provide personalised attention and support.
- They identify students' learning needs, develop appropriate instructional strategies, and offer targeted assistance to enhance understanding and skill development.

Assessment and Evaluation:

- Trainees are involved in assessing student learning through various methods such as quizzes, tests, projects, and presentations.
- They learn to evaluate student performance, provide constructive feedback, and identify areas for improvement.
- Assessment practices aim to monitor student progress and inform instructional decisions.

Collaborative Learning:

- Trainees encourage collaborative learning by organising group activities, discussions, and projects.
- They foster teamwork, communication, and problem-solving skills among students.
- Trainees facilitate interactions and guide students in exploring and constructing knowledge together.

By experiencing these classroom teaching-learning situations, trainees gain valuable insights into the realities of teaching, develop their instructional abilities, and refine their teaching approaches in a real-world educational setting.

Here's an overview of their roles evaluated by teacher and peer feedback:

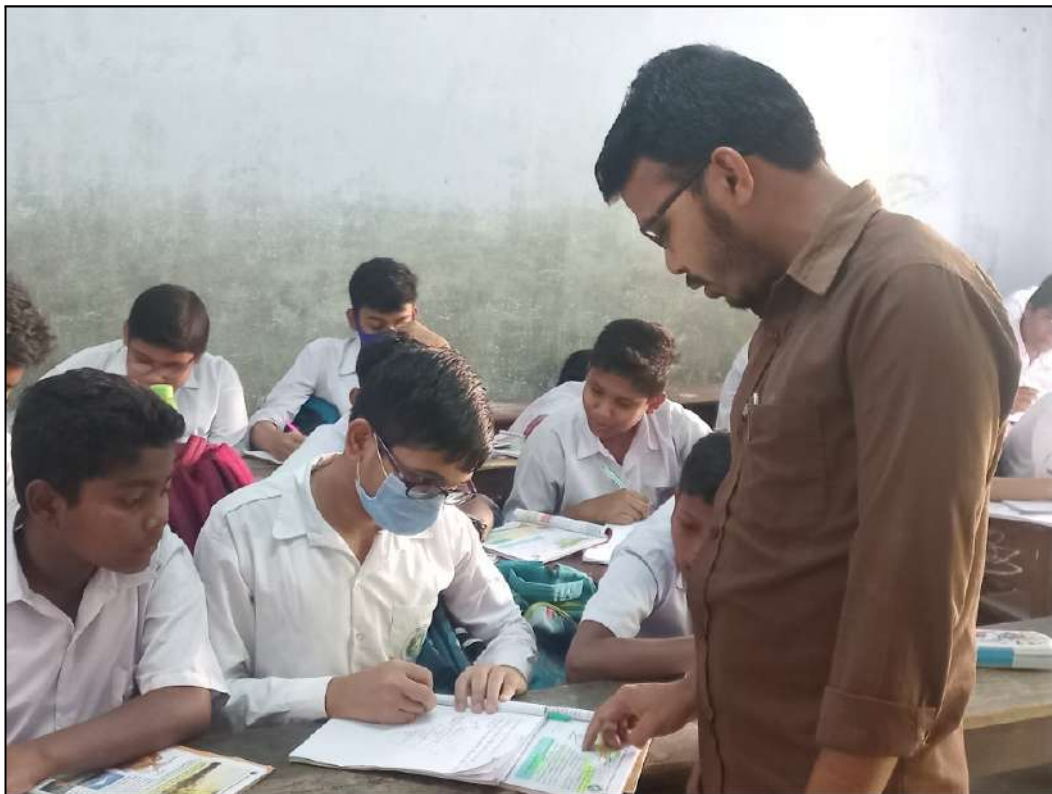


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Classroom teaching learning situations



Classroom teaching learning situations

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PRACTICE TEACHING 20.21..... / 20.22.....

PEER FEEDBACK PROFORMA

Name of the Trainee : Amit Choudhary

Roll No. : F36

Class : IX

Subject : Hindi

Date : 04/04/2023

1. a. Voice :- Good
b. Exposition :- fantastic
c. Delivery :- Excellent
2. Questioning :- Sufficient and relevant
3. Use of Teaching Aids :- Yes
4. Use of Blackboard :- Sufficient
5. Student Participation :- Very active
6. Lesson Plan :- Yes, executed as per plan
7. Command over the Subject :- Outstanding
8. Attention to the whole class :- fine
9. Classroom Management :- Very good
10. Remarks (if any) :- Very well keep it up

Name of Observer Trainee :

Roll No. :

Ram Krishna Upadhyay

F09

Peer feedback



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PRACTICE TEACHING 20...22/20...23.....

PEER FEEDBACK PROFORMA

Name of the Trainee : Hemanta Sarda Roll No. : F 50

Class : VIII/A Subject : Sanskrit Date : 21/05/23

1. a. Voice :- not at all
b. Exposition :- not
c. Delivery :- well delivered,
2. Questioning :- objektive.
3. Use of Teaching Aids :- used.
4. Use of Blackboard :- used.
5. Student Participation :- well participated.
6. Lesson Plan :- used.
7. Command over the Subject :- good.
8. Attention to the whole class :- was.
9. Classroom Management :- very good.
10. Remarks (If any) :- A

Name of Observer Trainee : Hemant Sarda Roll No. : F 10

Peer feedback

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Feedback From Practice Teaching School Teachers

Name of the Practice Teaching School.....BELUR GIRLS HIGH

SCHOOL (H.S).....

Name of the Observer.....SARMISHA MUKHERJEE.....

Name of Trainee.....PRITAM CHAKRABARTY.....

Roll No.....F-11..... Session.....2021-2023.....



CLASS: 8 SUBJECT: Bengali DATE: 11/04/2023

1. VOICE, PRESENTATION:

(a) Voice: The voice is impressive. Even, it can be heard from the last bench.

(b) Presentation: The presentation is good, He has to work on it further.

2. QUESTIONING: This skill has been properly exercised in the classroom.

3. USE OF TEACHING AIDS: The teaching-learning materials needs to be improved with a few changes. otherwise, it is good.

4. USE OF BLACK BOARD: The use of black board has been sufficiently taken into account during the entire class.

5. STUDENT PARTICIPATION: Students have participated throughout the entire class.

6. LESSON PLAN: It has been prepared in a proper manner with a set of learning objectives.

7. ATTENTION TO THE WHOLE CLASS: The teacher has paid his attention to the entire class.

8. CLASSROOM MANAGEMENT: The teacher needs to work on this a little bit.

9. REMARKS (if any): The presentation and the command over the language is quite gripping.

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

Observer's Signature
Headmistress
Belur Girls' High School (H.S.)
11/04/2023

Teacher feedback



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Feedback From Practice Teaching School Teachers

Name of the Practice Teaching School.....*Sapwipara Janta Adarsh vidyalaya*

Name of the Observer.....*SUBHENDU DUTTA*

Name of Trainee.....*Sanjay Kera*

Roll No.....*F-81*..... Session.....*2021-2023*



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CLASS : W/11 SUBJECT : Hindi DATE : 12/04/2023

1. VOICE, PRESENTATION: Voice is clear, audible and prominent so that it can be heard from the last benches.
(a) Voice :
(b) Presentation : The presentation is appropriate and systematic.
2. QUESTIONING: Need to follow the way of asking questions. more class should be given to hit the.
3. USE OF TEACHING AIDS: The teaching AAs are used according to the topic to be.
4. USE OF BLACK BOARD: Blackboard is properly used but need to improve the legibility of the handwriting.
5. STUDENT PARTICIPATION: The overall participation of the students is good.
6. LESSON PLAN: The lesson plan is appropriate and signed by the master and written in proper format.
7. ATTENTION TO THE WHOLE CLASS: Attention to the whole class is not satisfactory.
8. CLASSROOM MANAGEMENT: Overall classroom management is good and systematic.
9. REMARKS (if any): Asking questions should be developed.
10. OVERALL EVALUATION : A + / (A) / B+ / B / C+ / C

Subhendu Dutta
Observer's Signature

Teacher feedback