



RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**

Documentary evidence in support of each response selected



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



1. Preparation of lesson plans:

To develop adequate skills in trainee-teachers at RKM Sikshanamandira for effective use of Information and Communication Technology (ICT) in the teaching and learning process, a comprehensive approach is essential. Here are some steps and strategies that are employed to achieve this goal:

ICT Integration Special Sessions:

Conducting regular workshops and training sessions for trainee-teachers to familiarise them with ICT tools and resources and providing hands-on training on using computers, tablets, projectors, and relevant software.

Digital Literacy Training:

Ensuring that trainee-teachers are proficient in basic computer skills, including file management, internet browsing, and troubleshooting common issues.

Lesson Planning with ICT:

Teaching trainee-teachers how to integrate ICT into lesson planning and emphasising the importance of aligning technology use with learning objectives.

Access to Educational Resources:

Providing access to a repository of digital educational resources, including e-books, educational websites, and online journals.

Online Course Management Systems:

Familiarising trainee-teachers with learning management systems (LMS) such as Moodle or Google Classroom for organising and delivering course materials.

Powerpoint Presentations through overhead projector:

Training teachers in using powerpoint presentation through overhead projector effectively for engaging lessons.

Creation of Digital Content:

Teaching trainee-teachers how to create multimedia content, such as presentations, videos, and interactive quizzes.

Internet Safety and Digital Citizenship:

Educating trainee-teachers and students about online safety and responsible digital citizenship.



Collaborative Learning and Communication:

Encouraging the use of online collaboration tools, such as discussion forums, video conferencing, and email, to foster communication and teamwork.

Assessment and Feedback:

Explaining how to use ICT for formative and summative assessment, including online quizzes and grading tools.

Pedagogical Training:

Helping trainee-teachers understand pedagogical strategies for effective ICT integration, such as blended learning, flipped classrooms, and personalised learning.

Continuous Support and Troubleshooting:

Establishing a support system for trainee-teachers and addressing their concerns and technical issues promptly.

Real-world Application:

Provide opportunities for trainee-teachers to practise what they've learned by incorporating ICT into actual teaching sessions.

By implementing these strategies, RKM Sikshanamandira ensures that trainee-teachers develop the skills necessary for the effective use of ICT in the teaching and learning process, including the preparation of lesson plans that incorporate technology in a meaningful and pedagogically sound manner. Some of the samples of digitally prepared lesson plans are given below to corroborate the claim.



Preparing Digital Lesson Plan

LEARNING DESIGN

SCHOOL-UTTARPARA GOVT. HIGH SCHOOL	SUBJECT- CHEMISTRY
CLASS-XI	UNIT- STEREOCHEMISTRY
DATE- 29.03.2022	SUB UNIT –
DURATION- 40 MIN	1. CONCEPT OF STEREOCHEMISTRY
TEACHER- Suman Mondal	2. STEREOISOMER
ROLL NO- F-42.	3. CONSTITUTIONAL ISOMER.
	TODAY'S TOPIC- STEREOISOMER.

LEARNING GOALS/OBJECTIVES

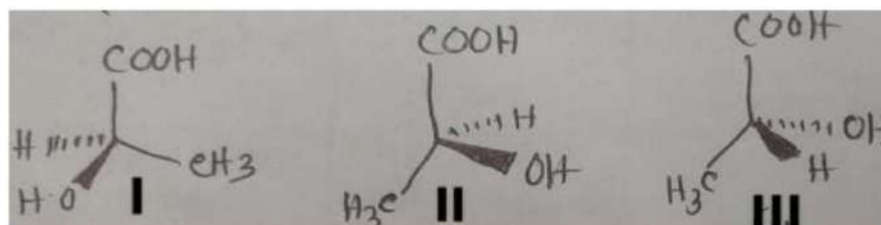
Remembering	a)Students know the concept of chiral carbon and Condition of having Chiral molecule. b) Students know the chiral center and Stereogenic Carbon center-
Understanding	a)Students understand the difference bet? Constitutional and Stereo isomer. b)Students Understand the difference bet and E12 Configuration.
Applying	a)Students can apply their knowledge to identify enantiomer and diastereomers. b)students can apply their knowledge to identify active and meso compound.



Analyzing	a) Students can analyze the energy among all conformation of n-butane. b) Students Can analyze Newman and sawhorse configuration. with proper projection formula.
Evaluating	a) Students can evaluate the importance of stereochemistry in daily life. b) Students can evaluate the difference between gauche and staggered conformation.
Creating	a) Students can create a model of Tartaric and with proper configuration. b) Students can make a cis and trans isomer with ball and Stick model.

ANALYZE THE LEARNER CONTEXT

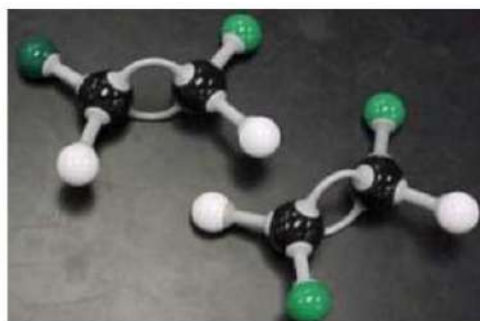
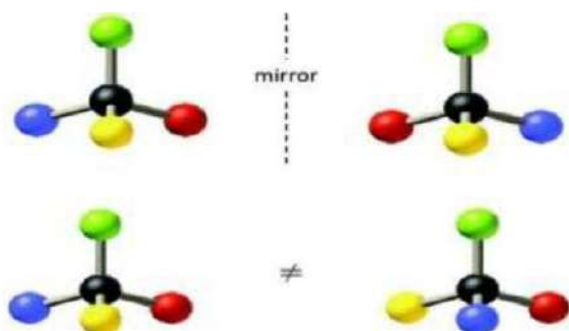
1. Students know the energy difference between gauche and staggered form of n-butane.
2. Students know the relationship between all these I, II, III three compounds.





TEACHING LEARNING MATERIALS

1. Chalk 2. Duster 3. Blackboard 4. Book 5. Charts and Models.





TEACHING LEARNING STRATEGIES

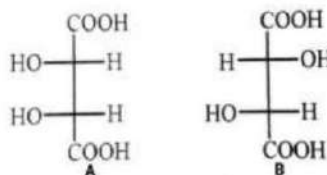
Concept	Teacher's role	Student's role	Black Board work
Classification of Stereoisomer	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of stereoisomers with proper classification and chart.</p>	<p>Students will understand the concept then interact with teacher regarding their doubts.</p>	
Conformational isomer	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of Conformational isomers with proper classification and Model.</p>	<p>Students will understand the concept then interact with teacher regarding their doubts.</p>	



HOME ASSIGNMENT

1. How you will separate diastereomeric pair Compounds?

2. Between compound A and B which will be optically active and which one optically inactive and why?



3. What is the difference between Cis/Trans and E/Z isomer?

DIAGNOSIS OF WEAKNESSES FOR REMEDIAL CLASSES

After Evaluation, remedial class will be arranged for weak and unsuccessful students (if any) where the Problem arising part of the topic I will be taught again with effective teaching strategies and more easy and interesting way.



<p>Emanations and Diastereomers</p>	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of Stereoisomers with proper classification and chart</p>	<p>Students will understand the concept then interact with teacher regarding their doubts.</p>	
<p>Cis/Trans and E/Z isomers</p>	<p><u>Lecture cum Demonstration Method</u></p> <p>Teacher will teach the concept of Cis/Trans and E/Z with proper classification and Model.</p>	<p>Students will understand the concept then interact with teacher regarding their doubts.</p>	

DESIGN FOR EVALUATION

1. what is the difference between Enantiomer and Diastereomer?
2. what is the difference between conformational and Configuration isomer?
3. Draw the two isomer of C_2H_6O molecular formula.



Learning Design

<u>School</u> : Uttarpara Govt. High School	<u>Subject</u> : Physical Science
<u>Class</u> : x	<u>Unit</u> : Behavior of Gases
<u>Time</u> : 45 Mins	<u>Sub-Unit</u> :
<u>Date</u> : 05.04.2022	<ul style="list-style-type: none">• Pressure and volume• Boyle's law• Charles's law• Absolute temperature scale• Combination of Boyle's & Charles's laws• Avogadro's Hypothesis & ideal gas
<u>Teacher</u> : Bhairab Singha (F-09)	<u>Today's lesson</u> : Combination of Boyle's & Charles's laws

➤ Learning Objectives :

After completing the lesson the students will be able to

Remembering	<ol style="list-style-type: none">1. Tell the formula of combined gas law.2. Remember that temperature should always be in Kelvin scale.
Understanding	<ol style="list-style-type: none">1. Understand how the formula of combined gas law is formed.2. Demonstrate the formula.
Applying	<ol style="list-style-type: none">1. Solve different types of problem about combined gas law.
Analysing	<ol style="list-style-type: none">1. Analyse how Boyle's and Charles's laws are combined.2. Analyse why temperature should always be in Kelvin scale in that formula.
Evaluating	<ol style="list-style-type: none">1. Evaluate the problems regarding combined gas law.



Creating	<ol style="list-style-type: none"> 1. Represent the formula in chart. 2. Apply this formula in higher courses.
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➤ Analysing Learners and Context :

To understand the primary behavior and previous knowledge of the students the following questions will be asked:

1. State Boyle’s law.
2. What is the mathematical formulation of Boyle’s law?
3. State Charles’s law with respect to absolute temperature scale.

➤ Learning Materials :

1. Textbook : Physical Science & Environment, class x, Calcutta Book House.
2. Supporting Materials : Chalk, Duster, Blackboard, Chart.

➤ Learning Strategies :

Learning Areas	Related Strategies
Combination of Boyle’s & Charles’s laws	<p>By using lecture and demonstration method with questioning, the formula will be established.</p> <p>Let us suppose, amount of gas = n mole, temperature = T K, pressure = P, volume = V.</p> <p>Q: State Boyle’s law.</p> <p>A: The pressure and volume of a gas are inversely proportional to each other as long as the temperature and the quantity of the gas are kept constant.</p> <p>Therefore, $V \propto 1/P$, when n & T are constant (i)</p> <p>Q: State Charles’s law regarding absolute temperature.</p> <p>A: The Kelvin temperature and the volume will be in direct proportion when the pressure and the quantity of the gas are kept constant.</p> <p>Therefore, $V \propto T$, when n & P are constant..... (ii)</p> <p>Then from (i) and (ii), it follows that $V \propto T/P$ or, $V = k * T/P$, $k = \text{constant}$. So, $(PV)/T = k$ (iii)</p>



	<p>For an n mole quantity of gas, if volume is V_1 in pressure P_1 and temperature T_1 and volume is V_2 in pressure P_2 and temperature T_2, then</p> $(P_1 V_1)/T_1 = (P_2 V_2)/T_2 \dots\dots (*)$
A simple problem and solution	<p>A problem will be presented in the blackboard and it will be solved by problem solving method.</p> <p>Q: The initial volume of a gas is 6L and its final volume is 3L. Find out the final pressure of the gas such that the initial temperature is 0°C while the final temperature is 200K. Moreover, 25K Pa is the initial pressure.</p> <p>A: Here, $P_1 = 25\text{ K Pa}$, $V_1 = 6\text{ L}$, $T_1 = 273 + 0 = 273\text{ K}$ and $V_2 = 3\text{ L}$, $T_2 = 200\text{ K}$.</p> <p>Then $(P_1 V_1)/T_1 = (P_2 V_2)/T_2$ or, $(25 * 6)/ 273 = (P_2 * 3)/ 200$ or, $P_2 = 36.626\text{ K Pa}$, which is the final pressure.</p>

➤ Design for Evaluation :

1. Derive the formula of combined gas law.
2. Why the temperature should always be in Kelvin scale in that formula?
3. The initial volume of a gas is 10L and its final volume is 20L. Find out the final pressure of the gas such that the initial temperature is 0°C while the final temperature is 373 K. Moreover, 50K Pa is the initial pressure.

➤ Diagnosing the weakness for remedial class :

If students have weakness in today's lesson then remedial classes will be arranged.



Learning Design (Physical Science)

Name of the School : Uttarpara Amarendra Vidyapith	Subject : Physical Science
Class : VIII	Teaching unit : Work and Energy
Time/Duration : 45 min.	Subunit : (i) Work
Date : 04.04.2022	*(ii) Energy
Name of the teacher : Suman Halder (F-32)	Today's Lesson : Energy

Learning Goals : after completing the unit Student unit will be able to :

Remembering	*Write the meaning of Energy (Factual knowledge) *Name the different type of source of energy (Factual Knowledge)
Understanding	*Discuss in small group how certain sources of energy are due to the sun (conceptual knowledge) *Illustrate what kind of energy is used by fire crackers (conceptual knowledge)
Applying	*Solve the energy possessed by an object of mass 10 Kg when it is at a height of 6 m above the ground. Consider $g = 9.8 \text{ ms}^{-2}$ (Procedural knowledge) *Examine, the two either, say A and B. Let us say they weigh the same. Both start climbing up a rope separately. Both reach a height of 8m. Let us say A takes 15s while B takes 20s to accomplish the task. Q1. What is the work done by each? Q2. The work done is the same, However A has taken less time than B to do the work Q3. Who has done more work in a given time say in 1s? (Procedural knowledge)
Analyzing	*Explain the law of Conservation of energy. (Procedural knowledge) *Organize small groups and discuss the various ways of energy conversion in nature. (Procedural knowledge)



Evaluating	*Justify the statement – 'Are there sources of energy which are not due to the Sun. (Procedural knowledge)																												
Creating	*Construct the table by computing the potential energy and Kinetic energy in each case. Gives – An object of mass 20Kg is dropped from a height of 4m. <table border="1" data-bbox="507 696 1361 1238"><thead><tr><th>Height at which object</th><th>Potential energy ($E_p = mgh$)</th><th>Kinetic Energy ($E_k = mV^2/2$)</th><th>$E_p + E_k$</th></tr></thead><tbody><tr><td><u>m</u></td><td><u>J</u></td><td><u>J</u></td><td><u>J</u></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>Just the above the ground</td><td></td><td></td><td></td></tr></tbody></table> <p>(Meta cognitive Knowledge)</p>	Height at which object	Potential energy ($E_p = mgh$)	Kinetic Energy ($E_k = mV^2/2$)	$E_p + E_k$	<u>m</u>	<u>J</u>	<u>J</u>	<u>J</u>	4				3				2				1				Just the above the ground			
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Analyze learners and contents :-

The following question will be asked to the students to determine. Their general characteristics and primary behaviour on the basis of the present lesson.

- Q1. How do green plants produce food?
- Q2. What kinds of energy conversions sustain the water cycle?
- Q3. Why does the air move from place to place?
- Q4. Write an expression for the Kinetic energy of an object?



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<p>3rd phase :-</p> <p>Discuss the sources of energy</p>	<p>The teacher will discuss about the sources of energy on the blackboard.</p> <p style="text-align: center;">SOURCES OF ENERGY:-</p> <p style="text-align: center;">1.SUN</p> <p style="text-align: center;">2.WIND</p> <p style="text-align: center;">3.WATER</p> <p style="text-align: center;">4.ATOM</p> <p>The teacher will explain the sources of energy with discussions and demonstration method. Through active participation of the students.</p>
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Design for Evaluation :-

WORKSHEET

Mark – 10

Q1. Fill in the blanks :- [3]

- a) A torch converts _____ energy into _____ energy (c.k.)
- b) The main source of energy on earth is the _____ (f.k.)
- c) A Kite flies with the help of _____ energy (c.k.)

Q2. Say what kind of energy is used and produced in the following (p.k.) [4]

	Used	Produced
a) Electric bulb	_____	_____
b) Clock	_____	_____
c) Solar cooker	_____	_____
d) Sail boats	_____	_____



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Q3. Solve the problems :-

[3]

An electric bulb of 60 W is used for 6h per day. Calculate the 'units' of energy consumed in one day by the bulb. (p.k.)

Diagnosis for Remedial Classes

If there is any need of remedial class then the teacher will arrange if according to the needs.



Develop and select learning materials :-

General learning materials :-

- Blackboard
- Duster
- Chalk
- School Book

Specific learning materials :-

- Reference note
- Charts
- PPT

Learning Strategies

<u>Learning areas</u>	<u>Learning Strategies</u>
1st phase :- Discuss the Definition of energy	The teacher will discuss about the Energy is the ability to do work. Without energy no work is possible. We need energy to walk, talk, play, laugh, run etc. We get our energy from the food we eat. Machines also need energy to do work. They get energy from fuels like coal, wood, petrol etc. Energy can changes from one form to another.
2nd phase :- Discuss the kind of energy	The teacher will show a chart about the kinds of energy. <u>KINDS OF ENERGY:-</u> 1}MUSCULAR ENERGY 2}HEAT ENERGY 3}ELECTRICAL ENERGY 4}CHEMICAL ENERGY The students will ask question after the discussion of these kinds of energy and get cleared by the teacher.



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|--|--|---|--|
| | | <ol style="list-style-type: none">16. Click on next record icon to preview the next letter and previous letter icon to preview the previous letter.17. Click on finish and merge.18. Click on edit individual documents. The merge to new document dialog box appears. Choose the radio button to specify which people from your mailing list, you want to create letters for (All / current / from)19. Click on ok to create letters. Word opens a new document and creates the personalized letters in the document.20. Scroll through to see all the pages of your mail merge. | |
|--|--|---|--|

Design for evaluation

1. What is a paragraph?
2. What are the various alignments available for a paragraph?
3. What do you mean by alignment?
4. What is indentation?
5. What is a spacing?
6. What is mail merge? Why is it used?
7. Fill in the blanks:
 - a. _____ view displays a webpage preview of your document.
 - b. We can drag zoom button in the _____ to zoom in and drag zoom button in _____ to zoom out the document.
 - c. Macro function is available in _____ tab.
 - d. Save, undo, redo options are present on _____ bar.



LEARNING DESIGN

NAME OF SCHOOL- M C K Vidyapeeth	SUBJECT- Computer Science
CLASS- IX	TEACHING UNIT- Word processing
DURATION- 45 minutes	SUB UNIT- <ul style="list-style-type: none">• Formatting, paragraphs• Alignment, indentation, spacing• Spelling and grammar• Mail merge
DATE-04.04.2022	TODAY'S LESSON- All the above
NAME OF THE TEACHER- Sourabh Kumar (F-27)	

Learning goals / objectives

(Based on revised Bloom's Taxonomy)

Expected behavioral changes of the learner's can be studied under different domains of objectives, as follows:

1. Remembering:

- In MS word paragraph is any text which end with a paragraph mark. These are created when we press the enter key on the keyboard. We can see the hidden characters such as the paragraph mark by using show/hide button in the upper right-hand corner of paragraph group.

2. Understanding:

- Understand the various formatting features for paragraph and fonts to create presentable documents that suits the definite purpose.
- Create grammatically correct documents without any spelling error understanding the spelling and grammar feature of MS Word.
- Understand how some document can be used for sending to different mailing address using mail merge feature of MS Word.



		<p>mail merge is useful when we want to send the same document to many people.</p> <p>USING MAIL MERGE</p> <ol style="list-style-type: none">1. Open the word document that you want to use as the letter, greetings, notice etc. the information in the document should not change from letter to letter.2. Click on the mailings tab.3. Click on the start mail merge button.4. Click on letters. Nothing happens on screen, but word sets up for a mail merge5. Click on select recipients.6. Click on to identify the type of recipient list you plan to use. The new address list dialog box appears, displaying the area where you can enter the information. Click on each area and type the appropriate information for each person.7. To enter the information for another person, click on new entry. Repeat steps 7 and 8 for each person to be added to mailing list.8. When you finish creating the address list, click on ok. The save address list dialog box appears.9. Click on save button to save the file.10. Click on edit recipient list. The Mail Merge Recipient Window appears. This area list all the people on your mailing list. Click on check boxes to add or remove a person.11. Click ok.12. Click on the location where you want the address to appear in the letter. Click on address block. The insert address dialog box appear.13. Click on format for each recipients' name and preview it. Click on ok.14. A merge field representing the address block, the greeting line appears in the letter. Click on the location where you want them to appear. Click preview result.15. Word displays a preview of the merged letter using the unchanged content information from address file.	
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- | | | | |
|--|--|---|--|
| | | <ol style="list-style-type: none">16. Click on next record icon to preview the next letter and previous letter icon to preview the previous letter.17. Click on finish and merge.18. Click on edit individual documents. The merge to new document dialog box appears. Choose the radio button to specify which people from your mailing list, you want to create letters for (All / current / from)19. Click on ok to create letters. Word opens a new document and creates the personalized letters in the document.20. Scroll through to see all the pages of your mail merge. | |
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Design for evaluation

1. What is a paragraph?
2. What are the various alignments available for a paragraph?
3. What do you mean by alignment?
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 - c. Macro function is available in _____ tab.
 - d. Save, undo, redo options are present on _____ bar.



Teaching learning strategies

Content	Concept	Teacher's Role	Student's role
	Paragraph	<ul style="list-style-type: none"> • A paragraph is any text that ends with a paragraph mark. These are created when we press the enter key on the key board. • The teacher types paragraph in a new word document and show how they are separated from other paragraphs using the enter key from the key board. • The horizontal alignment can be changed using these buttons on the paragraph group of the HOME tab. • The left side of the paragraph can be indented by using these buttons . they will increase or decrease the left indentation of the paragraph by half an inch. • The space between each line in a paragraph can be changed using the line spacing button on the HOME tab in the paragraph group. This list shows the most common linespacing values. The line spacing options will open the format paragraph window. • To customize the line spacing open the paragraph window. There are three line spacing options- • Atleast- set minimum line spacing • Exactly- set the line spacing to exact value, if the line spacing is too small for the text, part of the words will disappear. • Multiple- set the line spacing to the multiple of the AT value. Multiple of 1.0's single spacing. 2.0's is double spacing. The mail merge feature is used to produce personalized letter for each person or your mailing list. Performing 	<ul style="list-style-type: none"> • Observes with interest • Some students ask questions in between the speech and tends to share their own experience • students seem to be elated to see the paragraphs with proper spacing of the lines. • Students observe the screen with interest • Some of them suggest different formats for the text. • Some of them ask different question related to selection of text.



3. Analyzing:

- Analyse different formatting features to have a good understanding of the overall document creation

4. Evaluating:

- Evaluate the formatting features to apply them efficiently for creating good quality presentable documents.

5. Creating:

- Create documents with holistic understanding of the formatting features

Analyze the learner's and context

(The teacher will ask the following questions to test the previous knowledge of learners)

- What is a paragraph? How can we make a paragraph in our document while typing?
- How can we format a paragraph?
- How can we create grammatically correct documents in MS Word?

Develop and select teaching materials

- General teaching materials:
Blackboard, chalk, duster, school text book
- Supporting teaching materials:
Reference book, desktop computer with projector screen



LEARNING DESIGN

NAME OF SCHOOL- M C K Vidyapeeth	SUBJECT- Computer Science
CLASS- IX	TEACHING UNIT- Word processing
DURATION- 45 minutes	SUB UNIT- <ul style="list-style-type: none">• Undo, Redo, cut, copy, paste• Font formatting• Font dialog box
DATE- 22.03.2022	TODAY'S LESSON- All the above
NAME OF THE TEACHER- Sourabh Kumar (F-27)	

Learning goals / objectives

(Based on revised Bloom's Taxonomy)

Expected behavioral changes of the learner's can be studied under different domains of objectives, as follows:

1. Remembering:

- Word keeps track of most recent tasks we perform until we exit.
- Tasks such as formatting, deleting can be undone
- Cut, copy, paste are clip board features built into windows. It's a temporary storage location

2. Understanding:

- The windows clipboard can only store one item at a time. Microsoft office has multi-clip board that can store 24 items.
- No matter how many items are there in office clipboard the paste button and the shortcut key responds only to the most recently copied item.
- Items are stored with the copy and cut features and recalled with the paste feature.



3. Analyzing:

- Analyze how to use cut, copy, paste features optimally not to redo the same task again and again.

4. Evaluating:

- Evaluate how front formatting feature of MS Word can be helpful to create presentable documents efficiently.

5. Creating:

- Able to use the formatting and clipboard features to create documents for official purpose

Analyze the learner's and context

(The teacher will ask the following questions to test the previous knowledge of learners)

Q1. What is cut copy, paste feature of MS Word?

Q2. What is a clipboard?

Q3. How can we decorate our documents?

Q4. What is font formatting?

Develop and select teaching materials

General teaching materials:

School text book, chalk, duster, black board

Specific teaching materials:

Reference book, desktop connected to a projector screen, charts



Teaching learning strategies

Content	Concept	Teacher's Role	Student's role
<p>Undo (CTRL+Z), Redo (CTRL+Y)</p> <p>Font formatting</p>		<p>The teacher demonstrates through the projector screen the icons for undo / redo. He types some text on the document screen, applies some formatting to it. Now he changes the size of the text(font size) and applies different font colours to different parts of the text. Then he applies undo for one time, the most recently applied formatting disappears, again on application of redo it comes back. Teacher inserts a picture related to the typed text which he selects and copies using copy icon on the home tab. He pastes it two times in different places of the document. "It can be copied as many times as required"</p> <p>Font formatting</p> <ul style="list-style-type: none"> • Most options to format the text can be found on the home tab, in the font group. • The teacher selects a part of the typed text to make it a heading • He applies BOLD effect to it and increases the font size • He italicizes the text to make it look different from heading • He also applies different colours to different part of the text as suggested by the students 	<ul style="list-style-type: none"> • Observes with interest • Some students ask questions in between the speech and tends to share their own experience • students seem to be elated to see the clones of the same images. • One of them ask can it be copied 100 times • Students observe the screen with interest • Some of them suggest different formats for the text. • Some of them ask different question related to selection of text.



Design for evaluation

Q1. What do you mean by formatting?

Q2. How can you make copies of an image ten times?

Q3. Fill in the blanks with appropriate words:

- i. _____ is used to add an object to the clip board.
- ii. The most recent element copied in _____ get pasted on "Paste" command
- iii. _____ is the shortcut key for cut.
- iv. _____ is the shortcut key for paste.
- v. _____ changes the size of the selected text.
- vi. _____ changes the selected text to appear darker.
- vii. _____ changes the capitalization of your selected text.
- viii. _____ changes the selected text to appear _____ leaning the letters to the right.
- ix. _____ changes the selected text to have a single line under the text.

Diagnosis of weaknesses for remedial classes

The teacher will determine the weakness of the learners and arrange for remedial classes to bridge any learning gap, if required.



Learning Design

School : MAKHLA HIGH SCHOOL

Class : 6

Time : 45 Min

Date : 30.03.2022

Name of the

Teacher : *SHOUVIK CHAKRABORTY*

ROLL No: F-20

Subject : Computer Studies

Unit : Computer memory

Subunit :

- The concept of computer memory
- Types of memory
- Cache Memory

Today's Lesson :

Types of Memory

Learning Objectives

Remembering

After completing the lesson the students will be able to

- Tell the names of different types of memory
- Tell the definition of different types of memor

Understanding

After completing the lesson the students will be able to

- Understand that there are different types of memory
- Understand the difference between various types of memories .

Applying

After completing the lesson the students will be able to

- Apply the concept in computer software related areas.
- Apply the concept in computer related problem solving .



Analysing	After completing the lesson the students will be able to <ul style="list-style-type: none">• Analyse the concept of different types of memory.• Analyse the difference between volatile and non volatile memory and other tyoes of memories .
Evaluating	After completing the lesson the students will be able to <ul style="list-style-type: none">• Evaluate the concept of different types of memory.• Evaluate different types of primary and secondary memory.
Creating	After completing the lesson the students will be able to <ul style="list-style-type: none">• Have ideas to make charts to represent the different types of memory.• Able to apply this concept in higher Computer related courses.

Analysing Learners and Context

To understand the primary behaviour and previous knowledge of the students the following questions will be asked

1. What is memory ?
2. What is Primary memory ?
3. What is secondary memory ?
4. What do you mean by byte ?
5. What do you mean by bit ?



Learning Materials

Text Book : Text book of Computer studies . Class 6 WBBSE

Supporting Materials : Chalk , Duster , Black Board , Over head projector etc

Learning Strategies

Learning Areas	Related Strategies
Concept and types of memory	<p>The teacher will use the lecture and demonstration method and also questioning to explain the concept of memory to the students and will also give some examples. The teacher will ask the following question.</p> <p>Q : What are the types of memory ?</p> <p>A : The students will tell there are two type of memory , primary memory and secondary memory .</p>
Primary memory	<p>Here the teacher will explain primary memory to the students</p> <p>Primary memory is often known as the working memory, Primary memory is of two types RAM and ROM , also there are two types of memory one is volatile nad another is non volatile memory. When computer power is turned off volatile memory loses its contents. Non volatile</p>



	memory in contrast does not lose its contents when component is turned off .
--	--

Design for evaluation

1. What is memory ?
2. What are the types of memory ?
3. What is primary memory ?
4. What are the types of primary memory ?
5. What is volatile and Non volatile memory ?

Weakness and Remedial Class

Teacher will identify the problems faced by the students and will arrange for remedial classes adopting proper (effective) teaching strategies .



2. Developing assessment tools for both online and offline learning:

Sikshanamandira has taken a lot of initiatives to develop adequate skills in trainee teachers for the effective use of Information and Communication Technology (ICT) in the teaching and learning process. In particular, the report focuses on the development of assessment tools for both online and offline learning environments. These efforts have been designed to enhance the overall quality of education at Sikshanamandira and prepare trainee teachers for modern pedagogical demands. However, during the preparation of assessment tools, trainee-teachers are trained to use Bloom's Revised Taxonomy in an effective way to address the cognitive, psychomotor and affective domains of their prospective students.

Sikshanamandira is committed to providing a forward-looking and technology-integrated education experience. In line with this commitment, we have prioritised the development of ICT skills among our trainee teachers to enable them to create effective assessment tools for both online and offline learning. These skills are vital for ensuring a dynamic and engaging learning environment, especially in the context of today's educational landscape.

Key Initiatives:

Curriculum Enhancement: We have updated our teacher training curriculum to incorporate modules that focus on ICT integration. Trainee teachers now receive specialised training in using digital tools and technologies. This is evident in the course code: 133 Integration of Advanced Technology in B.Ed and in the course code: 233 Educational Technology and ICT in M.Ed. programs.

ICT Sessions: Sikshanamandira organises regular ICT sessions conducted by experienced educators and professionals. These sessions cover a range of topics, including digital literacy, the use of educational software, and designing effective assessments.

Integration of LMS: We have adopted a Learning Management System (LMS) that allows trainee teachers to create, distribute, and manage online assessments. This LMS provides a centralised platform for both teachers and students to interact digitally. Apart from this, the institutional Moodle also works for the attainment of the same goal. It is widely used by our professors and trainee-teachers alike.

Digital Assessment Tools: Trainee teachers are now proficient in using a variety of digital assessment tools, including Google Forms, Moodle, and other online platforms. This enables them to create and administer online quizzes, surveys, and assignments effectively.

Blended Learning: We promote a blended learning approach, combining online and offline tools for teaching and assessment. This allows trainee teachers to cater to various learning styles and circumstances.

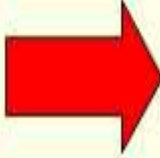


Professional Development Opportunities: We encourage our trainee teachers to engage in continuous professional development through webinars, seminars, and conferences, where they can stay updated on the latest educational technology trends.

The highlighted segment of our B.Ed. curriculum and some samples of Offline assessment tools are given below.

VI.

Course - 126

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

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

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

The development of an evaluative tool highlighted in the curriculum of B.Ed.



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Developing assessment tools for offline learning

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TOPIC - *Achievement Test Preparation For Method-2 (Phy. Science)*

COURSE CODE - *126*

NAME - *JAYATISH PAUL*

B.ED SEMESTER - *2nd*

REGISTRATION NO. - *012-1121-2101-14*

COLLEGE ROLL NO. - *F46*

SESSION - *2020-2022*



Achievement Test Preparation For Physical Science

Introduction:- Achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area. Accurate achievement data are very important for planning curriculum and instruction and also for programme evaluation.

Definition:- Achievement test can be defined as "The type of ability test that describes what a person has learned to do." — Thorndike and Hagen.

Objectives of the Test :-

- Identify and explain reasons for performing tests.
- Understand testing terminology to communicate clearly with students and colleagues.
- Evaluate a test's validity and reliability.
- Select appropriate tests.
- Administer test protocols properly and safely.

The maximum time - 45 minutes

The maximum marks - 25 marks

Preparation of a design for the test :-

Subject :- Physical Science

Class :- IX

Unit :- Physical and Chemical Changes

Sub-units :- i) Definition and distinctions between Physical and Chemical Changes

ii) Types of Chemical Change or Chemical Reactions

iii) Energy Changes in a Chemical Change

iv) Burning: Definition and Conditions



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(2)

Weightage to Objectives:-

Sl. No.	Objectives	Marks	Percentage (%)
1.	Knowledge	11	44
2.	Understanding	8	32
3.	Application	4	16
4.	Skill	2	8
Total		25	100

Weightage to Content:-

Sl. No.	Content	Marks	Percentage (%)
1.	Subunit - i	1	4
2.	Subunit - ii	14	56
3.	Subunit - iii	3	12
4.	Subunit - iv	7	28
Total		25	100

Weightage to form of questions:-

Sl. No.	Form of questions	No. of Questions	Marks	Percentage (%)
1.	Very Short Answer type	7	7	28
2.	Short Answer type	7	14	56
3.	Essay (Long Answer) type	1	4	16
Total		15	25	100

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- Swami Vivekananda



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Preparation of Blue Print														
Objectives Sub-units	Knowledge			Understanding			Application			Skill			Total	Percent (%)
	Essay (E)	Short (S)	Very Short (V)	Essay (E)	Short (S)	Very Short (V)	Essay (E)	Short (S)	Very Short (V)	Essay (E)	Short (S)	Very Short (V)		
Subunit - i			1.e (1)										1	4
Subunit-ii		2.e (2)	1.a, 1.b (1) (1) 1.c, 1.d (1) (1)		2.a (2) 2.b (2) 2.f (2) 2.g (2)								14	56
Subunit-iii		2.d (2)	1.f (1)										3	12
Subunit-iv			1.g (1)				3 (4)					2.e (2)	7	28
Total		4	7		8		4					2	25	
Percentage (%)		16	28		32		16					8		100

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(4)

Test Paper

Subject :- Physical Science

Full Marks :- 25

Time :- 45 minutes

Group - A (Very Short answer type)

1. a) Define Thermal dissociation with an example. [1]
1. b) What is Synthesis? Give an example. [1]
1. c) Define Positive Catalyst with an example. [1]
1. d) What is an Inhibitor? Give example. [1]
1. e) Give two examples where both physical and chemical changes are involved. [1]
1. f) What is Electrochemical Reaction? [1]
1. g) Mention any two conditions of Burning. [1]

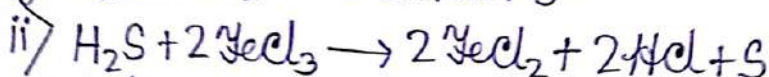
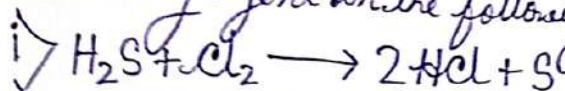
Group - B (Short answer type)

2. a) Describe briefly the electronic concept of oxidation and reduction. [2]
2. b) Do you think that it is essential for oxidation and reduction to occur side by side in a chemical reaction - Explain. [2]
2. c) Schematically represent the balance of O_2 and CO_2 in the atmosphere. [2]
2. d) Define Endothermic and Exothermic reactions with examples. [2]

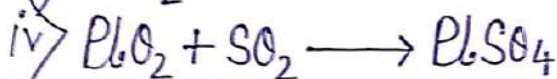
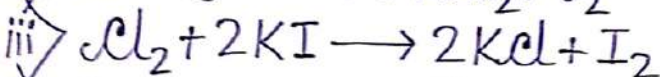
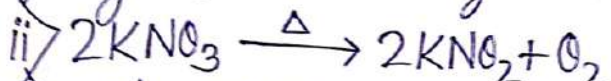
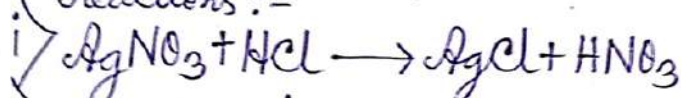
2. e) Name the following:- [2]

- i) A gaseous reducing agent containing oxygen.
- ii) A catalytic reaction involving two gaseous reactants.
- iii) An acid other than nitric & sulphuric acid which is an oxidizing agent.
- iv) A liquid which is an oxidising as well as a reducing agent.

2. f) Identify and name the oxidising agent and the reducing agent in the following reactions:- [2]

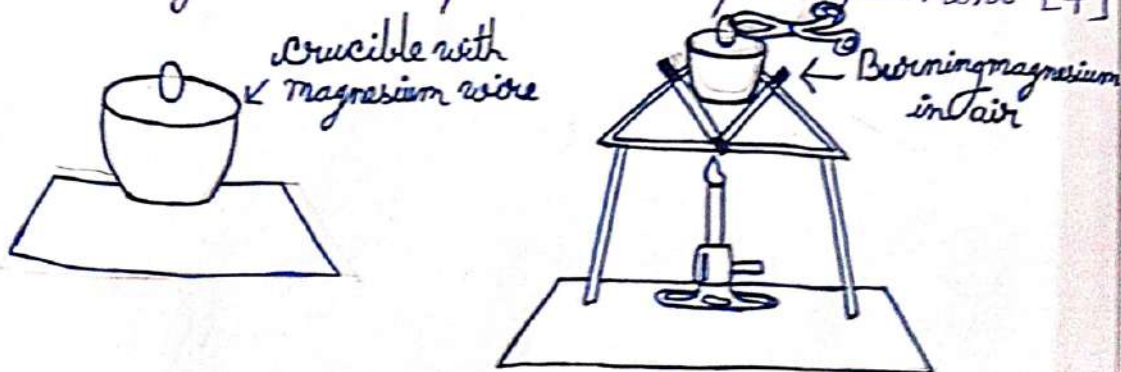


2. g) Mention the type of reactions in the following chemical reactions:- [2]



Group - C
(Essay type)

3. The diagram below represents a simple experiment. [4]





- (5)
- i) What is the aim of the experiment?
 - ii) Mention the property involved in this experiment.
 - iii) Give reasons :-
 - a) The lid is raised occasionally when heating the crucible containing the pre-weighed piece of magnesium wire.
 - b) A change in mass on burning of the substance is, magnesium is seen to have taken place in the above experiment.
 - iv) Write the chemical reaction taking place in the above experiment.
-



Preparation of Answer Key (Scoring Key & Marking Scheme)

• Very Short Answer Type questions

Question No.	Answer	Marks
1.a)	It is a reaction in which a substance dissociates into two or more simpler substances on application of heat. It is a reversible reaction. $\text{NH}_4\text{Cl}(s) \xrightleftharpoons[\text{cool}]{\text{heat}} \text{NH}_3\uparrow + \text{HCl}(g)\uparrow$	1
1.b)	Synthesis is a special case of combination reaction in which a compound is formed by the combination of its constituent elements. $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$	1
1.c)	A catalyst which increases the rate of a chemical reaction is called a positive catalyst. E.g. MnO_2 (Manganese dioxide) is a positive catalyst. $2\text{KClO}_3 \xrightarrow{\text{MnO}_2} 2\text{KCl} + 3\text{O}_2$	1
1.d)	Inhibitor is a substance which acts as a catalytic poison and retards the efficiency of a catalyst. E.g. Arsenic Oxide is an inhibitor which inhibits important enzyme based chemical reactions in the human body.	1
1.e)	Two examples where both physical and chemical changes are involved are:- i) Action of heat on zinc hydroxide ii) Sublimation of ammonium chloride	1
1.f)	A chemical reaction which proceeds with absorption of electrical energy is called an electrochemical reaction.	1



	$2\text{H}_2\text{O} \xrightarrow[\text{(acidified)}]{\text{electric current}} 2\text{H}_2 + \text{O}_2$ <p style="text-align: center;">(cathode) (Anode)</p>		2
1.g)	<p>Two conditions of Burning are:-</p> <ol style="list-style-type: none"> i) A combustible substance ii) An environment which is a supporter of combustion 		1
• Short Answer type questions			
Question No.	Answer	Number distributed	Total Marks
2.a)	<p>In the electronic concept, oxidation is defined as a process in which an atom or an ion loses electrons.</p> $\text{Zn} \rightarrow \text{Zn}^{2+} + 2\text{e}^-$ <p>Reduction is defined as a process in which an atom or ion gains electrons.</p> $\text{Cu}^{2+} + 2\text{e}^- \rightarrow \text{Cu}$	1 1	2
2.b)	<p>Yes, Because in a chemical reaction, where one substance is oxidised, the other substance must necessarily be reduced. The electrons lost during oxidation are simultaneously gained during reduction.</p> $\text{Zn} \rightarrow \text{Zn}^{2+} + 2\text{e}^-$ $\text{Cu}^{2+} + 2\text{e}^- \rightarrow \text{Cu}$ <p>Thus, the half reactions cannot occur in isolation, they occur simultaneously as $\text{Cu}^{2+} + \text{Zn} \rightarrow \text{Zn}^{2+} + \text{Cu}$</p> <p>Thus, oxidation and reduction always go side by side.</p>	2	2
2.c)	<p>The balance of O_2 and CO_2 in the atmosphere is maintained through oxygen-carbon cycle, which is represented as follows:-</p>		

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		9	
	<p style="text-align: center;">Schematic representation of the balance of O_2 and CO_2 in the atmosphere</p>	2	2
2.d)	<p>A chemical reaction which proceeds with evolution of heat energy is called an exothermic reaction. $+\Delta T$ indicates - exothermic reaction.</p> $N_2 + 3H_2 \xrightleftharpoons{\Delta} 2NH_3 + \Delta T$ <p>A chemical reaction which proceeds with absorption of heat energy is called an endothermic reaction. $-\Delta T$ indicates - endothermic reaction.</p> $CaCO_3 \xrightleftharpoons{\Delta} CaO + CO_2 - \Delta T$	1	2
2.e)	<p>i) Carbon monoxide (CO) or Sulphur dioxide (SO_2)</p> <p>ii) Haber's process $N_2 + 3H_2 \xrightleftharpoons[\text{Iron}]{\Delta} 2NH_3 + \Delta$ (g)</p> <p>iii) Hydrochloric acid (HCl)</p> <p>iv) Hydrogen peroxide (H_2O_2)</p>	1/2 1/2 1/2 1/2	2
2.f)	<p>i) Cl_2 (Chlorine) - Oxidising agent H_2S (Hydrogen Sulphide) - Reducing agent</p> <p>ii) $FeCl_3$ (Ferric Chloride) - Oxidising agent H_2S (Hydrogen Sulphide) - Reducing agent</p>	1 1	2



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The screenshot shows a Google Form titled "Feedback Sheet of Peer Group Trainee" in the "Questions" tab. The form is for a "Class Observation by Peer group Trainee" and includes the following fields:

- Name of The Trainee under observation : *
- Roll No. of the Trainee under observation : *
- Class : * (with a radio button selected for "B.Ed")

Below the form fields, there is a caption: "The preparation of Google Forms for collecting feedback from peers during internship by B.Ed trainees".

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- Swami Vivekananda

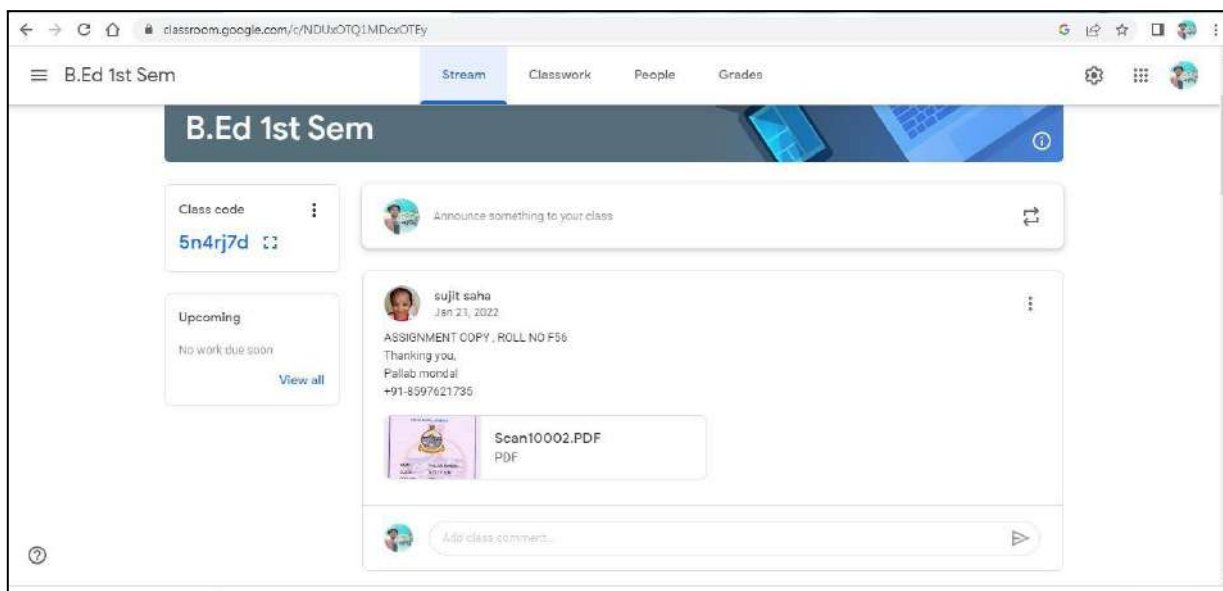


3. Effective use of social media/learning apps/adaptive devices for learning

Trainee teachers pursuing a Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) at Sikshanamandira are equipped with the essential skills to make effective use of social media, learning apps, and adaptive devices for enhanced learning experiences. They are trained to harness the power of social media platforms as a tool for professional development, collaboration, and engaging students in meaningful educational discourse. These future educators are well-versed in selecting and integrating learning apps that align with pedagogical goals, ensuring an interactive and dynamic classroom environment. Additionally, they understand the importance of adaptive devices and assistive technology to cater to diverse learning needs, promoting inclusive education. Through this holistic approach, the trainee teachers of Sikshanamandira are well-prepared to utilise the full spectrum of digital resources to create engaging, accessible, and student-centred learning experiences in the modern educational landscape. Besides, we have separate whatsapp groups for B.Ed and M.Ed programs where various official notices, study materials and useful study links are shared with our trainee-teachers of B.Ed and M.Ed.

Some documentary records are given below to support the claim.

Use of Google Classroom

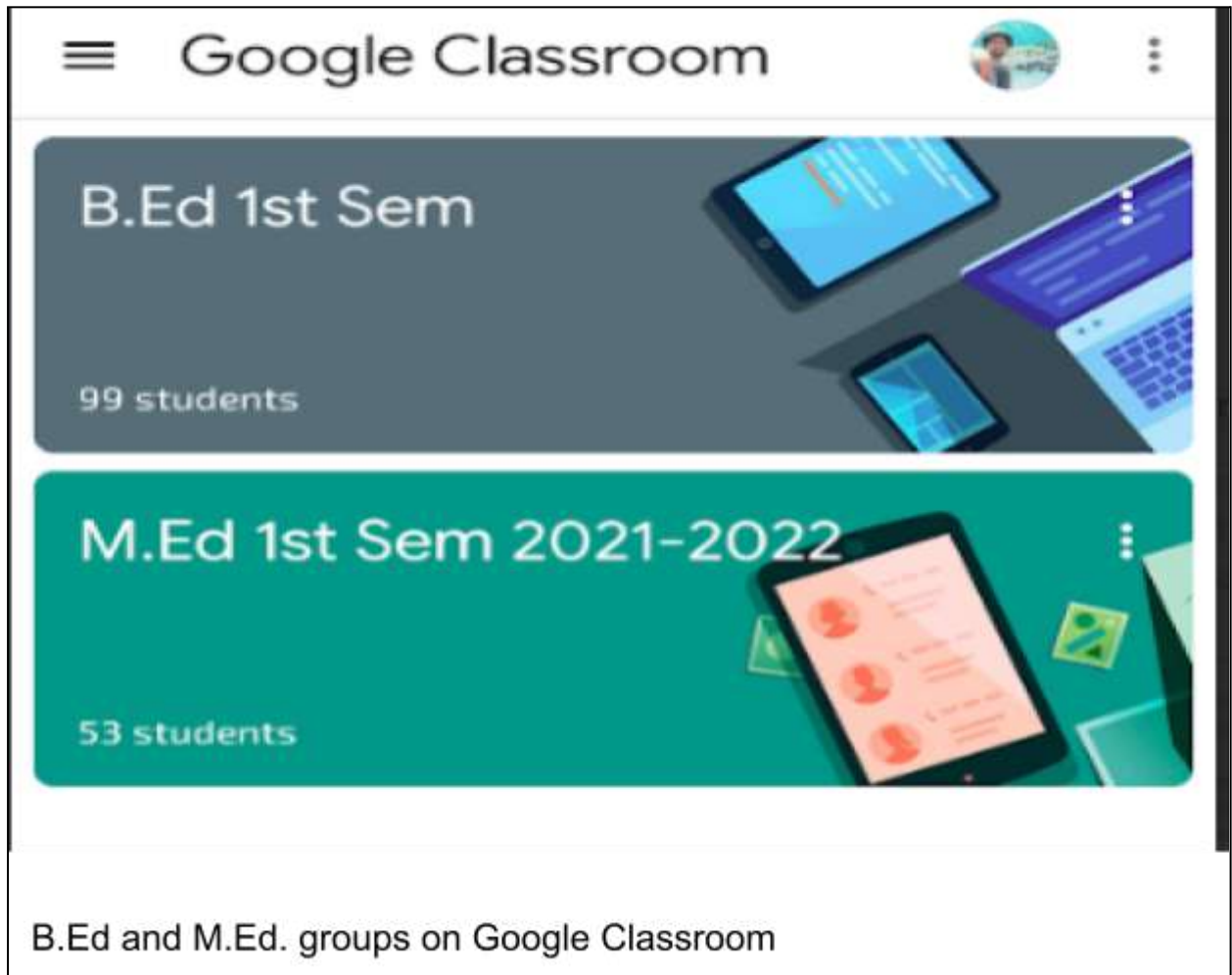




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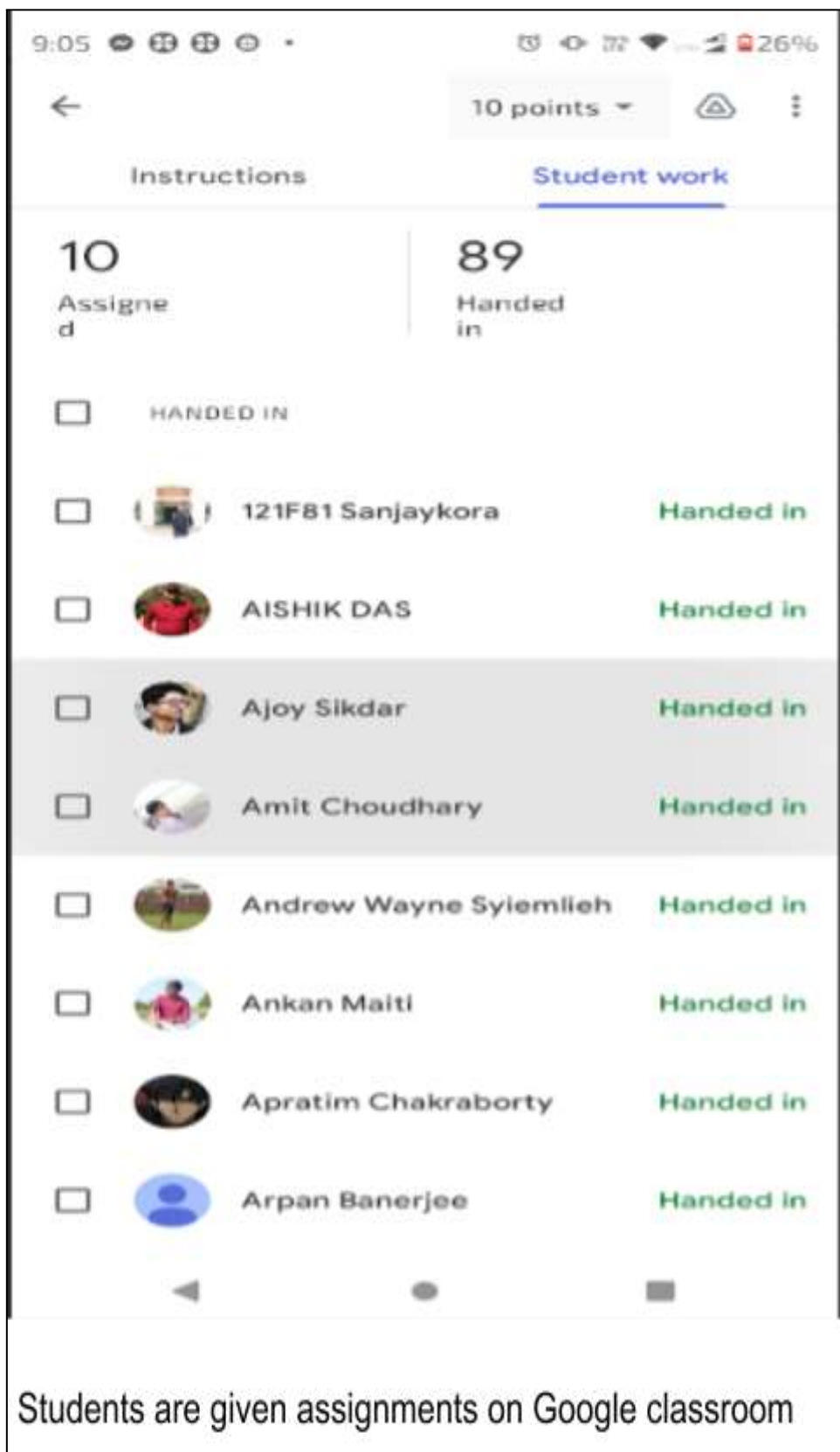




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The screenshot shows a Google Classroom interface for an assignment worth 10 points. The 'Student work' tab is active, displaying a list of students who have submitted their work. The status for each student is 'Handed in'.

Student Name	Status
121F81 Sanjaykora	Handed in
AISHIK DAS	Handed in
Ajoy Sikdar	Handed in
Amit Choudhary	Handed in
Andrew Wayne Syiemlieh	Handed in
Ankan Maiti	Handed in
Apratim Chakraborty	Handed in
Arpan Banerjee	Handed in

Students are given assignments on Google classroom

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- Swami Vivekananda



9:05 26%

← → ⋮

Instructions Student work

Due 23 Jan 2022, 11:59 pm

Designing a lesson based on any one model of teaching

10 points

You need to design a lesson of your own choice for teaching by following any one model of teaching

Instructions:

1. Make a front page
2. Briefly introduce the models of teaching and write in short about 6 phases of model of teaching
3. Mention your selected topic for lesson, duration of the class, name, class (for which class you develop lesson), Unit, Sub-unit, design your lesson based on different phases of any one teaching model using suitable and relevant examples.
4. Conclusion
5. References

>Maximum page limit= 8 pages (without front page)

****MAKE PDF FILE AND FILE NAME AS 113BED12(if 12 is your roll number) LAST DATE OF FINAL SUBMISSION IS 20/01/2022****

Class comments

[Add class comment](#)

Students are given instructions to upload their assignment on Google Classroom



9:06 26%

← → ⋮

Instructions Student work

Due 18 Jan 2022, 11:59 pm

Course 213 : Psychology of Learning and Development


30 points

Video presentation of the Seminar on the topic of your choice from Course 213

Instructions:

1. You need to prepare a 8 minutes video presentation on your topic by using ppt / black board / white board [You can use "Presentation Tube" app for making ppt video]
2. Make file name as 213MED01("01" is your roll number)
3. Upload your file to YouTube or Google drive
4. Attached your YouTube or Google drive video link to Google classroom
5. Make final submit.

Class comments

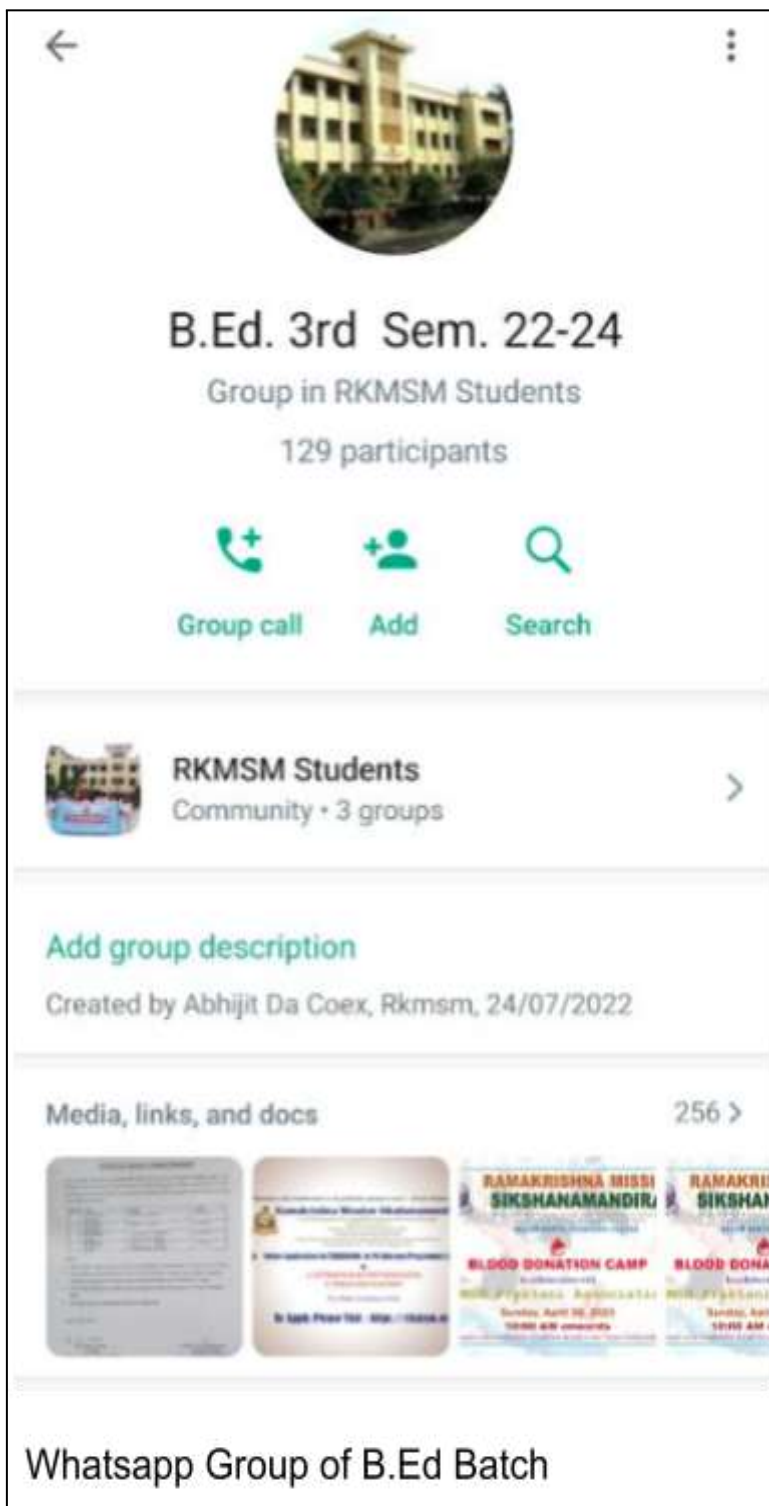
 **Rakesh Sasmal** 15 Jan 2022
<https://drive.google.com/file/d/1M05sCGqRINO64b8ChaBEhK-6u-Ts6DP4/view?usp=drivesdk>

Add class comment

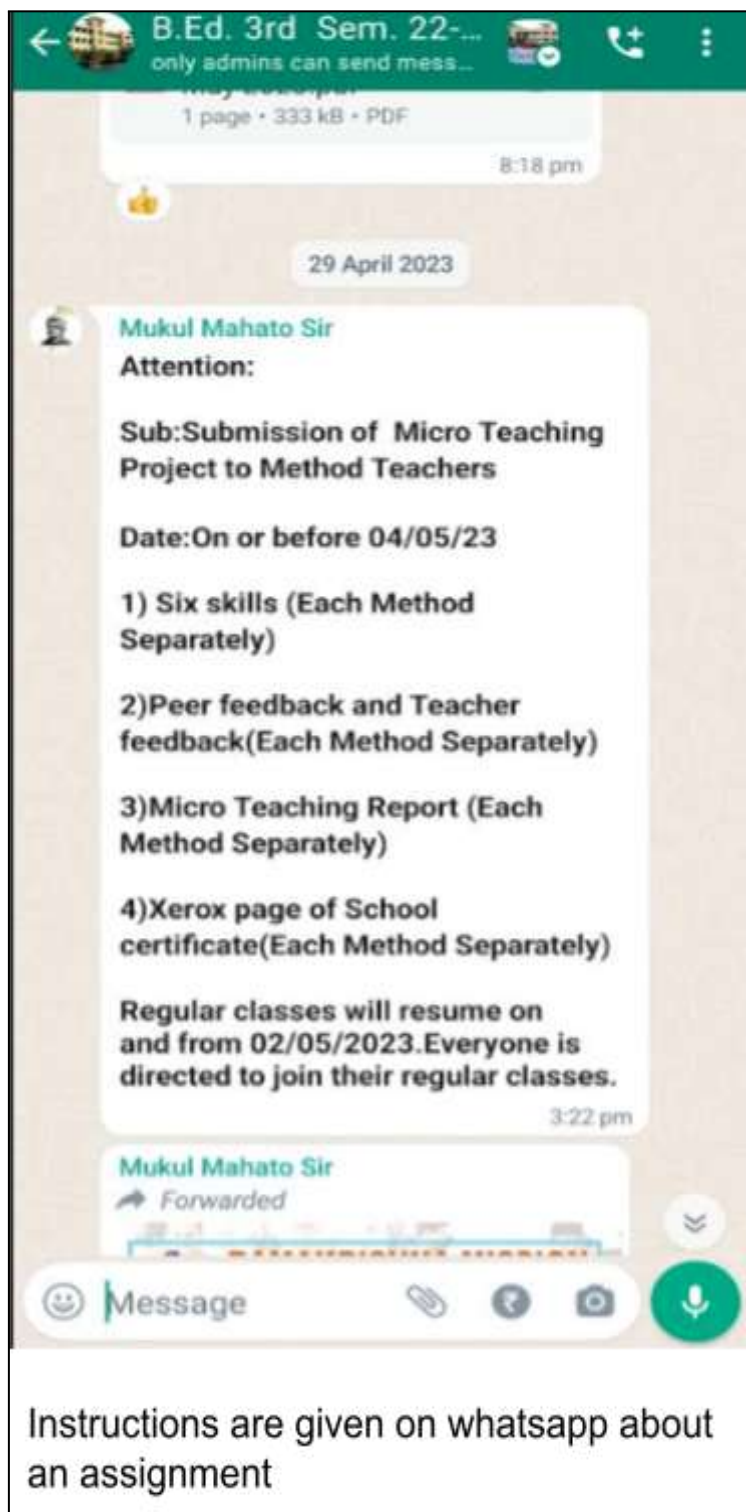


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Whatsapp Group of B.Ed Batch

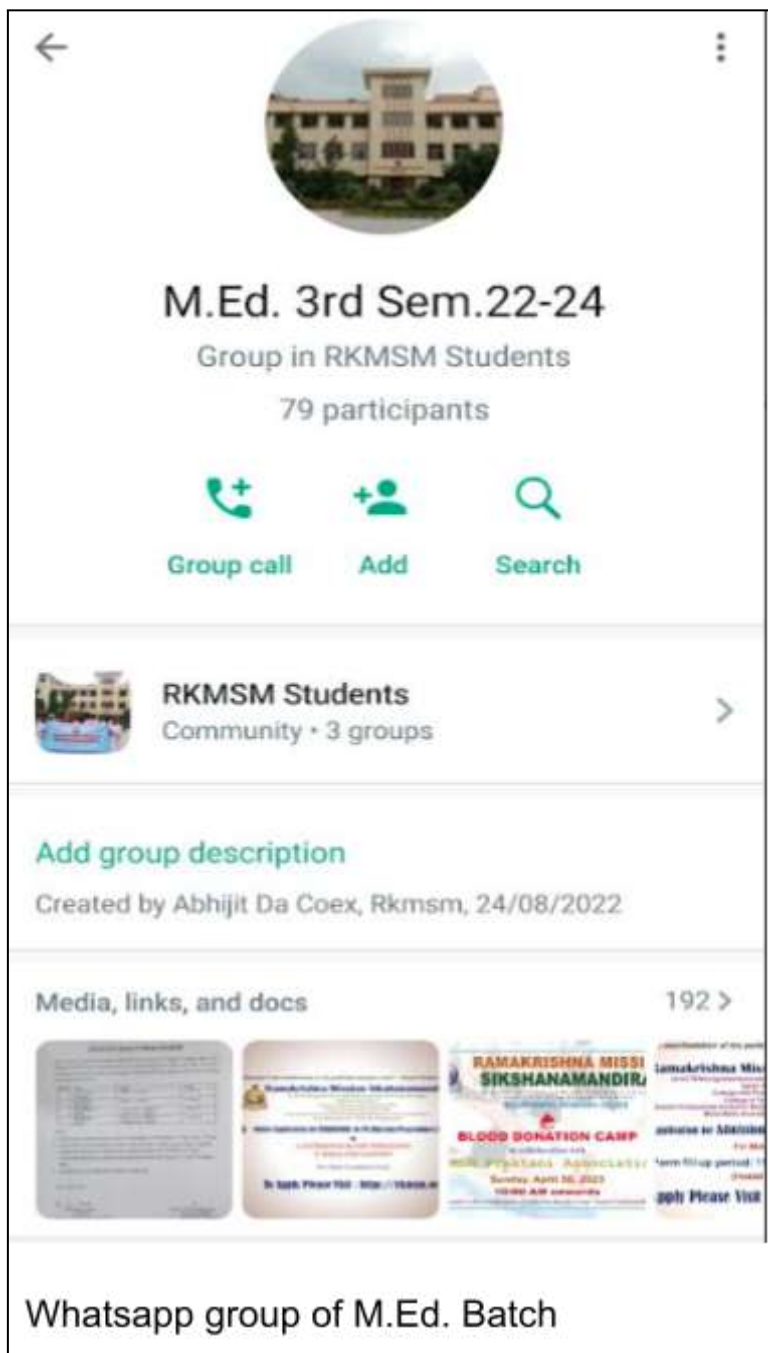




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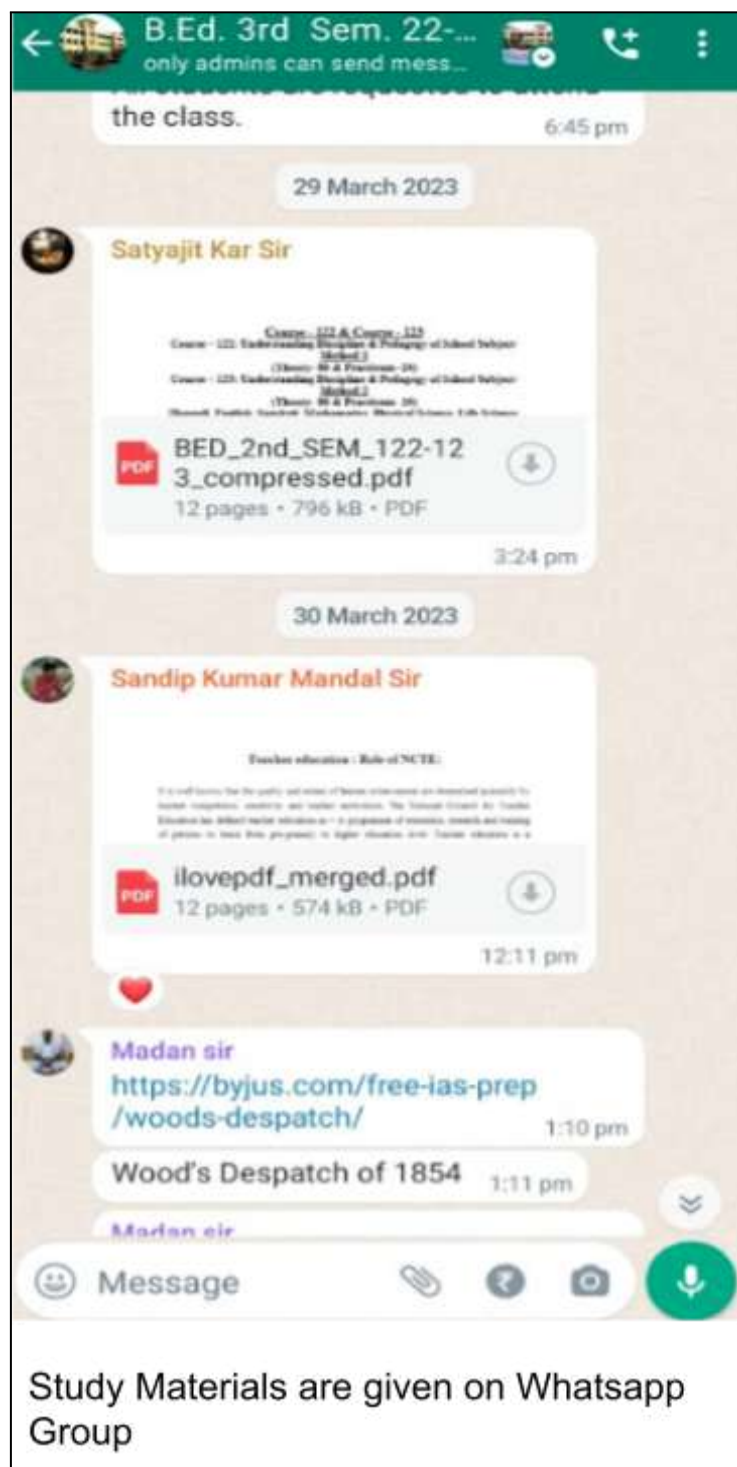


Whatsapp group of M.Ed. Batch



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Study Materials are given on Whatsapp Group

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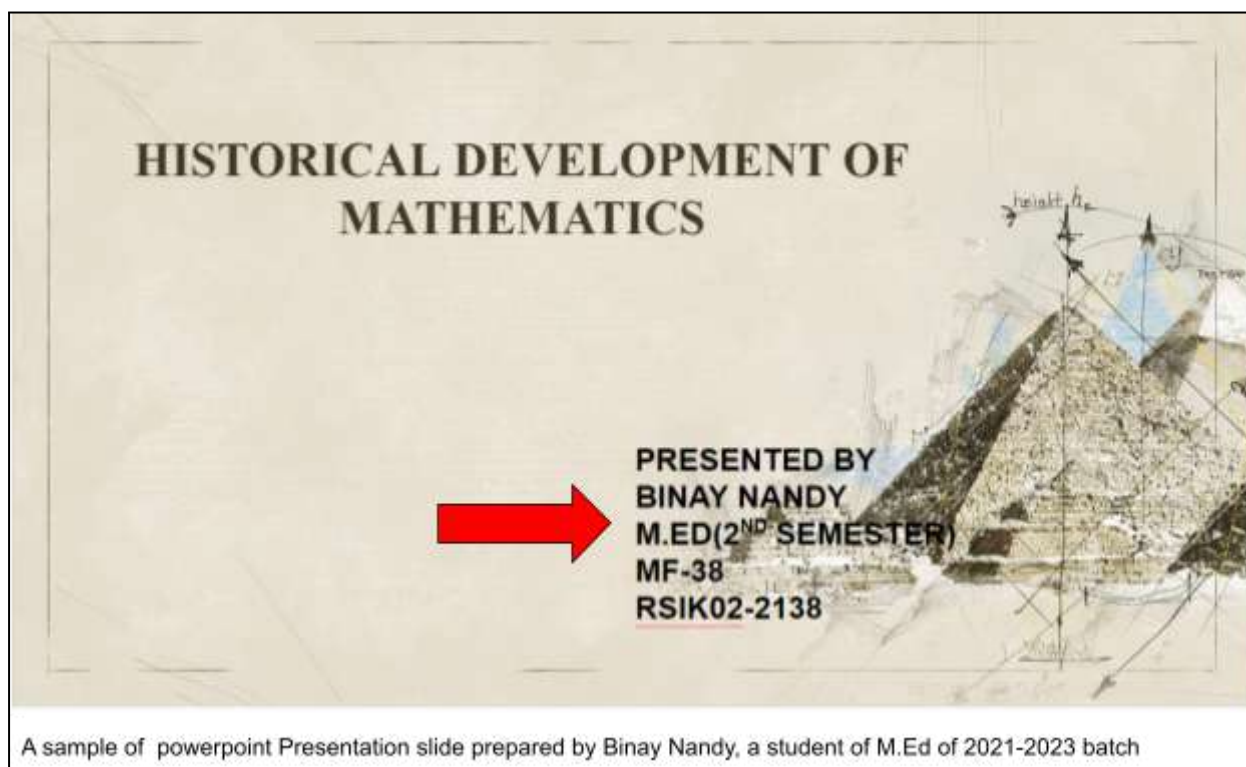
- Swami Vivekananda



4. Identifying and selecting/ developing online learning resources

Trainee-teachers enrolled in B.Ed. and M.Ed. programs at Sikshanamandira are equipped with the necessary skills to effectively utilise Information and Communication Technology (ICT) in the teaching and learning process. These programs prioritise the development of digital competencies among aspiring educators, enabling them to identify and select, or even create, online learning resources that enhance the quality of education. Through a combination of theoretical knowledge and hands-on experience, trainee-teachers become proficient in leveraging digital tools, educational software, and online platforms to create engaging and interactive learning environments for their students. This proficiency in ICT not only empowers educators to adapt to the evolving landscape of education but also ensures that Sikshanamandira's graduates are well-prepared to foster innovation and facilitate a technologically enriched educational experience for their future students.

Creating MS-PPT





INTRODUCTION

The history of mathematics deals with the origin of discoveries in mathematics and the mathematical notations and methods of the past. Before then modern age and the worldwide spread of knowledge, written examples of new mathematical developments have come to light only in a few locales. From 3000 BC the Mesopotamian states of Sumer, Akkad and Assyria, followed closely by Ancient Egypt and the Levantine state of Ebla began using arithmetic, algebra and geometry for purposes of taxation, commerce, trade and also in the patterns in nature, the field of astronomy and to record time and formulate calendars.

Creating YouTube channel

youtube.com/watch?v=jJrAskjSr0

YouTube

Search

Cognition (চেতনা)

মনের একটি ধর্ম বা বৈশিষ্ট্য যাকে আরও অনেকগুলি মানসিক বৈশিষ্ট্যের সমষ্টি হিসেবে গণ্য করা হয়, যেমন আত্মমাত্রিকতা, আত্মচেতনা, অনুভূতিশীলতা, পৃথকীকরণ ক্ষমতা, এবং নিজের সত্তা ও আশেপাশের পরিবেশের মধ্যকার সম্পর্ক অনুধাবনের ক্ষমতা। মনের দর্শন, মনোবিজ্ঞান, স্নায়ুবিজ্ঞান এবং বোধ বিজ্ঞানে চেতনা নিয়ে ব্যাপক গবেষণা

cognitive process attention, cognition and learning, চেতনা কি???

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- Swami Vivekananda



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Belur Math, Howrah - 711 202, West Bengal

The screenshot shows a YouTube video player. The video title is "INTELLIGENCE Z13MED07" and the channel is "EASY LEARNING" with 114 subscribers. The video content features a man in a red jacket standing in front of a whiteboard. The whiteboard has the word "INTELLIGENCE" written on it, along with the date "12/01/2022". The video player interface includes a search bar, a play button, and various sharing options like "Share", "Download", "Clip", and "Save".

A M.Ed. trainee prepared a video and uploaded it on youtube as a part of practicum

The screenshot shows a YouTube video player. The video title is "Maslow's Need Hierarchy Theory - Z13MED02" and the channel is "BATNALYOTI NAIK" with 1 subscriber. The video content features a man in a maroon and white jacket standing in front of a chalkboard and a whiteboard. The chalkboard has "Maslow's Need Hierarchy Theory" written on it. The whiteboard displays a colorful pyramid diagram representing Maslow's hierarchy of needs, with five levels: "PHYSIOLOGICAL NEEDS" (purple), "SAFETY NEEDS" (green), "SOCIAL NEEDS" (yellow), "RESPECT NEEDS" (blue), and "SELF-ACTUALIZATION NEEDS" (orange). The video player interface includes a search bar, a play button, and various sharing options like "Share", "Download", "Clip", and "Save".

A M.Ed. trainee prepared a video on Maslow's Hierarchy of Needs and uploaded it on youtube

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B.Ed. Curriculum 2022-23

	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.
Unit II Educational Resources & ICT	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
Unit III ICT Integrated Education	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
Unit IV Hands on Knowledge of ICT Hardware & Software	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:

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

Course Code: 133 Integration of Advanced Technology highlighting ICT usage in B.Ed. Curriculum

M.Ed. Curriculum 2022-23

- learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
 - Application of Computers in Education: CAL, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
 - Emerging Trends in e-learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),
 - E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Course Code: 233- Educational Technology and ICT highlighting the use of ICT driven curriculum in M.Ed. curriculum

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