



# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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

*3.2.2: Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years*

First page of the published book/chapter with seal and signature of the Principal



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



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2022-23

Sl. No.	Name	Designation	No. of Research Books/Papers
1	Dr. Satyajit Kar	Associate Professor	3
2	Dr. Madan Mohan Mandal	Assistant Professor	2
3	Dr. Pradip kumar Sengupta	Associate Professor	1
4	Prof. (Dr.) Swami Tattwasarananda	Professor	2
5	Dr. Abhijit Guha	Associate Professor	5
6	Hitasish Bhowmick	Associate Professor	2
7	Dr. Gautam Bandyopadhyay	Associate Professor	1
8	Dr. Siharan Chakrabarty	Assistant Professor	1
9	Dr. Pradip Sarkar	Assistant Professor	1
10	Swami Vidyamritananda	Principal	2
11	Swami Urjitananda	Controller of Examination	1
12	Dr. Sandip Mandal	Assistant Professor	1
13	Sri Santanu Biswas	Assistant Professor	1
14	Sri Arumay Jana	Assistant Professor	1
15	Sri Rathin Kuri	Assistant Professor	1
16	Russell Al Farabi	Assistant Professor	1
17	Anujit Patra	Assistant Professor	1

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

- Swami Vivekananda

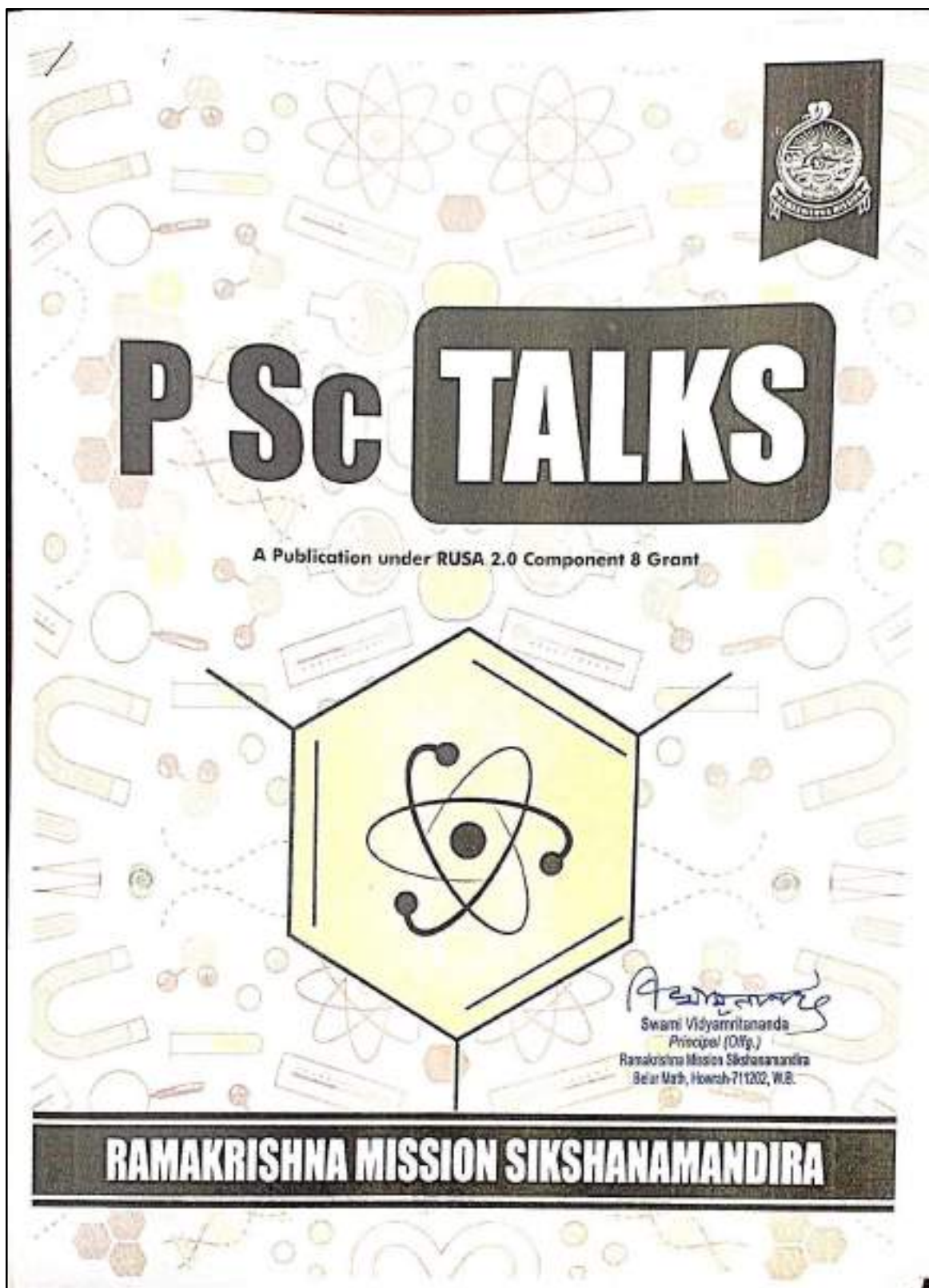


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1	Dr. Satyajit Kar	Associate Professor	3



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## Modern Teaching Strategies of Physical Science

**Dr. Satyajit Kar**

Associate Professor,  
Ramakrishna Mission Sikshanamandira  
Belur Math, Howrah

How the pupils will learn effectively, depends on the method, the teacher adopts. Methods or strategies are the style of presentation of content in classrooms. This process of interpreting the world of knowledge to the child's mind is called the Methods of Teaching i.e. strategies adopt for teaching. Now a day, Constructivistic approach, Project Method, Concept Mapping Method, CAI Method, Brain Storming Method etc. Are modern teaching strategies used for pupils in modern classroom?

### INTRODUCTION

Ingredients of Motivation of a Science Teacher are "KUASA" where, each letter stands for, K – Knowledge, U – Understanding, A – Aptitudes, S – Skills & A – Applications.

To Be a Good Motivator following parameters are more significant.

1. Be a good listener
2. Be trustworthy
3. Show you believe in them
4. A positive message
5. Set challenges
6. Avoid sarcasm

What are Teaching Strategies?

Teaching strategies, also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets.

**Selection of Appropriate Teaching Strategy depends on following factors.**

- Demographic Character of the class room
- Practical utility
- Infrastructure of the school
- Utilization of senses of the children



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## ICT in School Education

Dr. Satyajit Kar

(Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math)

The communication system is a system which describes the information exchange between two points. The process of transmission and reception of information is called communication. The major elements of communication are the Transmitter of information, Channel or medium of communication and the Receiver of information.

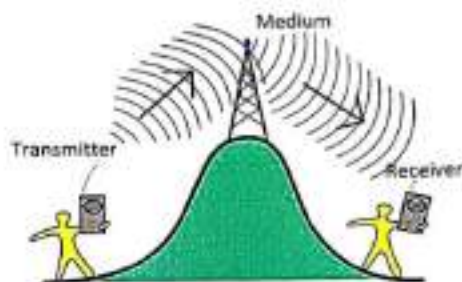


Fig.1: Communication Process

### Types of Communication Systems

Depending on Signal specification or technology, the communication system is classified as follows:

#### (1) Analog

Analog technology communicates data as electronic signals of varying frequency or amplitude. Broadcast and telephone transmission are common examples of Analog technology.

#### (2) Digital

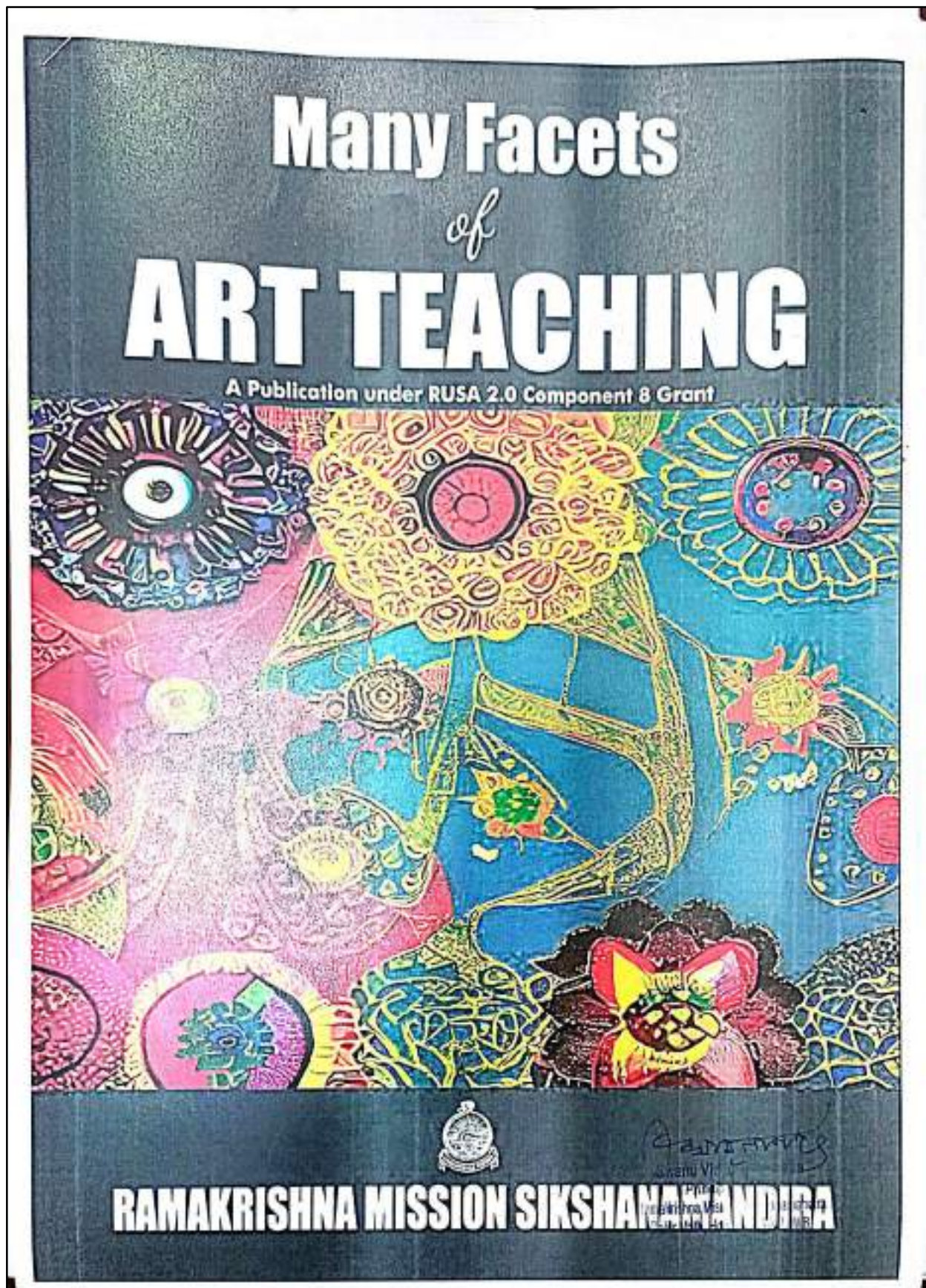
In digital technology, the data are generated and processed in two states: High (represented as 1) and Low (represented as 0). Digital technology stores and transmits data in the form of 1s and 0s.



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Many Facets of Art Teaching

## All over Development through Visual & Performing Arts

**Dr. Satyajit Kar**

*(Associate Professor Ramakrishna Mission Sikshanamandira Belur Math)*

Entrepreneurship is the type of self-employment where one is running a business to satisfy the needs of people and looking for ways to make the business better to make profits.

This unit focuses on encouraging students to learn about entrepreneurship and its functions from the world around them.

Entrepreneurs are all around us. We would have spoken to a lot of them through the course of this module. We also learnt that successful entrepreneurs have the following qualities.

- They are confident. They believe in themselves and their abilities.
- They keep trying new ideas in their business.
- They are patient.
- They are creative and think differently about Business ideas.
- They take responsibility for their actions.
- They make decisions after thinking about them.
- They work hard.
- They do not give up when they face difficulty.

An entrepreneur is someone who organizes, manages, and assumes the risks of a business or enterprise. An entrepreneur is an agent of change. Entrepreneurship is the process of discovering new ways of combining resources. When the market value generated by this new combination of resources is greater than the market value these resources can generate elsewhere individually or in some other combination, the entrepreneur makes a profit. An entrepreneur who takes the resources necessary to produce a pair of jeans that can be sold for thirty dollars and instead turns them into a denim backpack that sells for fifty dollars will earn a profit by increasing the value those resources create. This comparison is possible because in competitive resource markets, an entrepreneur's costs of production are determined by the prices required to bid the necessary resources away from alternative uses.

### Concept of Entrepreneurship:

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses.

In economics, entrepreneurship connected with land, labour, natural resources and capital can generate a profit. The entrepreneurial vision is defined by discovery and risk-taking and is an indispensable part of a nation's capacity to succeed in an ever-changing and more competitive global marketplace.

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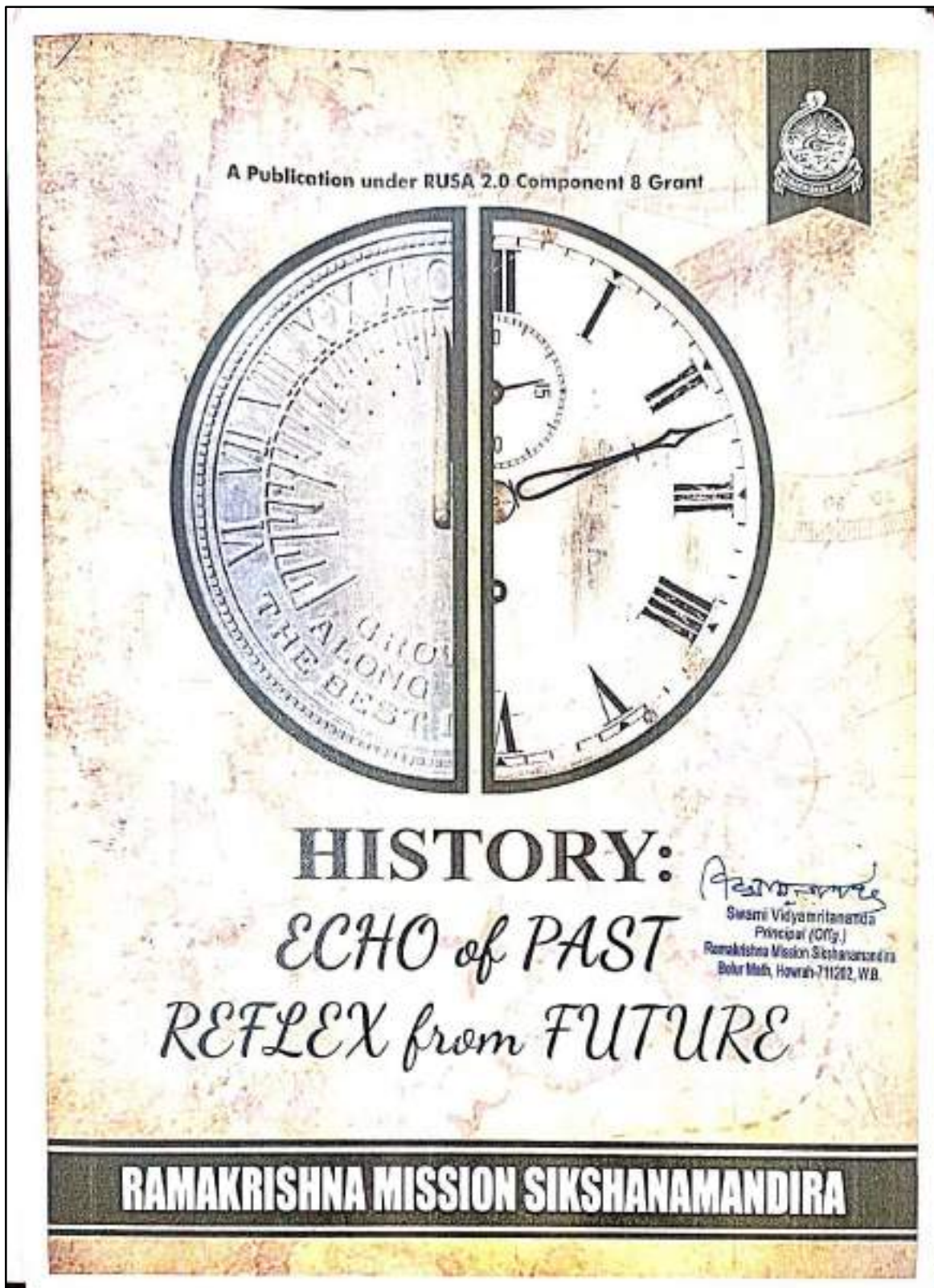


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2	Dr. Madan Mohan Mandal	Assistant Professor	2



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## Objectives of the in Service Teacher Training Programme on History

10.09.2022 to 16.09.2022

**Dr. Madan Mohan Mandal**

*(Faculty & Coordinator of In-Service Teachers' Training for History,*

*Ramakrishna Mission Sikshanamandira)*

In Service Teacher Training Programme can play a vital role to increase the professional growth of teachers and function as an agent for change in school related practices. This programme helps teachers gain confidence by engaging with their practices. In almost all the subjects particularly in History new innovations have become the go of the day. Taking all those issues into consideration we would like to achieve the following aims and objectives through this programme.

1. Promoting understanding of the teachers.
2. Developing power of imagination.
3. Developing a constructive attitude towards history teaching
4. To make them acquainted with the latest innovations and the recent trends in teaching history.
5. To have a clear understanding of the skills a history teacher should have to inculcate into the students.
6. To have a clear understanding of historiography while discussing the history of India.
7. To be familiar with the recent trends in world politics.
8. To be familiar with the Subaltern approach to look at known sources of Indian history.
9. To have a clear and unbiased understanding of the Indian old civilization this has recently been incorporated in the secondary as well as higher secondary syllabus.
10. Lastly we can develop morality, virtues, values, ethics among the nations.

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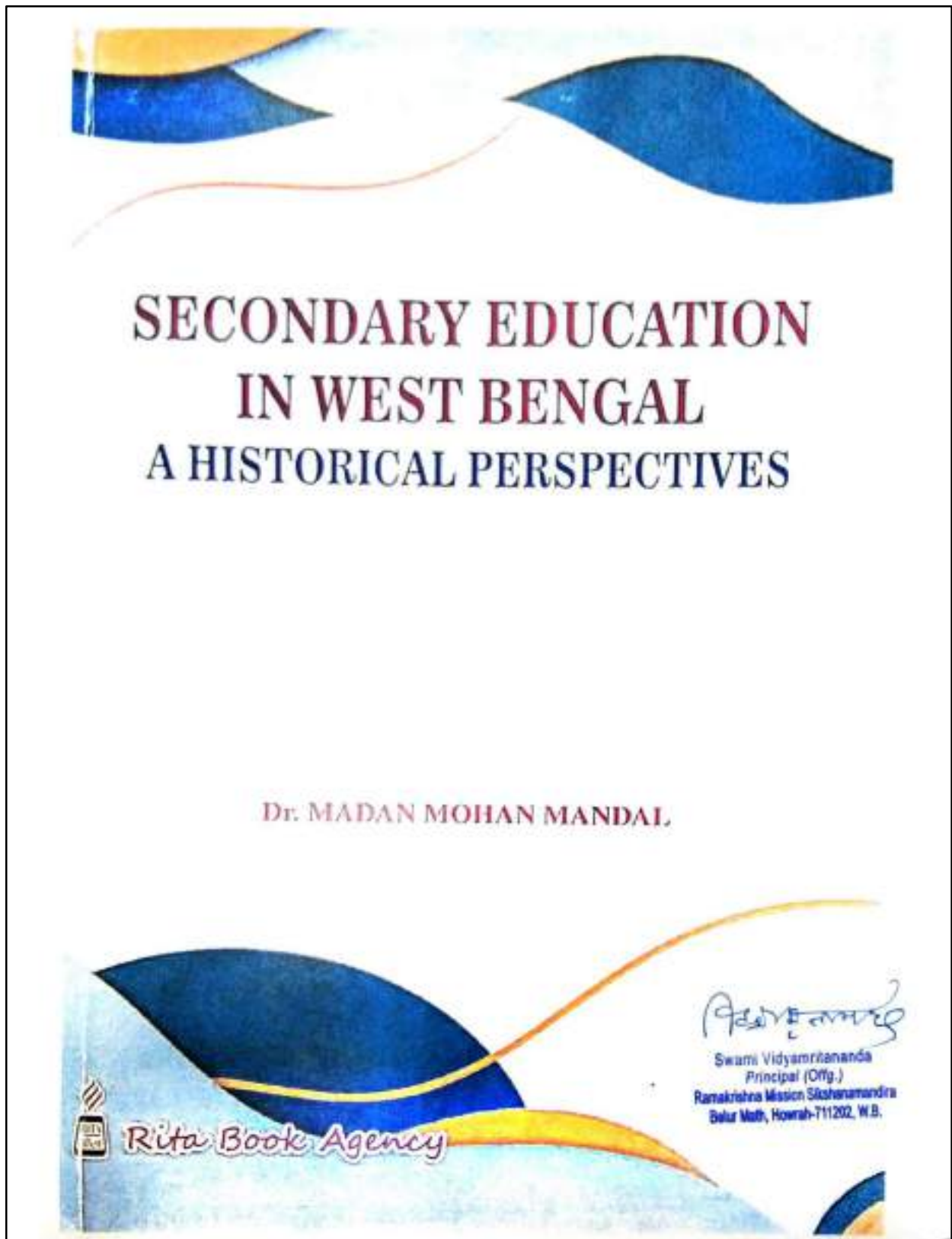
  
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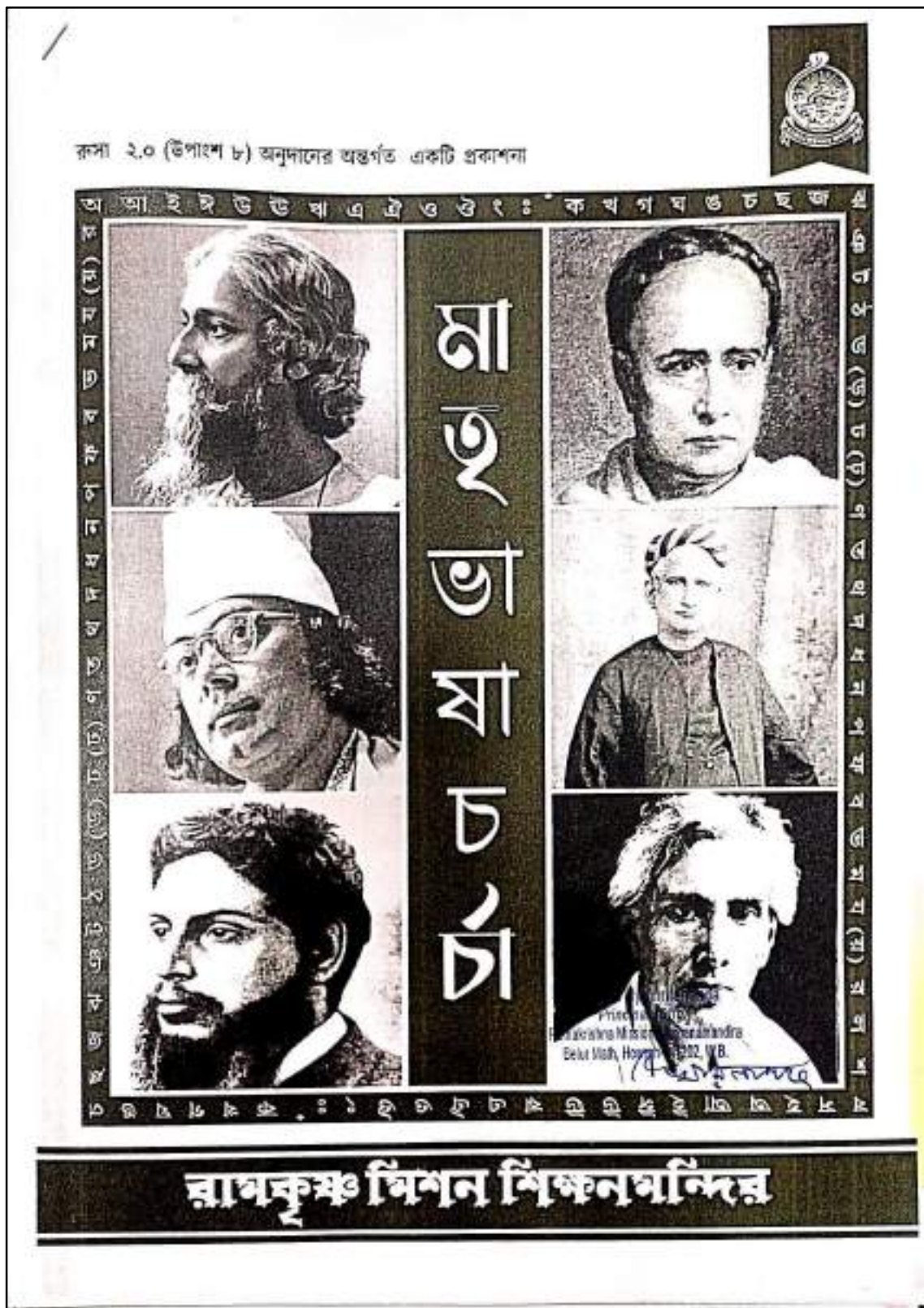


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## মাধ্যমিক-উচ্চমাধ্যমিক বাংলা পাঠ্যক্রম, পাঠদান পদ্ধতি ও শিখন নমুনা

ডাঃ প্রদীপ কুমার সেনগুপ্ত

(সহযোগী অধ্যাপক ও বাংলা জগত)

শিক্ষক-শিক্ষিকাদের কর্মসম্পাদন প্রণালী কর্মসূচীর সঞ্চালক,

প্রাকৃতিক মিশন শিক্ষামন্দির, বেলুরমঠ, হাওড়া

বাংলা ভাষা ও সাহিত্যের যে প্রবিশ্বন পূর্ণ হল সে প্রবিশ্বন পূর্ণের একটি উদ্দেশ্য ছিল কালের যে পরামর্শটি সৌ  
বিদ্যায় পড়া আছে তা বেশ কিছু প্রয়োজনের কারণেই সময়সূচের পরিবর্তিত হয় এবং সে পরিবর্তিত পরামর্শটির  
সাথে যাতে আমরা পরিচিত হতে পারি সেই কারণেই এই প্রবিশ্বন পূর্ণের শিল্পদীর্ঘ আসেন তার এক বীর  
এখানে জন্মগ্রহণী স্বাভাবিক আসেন তার সেইচলার নিয়ে আলাপ আসলেন করে থাকেন। বাংলা ভাষা ও সাহিত্যে  
হয়নিদের যে কর্মসূচীর সেই কর্মসূচীর মুখ্য উদ্দেশ্য ছিল নতুন করে কালের শিক্ষক এবং শিক্ষিকারা এসেছেন  
আমাদের উপরন্তে বিভিন্ন বিষয়ে অবস্থিত করা এক আশঙ্কা এর বইতে যে সময় জিনিস আছে যে সময় জিনিস  
আমাদের নিতলবাদের বইতে থাকে সে সময় জিনিস সম্পর্ক আমাদের আশঙ্কায় করার প্রয়োজন আছে  
কারণ কালের জেট জেট শিক্ষাধীনের আসেন কাছে সে কালের সঠিক করে কলে ধরা এটা একটা খুব বড়  
কাজ পলেই মনে করা হয় এবং সেই কারণেই এই প্রবিশ্বন পূর্ণি আছেই আছেই হয় কালের সেই প্রবিশ্বনদের  
কালে নতুন কালের ধরা এখনে আশঙ্কায় করে আসেন কাছে সৌ অর্থাৎ উপস্থাপী বলে মনে হয়। সুশিক্ষার  
শিক্ষিত করে কলে হবে আসেন, না হলে এই স্বাধীন সৌ হবে সেটা হল এটা হবে পুরোপুরি একেবারে  
আমাদের কেসমূহেই শিক্ষিত করে জেনা যখন এক এর সঙ্গে সঙ্গে আর একটা বিষয়ে আসে যে সেটা  
হল যদি আসে গেলে কালির সেওয়া হয় অর্থাৎ কোন সময় সেই সিল্ট কালের কোমলমতি যে সময় স্বা-  
ধীন আসেনকে শিক্ষক মহাশয় এবং শিক্ষিকার তার আসেনকে বেআবেদন এক টিক টিক করে আসেন পড়াশুনার  
এখানে নিয়ে কলে তা অর্থাৎ সময় কালির সেওয়া যা দিন কালির সেওয়ার লক্ষ্য যদি কাজ করা হয় আসেন  
খুব একটা এখানে থেকে পড়লে যা এক এই সঙ্গে সঙ্গে আরেকটা জিনিসও দরকার যদি শিক্ষকদের বলেছিলেন  
যে প্রকৃত শিক্ষক হলে কাশ্যম সেমে এসে আসেন প্রকৃত নির্দেশকের মত হয়ে কাজ করার সৌ করবেন এক  
প্রকৃত শিক্ষক জিনিসই তিনি আসেন কলে পরের কেরে যে সময়সূচীয়া হয় সেওয়ার কালির সেলে অর্থাৎ একটি  
তার পাঠকে সেখানে স্বীকারের মন কারণে সে আগছাকে জেট সিল্ট হয় শিক্ষক মহাশয়কে জুঁিকা সেটিই  
হবে। শিক্ষক মহাশয় কালের যদি হিসেবে কাজ করলেন।

  
Swami Vidyambarananda  
Principal (Olig.)  
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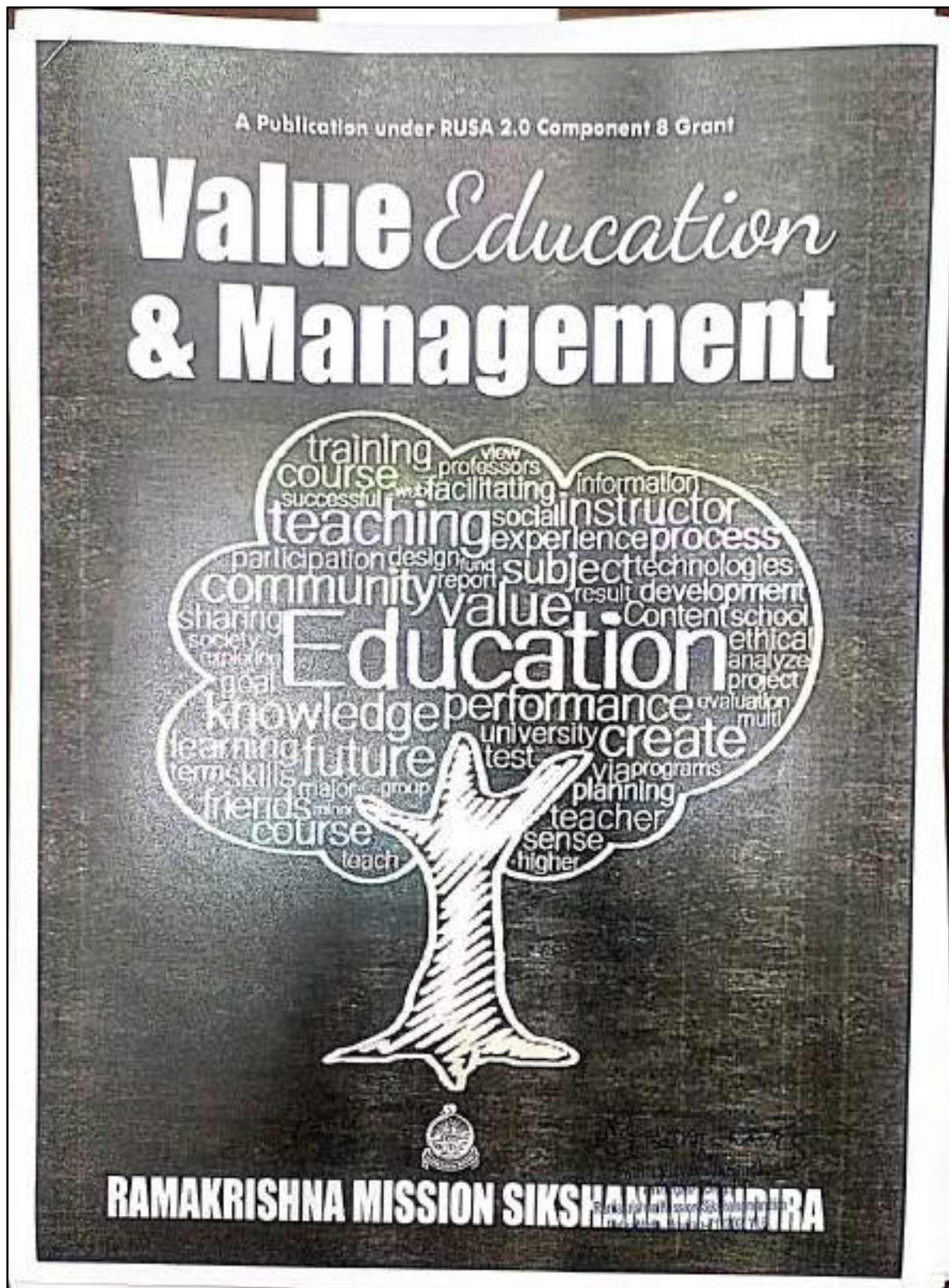


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## Workshop on Evaluation Framework for Government, Government Sponsored and Government Aided Secondary Schools in India

**Swami Tattwasarananda**

*(Principal, Probationers' Training Center, Belur Math;  
Former Principal, Ramakrishna Mission Sikshanamandira &  
Ramakrishna Mission Sikshanamandir (H.S), Sarisha)*

Over the last decade or so, the introduction of Article 21-A in the Indian Constitution and the subsequent legislation of the RTE Act 2009 has set a great impetus in the area of school education in this country. Now, as we are nearing the initial target of ensuring cent percent enrolment of the children of school going age into our schools it is high time to shift focus on the next obvious target i.e. to ensure quality in the schools. Even though there are certain fixed criteria towards the assessment of school development and progression in this country (foremost of these being the U-DISE), most of these are essentially quantitative in nature with obvious limitations in understanding the specific and systemic lacunae.

It was primarily to address this felt need, indispensably necessary to ensure a more efficacious functioning of our schools and to rejuvenate the planning, implementation and inspection/supervision system in the field of school education that Ramakrishna Mission Sikshanamandira came up with a comprehensive School Assessment Framework. The added provisions of field visit for documentary verification, face to face interaction with all stake holders and on the spot assessment of the state of affairs at the institutional level provided this framework with more penetrative powers.

Having had the opportunity to serve as a member of the NAAC (National Assessment and Accreditation Council, an autonomous institution of University Grants Commission) peer team over the last few years, I have no qualms in acknowledging the fact that the present framework received its foundational ideas from the procedures followed by NAAC in assessing and accrediting the institutions of higher learning of this country. It must nevertheless be added in the same vein that the present framework, though modelled in the lines of the Self Study Report and Peer Team Report of NAAC, has been thoroughly moulded and adapted to touch the nitty-gritties at the school level.

In this connection I admirably recall my tenure as a member of the School Expert Committee (during its early age) constituted by the Government of West Bengal in 2011, which again gave me the motivation to develop such a framework for school education. For the sake of validation of this framework a workshop was organized in our institution on 9th April, 2015 which was actively attended by 58 school teachers, headmasters and sub-inspectors of schools from different parts of West Bengal along with the faculty members, M.Ed. trainees, and M.Phil./Ph.D. scholars of our institution. The said workshop provided us with invaluable feedback which helped the framework in gaining the desired comprehensiveness.

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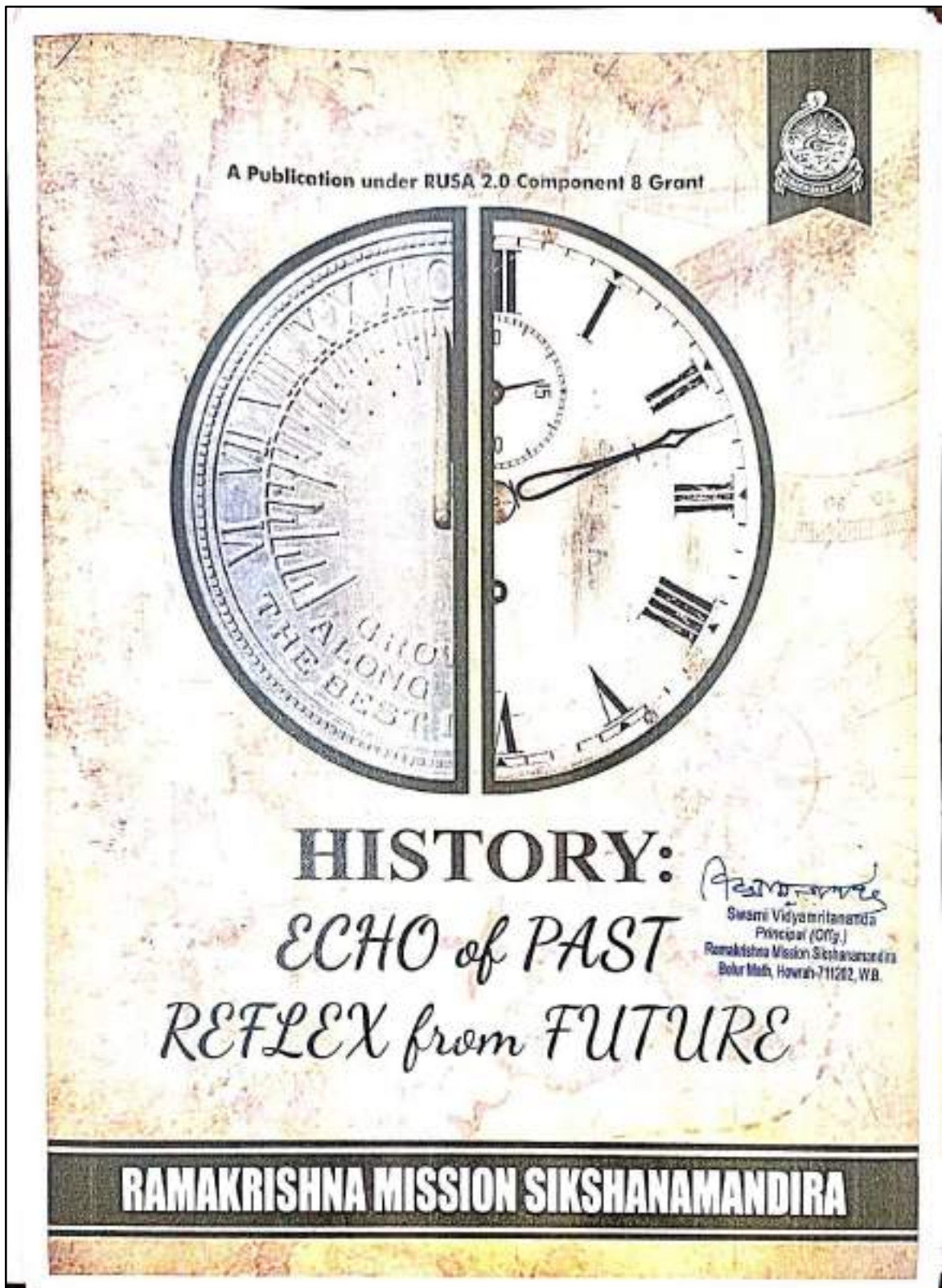
  
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## ইতিহাসের শিক্ষকসমাজ

স্বামী তত্ত্বসারানন্দ

(অধ্যক্ষ, ব্রহ্মচারী প্রশিক্ষণ কেন্দ্র, বেলাড় মঠ)

১৯৮৬ সালের জাতীয় শিক্ষানীতিতে শিক্ষক শিক্ষণের যে দুটি শাখার কথা উল্লেখ করা হয়েছিল তার মধ্যে একটি হল Pre-Service Teachers' Training Programme এবং অন্যটি হল In-Service Teachers' Training Programme. Pre-Service Teachers' Training Programme হল শিক্ষকতা পেশায় প্রবেশের পূর্বের প্রশিক্ষণ, যেমন B.Ed.। পক্ষান্তরে, In-Service Teachers' Training Programme হল শিক্ষকতা পেশায় নিযুক্তির পর শিক্ষক-শিক্ষিকাদের ক্রমাগত নিত্যানতুন জ্ঞান এবং শিক্ষণ পদ্ধতি সম্পর্কে অবহিত করে তোলা। উচ্চশিক্ষায় এই বিষয়টি পূর্বে থেকেই আছে। মহাবিদ্যালয় এবং বিশ্ববিদ্যালয়ের শিক্ষকদের উচ্চ পদমর্যাদার উন্নীতকরণের জন্য এই ধরনের প্রশিক্ষণে অংশগ্রহণ আবশ্যিক। কিন্তু আমাদের বিদ্যালয়ের শিক্ষক-শিক্ষিকাদের ক্ষেত্রে এই বিষয়টি আবশ্যিক নয়। সময়ের সমান্তরালে জ্ঞানের পরিধির বিস্তৃতিকরণ, শিক্ষণ পদ্ধতির অগ্রগতি ও পরিবর্তনের সাথে পরিচিত হওয়া সকল শিক্ষক-শিক্ষিকাদের আবশ্যিক কর্তব্য, তা না হলে প্রত্যক্ষরূপে শিক্ষক সমাজ এবং পরোক্ষ শিক্ষার্থী সমাজ পিছিয়ে পড়বে। এই চিন্তা-ভাবনা থেকেই ১৯৮৬ সালে তৎকালীন কেন্দ্রীয় সরকার In-Service Teachers' Training Programme - এর প্রয়োজনীয়তা অনুভব করেন এবং ত্রিস্তরীয় প্রতিষ্ঠান গুরু করার কথা বলা হয়, সেগুলি হল DIET (District Institute of Elementary Training); CTE (College for Teacher Education) ও IASE (Institute of Advanced Studies in Education)। ২০০১ সালে পশ্চিমবঙ্গে এটি শুরু হলেও ২০১২ সাল থেকে ক্রম অবলুপ্ত হয়ে পড়ে। তৎকালীন শিক্ষার সাথে বৃহৎ সরকারি আধিকারিকরা হস্তান্তর এই বিষয়টির গুরুত্ব সঠিক রূপে অনুভব করে উঠতে পারেননি।

কিন্তু ইথরের আদীর্বাণে রামকৃষ্ণ মিশন শিক্ষণমন্দির এখনো পর্যন্ত Pre-Service Teachers Training Programme এর সমান্তরালে In-Service Teachers Training Programme - টিকেও ধরে রাখতে সমর্থ হয়েছে। নিগত ছয় দিন (১০/০৯/২০২২ থেকে ১৬/০৯/২০২২) যাবৎ ইতিহাস বিষয়ের উপর প্রশিক্ষণ পিরিডি অত্যন্ত সফলতার সাথে সম্পন্ন হয়েছে। এই প্রশিক্ষণ সংক্রান্ত সরকারি অনুমোদন লাভ করা, রিসোর্স পার্সনদের সঙ্গে যোগাযোগ করা - ইত্যাদি নানাবিধ ক্ষেত্রে সাফল্য লাভের জন্য এই প্রতিষ্ঠানের অধ্যক্ষ স্বামী বিদ্যামহানন্দ মহারাজ, শরীফা নিয়ামক তথা সামগ্রিক প্রোগ্রামটির আয়োজক স্বামী উর্জিতানন্দ মহারাজের অক্লান্ত পরিশ্রম রয়েছে। এই প্রশিক্ষণ শিবিরে নিজ নিজ ক্ষেত্রে কন্যাধন্য মানুষেরা তাঁদের বক্তব্য রেখেছেন, গয়ার্শপন করিয়েছেন। অর্থাৎ নিশ্চিত সেই সকল বক্তৃতাধি গুনে আপনারা সমৃদ্ধ হয়েছেন। তাই বলাই বাহুল্য যে, রামকৃষ্ণ মিশন শিক্ষণমন্দিরের এই প্রয়াস সফল ও সার্থক হয়েছে।

যে কোনও বিষয়ের শিক্ষক-শিক্ষিকাগণ জরুরি গঠনের সহায়ক ভাবে কোন সন্দেহ নেই ভবুও আমি মনে করি ইতিহাস বিষয়ের যারা শিক্ষক-শিক্ষিকা - তাঁদের উপর জরুরি গঠনের একটি বড় দায়িত্ব রয়েছে। তার কারণ

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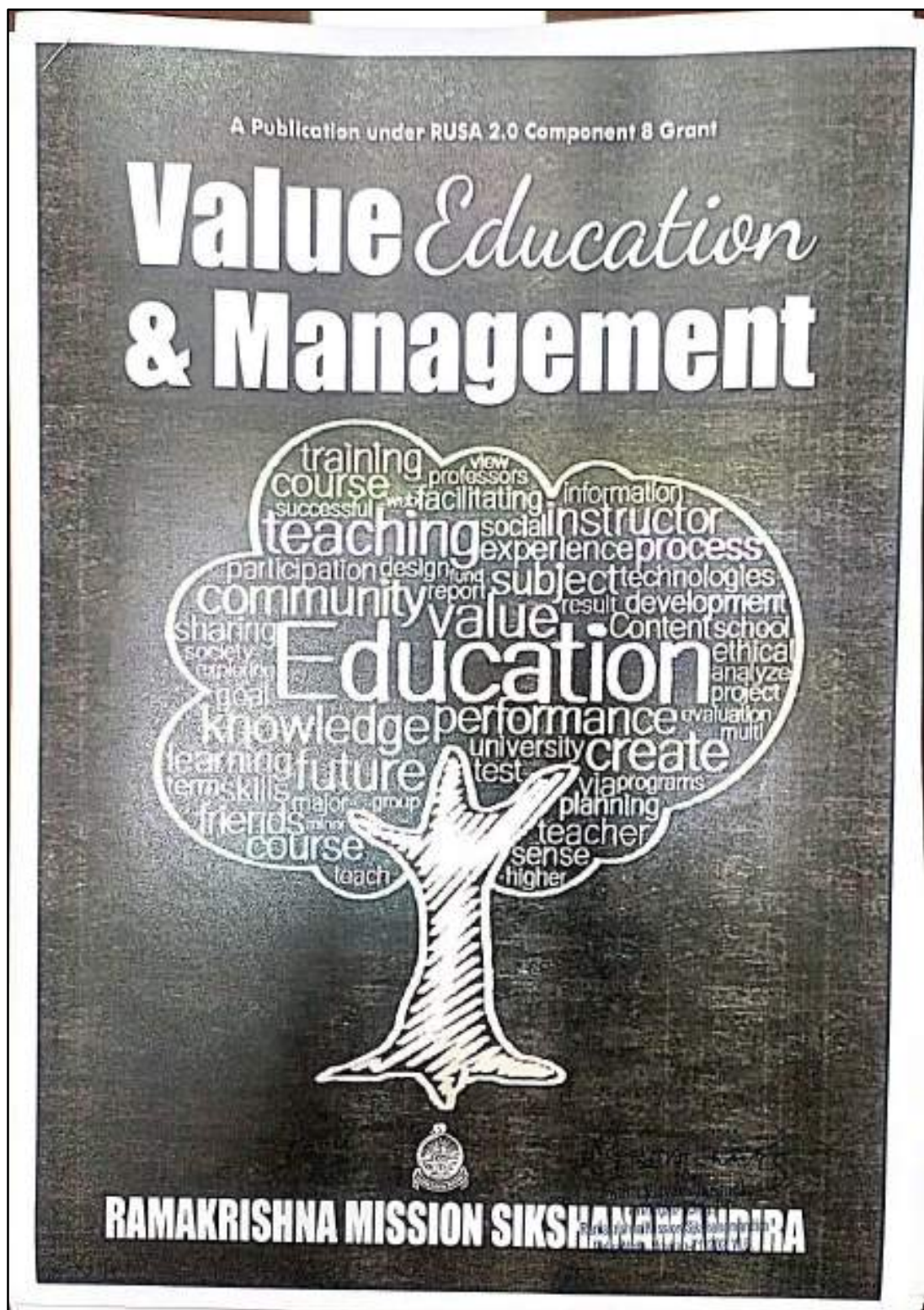


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Sl. No.	Name	Designation	No. of Research Books/Papers
5	Dr. Abhijit Guha	Associate Professor	5



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## Management & Leadership: From Theories to Practices

**Dr. Abhijit Guha**

*(Associate Professor & Programme Coordinator,  
In-Service Training for Head of the Institutions,  
Ramakrishna Mission Sikshanamandira, Belur Math)*

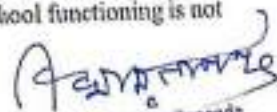
**Introduction:** In the present digital age of knowledge and information, human civilization is proceeding towards a better configuration. As a consequence, educational endeavours are elaborated in various dimensions like teaching-learning process, infrastructural facilities, evaluation system etc. Education has now been redefined by the educationist as per the needs of the various sections of the society. Gradually the betterment of the educational process along with the institutions is occurring across the world.

**The school perspective:** The reflection of betterment in the school environment has been emphasized and we can see from all corners of the society including the government to make the school better than earlier. The striving for betterment of the school by our society continuously leading the school to be dynamic, modern and complex. Accordingly, the task of school has become multifarious and challenging. In this perspective, the school demands a new leadership quality with modern belief and high level competence. A head teacher of a school can lead his institution from an ordinary one to an excellent one through the process of reformation.

The process of reformation of a school is not an easy task. It is observed in present days that the educational goals has become more complex, educational process has become more challenging, educational task have become more difficult, the expectation of the society has become diversified, the input to quality of teachers as well as students have become more challenging and wide ranging and the school accountability has been increased more than before. In this backdrop of school complexity, we should look into the education policies, curriculum, teaching learning process including strategies and methods, the organization and management of schools to bring changes and make updates. It has inevitably become a complex challenge of head teachers of the school to make the school better in several dimensions.

**Shifting schools from improving to developing:** In the process of school reformation, Cheng (1996) opines that school should shift its focus from the concept of improvement to the concept of development. As the educational goals are changing, the remedial concept of improvement is to be shifted to the formative concept of development. For the reformation of school, focus on quantity has been shifted to quality of education. The society is now focusing on the quality of education to meet the diverse needs and high expectations. Traditionally the school management is more concerned about the problems in schools and tries to resolve those problems or avoid them to maintain the normal functioning of the school but nowadays only maintenance of the school functioning is not

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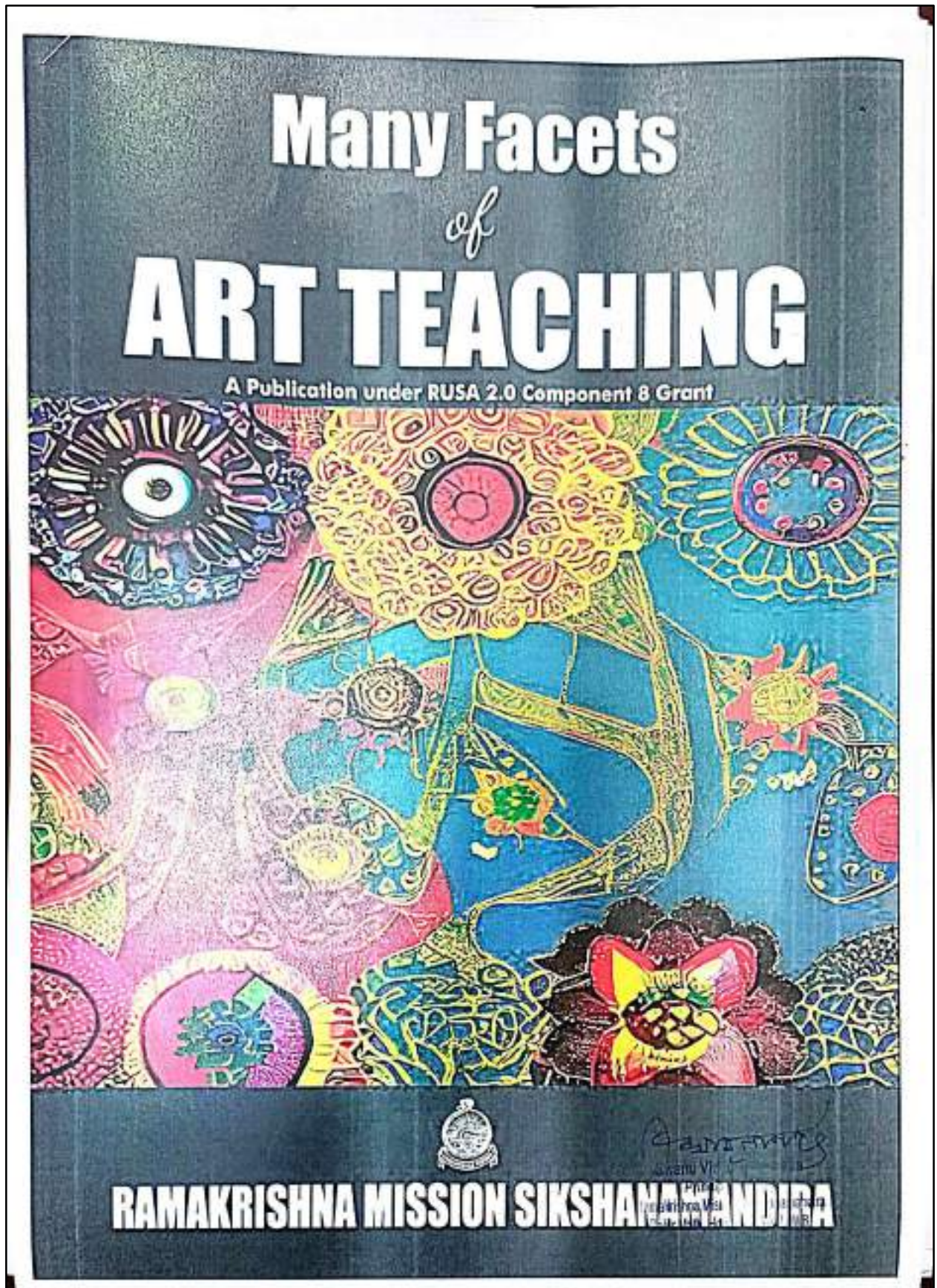
  
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- Swami Vivekananda



## Action Research on Visual and Performing Arts Education at School Level

Dr. Abhijit Guha

(Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math)

### Introduction:

In the age of knowledge explosion, research occupies a prominent status as it creates new knowledge to the specific field of the study. Teachers need always be updated with new knowledge, skill, understanding to grow professionally and serve the students better. Visual and performing arts as a subject at school level is very essential for students to learn. The visual and performing arts teachers must act seriously to maintain supportive environment in the classroom so that every student can learn. During the teaching task, a teacher may face some problems either teaching-learning oriented or students' behaviour oriented in the classroom as well as in the school. Research specially action research can help the teacher to find the solution of such problems and create favourable environment for the learners to learn.

### The concept of research:

On discussing the concept of research, Burns (1997) opines that research is a systematic investigation of finding solution of a problem. Kerlinger (1986) also says that scientific research is a systematic, controlled, empirical and critical inquiry of propositions related to the relationship among various variables under consideration. Grinnell (1993) views research as structured inquiry which adopts acceptable scientific methodology to solve problems and creates new knowledge. Best & Kahn (2006) defined research as systematic and objective analysis and recording of controlled observations which lead to the development of generalizations, principles, or theories, resulting in prediction. Thus research can be described as systematic process of inquiry to find solution of a problem by collecting data, analysing the data in the light of propositions and drawing of conclusion to add new knowledge in the form of generalization, theory or principles.

**The types of research:** Research in the field of education can be classified into several types according to the focus of categorization. These categories may be methods, applicability or generalization, time frame, nature of variables and manipulation etc.

According to Denzin and Lincoln (2000), qualitative research is an interpretive and naturalistic inquiry in which researchers study things in its natural settings and intend to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. In the qualitative research, whatever the source or form of the data, researchers utilize qualitative data that is in the form of text, either transcribed or received as same. In quantitative research, researchers use numerical and statistical evidence. Researchers use a number of cases as sample to obtain measurable data, analyse it describes the prevailing situation or test the hypotheses concerning with the conditions of variables and reach to

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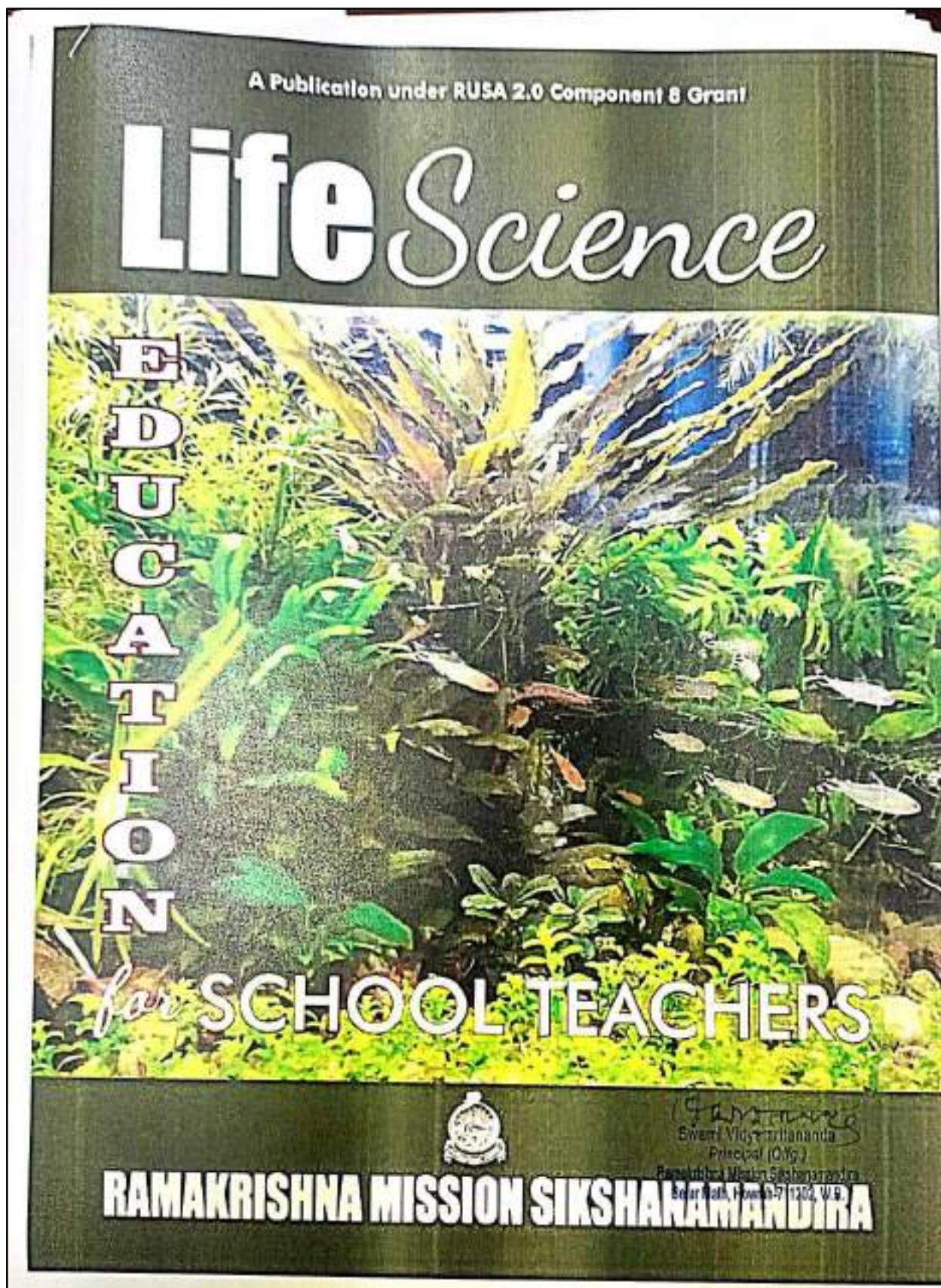
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## Action Research on Life Science Education at School Level

DR. ABHJIT GUHA

Associate Professor

Ramakrishna Mission Sikshanamandira

### Introduction:

In the age of knowledge explosion, research occupies a prominent status as it creates new knowledge to the specific field of the study. Teachers need to always be updated with new knowledge, skill and understanding to grow professionally and serve the students better. Life Science as a subject at school level is very essential for students to learn. The life science teachers must act seriously to maintain a supportive environment in the classroom so that every student can learn. During the teaching task, a teacher may face some problems either teaching-learning oriented or students' behaviour oriented in the classroom as well as in the school. Research, especially action research can help the teacher to find the solution of such problems and creates a favourable environment for the learners to learn.


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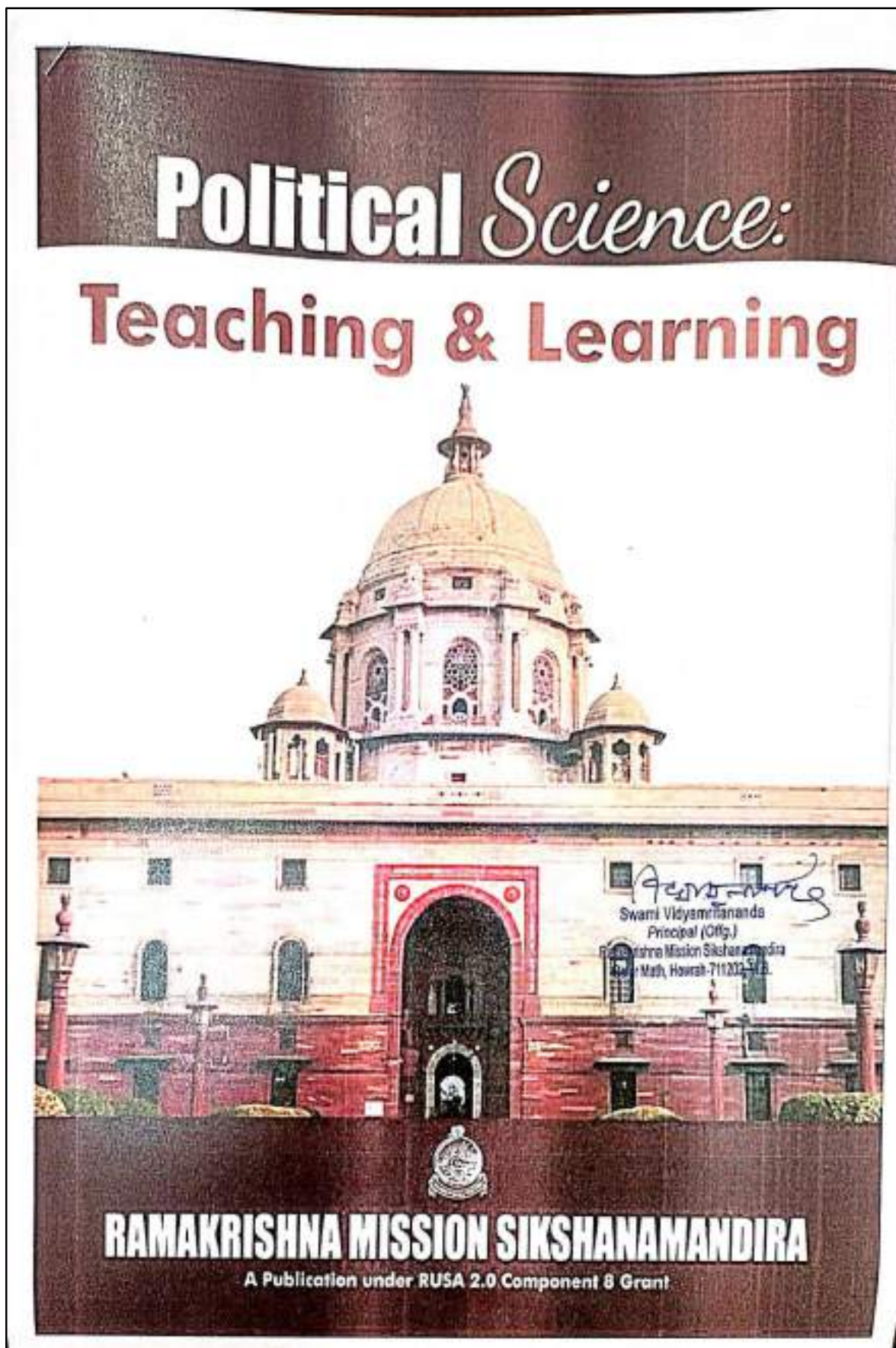
  
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## Action Research on Political Science Education at School Level

**Dr. Abhijit Guha**

*(Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math)*

### **Introduction:**

In the age of knowledge explosion, research occupies a prominent status as it creates new knowledge to the specific field of the study. Teachers needs always be updated with new knowledge, skill, understanding to grow professionally and serve the students better. Political science as a subject at school level is very essential for students to learn. The Political science teachers must act seriously to maintain supportive environment in the classroom so that every student can learn. During the teaching task, a teacher may face some problems either teaching-learning oriented or students' behaviour oriented in the classroom as well as in the school. Research specially action research can help the teacher to find the solution of such problems and creates favourable environment for the learners to learn.

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$\frac{1}{2} \frac{d^2v}{ds^2} + r \frac{dv}{ds} + \frac{dv}{dt} - r \cdot v = 0$

$R = \frac{a \times b \times c}{4 \times L}$

$L_s = (s_1 + s_2 + s_3) \times T$

$\tan A = \frac{\sin A}{\cos A} = \frac{a}{b}$

$ax^2 + bx + c = a(x-x_1)(x-x_2)$

$\frac{AO}{DO} = \frac{AB}{DL} = \frac{BO}{CO}$

$\frac{\sin A}{a} = \frac{a}{b}$

$\frac{a}{b} = \frac{b \times c}{d}$

$\frac{b}{c} = \frac{a \times d}{c}$

$\frac{1}{2} \text{ Circle} \rightarrow R = \frac{1}{4} \times 12 \times d + d$

$\frac{1}{2} \text{ Circle} \rightarrow R = \frac{1}{2} \times 10 \times d + d$

$\int \sec^2 ax dx = \frac{1}{a} \tan ax + c$

$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

$\cos A$

$\Delta V = \Delta P$

**EduMATH**

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$ax^2 + bx + c = a(x-x_1)(x-x_2)$

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- Swami Vivekananda



## ACTION RESEARCH ON MATHEMATICS EDUCATION AT SCHOOL LEVEL

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*Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math*

### Introduction:

In the age of knowledge explosion, research occupies a prominent status as it creates new knowledge to the specific field of the study. Teachers needs always be updated with new knowledge, skill, understanding to grow professionally and serve the students better. Mathematics as a subject at school level is very essential for students to learn. The mathematics teachers must act seriously to maintain supportive environment in the classroom so that every student can learn. During the teaching task, a teacher may face some problems either teaching-learning oriented or students' behaviour oriented in the classroom as well as in the school. Research specially action research can help the teacher to find the solution of such problems and creates favourable environment for the learners to learn.

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**SCHOLARSHIP**  
as a part of  
**Student Support Service:**  
Awareness and Attitudinal Perspective of  
Stakeholders in Teachers Training Institutes

[A Minor Research Report funded by RUSA 2.0 component 8 grants]

Dr. Anujit Patra  
Dr. Abhijit Guha  
Prosenjit Mandal

*Swami Vidyamitananda*  
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## CHAPTER – I INTRODUCTION

### 1.1 Background of the Study

In India, West Bengal (W.B.) has been in a unique position in terms of higher education. One of the reasons behind this position is the interest and attitude of the general public towards higher education. At present, the interest and attitude of students towards higher education, no matter how far we are, there are many hurdles present in front of most of the students, the financial issue has always been identified as a criterion, which has been overcome to a large extent. This reduces the financial burden of the students. Getting a scholarship is highly dependent because almost all scholarship projects are associated with the so-called institutional verification system, regardless of the scheme that the students are allowed to benefit from, they must be part of the institutional education system in one way or another. Although higher education institutions prioritize studies as the main activity, not only at present but also for a long time, many institutions abroad have arranged multiple collaborations that ensure students' proficiency and professional development as well as holistic development. Organization of awareness camps, participation in social activities, medical camps, transportation arrangements, and accommodation of hostels for student as well as various scholarships the University has a specific authority which we know as dean of student welfare. Present researchers discuss only the awareness and views of other beneficiaries especially the students and nodal officers, closely related to the scholarship related to how the institution plays its role in getting the scholarship among the multiple issues of student welfare and the institutions selected for

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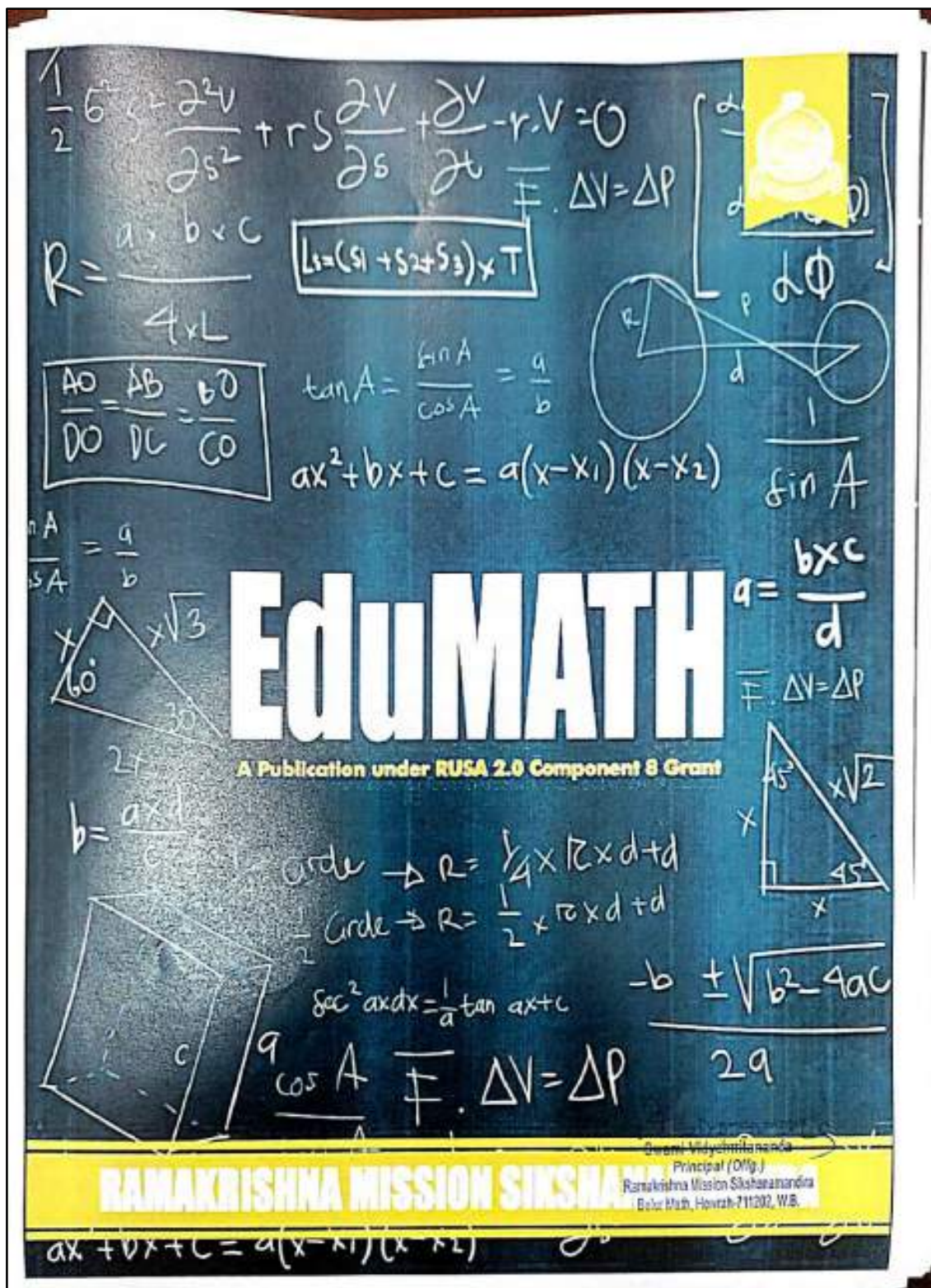


# RAMAKRISHNA MISSION SIKSHANAMANDIRA

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Belur Math, Howrah - 711 202, West Bengal

Sl. No.	Name	Designation	No. of Research Books/Papers
6	Hitasish Bhowmick	Associate Professor	2



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

- Swami Vivekananda



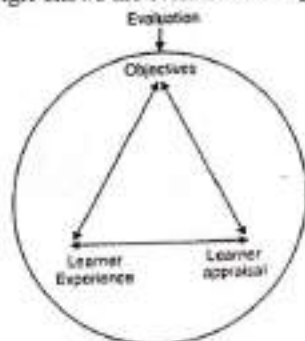
## EVALUATION IN TEACHING MATHEMATICS

**Mr. Hitasish Bhowmik**

*(Associate Professor & Coordinator of the Training Programme of Mathematics,  
Ramakrishna Mission Sikshanamandira, Belur Math)*

In every walk of life, the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life, then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. In education how much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims. Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness.

Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgement, educational status, or achievement of student. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgements need to be made. In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. Fig.1 shows the evaluation triangle in teaching learning process.



**Fig.1: Evaluation Triangle in Teaching Learning Process**

The aim of education is to transfer knowledge to students through mediums of instruction. When the teacher selects the course, subject matter, materials and resources, methodology and activities that takes the teacher and students at a measurable level of achievement it is known as instructional objective. Instructional objectives are written for the student and they state what the student is expected to do following instruction. Objectives are specific, observable, and measurable learning outcomes. Instructional objectives are written for individual units of study.

Instructional objectives provide teachers the opportunity to design proper assessment procedure through tests and evaluation. Students know what they are supposed to do, use

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## ICT Enabled Web Based Learning

**Sri Hitasish Bhowmik**

*(Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math)*

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. ICT in education is the mode of education that use ICT technology to enhance, support and optimize the delivery of information. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. The use of ICT in education with integrating technology to the curriculum has a significant and positive impact on students' achievements. The students who are continuously exposed to technology through education has better "knowledge", presentation skills, innovative capabilities, and are ready to take more efforts into learning as compared to their counterparts.

ICT permeates the business environment, it underpins the success of modern corporations, and it provides governments with an efficient infrastructure. At the same time, ICT adds value to the processes of learning, and in the organization and management of learning institutions. The Internet is a driving force for much development and innovation in both developed and developing countries. Countries must be able to benefit from technological developments. To be able to do so, a cadre of professionals has to be educated with sound ICT backgrounds, independent of specific computer platforms or software environments. Technological developments lead to changes in work and changes in the organization of work, and required competencies are therefore changing. Gaining in importance are the following competencies:

- critical thinking,
- generalist (broad) competencies,
- ICT competencies enabling expert work,
- decision-making,
- handling of dynamic situations,
- working as a member of a team, and
- communicating effectively.

### **Computer literacy:**

The precise definition of computer literacy varies widely. Generally, being literate (in the realm of books) denotes that an individual can read an arbitrary book in his or her native language(s), looking up new words as they arise. Likewise, an experienced computer professional may consider the ability to self-teach (i.e., to learn arbitrary new programs or tasks as they are encountered) to be central to computer literacy. Being computer literate often suggests little more than the ability to use several very specific applications

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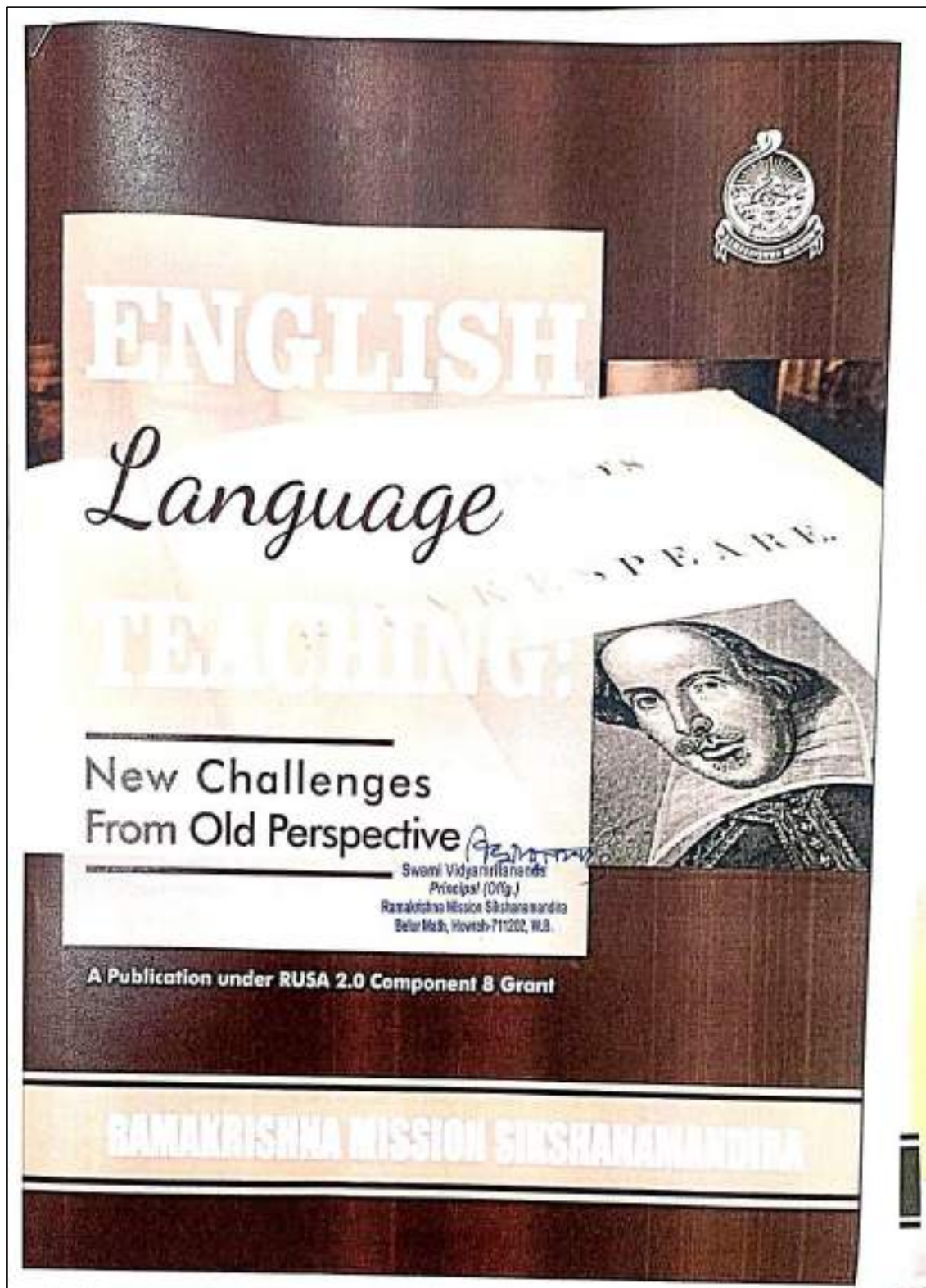


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Sl. No.	Name	Designation	No. of Research Books/Papers
7	Dr. Gautam Bandyopadhyay	Associate Professor	1



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## Micro-Teaching- from Concept to Practice: A platform for shared knowledge

**Dr. Gautam Bandyopadhyay**

*(Coordinator, In-service Teachers' Training of English & Associate Professor,  
Ramakrishna Mission Sikshanamandira, Belur Math)*

Language very generally is seen to be a dynamic means of communication, which involves not only a knowledge of the system of language, but also an awareness of the social, psychological and cultural factors that contribute in a rich way to the shaping of communication. Therefore, we should not accept language only as a set of fixed structure, but as a tool for assessment, irrespective of Micro or Macro that needs to be wielded effectively in different situations for different skill-management.

Micro-Teaching, as we all know, is the scaled down content, specially meant for instructional skill development contexts under faculty development technique that helps the teacher to master various teaching skills, not in an integrated way, but in isolation, i.e., expedition of one skill at a time. Our expectation as teachers will be to assist our learners from where learners' can develop their own learning strategy and where both the teachers and the learners can change their limitations into challenge if necessity arises. The journey from 'limitation to challenge' may be better understood by a beautiful example offered by Pablo Picasso (1881-1973), the world famous Spanish painter. To him, "I am always doing that which I cannot do, in order that I may learn how to do it". Teaching, no matter whether it is Macro or Micro, is an art and like every art, it needs 'aesthetic eudaimonia' that means 'feel good perception' where teacher learner both feel an unalloyed imagination mixed with subjective madness, a kind of subjective madness, a kind of subjective confidence that once felt by Albert Bandura (1925-2021) in his theory of self-efficacy- the philosophy of "yes, I can do".

Microteaching had emerged in the 1960s as a type of scaled-down simulation activity to help teacher candidates learn to teach. A key strength of microteaching has been its provision of a congenial environment in which the prospective could practise their instructional skills in manageable portions, receive feedback on their performance, reflect on that feedback and subsequently use this information to improve their teaching. The main objectives of the topic-concerned is to address and emphasize that microteaching has the potential to improve the teachers' pedagogic skills, competencies, self-confidence, beliefs and attitudes with minimum available facilities and to provide students with valuable teaching experiences and make them aware of the benefits and relationships between theory and practice.

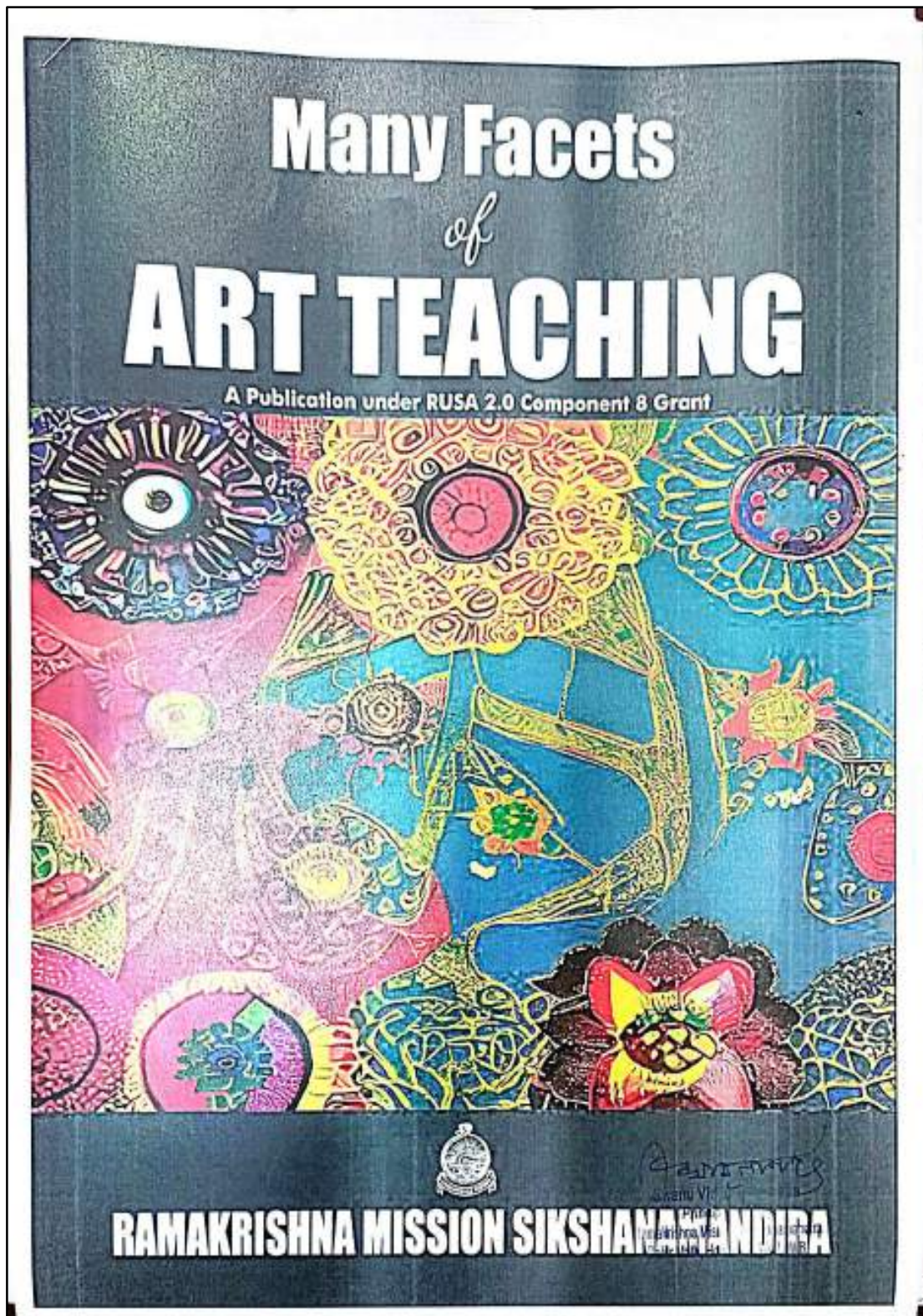


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8	Dr. Siharan Chakrabarty	Assistant Professor	1



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## স্বামী বিবেকানন্দের সঙ্গীত ও শিল্পচিন্তা

ড. শিহরণ চক্রবর্তী

(শিক্ষক, রামকৃষ্ণ মিশন শিক্ষামন্দির, বেলুড় মঠ)

সঙ্গীত ::

উনবিংশ শতকে কলকাতার দুটি বুনিয়াদী পরিবার ছিল সংগীতের সাধনক্ষেত্র ও পীঠস্থান - জ্যোত্স্নাসাঁকোর ঠাকুরবাড়ি ও শিমুলিয়ার দত্তবাড়ি। দত্ত বাড়িতে প্রতি শনি ও রবিবার সংগীতের আঙ্গুর বসত। শিশু নরেন সেখানে একজন নিষ্ঠাবান শ্রোতা। অন্যদিকে ঠাকুরবাড়িতে সংগীতের সমঝদার ও উৎসাহ দাতা ছিলেন মহর্ষি দেবেন্দ্রনাথ ও অন্যান্য গৃহপতিরা। দত্তবাড়িতে দুর্গাপ্রসাদ, বিশ্বনাথ দত্ত সঙ্গীতের রসদগ্ৰাহী সমঝদার ছিলেন। পিতা বিশ্বনাথ দত্তের সঙ্গে ভারতের উত্তর-পশ্চিমাঞ্চলে (বিশেষত লখনৌ, দিল্লি, রাহপুর, বিলাসপুর) অতিবাহিত করায় কিশোর নরেন্দ্রনাথ খেয়াল, গজল, টপ্পা, ঠুংরি প্রভৃতি একটা আকর্ষণ অনুভব করেন। পরবর্তীকালে কলকাতায় ফিরে পদ্ধতিগতভাবে তিনি সংগীত শিক্ষা গ্রহণ করেন। তাঁর সংগীত জগতের শিক্ষকদের মধ্যে অমৃতলাল দত্ত (হাবু বাবু), সুরেন্দ্রনাথ দত্ত (তমু বাবু), বেণী ওজান (ওজ), ওজান আহম্মদ খাঁ, প্রমুখের নাম উল্লেখযোগ্য। এছাড়া কাশী যোগালের কাছে তিনি তবলা, পাখোয়াজ শিখেছিলেন। ছেলেবেলায় নরেন্দ্রনাথ যে সকল গান শিখেছিলেন এবং পাইতেন সেগুলি হল ধ্রুপদ, ধামার, ব্রহ্ম সংগীত, কীর্তন, পরমা সংগীত, সুরদাস ও কবীরের ভজন প্রভৃতি। শ্রীরামকৃষ্ণদেবের সঙ্গে নরেন্দ্রনাথের সাক্ষাতের সেতুই ছিল সংগীত। ১৮৮১ সালের নভেম্বর মাসে নরেন্দ্রনাথ তাঁর প্রতিবেশী শিমলার সুরেন্দ্রনাথ মিত্রের বাড়িতে ঠাকুরকে দুটি গান অনিয়েয়েছিলেন-

১. মন চলো নিজ নিকেতনে
২. যাবে কি দিন আমার বিফলে চলিয়ে

নরেন্দ্রনাথের কাছে সংগীত শ্রবণ করে ঠাকুর অত্যন্ত প্রীত ও সমাধিস্থ হন। এছাড়া রবীন্দ্রনাথের গানও নরেন্দ্রনাথ গেয়েছেন -

“জোয়ারেই করিয়াছি জীবনের ধ্রুবতারা”, “মহাসিংহাসনে বসি তনেহ হে বিশ্বপতি” প্রভৃতি।

যাঁদের গান স্বামীজি পাইতেন তাঁরা হলেন হরিদাস স্বামী, বৈষ্ণু বাওড়া, তানসেন, রামপ্রসাদ, কমলাকান্ত, বৈষ্ণব মহাজনদের কীর্তন। স্বামীজীর কণ্ঠের গান শ্রবণ করে শ্রীরামকৃষ্ণদেবের প্রোমোশ্ব বর্ষণ হতো, তিনি সমাধিস্থ হতেন যে সকল সংগীত স্বামীজি রচনা করেছেন তার মধ্যে উল্লেখযোগ্য হল - নাহি চন্দ্র নাহি সূর্য, জাখৈয়া জাখৈয়া নাচে জোলা, শিবজোহা, অছাজোহা, শ্রীরামকৃষ্ণ আরাভিক (যার ভাষা, তবুসমূহি, সুর গঞ্জীর ও অতুলনীয়)। এছাড়াও ১৮৮৬ খ্রিস্টাব্দে স্বামীজি ‘সংগীত কল্পতরু’ নামে একটি গ্রন্থ রচনা করেন।

স্বামীজীর সংগীত বিষয়ক মৌলিক অবদান ::

১. তিনি স্বরগ্রাম- সপ্তস্বরের কথা বলেছেন ও তার ওপর সমধিক তরঙ্গ দিয়েছেন।
২. সুরসাহা অর্থাৎ বাদ্যযন্ত্র গুলি যেন একই স্বরে ও সুরে বাঁধা থাকে।

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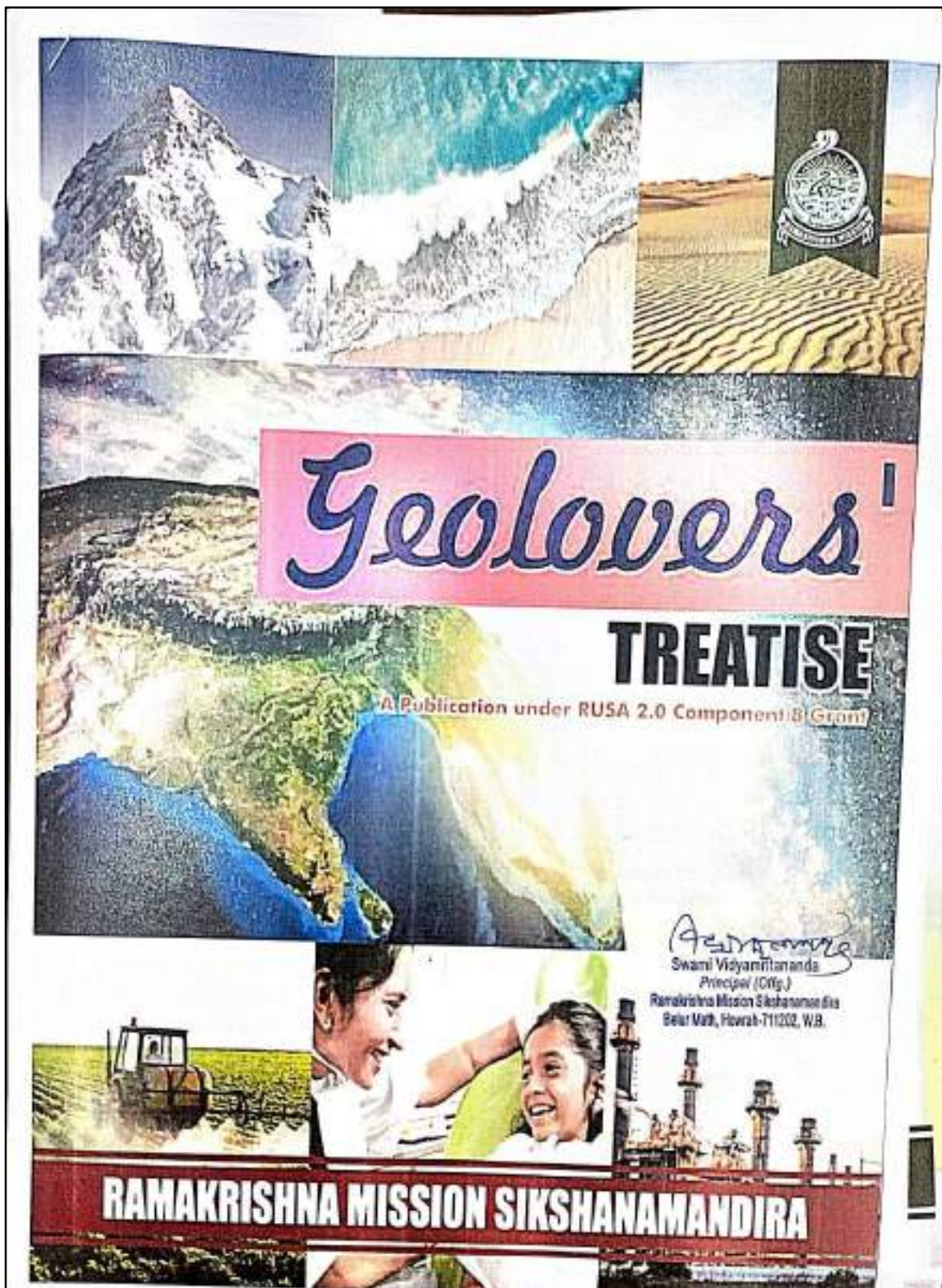


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Sl. No.	Name	Designation	No. of Research Books/Papers
9	Dr. Pradip Sarkar	Associate Professor	1



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Geolovers' Treatise

## Statistical and Diagrammatical Errors in Geography and Its Solutions

**Dr. Pradip Sarkar**

Associate Professor, Ramakrishna Mission Sikshanamandira,  
Belur Math, Howrah

The subject "Geography" is closely related with statistics and diagrams. The term "Geography" means graphical representation of the earth.

The finished product of geographical representation is also known as diagrams. The diagrams are very useful to clear the abstract concept of Geography which also build up a mental map to the students for understanding the concept. We have given an idea of a place on the world map or a river also with the help of diagrams or maps.

On the other hand, statistical plays an important role to describe the facts or Major the event with statistics. Suppose the length or width of the river in k.m.; production of jute, paddy, or oil seed in k.g. etc.

The height of the mountain in metres. The production of agriculture goods is also measured with the help of numerical units which are also expressed statistical forms with diagram.

In the classroom when we teach to the students with these statistics and diagrams, it is our duty to provide correct information to them. We have seen different information has given in different books written by the different writers in the same class. These are the major problems of the text books in our state. The students not only face this problem but teachers are also puzzled. They have no way to solve this real problem. Actually teachers would provide the right information but they did not. Suppose writer "A" has given information about the length of the river Ganges is 2500 km from source to mouth. Writer "B" has given information about the length of the river Ganges is 2505 k.m.

Problem is here and contradiction and confusion both are formed not only in students but also in educators or teachers. How to solve these problems?

Today's students are the future generation of our country. So this misconception brings the whole Nation into the deep dark era. All students are suffered when they appear in competitive exams. So information must be accurate and writers of different books must provide same information to the students.

We should discuss these problems in this workshop and we conclude these problems as early as possible. We should use the statistical data and diagrams as per recommendation by the Govt. of India or follow the guideline of NCERT. NCERT is the National Organization who devote their time for educational research for developing the teaching learning process. That is why, I am requesting all the writers of Geography to collect the data from this organisation, represent and interpret the data with diagrams which are

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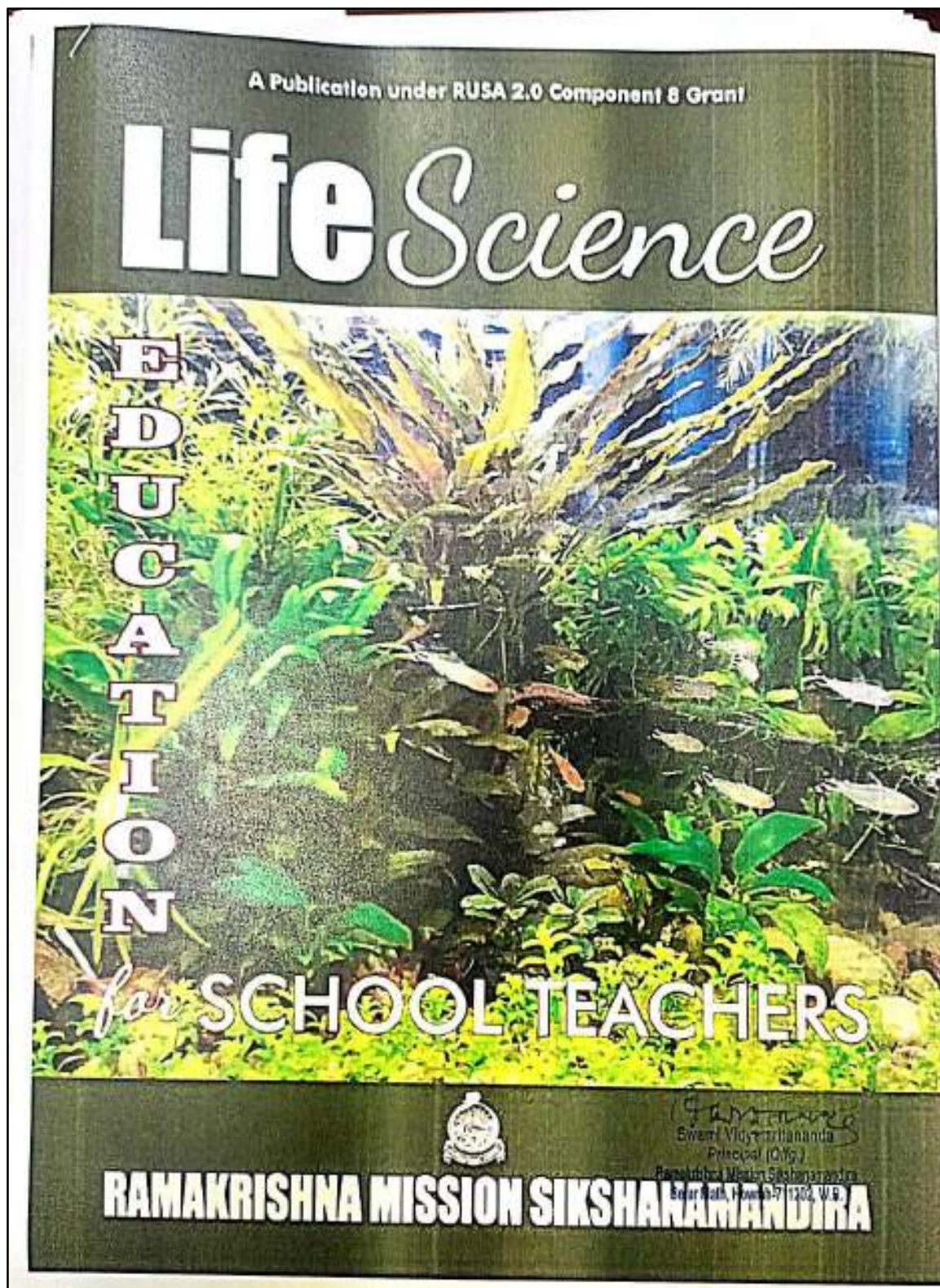


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Sl. No.	Name	Designation	No. of Research Books/Papers
10	Swami Vidyamritananda	Principal	2



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- Swami Vivekananda



## Setting up an Ecosystem Tank through Constructivist Approach

Swami Vidyamritananda  
Principal, Ramakrishna Mission Sikshanamandira, Belur Math

### What is constructivism?

Constructivism is 'an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner' (Elliott et al., 2000, p. 256).

According to the constructivist paradigm, rather than simply absorbing information, students actively create their own knowledge. People create their own representations of the world and integrate new knowledge into their prior knowledge, or what Jean Piaget called "schemas," as they interact with it and reflect on it.

Therefore, rather than simply receiving knowledge, children learn best in a constructivist classroom while actively participating in learning situations. Since students and teachers collaborate to create information, learning is a social process that is ingrained within a social context. As knowledge cannot be directly transferred to students, teaching aims to give experiences that aid in knowledge creation.

Traditional teaching methods emphasise imparting knowledge to students, but constructivism contends that this is not the best way to do so. Students can only build their own knowledge through experience. As a result, creating these experiences is the purpose of teaching.

### Pedagogical goals of constructivist classrooms:

Honebein (1996) summarizes the seven pedagogical goals of constructivist learning environments:

- 1) To provide experience with the knowledge construction process (students determine how they will learn).
- 2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
- 3) To embed learning in realistic contexts (authentic tasks).
- 4) To encourage ownership and a voice in the learning process (student centered learning).
- 5) To embed learning in social experience (collaboration).
- 6) To encourage the use of multiple modes of representation, (video, audio text, etc.)
- 7) To encourage awareness of the knowledge construction process (reflection, metacognition).

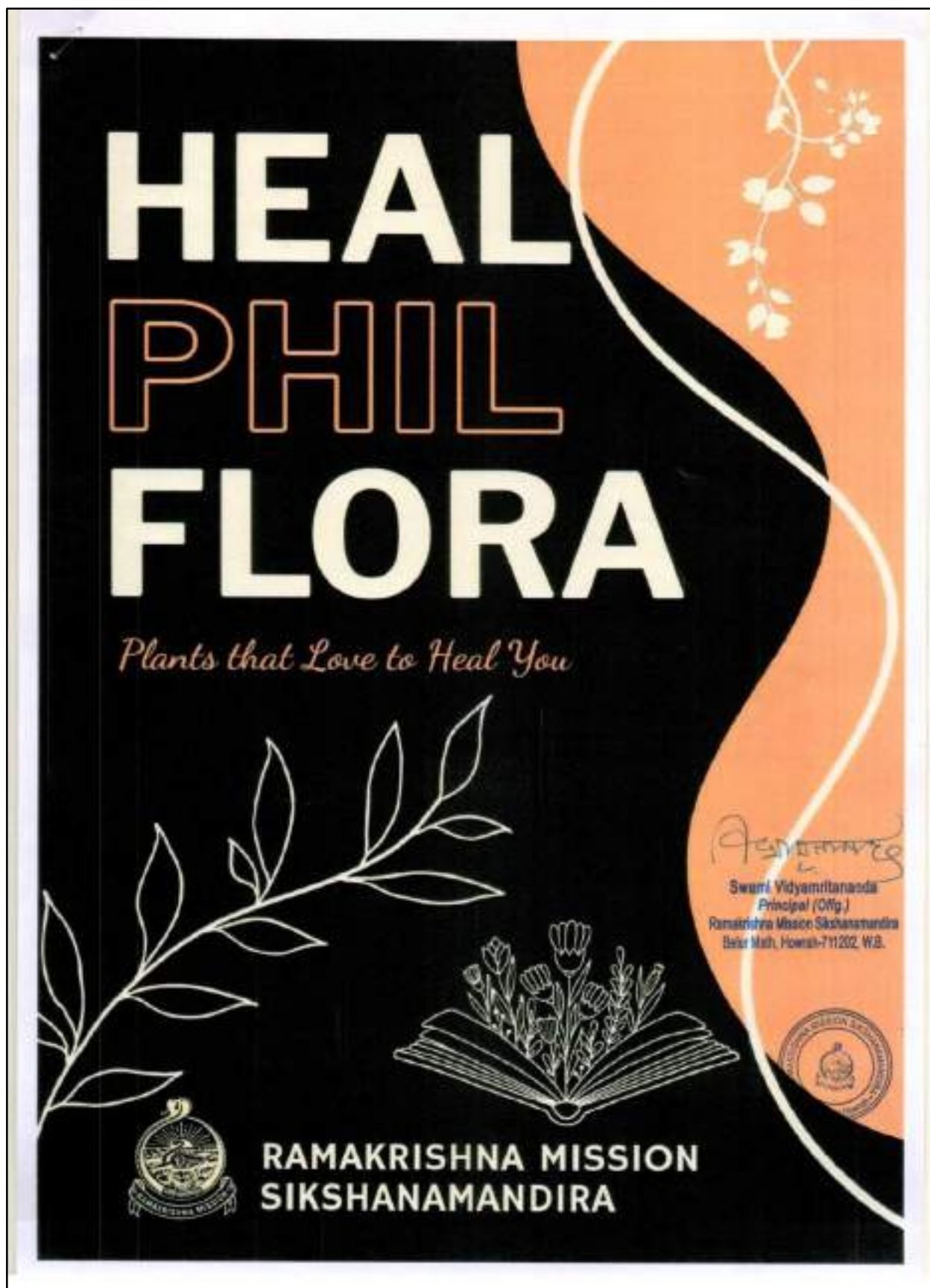




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HealPhilFlora, RKM Sikshanamandira

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## কুলেখাড়া

Local Name:	<i>Kulekhara</i>
Common Name:	Swamp Weeds
Scientific Name:	<i>Hygrophila schulli</i>
Family:	Acanthaceae



Used Parts:	Whole plant
Used For:	Anaemia, cough
Read more (English):	<a href="http://www.branolischemicals.com">www.branolischemicals.com</a> : <a href="https://tinyurl.com/24zq4976">https://tinyurl.com/24zq4976</a>
Read more (Bengali):	<a href="http://bn.wikipedia.org">bn.wikipedia.org</a> : <a href="https://tinyurl.com/2d23gan7">https://tinyurl.com/2d23gan7</a>
Research Article:	DOI : <a href="https://doi.org/10.2147/JIR.S269717">https://doi.org/10.2147/JIR.S269717</a>

  
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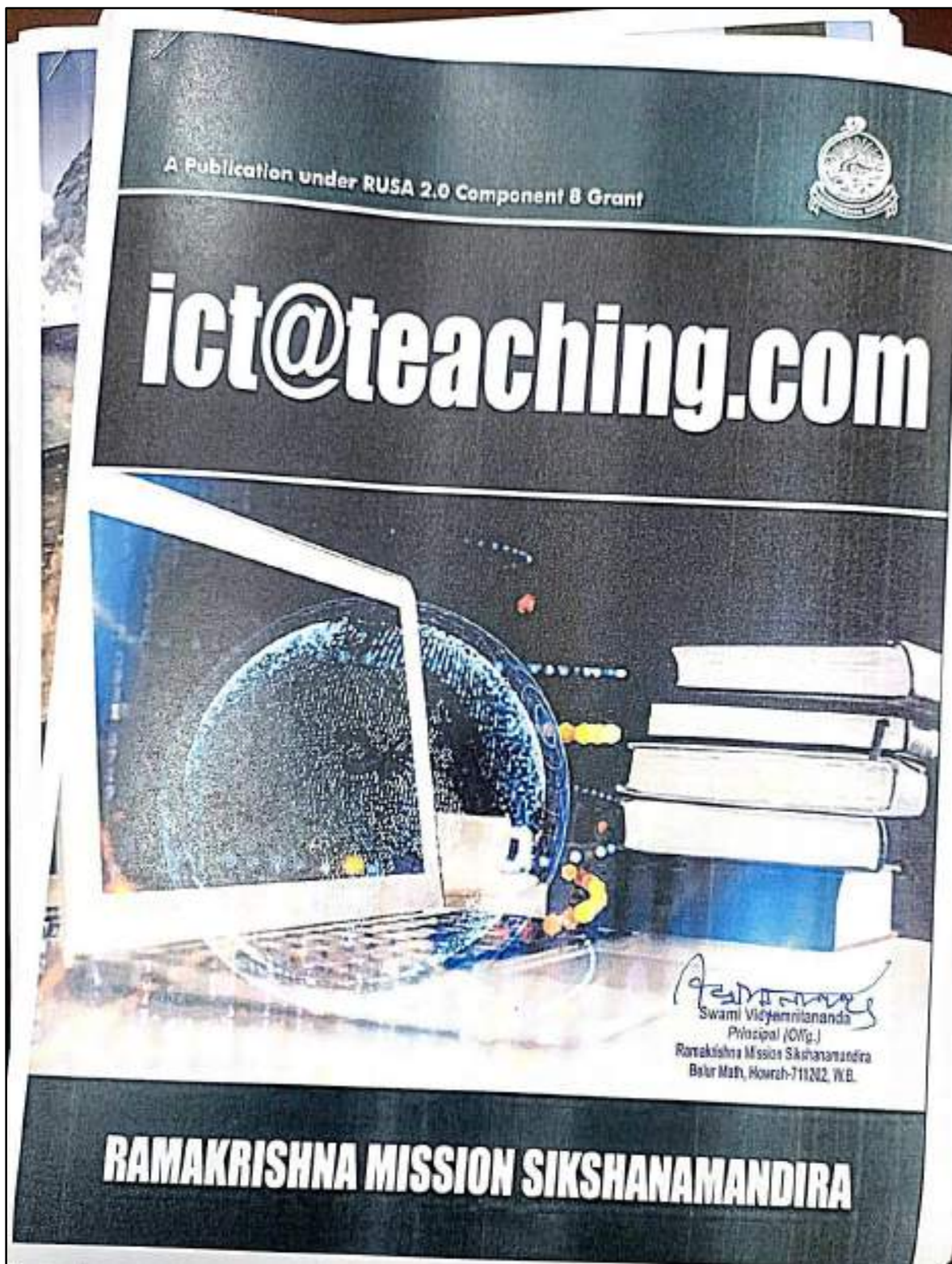


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Sl. No.	Name	Designation	No. of Research Books/Papers
11	Swami Urjitananda	Controller of Examination	1



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- Swami Vivekananda



## Flow of Microteaching: From Teacher Education to School Education

Swami Urjitananda

(Controller of Examinations, Ramakrishna Mission Sikshanamandira)

### Introduction

The term 'microteaching' is basically a technical term used specially in the area of pre service teachers' training programmes, i.e. Bachelor of Education (B.Ed.) etc. Microteaching helps trainees to acquire various teaching skills. Teaching skill has been defined many ways by many educationists. McIntyre et al. (1977) define teaching skill as "a set of related teaching behaviors which in specified types of classroom interaction situations tend to facilitate the achievement of specified types of educational objectives". Whereas Passi thinks microteaching is "a group of teaching acts or behaviors intended to facilitate pupil's learning directly or indirectly". NCERT (National Council of Educational Research and Training) in its publication Core Teaching Skills (1982), put forward various teaching skills, such as i) Writing instructional objectives, ii) Organizing the content, iii) Creating set for introducing the lesson, iv) Introduction a lesson, v) Structuring classroom questions, vi) Question delivery and its distribution, vii) Response Management, viii) Explaining, ix) Illustrating with examples, x) Using teaching aids, xi) Stimulus variation, xii) Pacing of the lesson etc. More one properly imply various teaching skills more he/she well craft his/her teaching proficiency. Etymologically, microteaching consists of two words - 'mikros' meaning very small & 'teaching' meaning to teach. DW Allen (1966) defines microteaching "as a scale down teaching encounter in class size and period." Allen and Eve (1968) defined, "Microteaching as a system of controlled practice that makes it possible to concentrates on specified teaching behaviour and to practice teaching under controlled conditions." B.K. Passi, a legendary Indian figure in the context of microteaching, summarized microteaching "as a training technique, which requires student teachers to teach a single concept using specified teaching skill to a smaller number of pupils in a short duration of time." Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen, Robert Bush & McDonald, and has subsequently been used to develop educators in all forms of education. Microteaching was first introduced at Stanford University, USA in 1963 by D.W Allen, Robert Bush and McDonald to improve their teacher education programme. The Stanford Teacher Education Program (STEP) strove to prepare expert teachers for leadership within and beyond the classroom.

### Characteristics of Micro Teaching -

Following are the characteristics of Microteaching -

1. Microteaching is an experiment in the field of teacher education which has been incorporated in the practice teaching schedule
2. It is actually skill oriented technique where content deserves less importance.

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Sl. No.	Name	Designation	No. of Research Books/Papers
12	Dr. Sandip Mandal	Assistant Professor	1



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- Swami Vivekananda



## Workshop on ICT in Life Style

**Dr. Sandip Mandal**

*(Faculty & Coordinator, In-service Teachers' Training Programme for ICT,  
Ramakrishna Mission SIKSHANAMANDIRA, Belur Math)*

Information and Communication Technology (ICT) is one of the most emerging technology around which our whole life rotates. Now it is alarming that how ICTs become fundamentally and unproblematically integrated into our lives. There are so any negative impact of ICT in our life beside its various positive impacts like easy access to information, easy student management, free access of sharing photo, video, materials etc. enhancement of data and information security etc. The major negative effects are physical health issues, mental health disorder, social disconnection, safety security, reduce personal interaction, fake news, cyber bullying etc. Almost every action or activity are associated or dependent on Technology which makes us addicted to it. To safeguard ourselves from the negative effects of technology we should indentify the addiction first, then doesn't allow addiction to hijack brain or don't use share or like button or practice digital dieting etc. So in TECH age our mantra is "Survival of the smartest."

### I INTRODUCTION

Information and Communication Technology (ICT) is one of the most emerging technology around which our whole life rotates. Not only some specific areas of our life but almost every where ICT is being used. Its name indicates that there are three major terms being used in ICT. These terms are information, communication and technology. Each and every part plays different role in growth and development of any sector such as hospital, education, house hold task, education and many more. We are benefiting by the use of ICT. Information is the data that is being accessed by user. It has some meaning and significance. Communication indicates the connectivity between two parties. This may refer to the process of sending and receiving some data from sender to receiver and vice versa. Technology refers to the technical component that are being used in ICT to access information and to communicate such as computer, laptop, internet, LAN, camera for chatting, video conferencing etc. Collectively all these three units works together and widely called as ICT [1]. Now it is very important to realize that how ICTs become fundamentally and unproblematically integrated into our lives. Recent research on the current young elderly notes how they were the first phone generation. Many experienced the arrival of the telephone at an early stage in their life, often first encountering it at work, and as a result they became entirely comfortable with it at home (Haddon and Silverstone 1996a) [2]. ICT is important because of its much use in our daily life. People gets information from internet; like news, to make communication with people. Smart phone can be used to know the time and be served as alarm clock and use for researching online. It makes our life easier. Many news agencies have their website which we can follow and know what are the happenings in our locations and on other country. News is important to us so that we are aware of what are the events occurs in many parts of the

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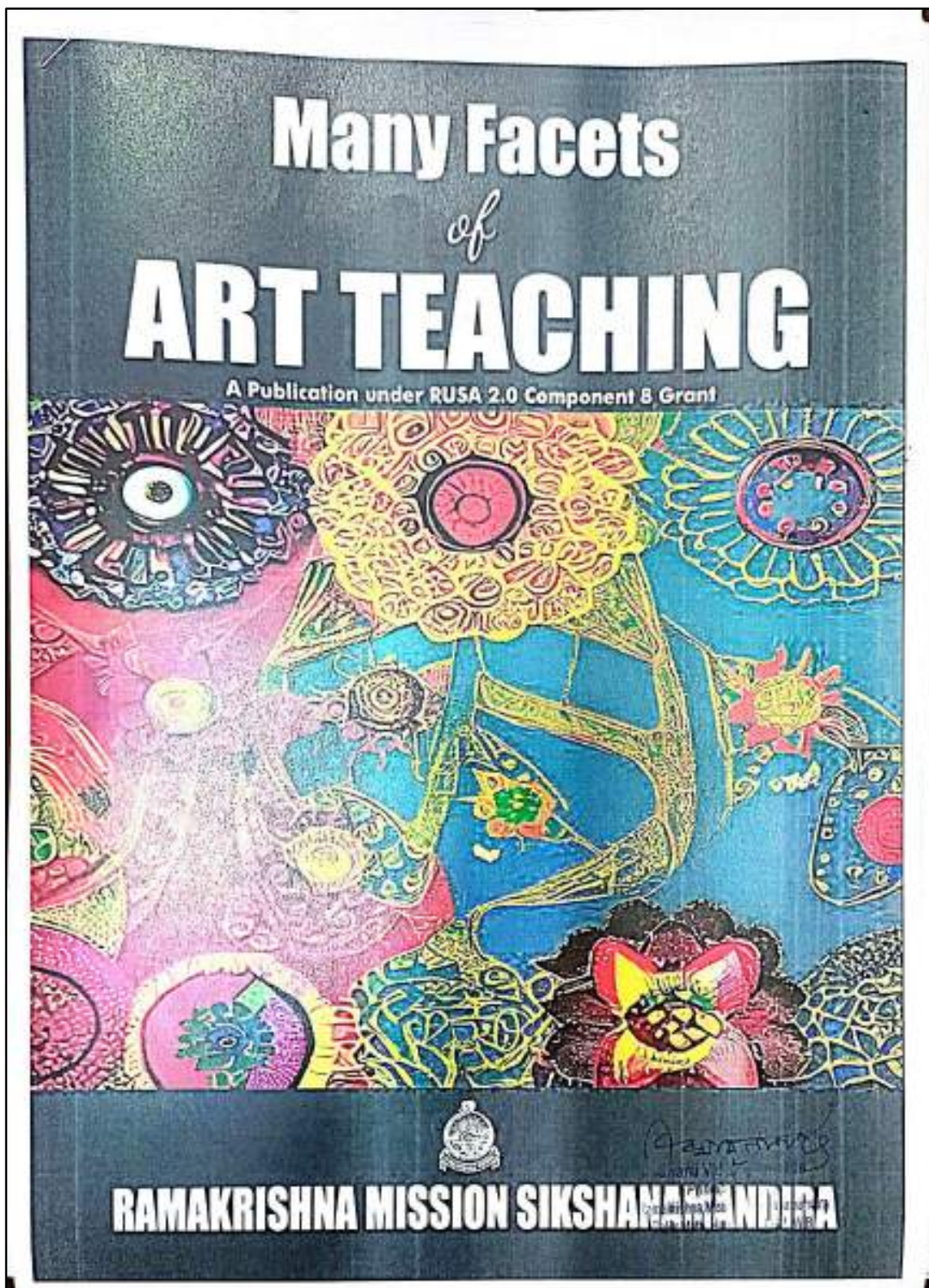


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13	Sri Santanu Biswas	Assistant Professor	1



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- Swami Vivekananda



Many Facets of Art Teaching

## Micro Teaching: Concept to Practice

Mr. Santanu Biswas

(Faculty, Ramakrishna Mission Sikshanamandira, Belur Math)

The quality of education is significantly influenced by the quality of teachers. It is thought that there is a need to increase the quality of the teacher education programme. One of the most significant innovations in teaching practice is microteaching. Microteaching is an effective method of teacher training. It is a versatile tool that facilitates teaching techniques. Microteaching is a stimulated skill teaching method that provides feedback to teacher trainees in order to modify teacher behaviour. Microteaching is a controlled practice in which the regular intricacies of the classroom are simplified, allowing student teachers to focus on teaching behaviour.

Microteaching is a method used to improve teaching skills, particularly for those who are new to the profession or seeking to improve their performance. It involves a teacher delivering a short, focused teaching session to a small group of peers or students, with the session being recorded and later reviewed for feedback and improvement. This method provides a low-stakes environment for teachers to practice their skills and receive constructive criticism, helping them to improve their overall teaching performance.

The basic structure of microteaching involves the teacher delivering a short, 5-10-minute lesson to a small group of students or peers. The lesson should focus on a specific teaching technique or skill, such as delivering a lecture, facilitating group discussions, or using technology in the classroom. The lesson is recorded and later reviewed by the teacher and their peers, with the review focusing on areas for improvement and constructive criticism.

One of the key benefits of microteaching is that it allows teachers to receive immediate feedback on their performance. This is because the review process takes place shortly after the lesson, allowing for any necessary adjustments to be made before the next teaching session. Additionally, the low-stakes environment of microteaching means that teachers can take risks and try out new techniques without the fear of failure. This encourages experimentation and innovation in teaching, leading to a more engaging and dynamic learning experience for students.

Another benefit of microteaching is that it can help teachers to develop specific skills and techniques. For example, if a teacher is looking to improve their lecturing skills, they can deliver a microteaching session that focuses solely on delivering a lecture. They can then receive feedback on their performance and make any necessary adjustments to improve their skills. This focused approach to teacher development allows for more targeted and effective improvement.

In addition to being useful for teacher development, microteaching can also be used as a method of evaluation for teacher training programs. By requiring participants to deliver a microteaching session as part of their training, program organizers can assess the teacher's performance and identify areas for improvement. This can help to ensure that only the most effective teachers are selected for further training and development.



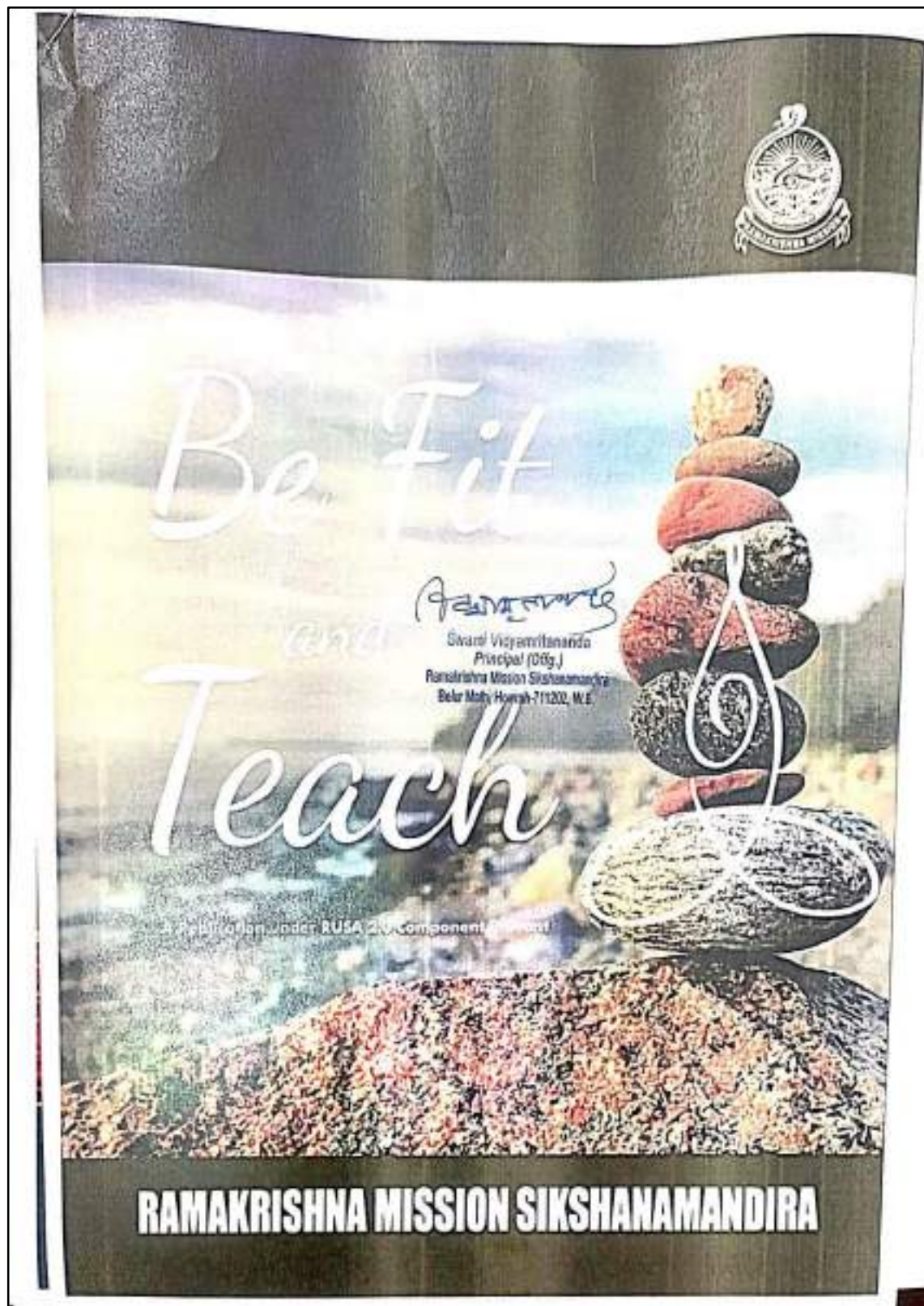


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14	Sri Arumay Jana	Assistant Professor	1



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- Swami Vivekananda



## Evaluation in Teaching Physical Education

Sri Arumay Jana

(Coordinator, In-Service Training for Physical Education Teachers &  
Faculty Member, Ramakrishna Mission Sikshanamandira)

The word 'Evaluation' has various connotations. It includes- Analyse, Assess, examine, Review, Rank, Grade, Judge etc. Evaluation is the act of placing value on something. It means put value on persons' behaviour in perspectives of present, past and future. It is systematic process within the child as a result of which responds to the inner interpretations maker his/her school community environment. Evaluation is to discover the needs of the individuals being evaluated after that to plan learning experiences that solve these needs.

### • Concept of Evaluation

The concept of Evaluation arises from Educational Philosophy. The main aim of Educational Philosophy is that – All round development. It is not limited to intellectual, knowledge, skill and experience but it need to be focus on interest area, thinking process, social and moral characteristics too. Evaluation is the process of determining the extent to which educational objectives are achieve by the pupil/students.

Education is the continuous systematic process of ascribing unique value judgement to teaching-learning outcomes in light of educational objectives.

### • Objectives of Evaluation:

The objectives of Evaluation are to assess the outcomes in education propriety with the aim of education. The basic aim of evaluation of an educational institution as follows: -

- i. Achievement of Students
- ii. Personality Development
- iii. Efficiency of the Teachers
- iv. Diagnostic Purpose
- v. For Incentives and Prognosis
- vi. Uniformity of Standards
- vii. Improvement of Managerial Functions

### • Characteristics of Evaluation:

- i. Evaluation is Objective based
- ii. It is Comprehensive in nature
- iii. It counts quality and quantity in the perspective of value judgement.
- iv. It is continuous process

### • Basic Principles of Evaluation:

- i. Behavioural changes effected by teaching-learning process can be evaluated.
- ii. Curricular objectives themselves can be evaluated.
- iii. The existing techniques of measurement are ineffective in measuring complex behavioural outcome.
- iv. Evaluation improves teaching-learning process.

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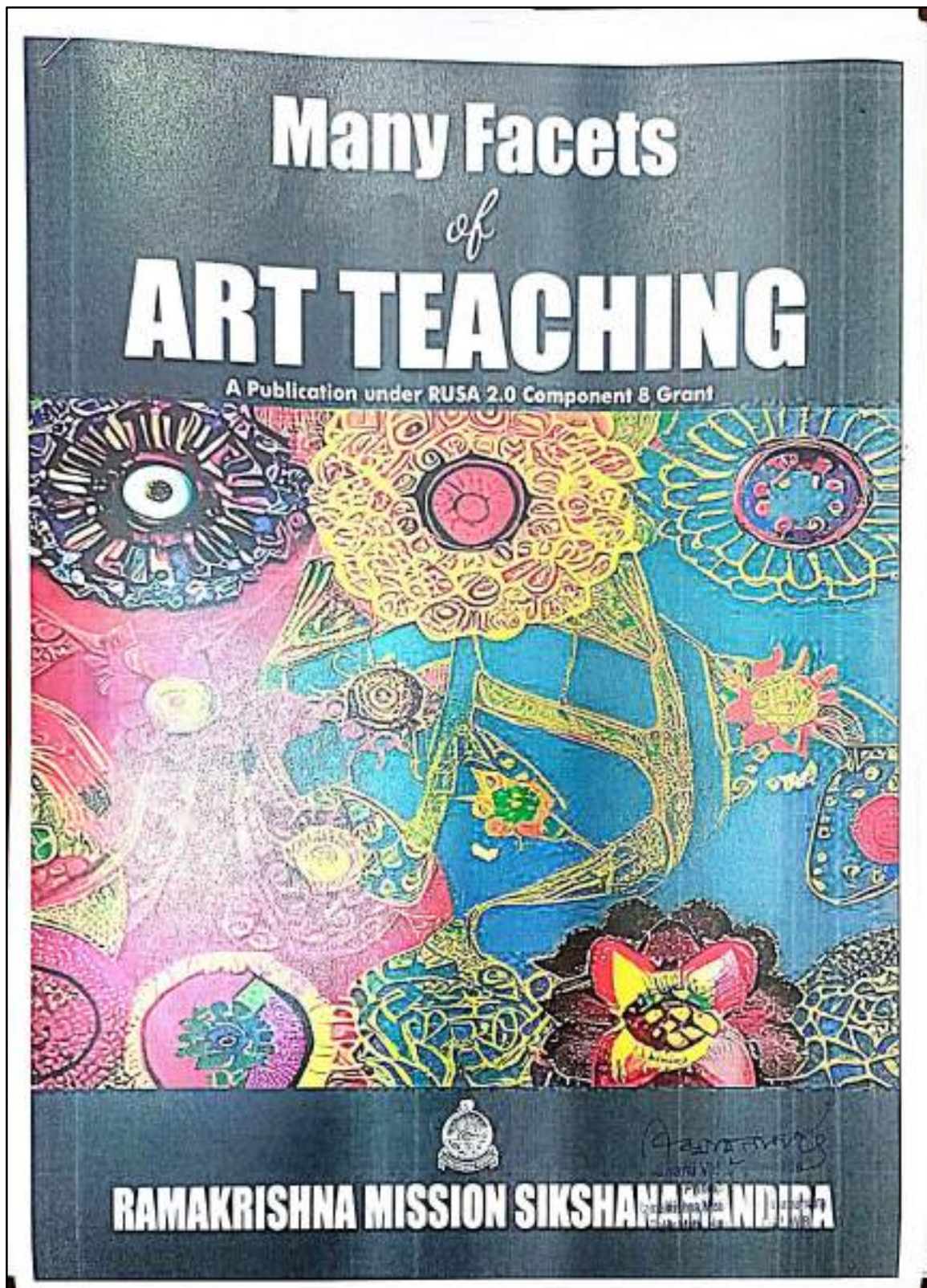


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## কর্মশিক্ষায় শিক্ষাগত বিশ্লেষণ

শ্রী রত্নীন কুরী

(শিক্ষক, রামকৃষ্ণ মিশন শিক্ষণমন্দির, বেলুড় মঠ)

'Pedagogue' মানে 'a teacher' (একজন শিক্ষক) বা 'a school master' (স্কুল মাস্টার)। 'Pedagogy' মানে 'the science of teaching' (শিক্ষার বিজ্ঞান)। শ্রেণীকক্ষে যাওয়ার আগে, শিক্ষকের উচিত বিষয় বা বিষয়বস্তু (যেটি তিনি সেদিন শেখাবেন) শিক্ষাগতভাবে বিশ্লেষণ করা, যাতে তার শিক্ষাকে আরও বিজ্ঞানসন্মত, আরও কার্যকর এবং শিক্ষার্থীদের কাছে আরও অর্থবহ করে তোলা যায়। এই ধরনের বিষয়বস্তু বিশ্লেষণকে বলা হয় 'Pedagogical analysis' (শিক্ষাগত বিশ্লেষণ)।

শিক্ষাগত বিশ্লেষণ হল শিক্ষাগত অনুশীলন এবং শিক্ষামূলক পদ্ধতিগুলি পরীক্ষা করার প্রক্রিয়া, যাতে শিক্ষক শিক্ষার্থীর শিক্ষাকে অর্জন করতে সাহায্য করে। এটিতে একটি নির্দিষ্ট বিষয় বা কোর্সের শেখার উদ্দেশ্য, যে বিষয়বস্তু শেখানো হচ্ছে এবং সেই বিষয়বস্তু সরবরাহ করার জন্য ব্যবহৃত নির্দেশমূলক কৌশল এবং উপকরণ বিশ্লেষণ করা হয়।

শিক্ষাগত বিশ্লেষণের উদ্দেশ্য হল শিক্ষাদানের একটি নির্দিষ্ট পদ্ধতিতে শক্তি এবং দুর্বলতাগুলি চিহ্নিত করা এবং শিক্ষার্থীদের শিখতে সাহায্য করার জন্য আরও কার্যকর এবং দক্ষ উপায় অবলম্বন করা। এটি শিক্ষণ এবং শেখার প্রক্রিয়ার একটি পদ্ধতিগত মূল্যায়ন। যা ছাত্রদের সাফল্যে অবদান রাখে এমন কারণ গুলি চিহ্নিত করে এবং সেইসাথে বর্ধকগুলিকে চিহ্নিত করাই এর লক্ষ্য।

শিক্ষাগত বিশ্লেষণে নিম্নলিখিত পদক্ষেপগুলি অন্তর্ভুক্ত করা যেতে পারে:

- কোর্স বা বিষয় শেখার উদ্দেশ্য পরীক্ষা করা।
- শেখানো বিষয়বস্তু এবং প্রয়োজনীয় পূর্বশর্তজ্ঞান এবং দক্ষতা সনাক্তকরণ।
- বিষয়বস্তু প্রদানের জন্য ব্যবহৃত শিক্ষণপদ্ধতি, উপকরণ এবং কার্যকলাপ বিশ্লেষণকরা।
- নির্দেশের কার্যকারিতা এবং ছাত্রশেখার ফলাফল মূল্যায়ন।
- উন্নতির জন্য ফেরতগুলি চিহ্নিত করা এবং তাদের মোকাবেলার জন্য বিভিন্ন কৌশলগ্রহণ করা, ইত্যাদি।

### শিক্ষাগত বিশ্লেষণ

শিক্ষাগত গবেষণার দ্বারা নির্দেশনামূলক অনুশীলনগুলি উন্নত করতে এবং ছাত্রদের ভাল ফলাফল অর্জনের জন্য পরিচালিত হতে পারে। এটি একটি চলমান প্রক্রিয়া যা শিক্ষণ এবং শেখার অনুশীলনগুলি কার্যকর নিশ্চিত করার জন্য অবিরাম পর্যবেক্ষণ, মূল্যায়ন এবং পুনর্বিবেচনার প্রয়োজন।



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16	Russell Al Farabi	Assistant Professor	1



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- Swami Vivekananda



## Continuous Professional Development (CPD)

Mr. Russell Al Farabi

(Assistant Professor, Ramakrishna Mission Sikshanamandira, Belur Math)

Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. It is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities and to improve their knowledge, skills and practice leading to their empowerment, improvement of their agency and the development of their organisation and pupils. It can involve any relevant learning activity, whether formal and structured or informal and self-directed. Professional development for teachers is more than any kind of training or structured classes as it is a continuous lifelong process to enable teachers be an agent for change through their classroom practices. The growth of a teacher's skill and understanding of the profession is developed through personal reflection, interactions with colleagues and students and mentoring which gives confidence by engaging with their practices and reaffirming their experiences. It could have a positive impact on teachers' pedagogical content knowledge as many teachers feel less equipped for teaching of curricular subjects due to lack of previous experience with hands-on activities, lack of content knowledge, lack of interest to acquire the resources needed to create appropriate learning environments and lack of confidence. Professional growth can therefore be defined as a range of learning activities through which professionals improve and broaden their knowledge, skills and attitudes and develop their personal qualities necessary for the execution of professional duties.

### Concept of CPD

Professional development in any profession has traditionally been considered as a one-time affair in one's career (i.e. pre-service education). Guskey (1999) notes that continuing professional development, as a process should be:

- Intentional: Professional development activities are based on purposes which are linked to broader vision of the profession.
- Ongoing: Professional development involves ongoing processes and activities based on horizontal and vertical integration within a dynamic professional field; and
- Systemic: Professional development activities, need to be integrated and related to the system where professional practice takes place.

### NEP 2020 on CPD

The NEP 2020 also recommend (Para 5.15) that "Teachers will be given continuous opportunities for self-improvement and learning the latest innovations and advances in their professions. These will be offered in multiple modes, including local, regional, state, national, and international workshops as well as online teacher development modules. Platforms (especially online platforms) will be developed so that teachers may share ideas and best practices. Each teacher will be expected to participate in at least 50 hours of CPD

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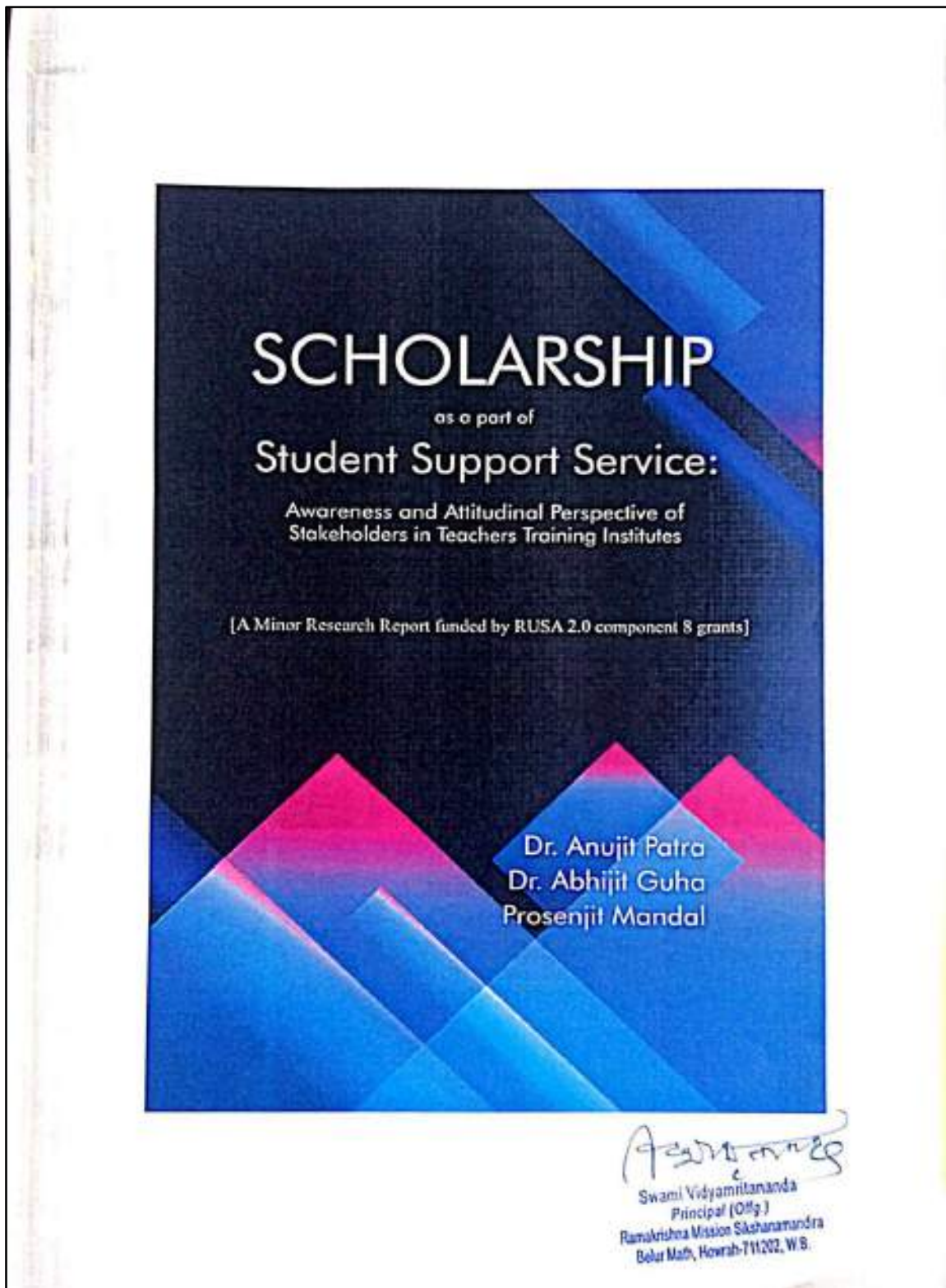


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## CHAPTER – I INTRODUCTION

### 1.1 Background of the Study

In India, West Bengal (W.B.) has been in a unique position in terms of higher education. One of the reasons behind this position is the interest and attitude of the general public towards higher education. At present, the interest and attitude of students towards higher education, no matter how far we are, there are many hurdles present in front of most of the students, the financial issue has always been identified as a criterion, which has been overcome to a large extent. This reduces the financial burden of the students. Getting a scholarship is highly dependent because almost all scholarship projects are associated with the so-called institutional verification system, regardless of the scheme that the students are allowed to benefit from, they must be part of the institutional education system in one way or another. Although higher education institutions prioritize studies as the main activity, not only at present but also for a long time, many institutions abroad have arranged multiple collaborations that ensure students' proficiency and professional development as well as holistic development. Organization of awareness camps, participation in social activities, medical camps, transportation arrangements, and accommodation of hostels for student as well as various scholarships the University has a specific authority which we know as dean of student welfare. Present researchers discuss only the awareness and views of other beneficiaries especially the students and nodal officers, closely related to the scholarship related to how the institution plays its role in getting the scholarship among the multiple issues of student welfare and the institutions selected for

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1	Dr. Madan Mohan Mandal	Associate Professor	5
2	Dr. Pradip kumar Sengupta	Associate Professor	
3	Prof. (Dr.) Swami Tattwasarananda	Professor	1
4	Dr. Siharan Chakrabarty	Assistant Professor	1
5	Somen Dutta	Assistant Professor	1

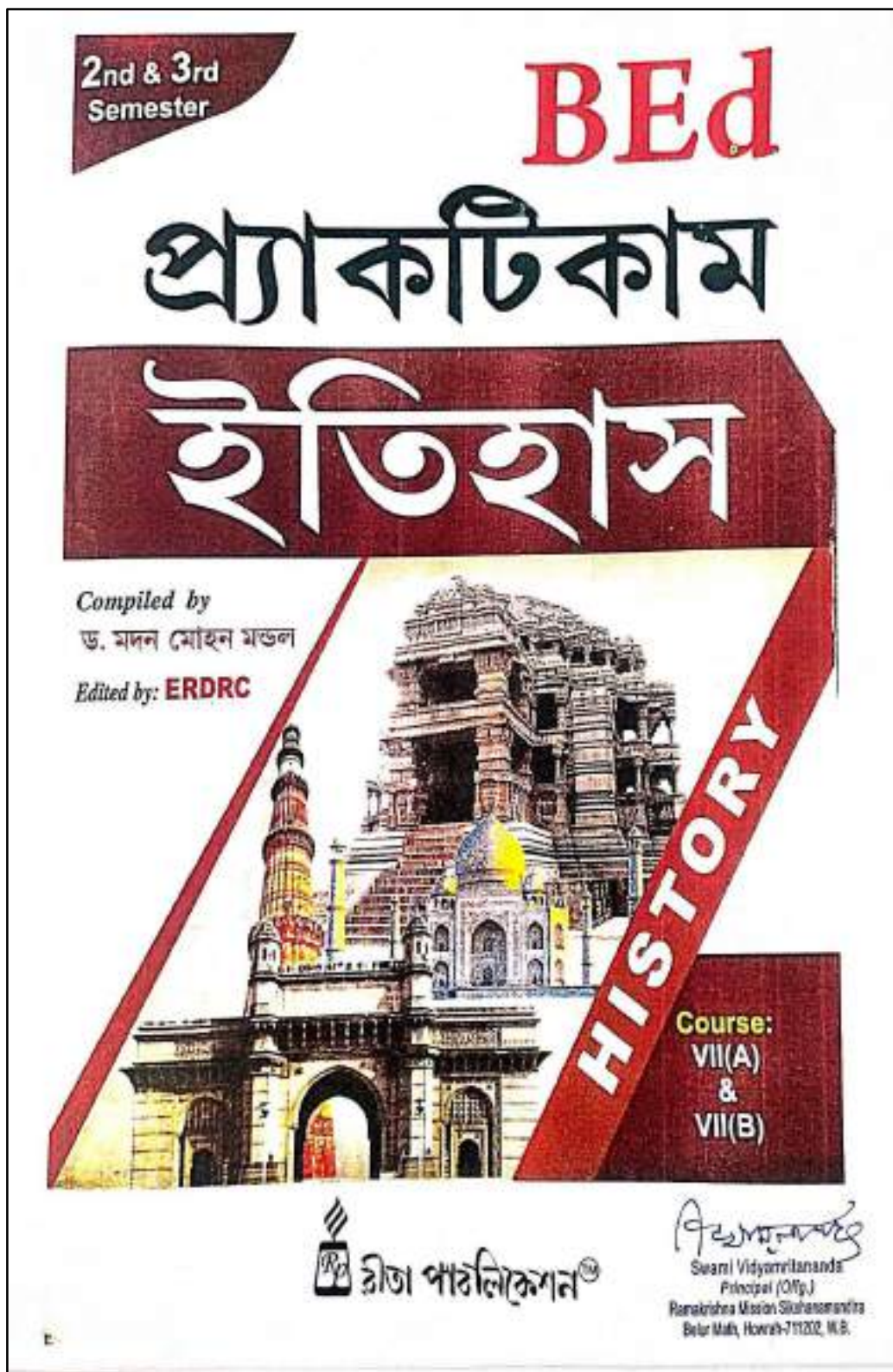


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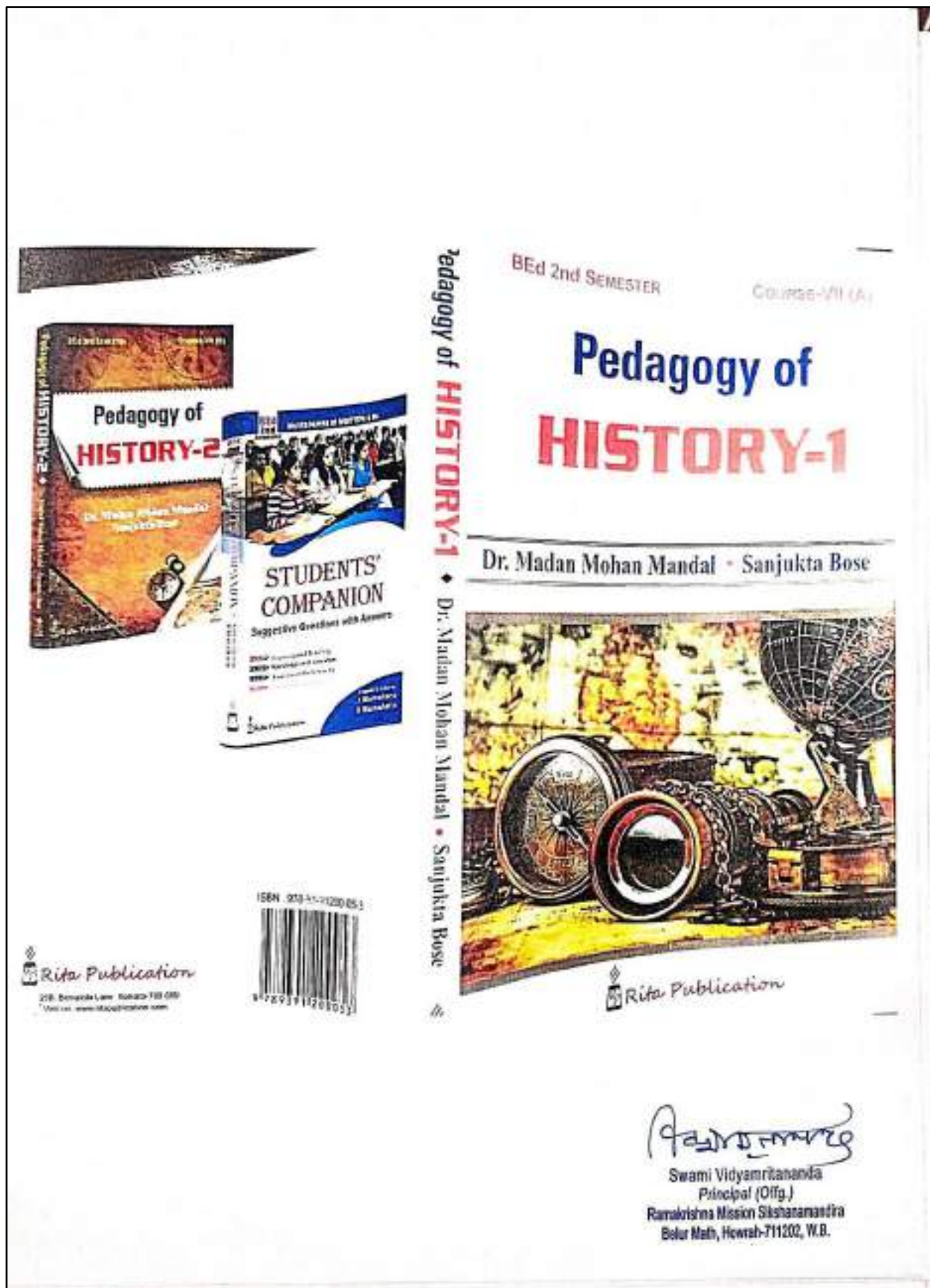




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# 1

## FOUNDATION OF TEACHING HISTORY

### 1.1. INTRODUCTION

History means investigation of our past. The subject-matter of history deals with the life of the peoples of particular time and place and of humanity in general. In earlier days people used to take, history as the record of kings, queens and their exploits and folktales, fables which were orally passed on to us from generation to generation were considered be the part of a history. But in reality it is not so.

History comprises the study of human culture and civilization of all ages which are true and have sources to establish them. In this regard we can cite the example of different folk tales/fables which are in existence amongst our rural folks—viz. tales of Beola-Lakhindar, Arjuna marrying Chitrangada, the princes of Manipur, Narakasura building the Kamakhya temple within a night etc. But, there are no written records prove the existence of such events for which these tales have no historical value and authenticity.

The study of history is very important for all of us because it enables us to know about the life history of man from the earliest to the present. It also helps us to know our past, our ancestors, their struggle for existence and the great achievements they made to shape the pages of history. It enables us to gain knowledge of the continuous development of man's culture, their basic nature of activity and civilization.

What we are today is the product of the past. If we want to understand anything about our present we will have to go to its roots or foundation. But, it is to be kept in mind that while teaching history emphasis should be shifted from dynastic and political details to social and economic conditions and the growth of various aspects of human

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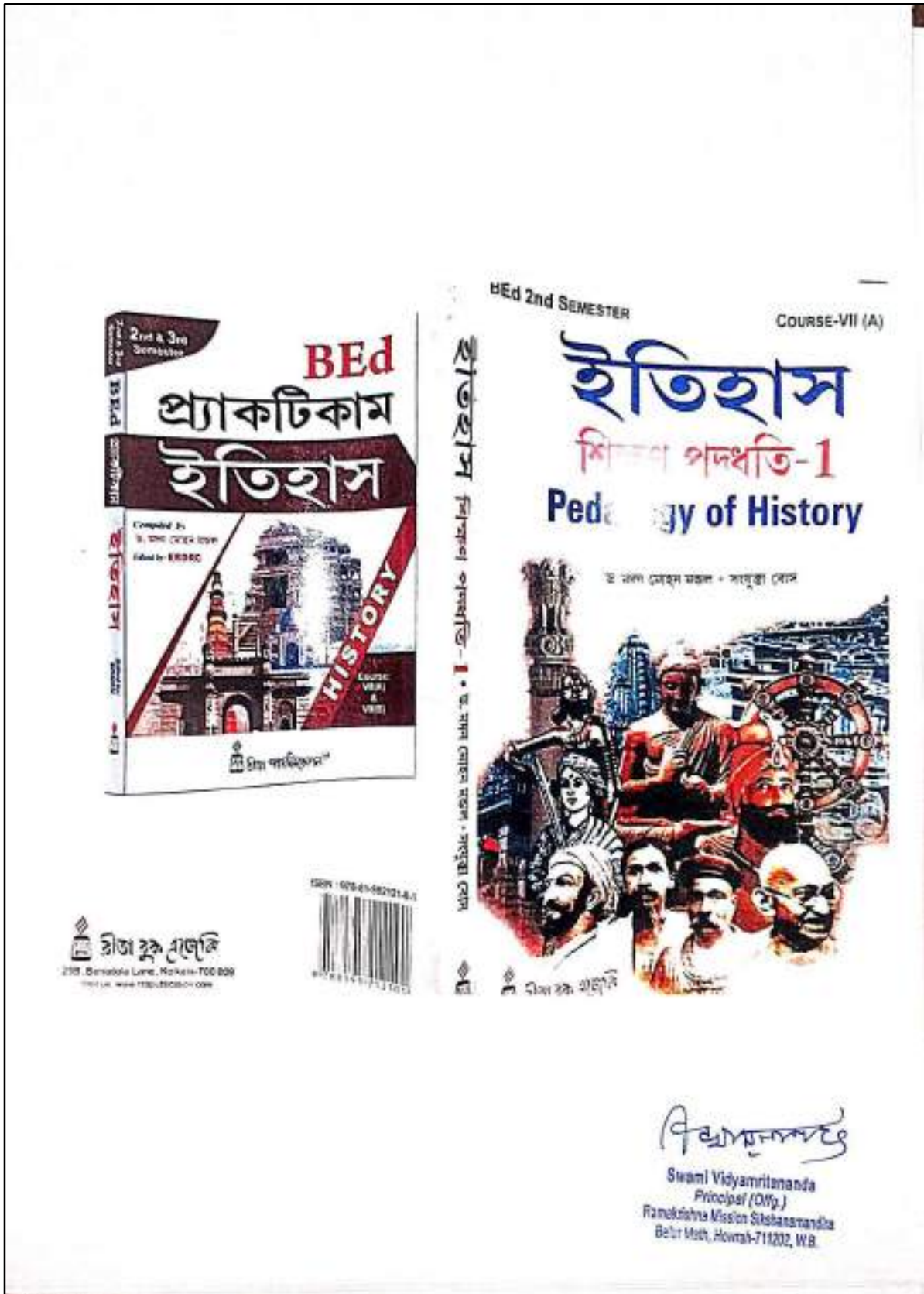
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# 1

## ইতিহাস শিক্ষণের ভিত্তি (Foundation of Teaching History)

### 1.1. ভূমিকা (Introduction)

ইতিহাস হল মানুষের অতীত ঘটনা ও কার্যকলির অধ্যয়ন। বৃহৎ একটি বিষয় হওয়া সত্ত্বেও এটি কখনও মানবিক বিজ্ঞান এবং কখনও বা সামাজিক বিজ্ঞানের একটি শাখা হিসেবে আলোচিত হয়েছে। অনেকেই ইতিহাসকে মানবিক এবং সামাজিক বিজ্ঞানের মধ্যে সেতুবন্ধন হিসেবে দেখেন। কারণ ইতিহাসে এই উভয়বিধ শাস্ত্র থেকেই পদ্ধতিগত সাহায্য ও বিভিন্ন উপাদান নেওয়া হয়। একটি শাস্ত্র হিসেবে ইতিহাস নিয়ে আলোচনা করতে গেলে অনেকগুলি উপবিভাগের নাম চলে আসে, যেমন—দিনপঞ্জি, ইতিহাস-লিখন, কুলজি শাস্ত্র পালিওগ্রাফি এবং ক্রায়োমেট্রিক্স। স্বাভাবিক প্রথা অনুসারে ইতিহাসবিদগণ ইতিহাসের লিখিত উপাদানের মাধ্যমে বিভিন্ন ঐতিহাসিক প্রশ্নের উত্তর দেওয়ার চেষ্টা করেন, যদিও কেবল লিখিত উপাদান থেকে ইতিহাসের সকল তত্ত্ব উদ্ধার করা সম্ভব নয়। ইতিহাস চর্চার ক্ষেত্রে যে উৎসগুলি বিবেচনা করা হয়, সেগুলিকে তিনটি শ্রেণিতে ভাগ করা হয়, যথা—লিখিত, মৌখিক এবং শারীরিক বা প্রত্যক্ষকরণ। ইতিহাসবিদরা সাধারণত তিনটি উৎসই পরখ করে দেখেন। তবে সবচেয়ে নির্ভরযোগ্য উৎস হিসেবে লিখিত উপাদান সর্বজন স্বীকৃত। এই উৎসটির সঙ্গে লিখন পদ্ধতির ইতিহাস অঙ্গাঙ্গীভাবে জড়িত। হেরোডোটাসকে ইতিহাসের জনক হিসেবে আখ্যায়িত করা হয়।

### 1.1.1. ইতিহাসের ধারণা (Concept of History)

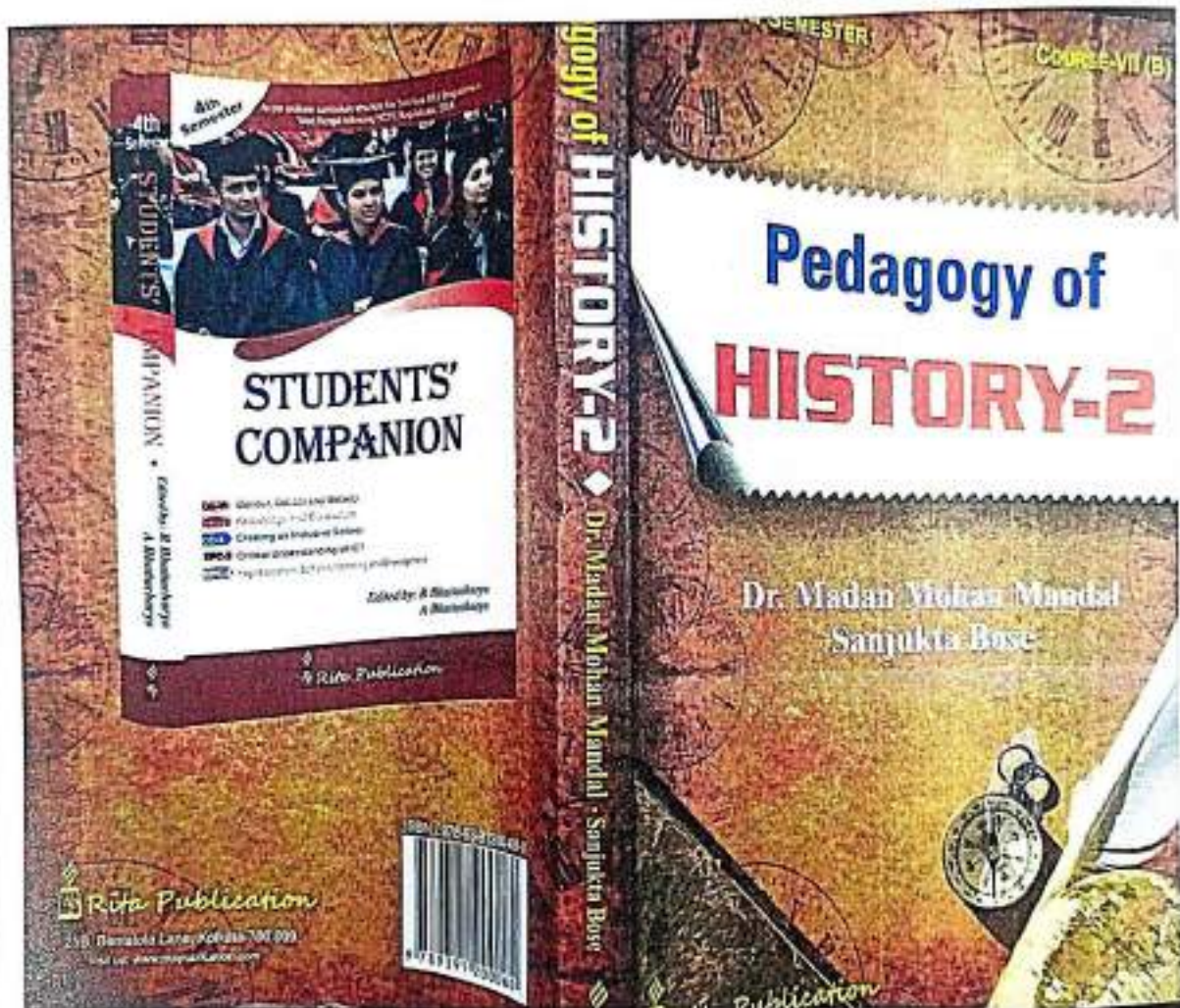
ইতিহাসের ধারণাকে সুস্পষ্ট করতে হলে ইতিহাসের গতিধারাকে দুটি ভাগে বিভক্ত করতে হবে। সুদূর প্রাচীনকাল থেকে ঊনবিংশ শতাব্দীর পূর্ব পর্যন্ত ইতিহাসের ধারা এবং ঊনবিংশ শতাব্দীর পর থেকে আজ পর্যন্ত ইতিহাসের ধারা। প্রথম ধারাকে ইতিহাসের 'প্রাচীন ধারণা' (Traditional Concept) এবং দ্বিতীয় ধারাটিকে ইতিহাসের 'আধুনিক ধারণা' (Modern Concept) বলা হয়ে থাকে। পরের পৃষ্ঠায় ধারণা দুটি বিস্তারিতভাবে আলোচনা করা হল—



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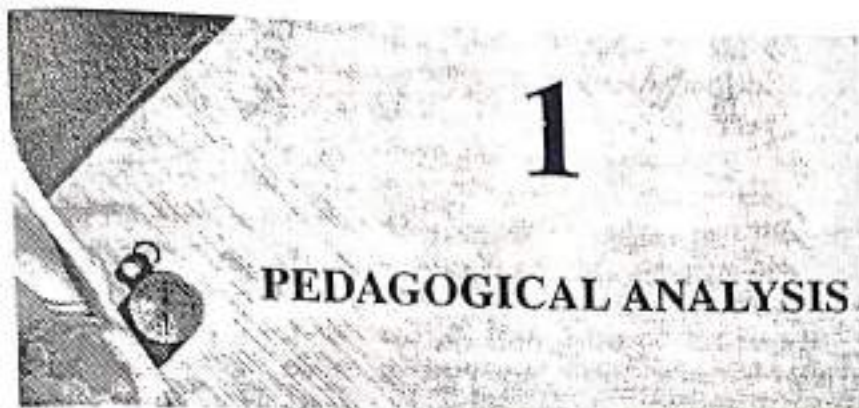


  
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## 1.1. CONCEPT OF PEDAGOGICAL ANALYSIS

Pedagogical analysis is a tool in the hands of a teacher which helps the teacher to plan classroom teaching and implement it successfully and can evaluate the learning outcome of the students. The concept of Pedagogy is related to the science of teaching. A teacher after selecting the unit of the lesson can decide about the possible break-up of the said unit into various sub-units and earmark the possible allotment of time i.e. number of days lesson or periods required to cover the said unit.

### 1.1.1. Meaning and Definition of Pedagogical Analysis

Pedagogy is the arts and sciences of teaching. The term 'Pedagogy' generally connotes to strategies of instruction, or a style of instruction. The word 'Pedagogy' is derived from the Greek word 'Paidagogia'. This word consists of two terms (1) Paid and (2) Gogia. 'Paid' means 'Child' and 'Gogia' means 'to lead'. So the word 'Pedagogy' literally means 'to lead the child'. In ancient Greece, Rich families had many servants. Among them, some would be specifically tasked to take care of the children. Also these slaves would lead or escort the children to the place of education. The Greek word for child is 'Pais' and leader is 'agogus'. So, the term 'Paid-agogus' literally mean 'leader of children'. It stands for the ways and means utilized by the teacher for managing his/her business smoothly and effectively to get the maximum output by the least efforts.

- According to *Ellington and Harris*, "Pedagogy is re-emerging in educational circles as a term for educational science and also it is defined as the study of classroom methodology and teaching techniques."

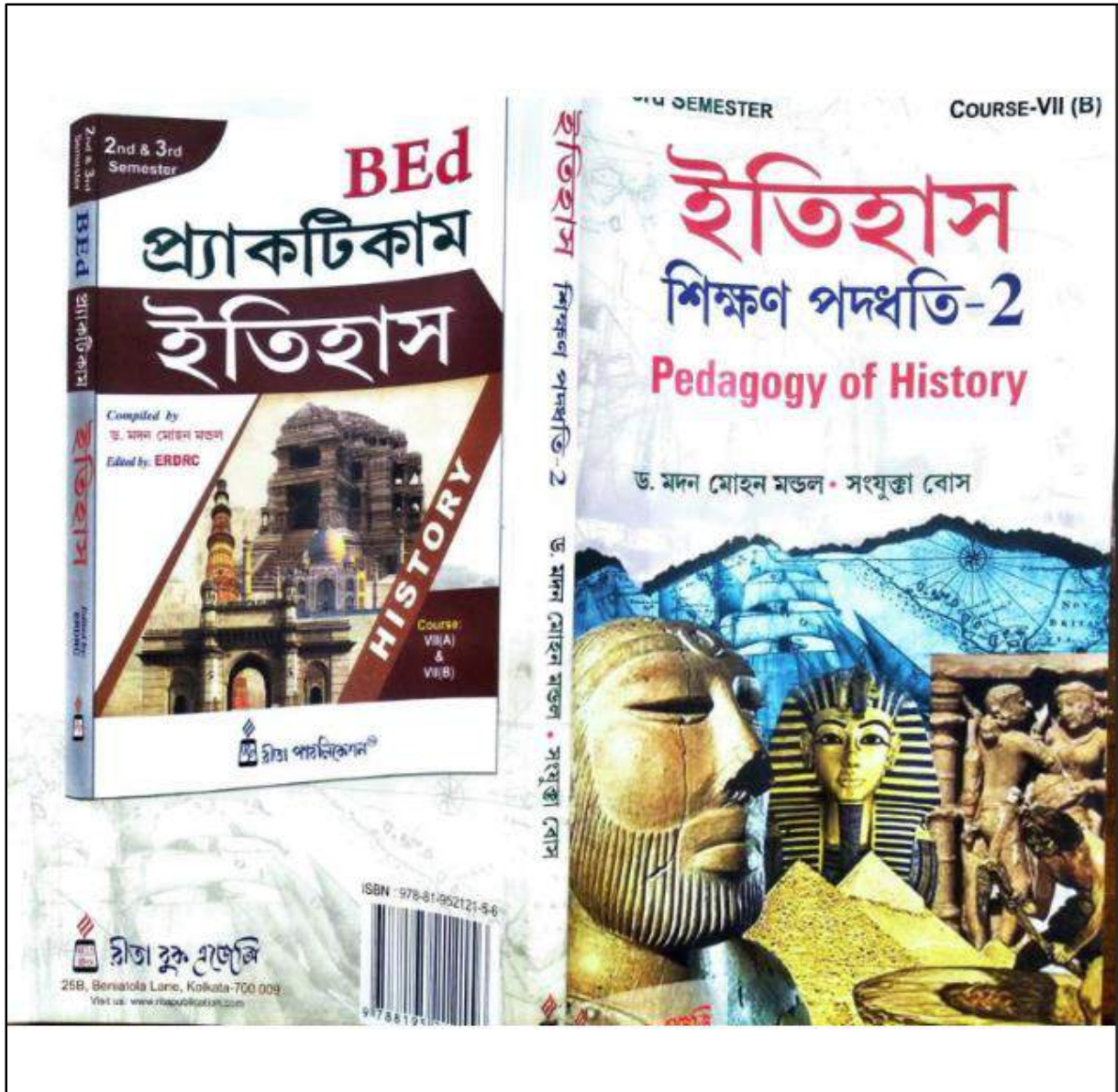
  
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## পাঠ্যককভিত্তিক বিশ্লেষণ (Pedagogical Analysis)

### 1.1. পাঠ্যককভিত্তিক বিশ্লেষণের অর্থ ও সংজ্ঞা (Meaning and Definition of Pedagogical Analysis)

Pedagogy বা পেডাগজি হল শিক্ষণের কলা ও বিজ্ঞান। সাধারণত এই শব্দটি নির্দেশনাদানের কৌশলকে বোঝাতে ব্যবহার করা হয়ে থাকে। 'Pedagogy' শব্দটির উৎপত্তি হয়েছে প্রাচীন গ্রিক শব্দ 'Paidagogia' থেকে। Paidagogia শব্দটি দুটি শব্দের সমন্বয়ে গঠিত—একটি 'Paida' আর একটি 'Gogia'। 'Paida' কথাটির অর্থ হল 'শিশু' (Child) ও 'Gogia' কথাটির অর্থ হল 'পরিচালন করা' (To lead)। সুতরাং 'Pedagogy' শব্দটির সম্পূর্ণ অর্থ হল 'শিশুকে পরিচালন করা' (To lead child)। প্রাচীন গ্রিসে প্রতিটি ধনী পরিবারেই প্রচুর ক্রীতদাস থাকত। তাদের বিভিন্ন কাজে ব্যবহার করা হত। তাদের মধ্যে কিছু ক্রীতদাস ছিল যাদের শিশুদের দেখাশোনা করার জন্য নিয়োজিত করা হত। তারা শিশুদের দেখাশোনা করা ছাড়াও তাদের শিক্ষাদানের ক্ষেত্রেও বিশেষ ভূমিকা পালন করত। সেখান থেকেই 'Pedagogy' কথাটির উৎপত্তি হয়েছে।

যে বিজ্ঞানসম্মত প্রক্রিয়া অবলম্বন করে শিক্ষকরা শিশুদের শিখনে সাহায্য করে থাকেন, সেই প্রক্রিয়াকে Pedagogical Analysis বলে। শিখনের মূল লক্ষ্য পৌছানোর জন্য সঠিক নির্দেশনাদানের মাধ্যমে শিক্ষণ কৌশলের সঙ্গে শিক্ষার্থীর পূর্বার্জিত জ্ঞান ও অভিজ্ঞতা, ব্যক্তিগত মেধা, পরিবেশ ও অবস্থার সঙ্গে সঠিক মেলবন্ধনই হল Pedagogy। শিশুর শিখন প্রক্রিয়ার সঙ্গে সম্পর্কিত মনস্তত্ত্বের উপর ভিত্তি করে Pedagogy কথাটির উৎপত্তি হয়েছে। ইংরেজিতে 'Pedagogy' শব্দটি নির্দেশনামূলক তত্ত্বকে বোঝাতে ব্যবহার করা হয়।

এই নির্দেশনামূলক তত্ত্ব শিক্ষণ-শিখন প্রক্রিয়ার সাফল্যের কথা মাথায় রেখে নির্দেশনাদানকারী প্রতি শিক্ষার্থীর নির্ভরতার উপরই গুরুত্ব দেওয়া হত। শ্রেণিকক্ষে সাধারণত শিক্ষক-শিক্ষিকাগণ পাঠ্যক্রমের অন্তর্গত বিষয়বস্তুকে বিভিন্ন একক

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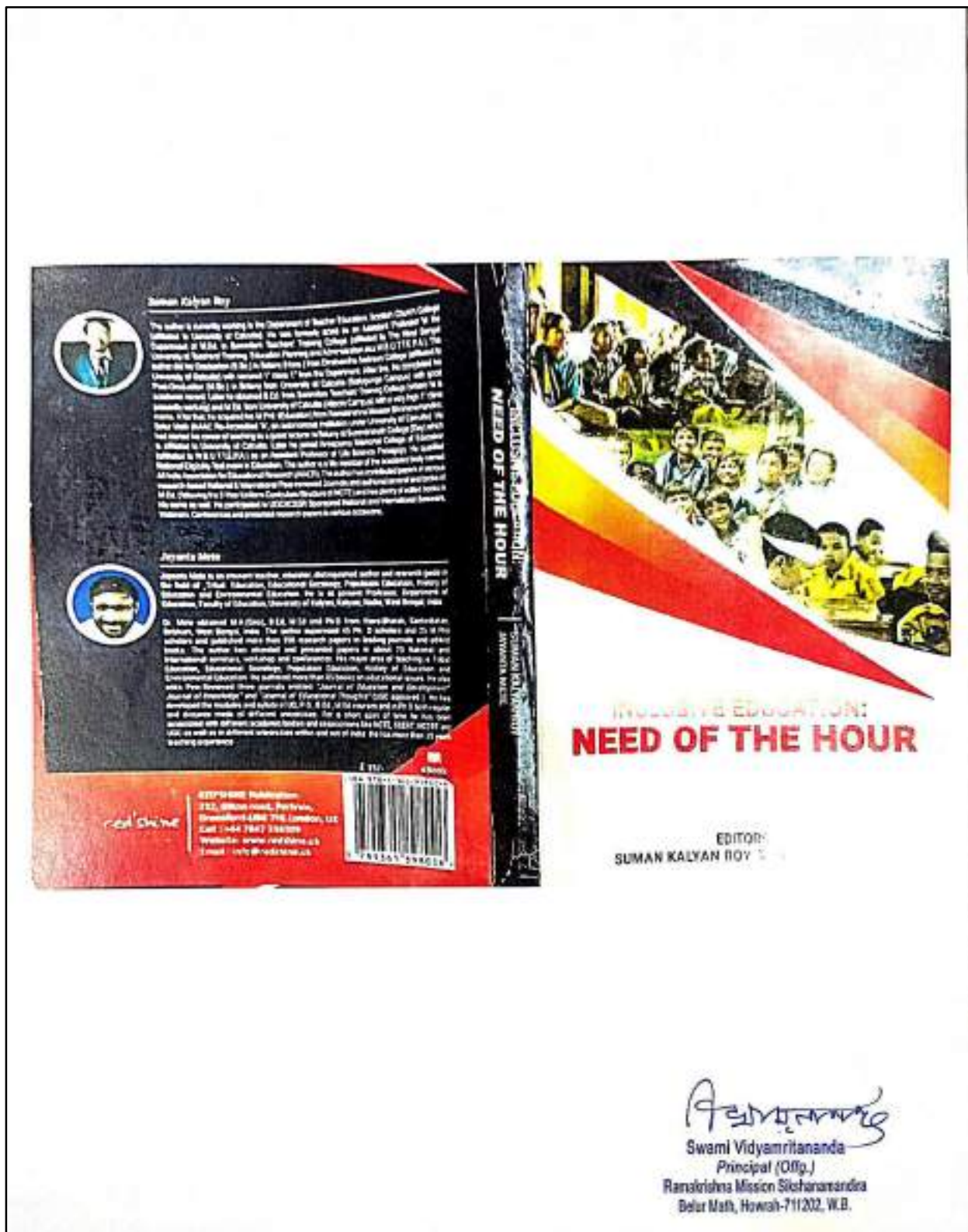


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Sl. No.	Name	Designation	No. of Research Books/Papers
2	Dr. Pradip kumar Sengupta	Associate Professor	2



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## CHAPTER 9

### PRESENT STATUS OF INCLUSIVENESS OF EDUCATION IN ELEMENTARY LEVEL IN WEST BENGAL

Anirban Bhattacharya & Dr. Pradip Kumar Sen Gupta

#### **Abstract:**

Every citizen has the proper right to get education appropriately. In the Constitutional provisions it was also mentioned clearly. But the history of education was not smooth as it is seen today especially for the children with special needs. They have got their knowledge and education in special schools in earlier education system. But this exclusion violated the human rights of the disabled children. The differently-abled children were not given the equal opportunities. In some cases they also deprived from equity in proper sense. This type of thinking prevails in our education system century after century. Many talents were spoiled in such cases. All hopes were nipped in the bud. Trying to overcome this situation and for the sake of those children the concept of inclusive education is coming in the scene. The roads of implementing this type of education were not as smooth as today. It is a new approach in which special children learn better as they can learn with normal children under the same roof. The main focus of this paper is to find out how far elementary schools follow the RPWD guidelines with special reference to inclusive education. In this regard, the aim of the study has been to access the present

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## বিবিধ প্রবন্ধ

ড. প্রদীপকুমার সেনগুপ্ত

  
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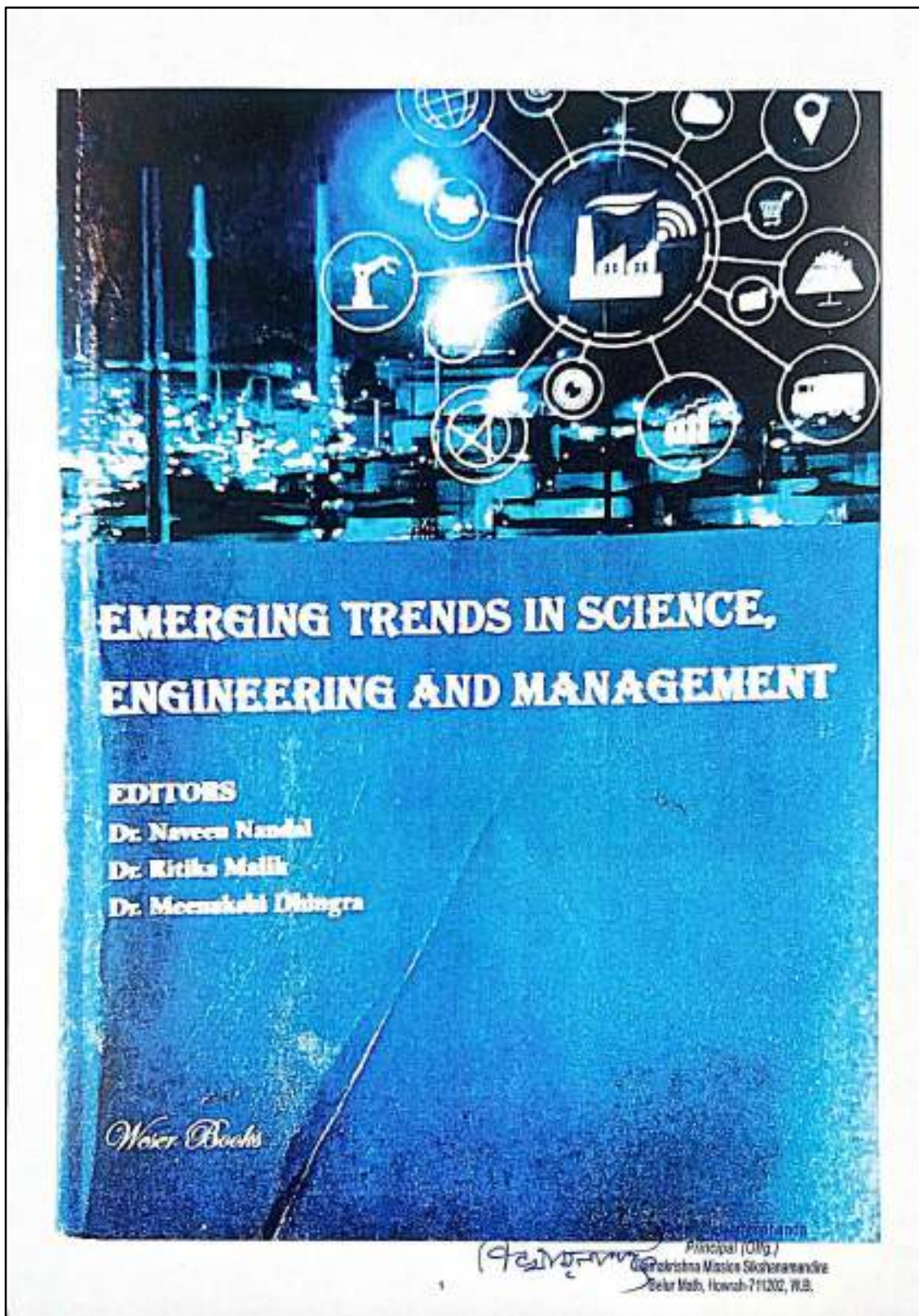


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3	Prof. (Dr.) Swami Tattwasarananda	Professor	1



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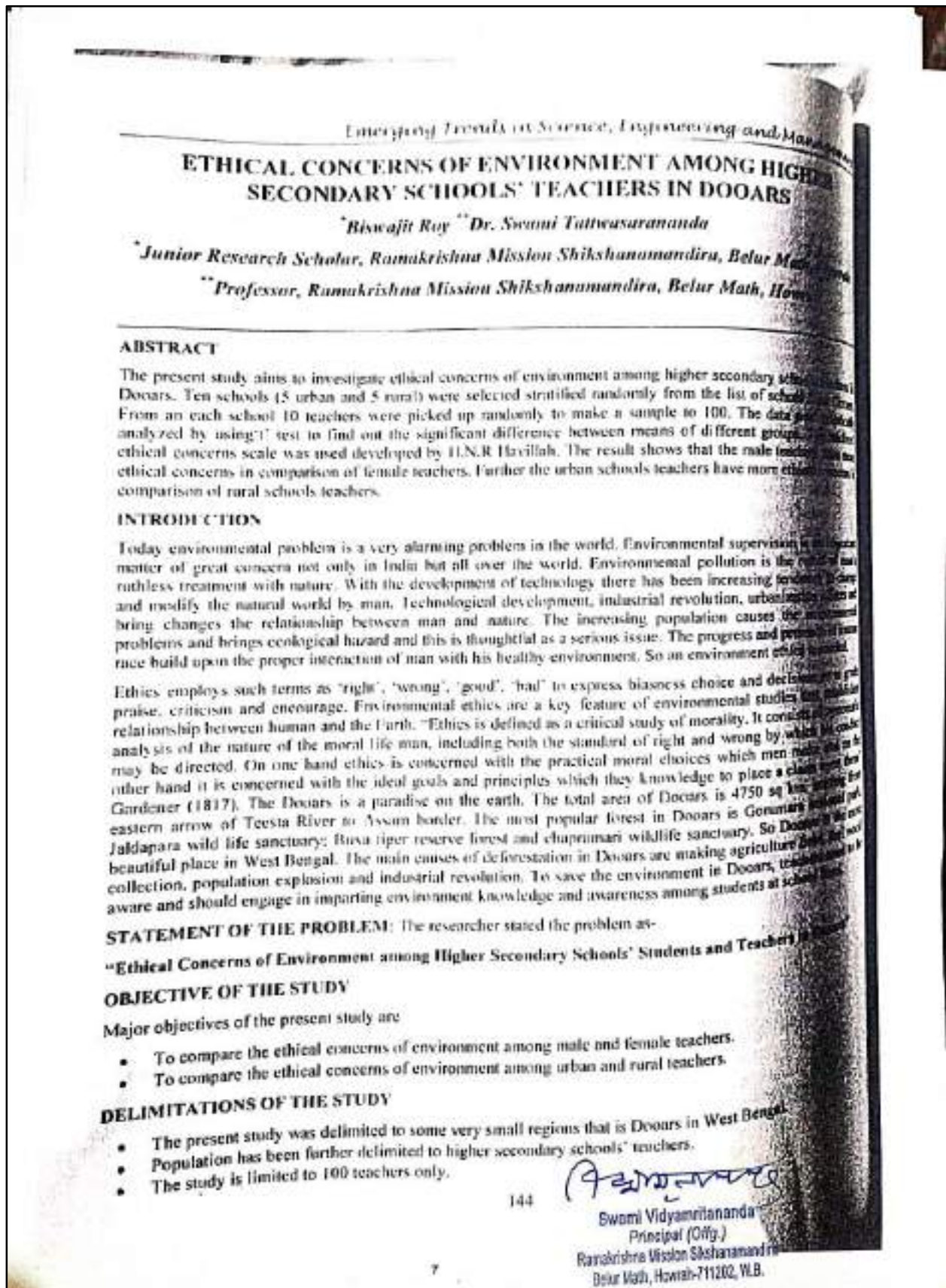




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Emerging Trends in Science, Engineering and Management

## ETHICAL CONCERNS OF ENVIRONMENT AMONG HIGHER SECONDARY SCHOOLS' TEACHERS IN DOOARS

*Biswajit Roy* *Dr. Swami Tattwasarananda*

*Junior Research Scholar, Ramakrishna Mission Shikshanamandira, Belur Math, Howrah*

*Professor, Ramakrishna Mission Shikshanamandira, Belur Math, Howrah*

### ABSTRACT

The present study aims to investigate ethical concerns of environment among higher secondary schools' teachers in Dooars. Ten schools (5 urban and 5 rural) were selected stratified randomly from the list of schools in Dooars. From an each school 10 teachers were picked up randomly to make a sample to 100. The data was analyzed by using 't' test to find out the significant difference between means of different groups. An ethical concerns scale was used developed by H.N.R Haxvillah. The result shows that the male teachers have more ethical concerns in comparison of female teachers. Further the urban schools teachers have more ethical concerns in comparison of rural schools teachers.

### INTRODUCTION

Today environmental problem is a very alarming problem in the world. Environmental supervision is a matter of great concern not only in India but all over the world. Environmental pollution is the result of the ruthless treatment with nature. With the development of technology there has been increasing tendency to alter and modify the natural world by man. Technological development, industrial revolution, urbanization, etc. are bringing changes the relationship between man and nature. The increasing population causes the environmental problems and brings ecological hazard and this is thought of as a serious issue. The progress and development of a race build upon the proper interaction of man with his healthy environment. So an environment ethics is essential.

Ethics employs such terms as 'right', 'wrong', 'good', 'bad' to express biasness choice and decisions. It can praise, criticism and encourage. Environmental ethics are a key feature of environmental studies. It studies the relationship between human and the earth. 'Ethics is defined as a critical study of morality. It consists of a systematic analysis of the nature of the moral life man, including both the standard of right and wrong by which his conduct may be directed. On one hand ethics is concerned with the practical moral choices which men make and on the other hand it is concerned with the ideal goals and principles which they know to place a claim upon them'. Gardener (1817). The Dooars is a paradise on the earth. The total area of Dooars is 4750 sq km, which is the eastern arrow of Teesta River to Assam border. The most popular forest in Dooars is Goranahi forest near Jaldapara wild life sanctuary; Buxa tiger reserve forest and chaprimari wildlife sanctuary. So Dooars is a beautiful place in West Bengal. The main causes of deforestation in Dooars are making agriculture, forest land collection, population explosion and industrial revolution. To save the environment in Dooars, teachers should be aware and should engage in imparting environment knowledge and awareness among students at schools.

**STATEMENT OF THE PROBLEM:** The researcher stated the problem as-

**"Ethical Concerns of Environment among Higher Secondary Schools' Students and Teachers in Dooars"**

### OBJECTIVE OF THE STUDY

Major objectives of the present study are

- To compare the ethical concerns of environment among male and female teachers.
- To compare the ethical concerns of environment among urban and rural teachers.

### DELIMITATIONS OF THE STUDY

- The present study was delimited to some very small regions that is Dooars in West Bengal.
- Population has been further delimited to higher secondary schools' teachers.
- The study is limited to 100 teachers only.

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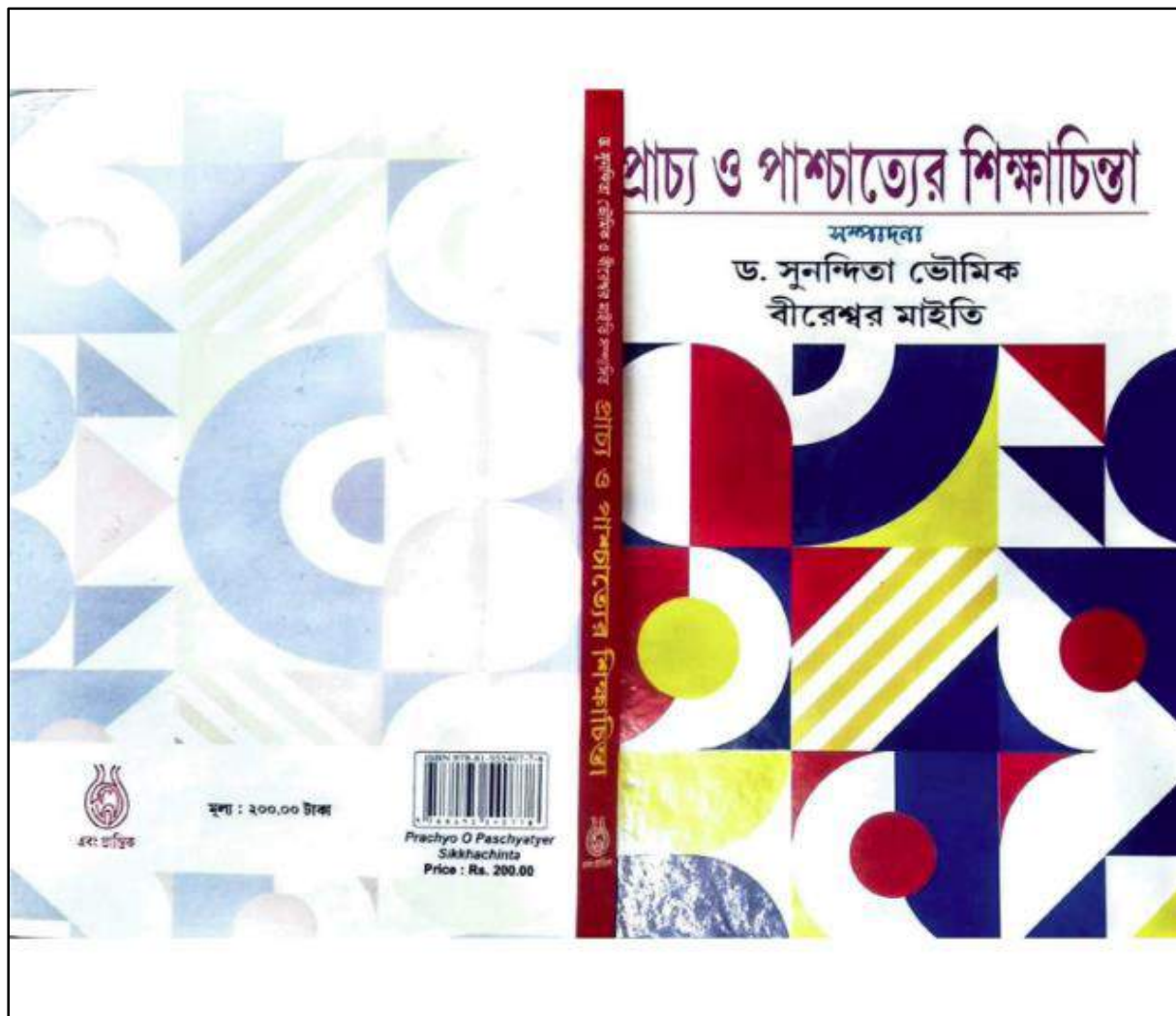


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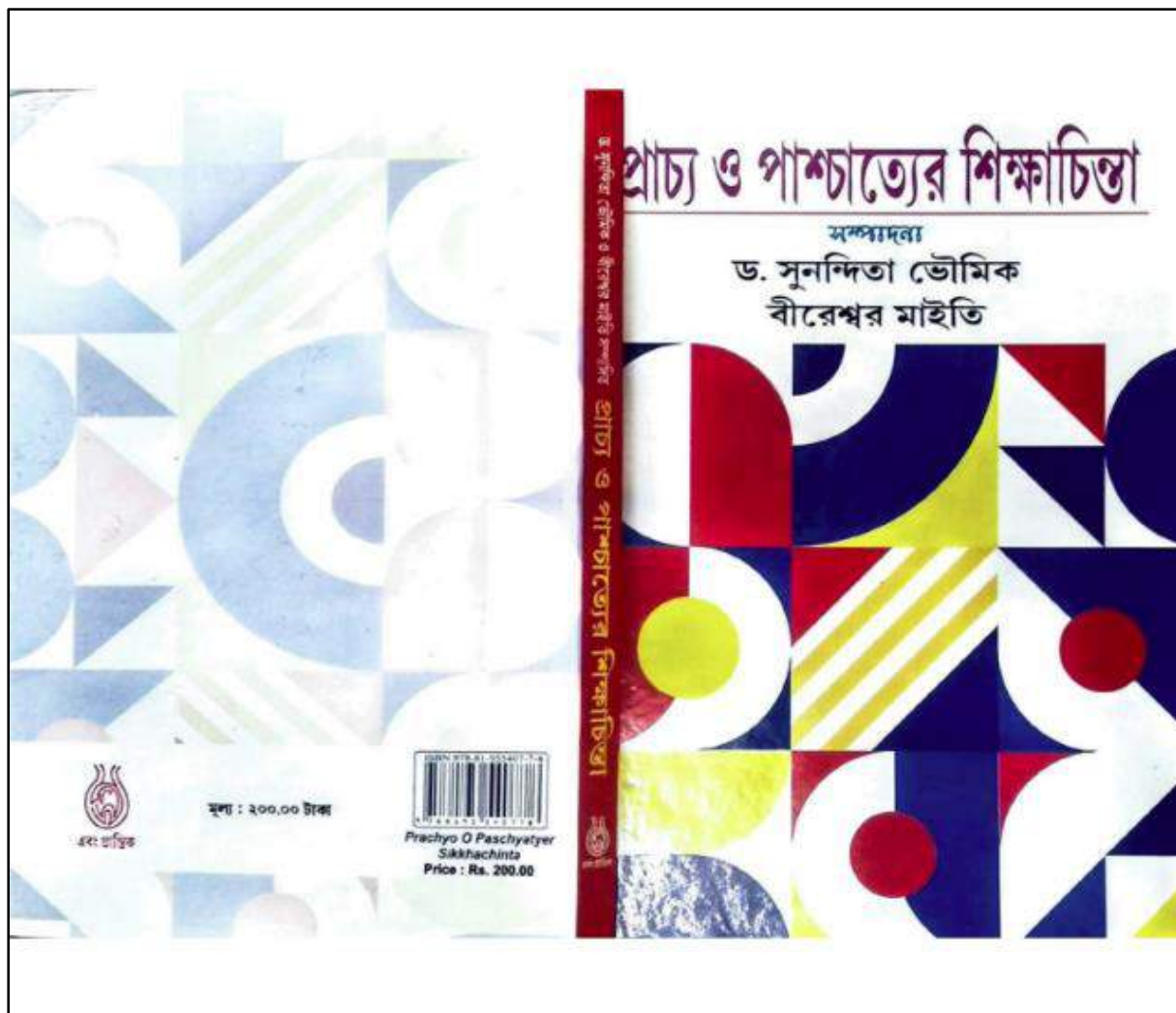


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ফ্রয়েবেল : এক প্রতিভাবান শিক্ষাসংস্কারক

সোমেন দত্ত

সহকারী অধ্যাপক, রামকৃষ্ণ মিশন সিক্সানামন্দির

সুশ্রিতা কব

বি.এড., স্টুডেন্ট, পড়া কলেজ এবং এডুকেশন, বাগীপুর।

## ■ সারসংক্ষেপ :

“শিথির কালে, বাড়ির উঠির সময়ে প্রকৃতির সহায়তা নিতান্তই চাই। গাছপালা, স্বচ্ছ আকাশ, মুক্তবায়ু, নির্মল জলাশয়, উদার দৃশ্য— ইহারা বেশি এবং বোর্ড, পুঁথি এবং পরীক্ষার চেয়ে কম আবশ্যিক নয়।”

কবিগুরু রবীন্দ্রনাথের শিক্ষাচিন্তায় এই উক্তিই মধ্যমেই পরিদৃষ্ট হয় যে তিনি কত বড় প্রকৃতিপ্রেমী ছিলেন। আর প্রকৃতিবাদী দার্শনিক হওয়ায় সে একজন ঈশ্বরপ্রেমী ভাববাদী দার্শনিক হওয়া যায় তারও জ্বলন্ত উদাহরণ ছিলেন রবীন্দ্রনাথ নিজেই। উনিশ শতকে ইউরোপীয় মহামাশেও গ্রুপ বিরল প্রতিভার অধিকারী ছিলেন একজন শিক্ষাবিদ যিনি তার শিক্ষাচিন্তায় ঈশ্বরপ্রেম এবং প্রকৃতিপ্রেম— এই উভয়েরই সার্থক মেলবন্ধন খচিত করেছিলেন; তিনি ছিলেন ফ্রেডরিক উইলহেল্মস অগাস্ট ফ্রয়েবেল। তাঁর ‘কিডারগার্টেন’ এক যুগান্তকারী সৃষ্টি। তিনি তাঁর কিডারগার্টেনে দেখিয়েছিলেন কিভাবে শিশুদের সম্পূর্ণভাবে স্বাধীনতা দিয়ে আত্মসক্রিয় করে তোলা যায়। সেই সময় ইউরোপে অনেক দার্শনিকই শিশুশিক্ষিক শিক্ষাব্যবস্থা প্রচলনে রতী হয়েছিলেন, তাদের মধ্যে অন্যতম ছিলেন ফ্রয়েবেল। ফ্রয়েবেল যে পন্থা অবলম্বন করে সাফল্যের শীর্ষে পৌঁছেছিলেন সেটি কুসুমাস্তীর্ণ ছিল না, বরং ছিল কণ্টকাকীর্ণ। তাঁর শেষ জীবনে প্রাসিয়ান সরকার তাঁর শিক্ষাপ্রতিষ্ঠান বন্ধ করে দেয় এবং এর ফলেই তিনি অভ্যস্ত আঘাত পান এবং শোকাহত হয়ে মৃত্যু বরণ করেন। আলোচ্য এই প্রবন্ধে ফ্রয়েবেলের জীবনী, জীবনদর্শন, শিক্ষাদর্শন, পাঠ্যক্রম, শিক্ষণপদ্ধতি, শিক্ষালয়, শিক্ষক ইত্যাদি বিষয়ে সুবিস্তৃত আলোচনা করা হয়েছে।

## ■ মুখ্যশব্দ :

ভাববাদী, প্রকৃতিপ্রেমী, শিশুশিক্ষা, কিডারগার্টেন, ঐক্যবাদী, আত্মসক্রিয়, জীবনদর্শন, সংস্কারবাদ।

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Belur Math, Howrah - 711 202, West Bengal

2020-21

Sl. No.	Name	Designation	No. of Research Books/Papers
1	Dr. Abhijit Guha	Associate Professor	5
2	Dr. Pradip kumar Sengupta	Associate Professor	1
3	Russell Al Farabi	Assistant Professor	1
4	Dr. Sandip Mandal	Assistant Professor	1

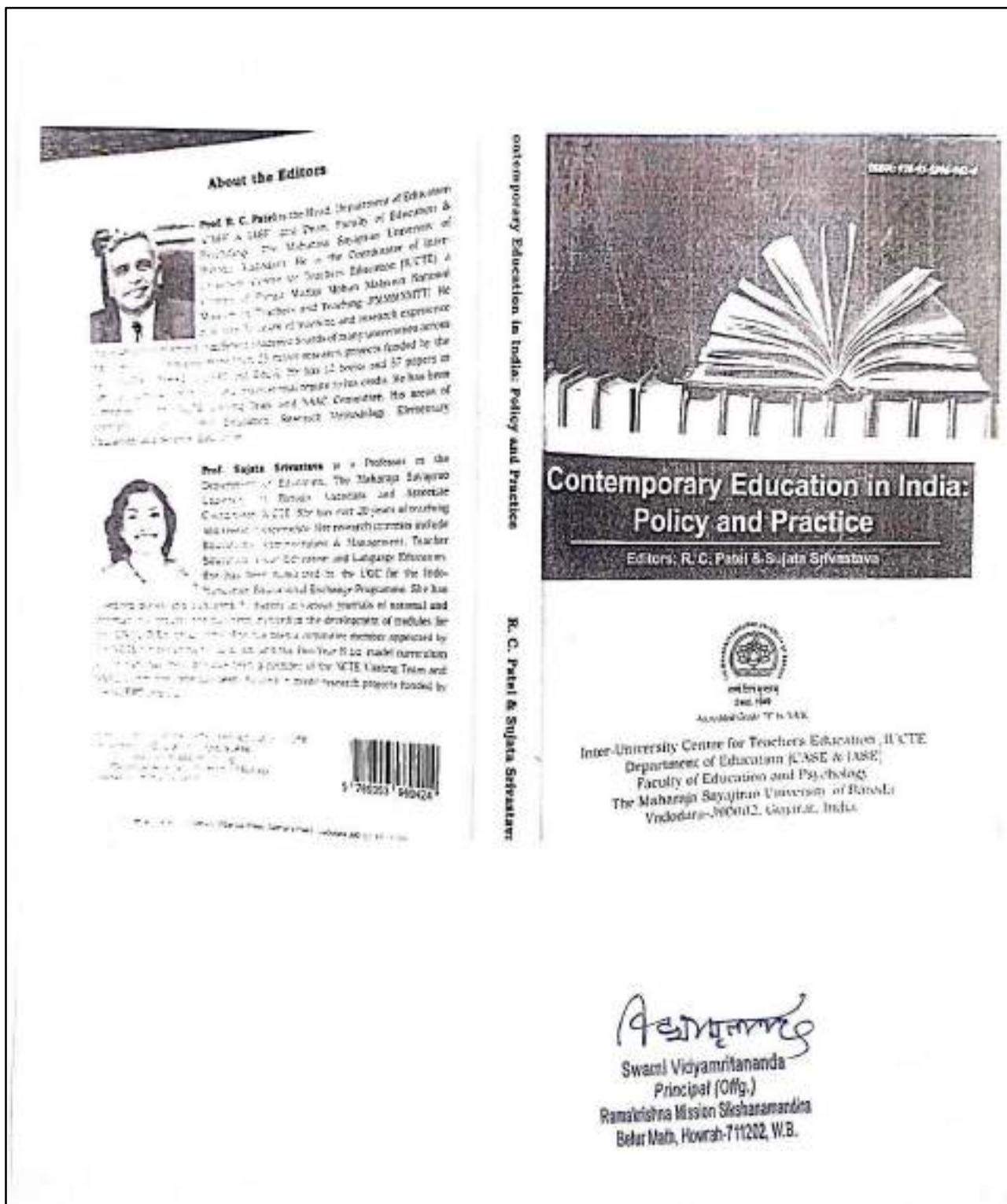


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## LINKING PROFESSIONALISM IN TEACHER EDUCATION- THE IDENTIFYING AND APPLICATION OF ICT MEDIATED INPUTS FOR COMPETENCY ENHANCEMENT.

2020 Date

### INTRODUCTION

Professionalism in teacher education means the programme with accountability, transparency and ethics when runs or prepares the teachers who possess the characteristics of the profession that are connected with skill, competency, behaviour and ethics. It means the programme with dedication, commitment and practice of skills in teaching-learning process to quality learning. Raising professionalism in all aspects of the curricular and managerial activities of teacher education programme (which is directly related to the development of a nation) can immensely influence in shaping the overall development of a country in large scale and ensure the progress of knowledge which is parallel with the increasing use of computer hardware and software. Learning teaching from life a teacher as a professional ought to be trained in the use of computer technology and ICT in teaching-learning along with other components of modern education programme.

The teacher is a knowledge society of both developed and developing countries in a new decade of progression for the use of information and communication technology - ICT. The ICT is not a universal remedy to all problems in educational education. It needs selection a good teacher, or a relevant curriculum, or a favourable learning setting. ICT can, however, be a useful support to the curriculum, teacher and learning setting. It can support the learning of the individual by adding extra inputs to enhance teacher's ability in teaching-learning process and adding new strategies to the students settings which cause a benefit to the individual learner. ICT can also provide immediate feedback to the teachers about the learning situation and make it easier by creating more interesting assistance. In order to prepare an competent teacher, one may acquire knowledge in ICT and its educational benefits. With a sufficient training in this regard is essential. The teacher education programme is being a long through several experiments to uphold professionalism in it. A well trained competent teacher may be a product of professionally sound teacher education programme. In accordance with the demand of society, it has become obvious for a teacher education programme to look into the matter of competency enhancement in using ICT in the learning programme so that it can create a trained and competent teacher. With understanding and appropriate application of the ICT mediated inputs in teaching-learning process has the key role to ensure ICT oriented learning environment in teacher education programme and also general education programme.

## IMPORTANCE OF ICT IN EDUCATION

ICT has become the most successful species as they are able to learn from their mistakes and transfer unfavourable situations in their favour. They are also able to make the knowledge in the next generation. The importance of ICT can be traced back to the early 19th century by Skinner a behaviourist and an American psychologist who has profoundly influenced the development of educational software. Holaday (1981) states, "Through the ages, as human society has become increasingly complex and crowded, communities have continuously set up particular arrangements, such as apprentices, schools and other educational institutions, to help their members develop the cognitive and functional skills needed to survive and flourish" (p. 2). In this history, education have devised several ways to help learners which are more than, or less expensive than previous ways. Some of these ways are classified as technologies by which we mean applying scientific or other organized knowledge to the pursuit of practical goals. The developments occur in the form of hardware technologies including several physical devices, or software technologies like work process, instructional designs for the betterment and enhancement of learning.

In the present digital age, Computer has occupied a significant position in teaching-learning. The development of microcomputers has brought enormous changes in education. "By the end of 1980, the rapid proliferation of the personal computer was acknowledged by Time magazine by listing personal Machine of the Year, a feat, from its original criterion of Man of the Year" (Mukherjee, 2008, p. 14). Recently, both countries of teacher education use differently desktop computers in the classroom as well as a form for teaching-learning purpose. New dimensions in teaching-learning have been added the use of internet. The rapid increase in the availability of the information in the internet enabled the sharing of information among the people. In this present digital age, a number of options have been opened for the learners and also for the teacher through distance education like Open University, Virtual Schools, Web-Based Course, Computer-Based Course, MOOC.

## ROLE OF ICT IN CURRICULUM

The role of ICT in the curriculum is not a substitution of anything but it involves the teacher to rethink about the teaching strategy for imparting knowledge of one subject to the students under pedagogical domain of the subject and the learning purposes of the subject which deals with the learners in the classroom. ICT offers on such ways in which teachers can use opportunities available for learning and needs of the classroom. This opens platform as well as theoretical explorations related to curriculum content and its development which is to be integrated in education system from school level to higher education programme in all stages. A firm holding of the ICT framework in education and its integrated application in the teaching-learning process effectively

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## SENSITIZATION OF TEACHERS TOWARDS MULTICULTURAL EDUCATION: REVISITING THE HUMANISTIC WAYS

*Russell Al Faruqi & Dr. Abhijit Guha*

### INTRODUCTION

India is a multicultural and plural society as it is enriched by the ethnic, cultural, and language diversity among its citizens. At the time of independence India itself mandated by the Constitution to be a socialist, secular and democratic Country. In any democratic country everyone talks of education, community, language, culture etc and the most important function of government to take into consideration all of diversities among citizen while formulating education policies. As far as India is concerned the linguistic, religious, caste, class, gender etc. along with other socioeconomic grounds of diversity are obvious in a classroom. The learning material should seek to develop and enhance the concept of multiculturalism by using various interactive tasks that are integrated with the literary form of the folktale. We have to think of a culture based pedagogy synthesized with task-based learning which can achieve the goal of orienting young learners towards the concept of cultural diversity and multiculturalism.

### PERSPECTIVES OF MULTICULTURAL EDUCATION

As Jacques Delors observes, "The world is our village: if one house catches fire, the roofs over all our heads are immediately at risk. If any one of us tries to start rebuilding, his efforts will be purely symbolic. Solidarity has to be the order of the day: each of us must bear his own share of the general responsibility. While competition can be observed in all spheres of daily life, co-operation is all the more necessary. Essence of the four 'pillars of learning' should be appropriately interpreted, which advocates 'learning to be' & 'learning to live together'" (Delors, 1996).

The right to education for everyone, guaranteed by the Constitution of India, was Vivekananda's dream, but it is still a far cry from its goal. Vivekananda's cry for the uplift of the downtrodden masses, particularly of the long-neglected women, has evoked a favourable response from different quarters, but societies tailor education to meet their own needs, thereby often robbing the weak of their freedom to determine their own destiny. Unless radical changes are made in all societies the marginalised will never be able to raise themselves. This was a major concern of the Swami. It is remarkable the extent to which there are similarities between Vivekananda's thoughts and actions taking place one century ago and the present concerns of UNESCO.

Global perspectives of multicultural education celebrate the idea of diverse classroom to increase academic excellence among diverse groups of students. Its main principles include the following: (Green, 1989; Gollnick & Chinn, 2002)

  
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**About the Book**

Introduction to Research Methodology in Education is a comprehensive book that provides a clear and concise overview of the research methodology in education. The book is designed for students of education and other related fields who are interested in conducting research in education. The book covers the basic concepts of research methodology, including the nature and scope of research, the selection of a research topic, the formulation of a research hypothesis, the design of a research study, the collection and analysis of data, and the interpretation of research findings. The book is written in a simple and easy-to-understand language, making it suitable for students at the undergraduate and postgraduate levels. The book is available in both print and digital formats, and can be purchased from the publisher, Neelkamal Publishers, Kolkata.

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**Introduction to Research Methodology in Education**  
**Dr. Santoshi Halder**  
**Dr. Bijan Sarkar**

**Introduction to RESEARCH METHODOLOGY IN EDUCATION**  
**An Overview**

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## Chapter 13

# Qualitative Data Analysis

— Dr. Abhijit Guha Belur\*

### 13.1 Introduction

Before going to discuss about Qualitative Data Analysis (QDA), Let us know about some words on qualitative research and qualitative data. Though it is difficult to express in short what qualitative research is, still it can be said that it is a research in natural setting, gathering data or information either through observation or interview or documents from the participants what they are experiencing about an issue or the problem related to the research, and interpreting the data what the participants mean through an inductive data analysis process to reach a trustworthy conclusion. On commenting about the qualitative research Saldana (2011) states, “*Qualitative research* is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. The information or data collected and analysed is primarily (but not exclusively) non-quantitative in character, consisting of textual materials such as interview transcripts, field notes, and documents, and/or visual materials such as artifacts, photographs, video recordings, and Internet sites, that document human experiences about others and/or one’s self in social action and reflexive states (pp.3-4).

Qualitative data analysis (QDA) is detailed description and analysis of phenomenon related to human experience. It is the analysis of data or information given by the participants to explore and understand the meaning of the information coming out of natural settings. Qualitative data is related to people, objects, incidents or situations. The purpose of QDA is to discover the meaning of what we observed.

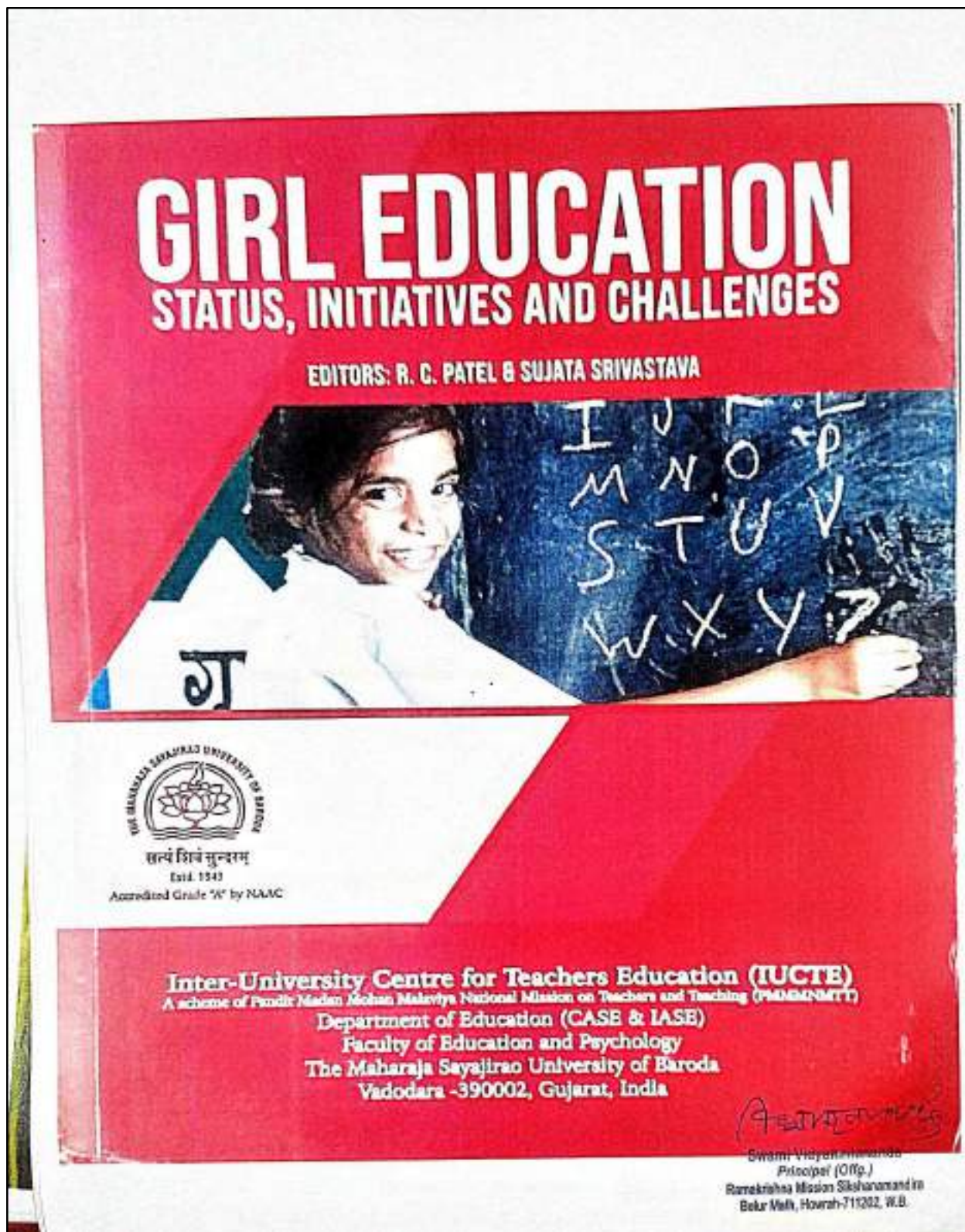
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## Gender Responsive Pedagogy for Girls' Education: Stepping towards Bridging Gender Gap for Inclusive Education

*Abhijit Guha*

The equality, equity and quality in education, and providing it to all irrespective of gender, age and ability is still a matter of concern for educationists and state leaders all over the world. Though there is a continuous effort across all the countries to ensure education for all as a commitment by every nation to world bodies. The continuum from the World Declaration on Education for All (1990), The Sustainable Development Goals (SDGs) set by the United Nations General Assembly in 2015 for the year 2030 through The Millennium Development Goal, 2000 are still focusing on equality, equity and quality in education for all, irrespective of gender along with other goals to be achieved. Of late, in 2015, the United Nations declared 17 goals namely the Sustainable Development Goals to be achieved by its member states till 2030. Among the 17 goals, goal 4 (quality education), goal 5 (gender equality), and goal 10 (reduced inequalities) are worth mentioning as these are closely interconnected with the education of girls or women and their development. It is well acclaimed by every nation that there is a huge gender gap in all walks of life and it requires special attention of the state to bridge this gap for the sustainable development of the society. The introductory lines regarding the 5th goal (Gender Equality) of the Sustainable Development Goals, mentioned in the 'Academic Impact-Gender Equality' express, stating that 'while the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (including equal access to primary education between girls and boys), women and girls continue to suffer discrimination and violence in every part of the world'.

India is trying hard for excellence in education, science and technology thereby crossing several milestones in science and technology but the underachievement with respect to gender equality at all levels of education especially at elementary and secondary level makes our success put down to some extent. There are a number of inhibiting factors which cause the exclusion of girls in education and it goes against the spirit of 'Inclusive Education.' Inclusive Education is conceptualized as attending 'all students' in schools in age-appropriate classes and are supported to learn, encouraged to contribute and participate in all activities in school life. There exists a considerable and observable gender gap with respect to the participation of girls in the school level education in our society.

The State has taken a number of initiatives to bridge the gap but it is difficult for a country like India which has a multicultural and pluralistic society to reach its goal with smoothness. The barriers which are influencing the effort to address the issue of gender gap in education is a widely discussed topic and it creates concern among the world community for ensuring an education system or an inclusive scenario. Thus the situation

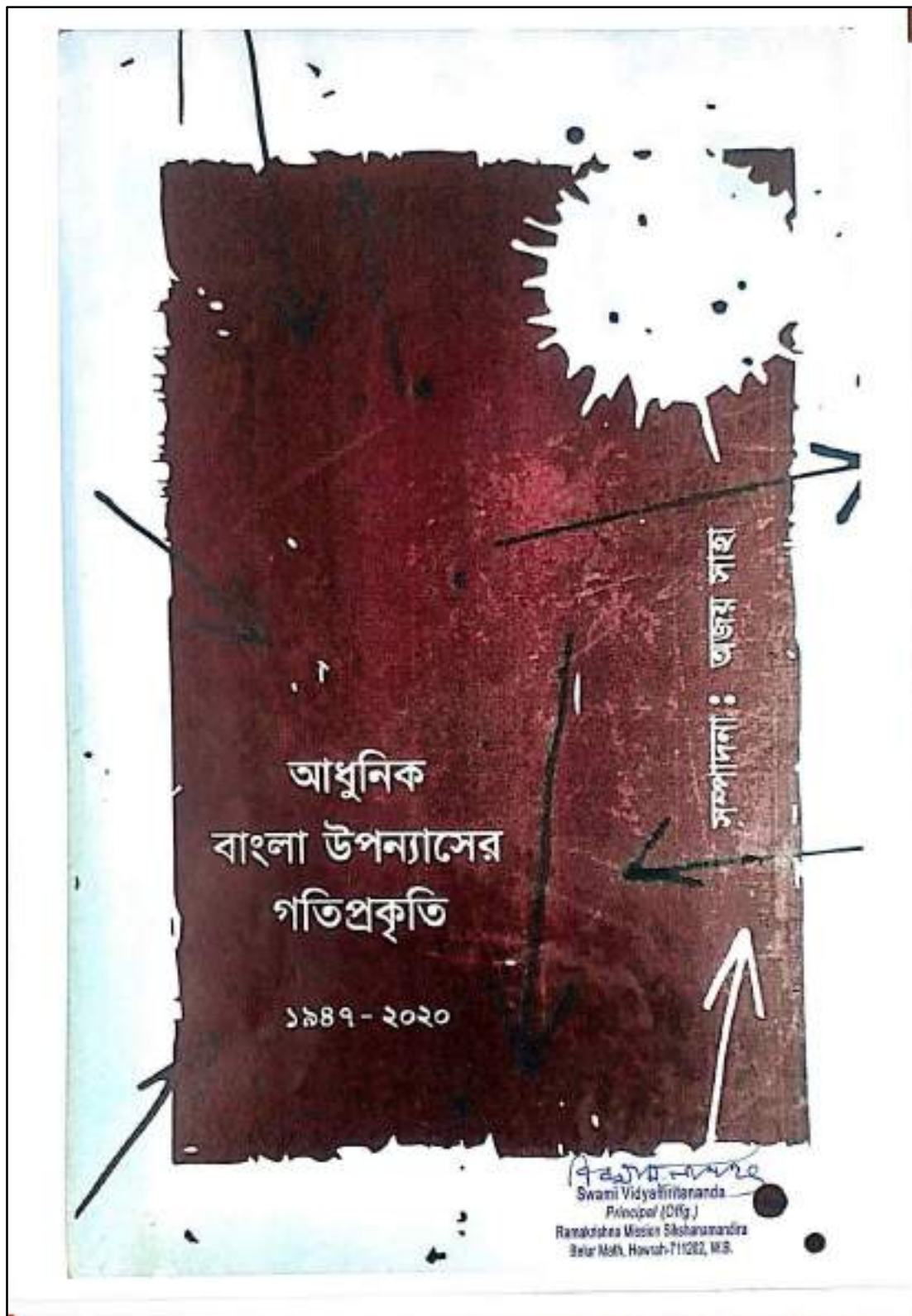


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## ঐতিহ্য ও আধুনিকতার বিরোধভাঙ্গের আলোকে 'আরোগ্য-নিকেতন' অলীক ভট্টাচার্য প্রদীপ কুমার সেনগুপ্ত

"Literature always anticipates life, it does not copy it but moulds it to its purpose"—Oscar Wilde.

বিশ শতকের চতুর্থ-পঞ্চম দশকে রবীন্দ্র পরবর্তী বাংলা কণাসাহিত্যের সর্বাপেক্ষা বনুষ্কর স্বমহিমায় উজ্জ্বল করেছিলেন যে তিন বন্দোপাধ্যায়—নগর, বীরভূমের রাতপুর গ্রামের জমিদার বংশের সন্তান তারাশংকর বন্দোপাধ্যায় (১৮৯৮—১৯৭১) তাঁদের মধ্যে অন্যতম অগ্রনায়ক সাহিত্যব্যক্তিত্ব। চার দশকব্যাপী সাহিত্যক্ষেত্রে অল্পমাত্র গল্প এবং ষাটটির বেশি উপন্যাসে তিনি বাঙালি পাঠকের সঙ্গে পরিচয় করিয়েছিলেন অদেখা অবহেলিত এক বিশ্বায়ের মহাদেশকে — 'চৈতালী দুর্গ' থেকে যার সূত্রপাত এবং 'খাত্তীদেবতা', 'কালিন্দী', 'গণদেবতা', 'পঞ্চগ্রাম', 'ঐনুল্লাহের উপকথা', 'কবি', 'আরোগ্য নিকেতন', 'ডাকহরকরা', 'রাধা', 'বিচারক', 'অরণ্যবর্জিত' পর্যন্ত গেরিয়ে 'কীর্তিহাটের কড়চায়' যার পরিসমাপ্তি। রাতবঙ্গের জনপদ, গ্রামীণ চরিত্র, অচার-রুচি-সংস্কার, স্বদেশাচেতনা, মাতৃচেতনা, কল্যাণচেতনা, জীবনব্যাপের গভীরতা, দুঃস্বপ্ন গহনরহস্যময়রূপ, মানুষের আঞ্চলিক সংকট, প্রাচীন-নবীন দ্বন্দ্ব, রাজনৈতিক দৃষ্টিভঙ্গি কী নেই তারাশংকরে। সমকালীন সামাজিক রাষ্ট্রনৈতিক পরিস্থিতি ও প্রেক্ষাপটটি এক্ষেত্রে স্মরণযোগ্য। 'আমার সাহিত্য জীবন'-এ লেখকের স্বগতচিত্তে ধরা পড়ে — "সামন্ততন্ত্র বা জমিদারতন্ত্রের সঙ্গে ব্যবসায়ীদের ছন্দ আমি দুচোখ ভরে দেখেছি। সে ছন্দের ধাক্কা খেয়েছি। আমরাও ছিলাম ক্ষুদ্র জমিদার। সেই ছন্দে আমাদেরও অংশ ছিল"। সময়টি ছিল প্রাচীন জমিদারি প্রথার প্রবল প্রত্যাপ হারানোর এবং নতুন বাণিজ্যিক ধনীগোষ্ঠীর প্রত্যাপবৃদ্ধির কাল। সেক্ষেত্রে পুরোনোর সঙ্গে এবং নতুন বাণিজ্যিক ধনীগোষ্ঠীর প্রত্যাপবৃদ্ধির কাল। সেক্ষেত্রে পুরোনোর সঙ্গে এবং নতুন বাণিজ্যিক ধনীগোষ্ঠীর প্রত্যাপবৃদ্ধির কাল। সেক্ষেত্রে পুরোনোর সঙ্গে এবং নতুন বাণিজ্যিক ধনীগোষ্ঠীর প্রত্যাপবৃদ্ধির কাল। সেক্ষেত্রে পুরোনোর সঙ্গে এবং নতুন বাণিজ্যিক ধনীগোষ্ঠীর প্রত্যাপবৃদ্ধির কাল।

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- Swami Vivekananda

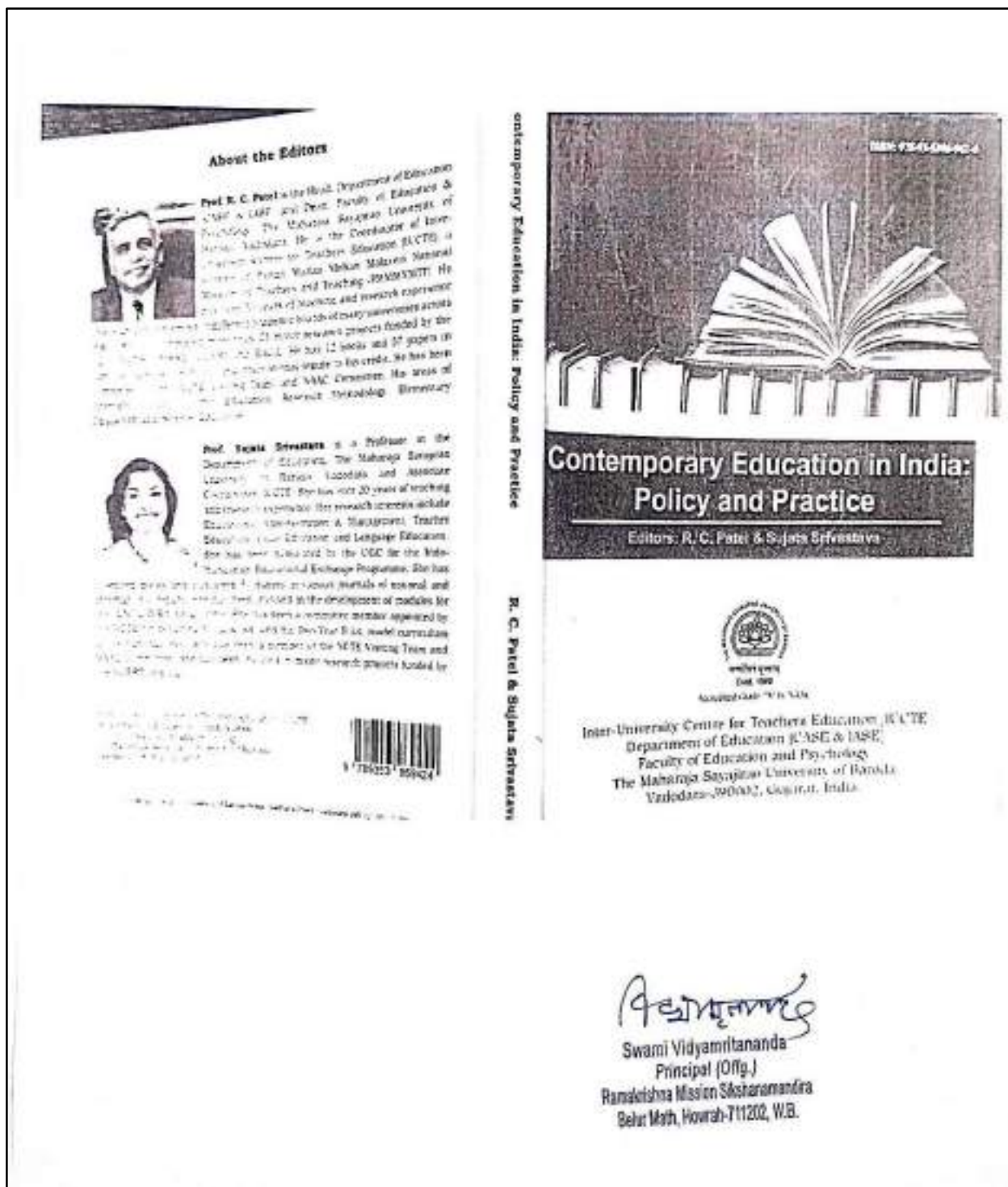


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Sl. No.	Name	Designation	No. of Research Books/Papers
3	Russell Al Farabi	Assistant Professor	1



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## SENSITIZATION OF TEACHERS TOWARDS MULTICULTURAL EDUCATION: REVISITING THE HUMANISTIC WAYS

*Russell Al Farabi & Dr. Abhijit Guha*

### INTRODUCTION

India is a multicultural and plural society as it is enriched by the ethnic, cultural, and language diversity among its citizens. At the time of independence India itself mandated by the Constitution to be a socialist, secular and democratic Country. In any democratic country everyone talks of education, community, language, culture etc and the most important function of government to take into consideration all of diversities among citizen while formulating education policies. As far as India is concerned the linguistic, religious, caste, class, gender etc. along with other socioeconomic grounds of diversity are obvious in a classroom. The learning material should seek to develop and enhance the concept of multiculturalism by using various interactive tasks that are integrated with the literary form of the folktale. We have to think of a culture based pedagogy synthesized with task-based learning which can achieve the goal of orienting young learners towards the concept of cultural diversity and multiculturalism.

### PERSPECTIVES OF MULTICULTURAL EDUCATION

As Jacques Delors observes, "The world is our village: if one house catches fire, the roofs over all our heads are immediately at risk. If any one of us tries to start rebuilding, his efforts will be purely symbolic. Solidarity has to be the order of the day: each of us must bear his own share of the general responsibility. While competition can be observed in all spheres of daily life, co-operation is all the more necessary. Essence of the four 'pillars of learning' should be appropriately interpreted, which advocates 'learning to be' & 'learning to live together'" (Delors, 1996).

The right to education for everyone, guaranteed by the Constitution of India, was Vivekananda's dream, but it is still a far cry from its goal. Vivekananda's cry for the uplift of the downtrodden masses, particularly of the long-neglected women, has evoked a favourable response from different quarters, but societies tailor education to meet their own needs, thereby often robbing the weak of their freedom to determine their own destiny. Unless radical changes are made in all societies the marginalised will never be able to raise themselves. This was a major concern of the Swami. It is remarkable the extent to which there are similarities between Vivekananda's thoughts and actions taking place one century ago and the present concerns of UNESCO.

Global perspectives of multicultural education celebrate the idea of diverse classroom to increase academic excellence among diverse groups of students. Its main principles include the following: (Green, 1989; Gollnick & Chinn, 2002)

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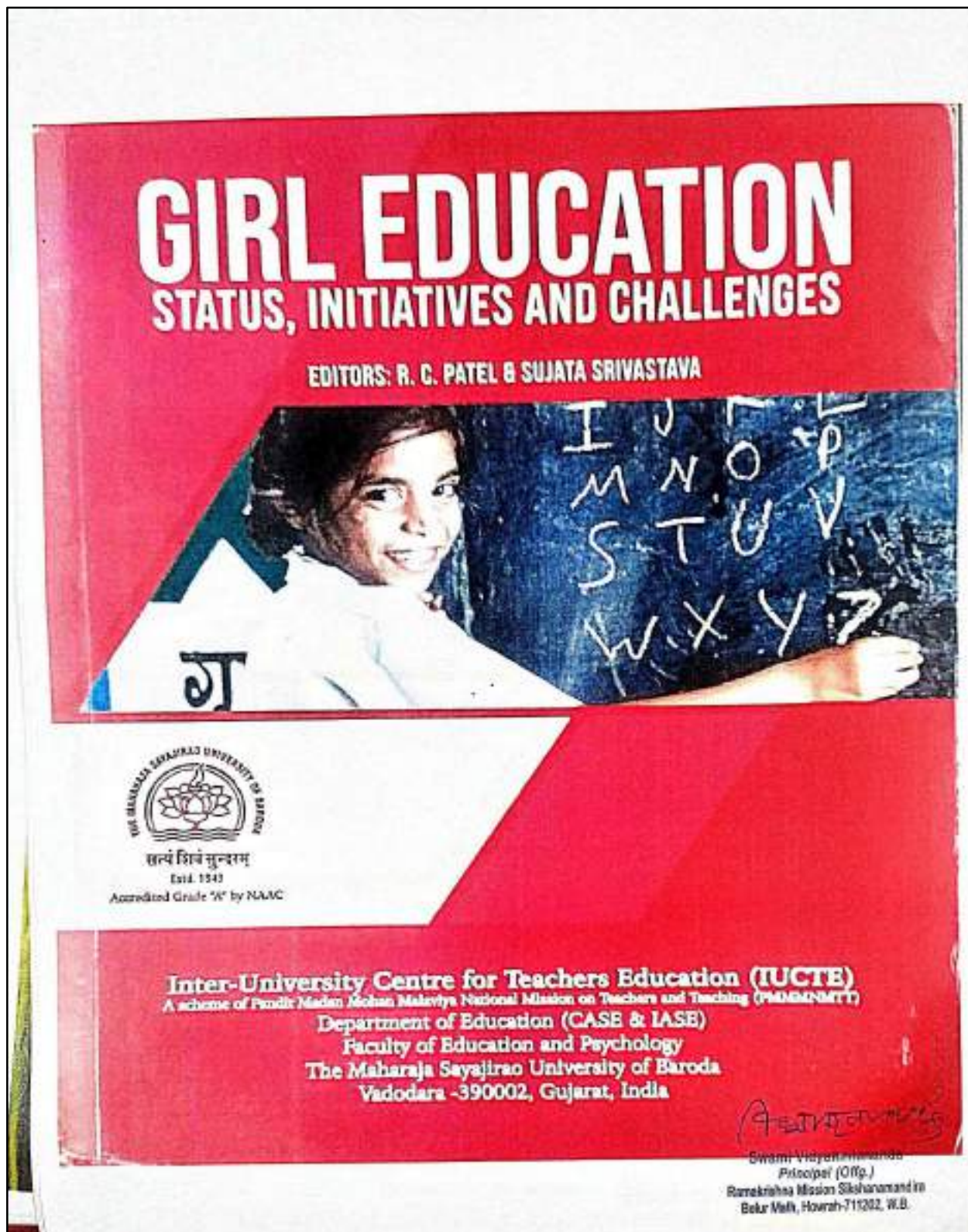


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4	Dr. Sandip Mandal	Assistant Professor	1



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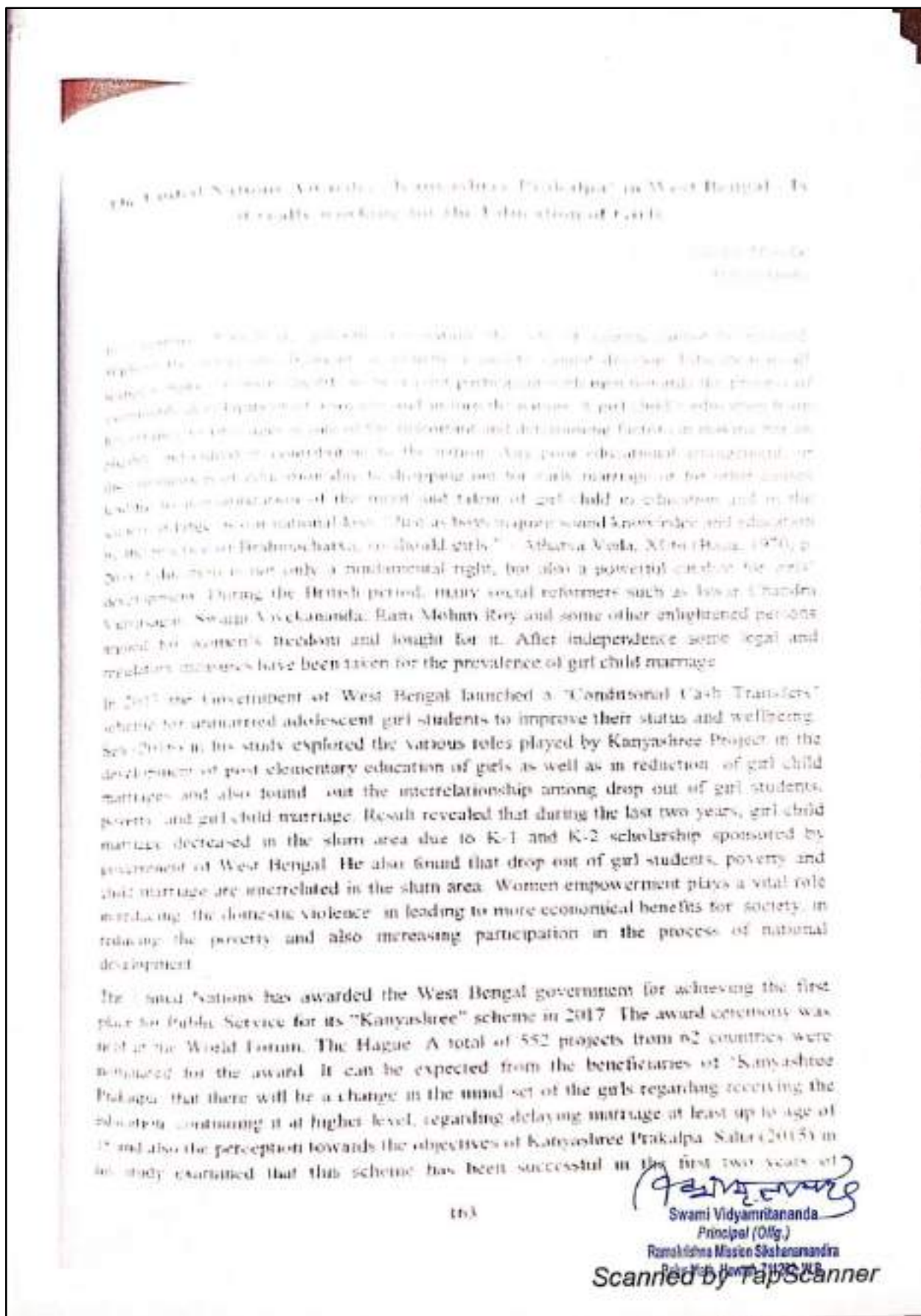
- Swami Vivekananda



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## The United Nations Awarded to Government of West Bengal for its really working for the Education of Girls

The United Nations Awarded to Government of West Bengal for its really working for the Education of Girls. Education is all about the development of a society. A society cannot develop unless education of all members of the society is ensured. It is a right, particularly with respect to the process of economic development of a country and in many ways, it is a social education from the state. It is one of the important and determining factors in making the significant contribution to the nation. Any poor educational arrangement or the absence of education due to dropping out for early marriage or for other causes leads to a wastage of the merit and talent of girl child in education and in the society at large. As a national law, "It is as boys require sound knowledge and education in the service of Brahminschara, so should girls." - Atmava Veda, XI (1970), p. 200. Education is not only a fundamental right, but also a powerful catalyst for social development. During the British period, many social reformers such as Iswar Chandra Vidyasagar, Swami Vivekananda, Rani Mohun Roy and some other enlightened persons stood for women's freedom and fought for it. After independence some legal and regulatory measures have been taken for the prevalence of girl child marriage.

In 2017 the Government of West Bengal launched a "Conditional Cash Transfer" scheme for unmarried adolescent girl students to improve their status and wellbeing. Sen (2015) in his study explored the various roles played by Kanyashree Project in the development of post elementary education of girls as well as in reduction of girl child marriages and also found out the interrelationship among drop out of girl students, poverty and girl child marriage. Result revealed that during the last two years, girl child marriage decreased in the slum area due to K-1 and K-2 scholarship sponsored by government of West Bengal. He also found that drop out of girl students, poverty and child marriage are interrelated in the slum area. Women empowerment plays a vital role in reducing the domestic violence in leading to more economical benefits for society, in reducing the poverty and also increasing participation in the process of national development.

The United Nations has awarded the West Bengal government for achieving the first place for Public Service for its "Kanyashree" scheme in 2017. The award ceremony was held at the World Forum, The Hague. A total of 552 projects from 62 countries were nominated for the award. It can be expected from the beneficiaries of "Kanyashree Prakalpa" that there will be a change in the mind set of the girls regarding receiving the education continuing it at higher level, regarding delaying marriage at least up to age of 18 and also the perception towards the objectives of Kanyashree Prakalpa. Saha (2015) in his study examined that this scheme has been successful in the first two years of

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2019-20

Sl. No.	Name	Designation	No. of Research Books/Papers
1	Dr. Satyajit Kar	Assistant Professor	1
2	Dr. Abhijit Guha	Associate Professor	1
3	Dr. Pradip kumar Sengupta	Associate Professor	2
4	Hitasish Bhowmick	Associate Professor	1
5	Arumay Jana	Assistant Professor	1

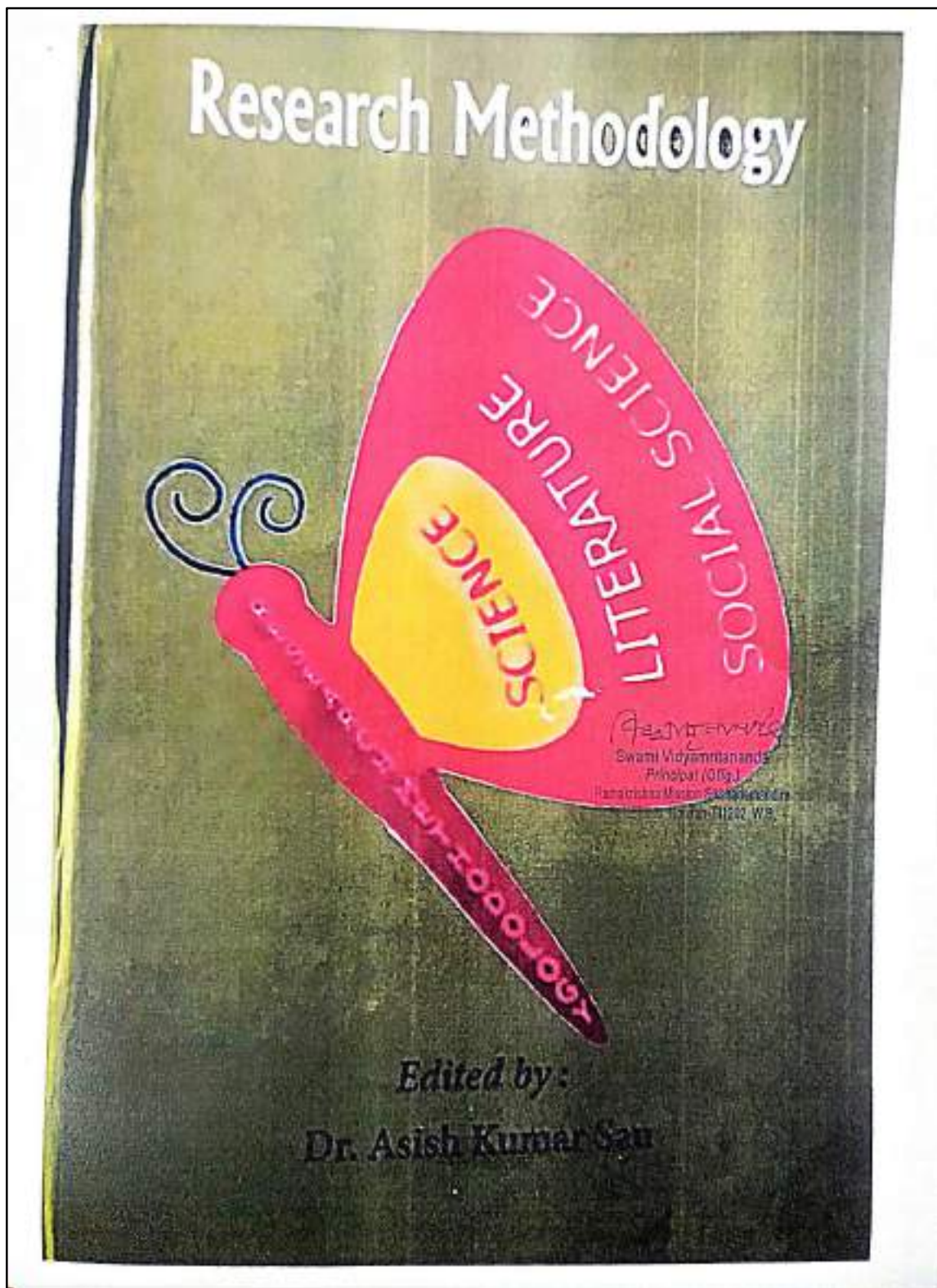


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Sl. No.	Name	Designation	No. of Research Books/Papers
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## Chapter-10

### Social Inclusion of Visually Impaired Children: A Review

- <sup>1</sup>Malay Kumar Gayen, <sup>2</sup>Dr. Satyarkit Kar

#### Abstract

*Present study attempts to review on available literature about social inclusion of the visually impaired children. The researcher tries to synthesise on previous researches about the social inclusion of students with visual impairment. A literature review was conducted to explore the evidences related to the*

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<sup>2</sup> Assistant Professor (Stage 3), Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies, A University of Calcutta Recognised Research Centre of Ramakrishna Mission Sikshanamandira (CTE) Belur Math, Howrah-711202. Mail-satyarkmsm@gmail.com

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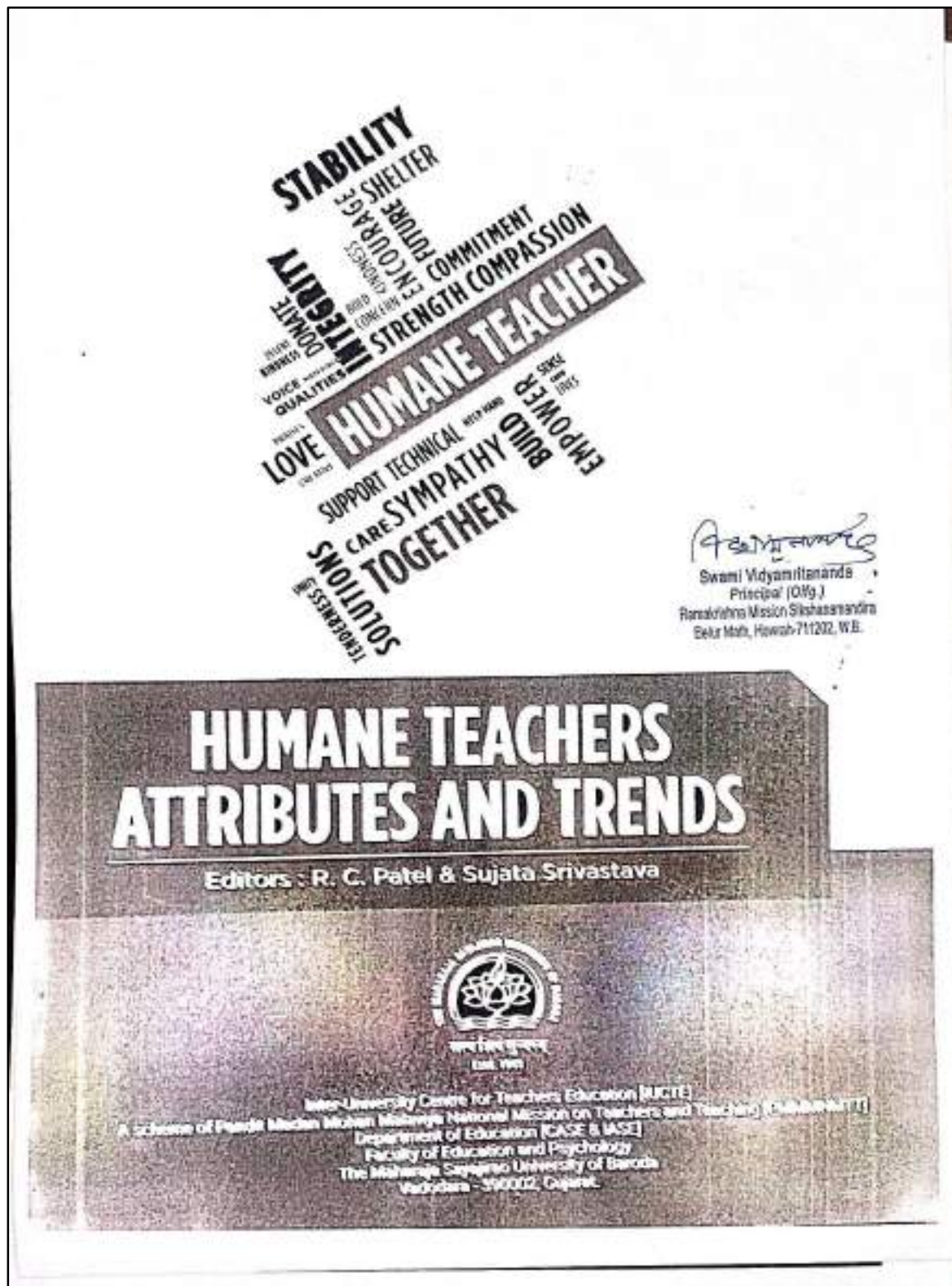


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Sl. No.	Name	Designation	No. of Research Books/Papers
1	Dr. Abhijit Guha	Associate Professor	1



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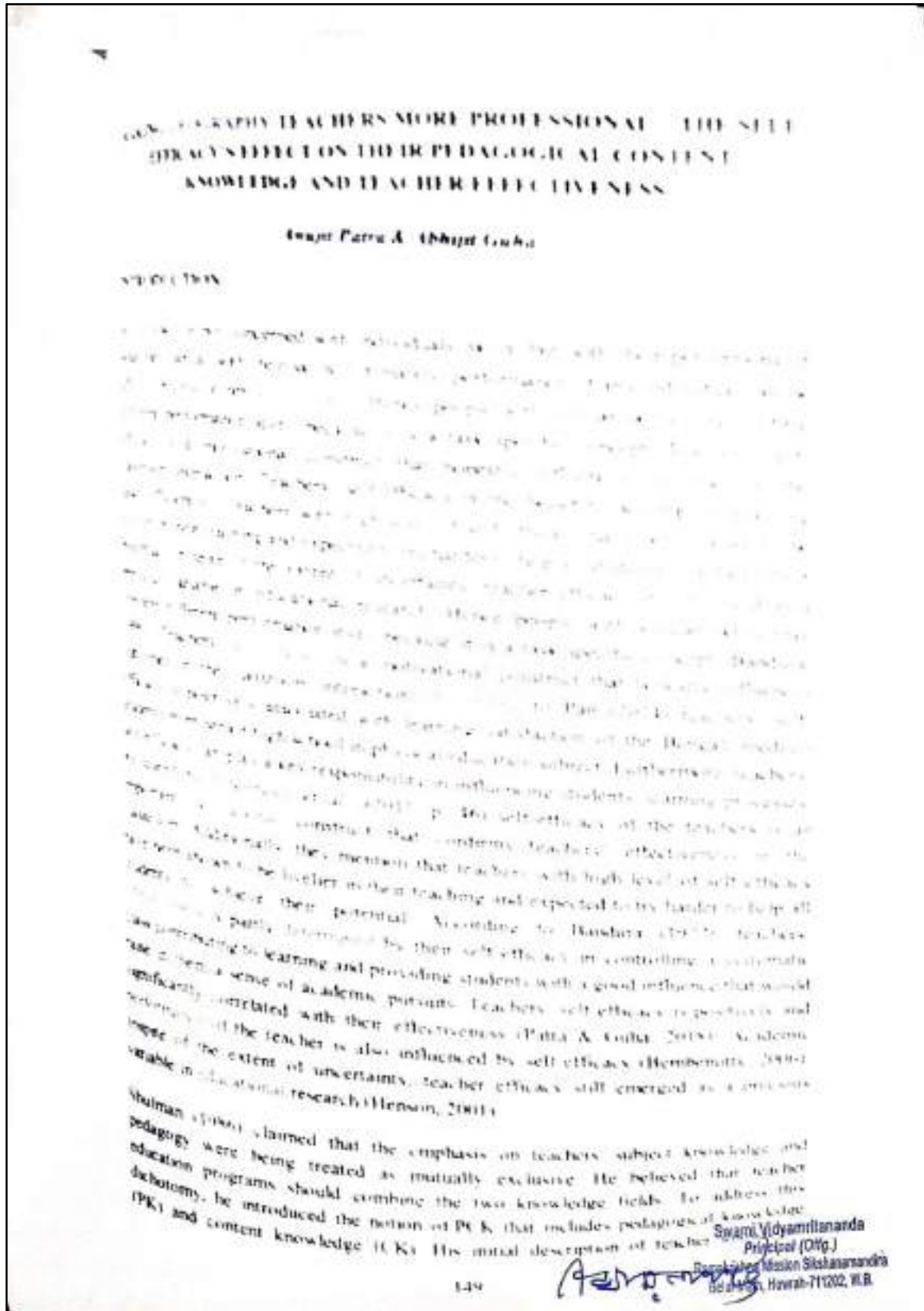
- Swami Vivekananda



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## CAN TEACHERS BECOME MORE PROFESSIONAL - THE SELF-EFFICACY EFFECT ON THEIR PEDAGOGICAL CONTENT KNOWLEDGE AND TEACHER EFFECTIVENESS

Anjan Prava & Abhinav Gupta

### ABSTRACT

The study is concerned with individuals who are not with the proper knowledge of their subject and pedagogical content knowledge. The study is aimed at finding out the effect of self-efficacy on their pedagogical content knowledge and teacher effectiveness. The study is based on the data collected from 100 teachers who are working in the field of education. The study is based on the data collected from 100 teachers who are working in the field of education. The study is based on the data collected from 100 teachers who are working in the field of education.

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Shulman (1986) claimed that the emphasis on teachers' subject knowledge and pedagogy were being treated as mutually exclusive. He believed that teacher education programs should combine the two knowledge fields. To address this dichotomy, he introduced the notion of PCK, that includes pedagogical content knowledge (CK) and content knowledge (CK). His initial description of teacher

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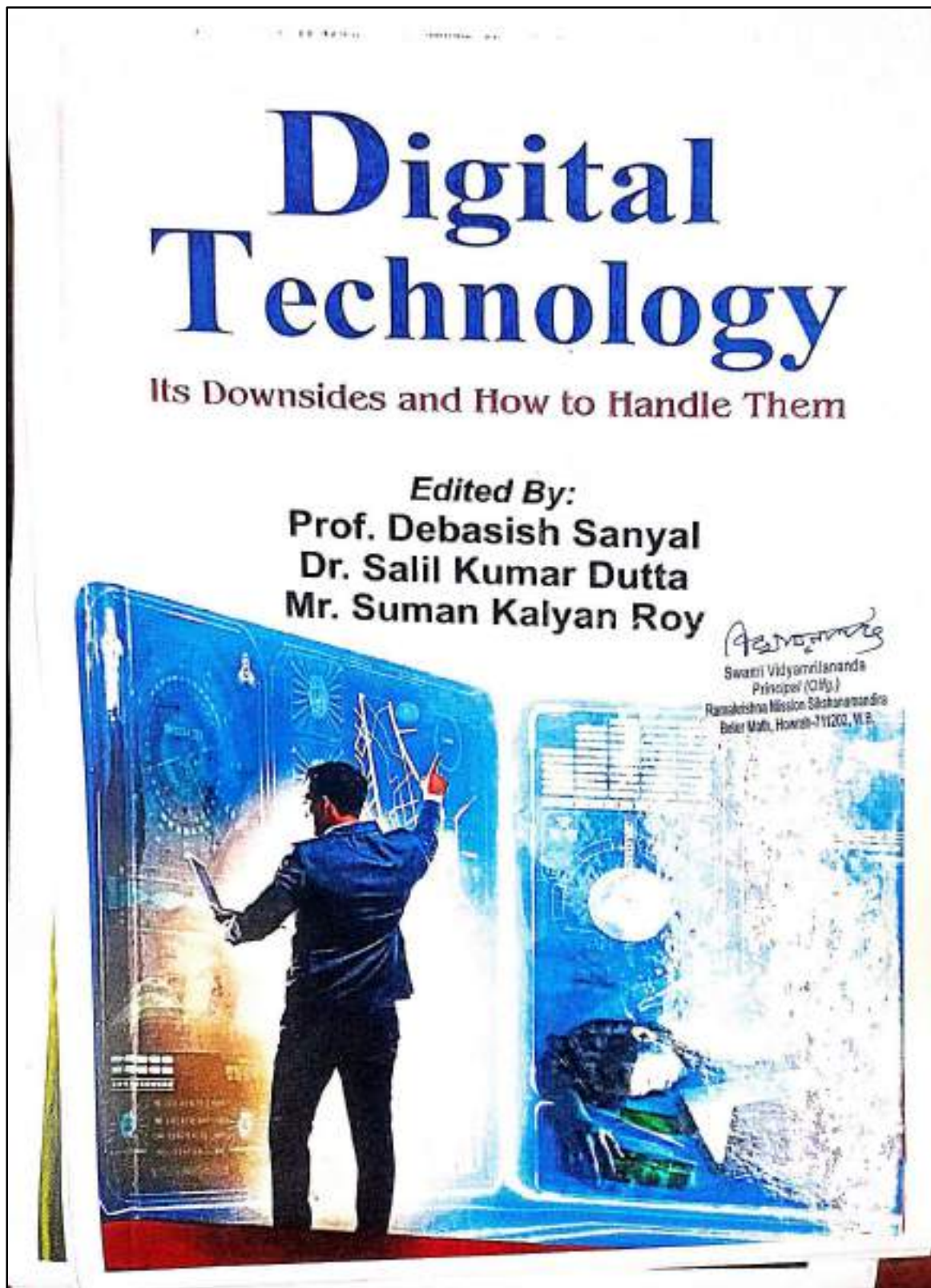


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2	Dr. Pradip kumar Sengupta	Associate Professor	2



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CHAPTER  
7

## The Positive and Negative aspects of using Technology in Education

Anirban Bhattacharya & Pradip Kumar Sengupta

### Abstract

The word technology derives from the two Greek words 'techné' and 'logos'. The word 'techné' means art, skill, craft, or the way, manner, or means by which a thing is gained and the word 'logos' means word, the statement by which inward thought is uttered, a saying, or an expression. So, accurately, technology means words or conversation about the way things are gained. Modern time is popularly known as the era of technology. Every field is indebted to technology. Education is one of such fields also. The advancement of technology should help education to reach its best level, but sometimes some unavoidable circumstances or misuse of technology affects education also. In this article the presenter tries to analyse the positive and negatives aspects of technology and its impacts on education. The presenter concludes that the perfect combination of technology and education can create a new way of modernization.

**Keywords:** Technology in Education, Positive Aspect, Negative Aspect

**"Technology Can become the "Wings" that will allow the educational world to fly farther and faster than ever before - if we will allow it."  
(Jenny Arledge)**

Today is the era of technology. Technology plays a pivotal role in our day to day life. We cannot deny the presence of technology in our practical work. Government of India also introduced the idea of "Digital India". Selected villages and cities in the country have become digitally efficient. On July 01, 2015, Prime Minister of India inaugurated Digital India week. Digital technologies or digitization, the

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## CHAPTER 3

### Digital Technology: Its Pros and Cons

Suman Kalyan Roy & Pradip Kumar Sengupta

#### Abstract

In modern times technology plays a pivotal role in our daily lives and educational fields. The internet, laptop, tablet and many other modern digital devices changed the process of education in today's world. Today's life is more and more digital and the digital education system create a new impact on the field of education also. It is no doubt that the use of technology changed the educational nature as business and industry in all the fields of education. But always the impact of technology affects the education also. In this article the researcher tries to analyze the pros and cons of technology and its impact on education. The article also concludes that the digital technology in education and education can create a new state of innovation.

**Keywords:** Technology in Education, pros of Technology, cons of Technology.

Technology has forever changed the world we live in. We're online, in one way or another, all day long. Our phones and computers have become reflections of our personalities, our interests, and our identities. They hold much that is important to us.

- James Comey.

Digital Technology: Its Pros and Cons

35

The word technology derives from the two Greek words 'techné' and 'logos'. The word 'techné' means art, skill, craft, or the way, manner, or means by which a thing is gained and the word 'logos' means word, the statement by which associated thought is uttered, a saying, or an expression. So, accurately, technology means words or conversation about the way things are gained. Modern time is popularly known as the era of technology. Every field is indebted to technology. Like in other fields, technology has makes its impact on the field of Education also.

Today students prefer to use technology. It has a great impact of teaching-learning process also. The internet has grown in importance by many folds, over the process of decade. Its importance in the field of education world can now never be underestimated. If we talk about digital and education, then the access of digital media within the education premises has now grown very much in recent times also. The role of technology in the field of education is four-fold: it is included as a part of the curriculum transaction, as an instructional delivery system, as a means of giving instructions and also as a tool to enhance the entire teaching-learning process. Thanks to technology, education in these sector are very much indebted to technology.



Source: Internet

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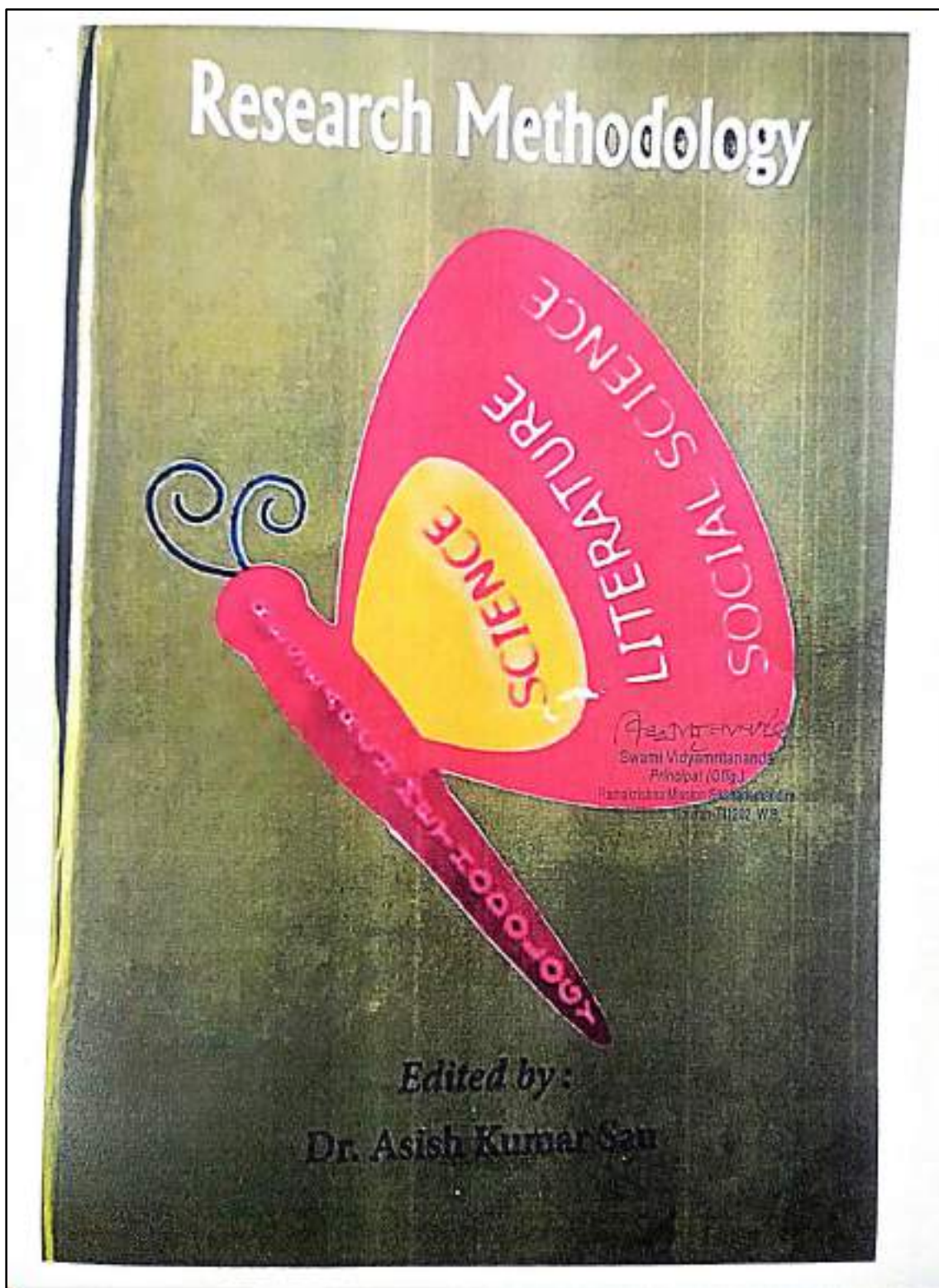


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## Chapter-8

### Research Methodology Helps to Swim in Mathematics Education

-Hitasish Bhownik

#### 1. Introduction

The term "mathematics education" can refer to two different domains. On the one hand, mathematics education names a 'field of practice', which is the space where people actually engage in the activities connected to the teaching and learning of mathematics. On the other hand, mathematics education refers to the 'field of study', which is the space of scientific inquiry on and theorization about the field of practice. Mathematics education is highly regarded as a field within any region, especially when

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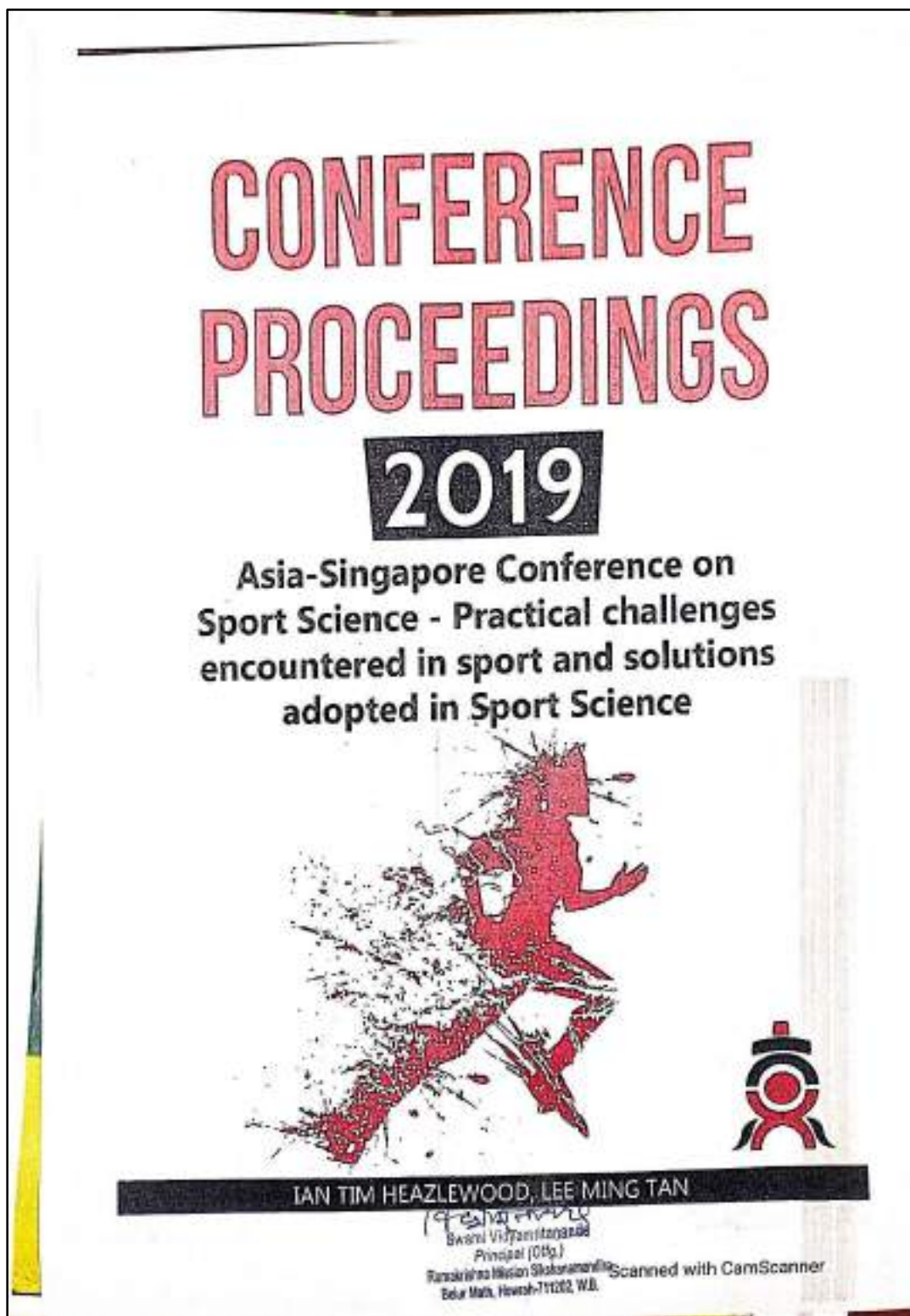


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SUBJECT OF DIFFERENT INTENSITY ACTIVITY

## EFFECT OF DIFFERENT INTENSITY ACTIVITY ON HEART RATE, BLOOD PRESSURE AND BLOOD GLUCOSE LEVEL OF MALE AND FEMALE STUDENTS

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**Abstract.** Blood glucose is one of the basic fuels of energy of every human being. Whenever doing any kind of exercises glucose levels are fluctuated according to intensity of the activity. The intensity of the activity relies on total time elapsed and type of movements of the body in that particular activity. The intention of the present study was to find out change of blood glucose level due to different intensity of activity. In this circumstance the present study was conducted to find out the change of blood glucose level along with heart rate, blood pressure at resting and after completing different intensity activity of both male and female students. In this study, 100 meters sprint and 1500 meters run were considered as two different intensities of activity. For this study total 8 subjects (4 males and 4 females), age ranged from 23-27 years were selected from the students of the department of Physical Education, Jadavpur University in West Bengal. Through purposive sampling considering higher BMI value the subject was selected. The selected variables were heart rate, blood pressure and blood glucose level. The mean, standard deviation (S. D.) and 't' values of heart rate, blood pressure and blood glucose level at resting condition and after completing the 100 meters sprint and 1500 meters run of male and female subjects were recorded. The result of the study revealed, that heart rate of male and female at rest and after completing 100 meters sprint and 1500 meters run were significantly different. In case of systolic blood pressure at rest and after 100 meters and 1500 meters, significant differences were found in male and female participants. In case of diastolic blood pressure no significant difference was found after 100 and 1500 meters run both in case of males and females. A blood glucose level significant different was found from the result at rest and after 100 and 1500 meters of male students and in female 100 meters sprint however in 1500 meters run female students no significant difference were found. The study concluded significant.

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Belur Math, Howrah - 711 202, West Bengal

2018-19

Sl. No.	Name	Designation	No. of Research Books/Papers
1	Dr. Abhijit Guha	Associate Professor	1
2	Dr. Madan Mohan Mandal	Assistant Professor	1
3	Dr. Anujit patra	Assistant Professor	1
4	Sri Santanu Biswas	Assistant Professor	1

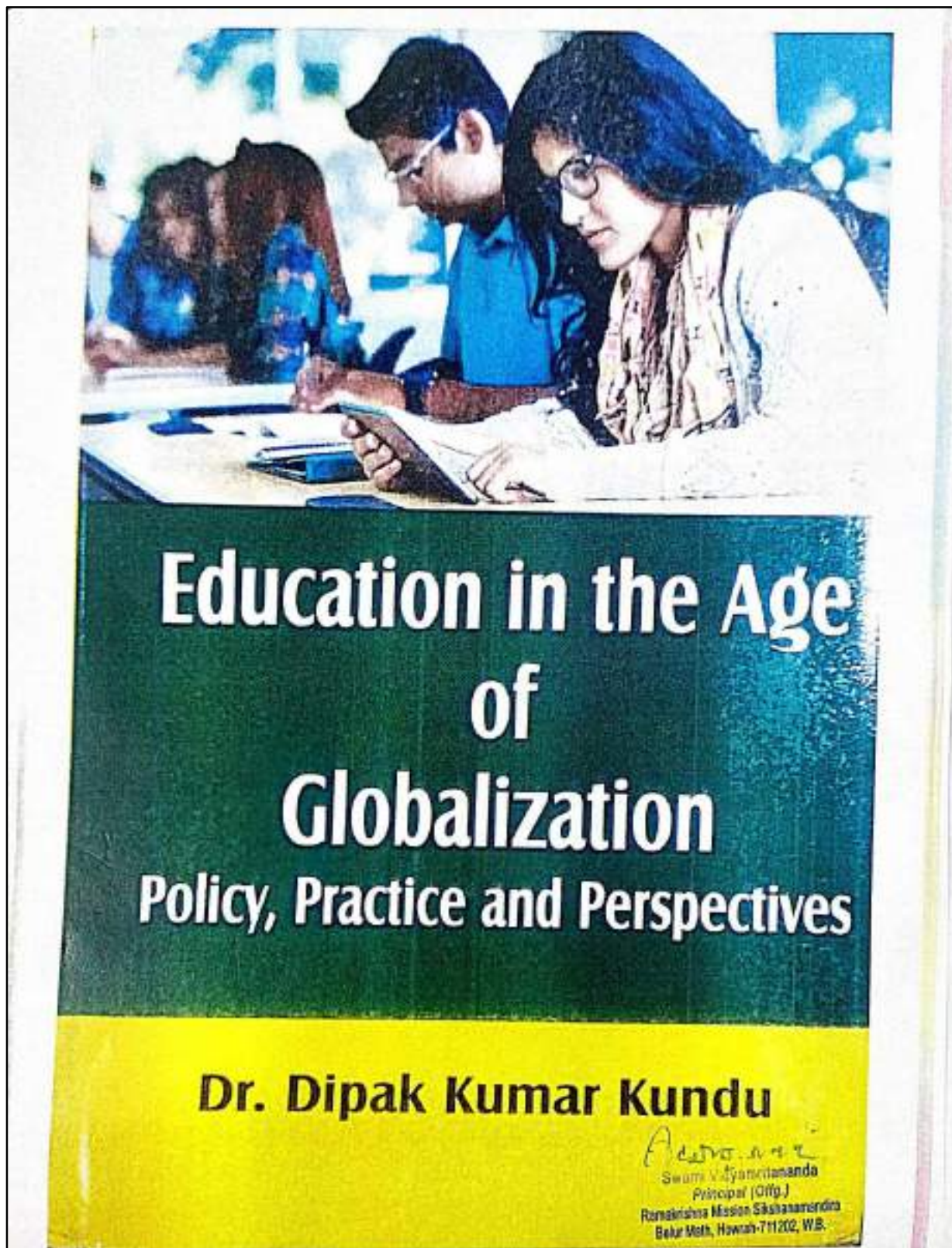


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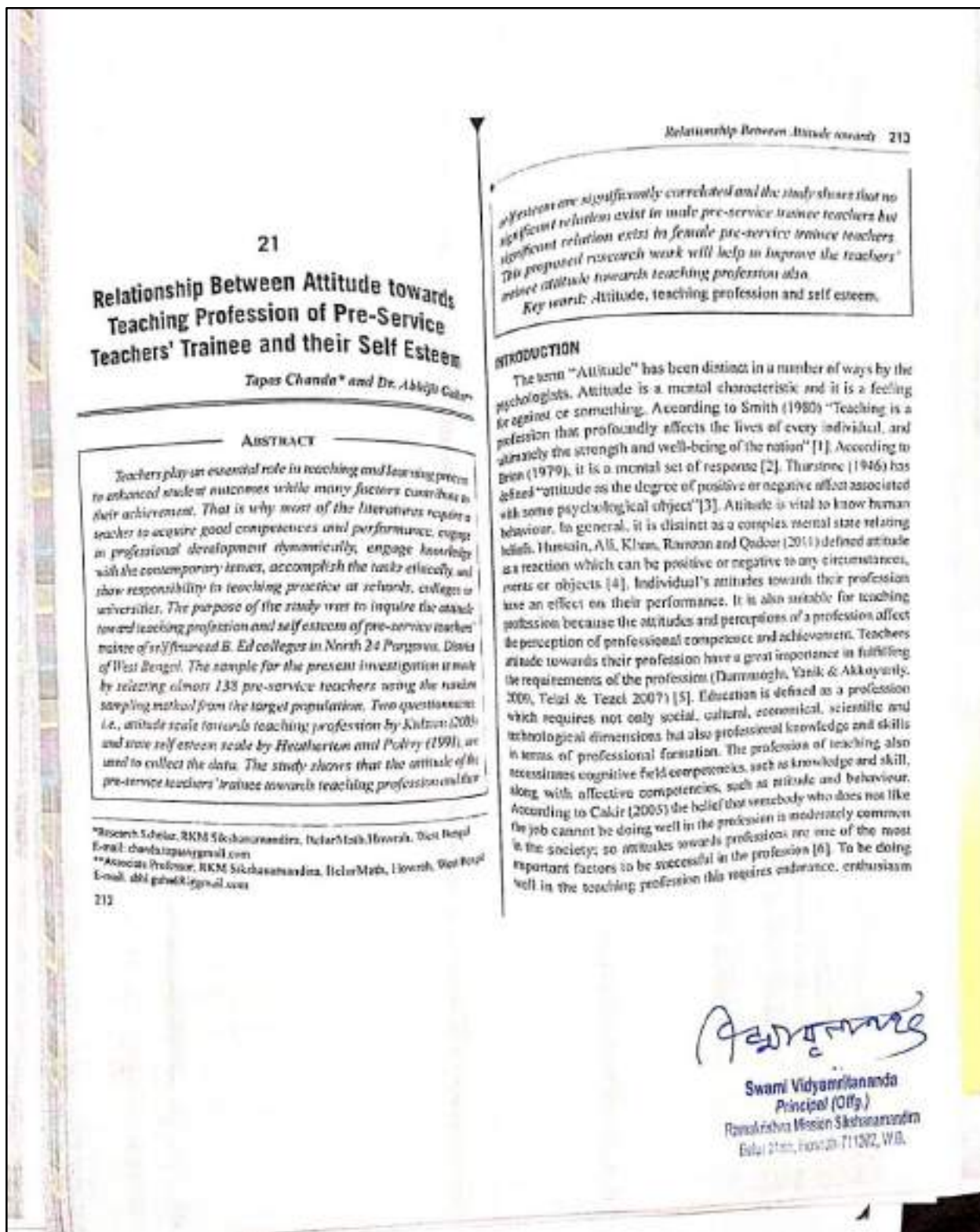
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1	Dr. Abhijit Guha	Associate Professor	1



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- Swami Vivekananda



## Relationship Between Attitude towards Teaching Profession of Pre-Service Teachers' Trainee and their Self Esteem

Tapan Chanda\* and Dr. Abhijit Guha\*\*

### ABSTRACT

Teachers play an essential role in teaching and learning process to enhance student outcomes while many factors contribute to their achievement. That is why most of the literatures require a teacher to acquire good competences and performance, engage in professional development dynamically, engage knowledge with the contemporary issues, accomplish the tasks ethically and show responsibility in teaching practice at schools, colleges or universities. The purpose of the study was to inquire the attitude towards teaching profession and self-esteem of pre-service teachers trainee of 11/12th standard B. Ed colleges in North 24 Parganas, District of West Bengal. The sample for the present investigation is made by selecting almost 138 pre-service teachers using the random sampling method from the target population. Two questionnaires, i.e., attitude scale towards teaching profession by Kilmann (2003) and state self-esteem scale by Heatherington and Polivy (1991), are used to collect the data. The study shows that the attitude of the pre-service teachers' trainee towards teaching profession and self-esteem are significantly correlated and the study shows that no significant relation exists in male pre-service trainee teachers but significant relation exists in female pre-service trainee teachers. The proposed research work will help to improve the teachers' positive attitude towards teaching profession also.

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...profession are significantly correlated and the study shows that no significant relation exists in male pre-service trainee teachers but significant relation exists in female pre-service trainee teachers. The proposed research work will help to improve the teachers' positive attitude towards teaching profession also.  
Key words: Attitude, teaching profession and self-esteem.

### INTRODUCTION

The term "Attitude" has been distinct in a number of ways by the psychologists. Attitude is a mental characteristic and it is a feeling for against or something. According to Smith (1980) "Teaching is a profession that profoundly affects the lives of every individual, and ultimately the strength and well-being of the nation" [1]. According to Brinn (1979), it is a mental set of response [2]. Thurstone (1946) has defined "attitude as the degree of positive or negative affect associated with some psychological object" [3]. Attitude is vital to know human behaviour. In general, it is distinct as a complex mental state relating beliefs. Hussain, Ali, Khan, Ramzan and Qadour (2011) defined attitude as a reaction which can be positive or negative to any circumstances, events or objects [4]. Individual's attitudes towards their profession have an effect on their performance. It is also suitable for teaching profession because the attitudes and perceptions of a profession affect the perception of professional competence and achievement. Teachers attitude towards their profession have a great importance in fulfilling the requirements of the profession (Darmasugito, Yanik & Akkyanti, 2009; Tezel & Tezel 2007) [5]. Education is defined as a profession which requires not only social, cultural, economical, scientific and technological dimensions but also professional knowledge and skills in terms of professional formation. The profession of teaching also necessitates cognitive field competencies, such as knowledge and skill, along with affective competencies, such as attitude and behaviour. According to Calir (2005) the belief that somebody who does not like the job cannot be doing well in the profession is moderately common in the society; so attitudes towards professions are one of the most important factors to be successful in the profession [6]. To be doing well in the teaching profession this requires endurance, enthusiasm

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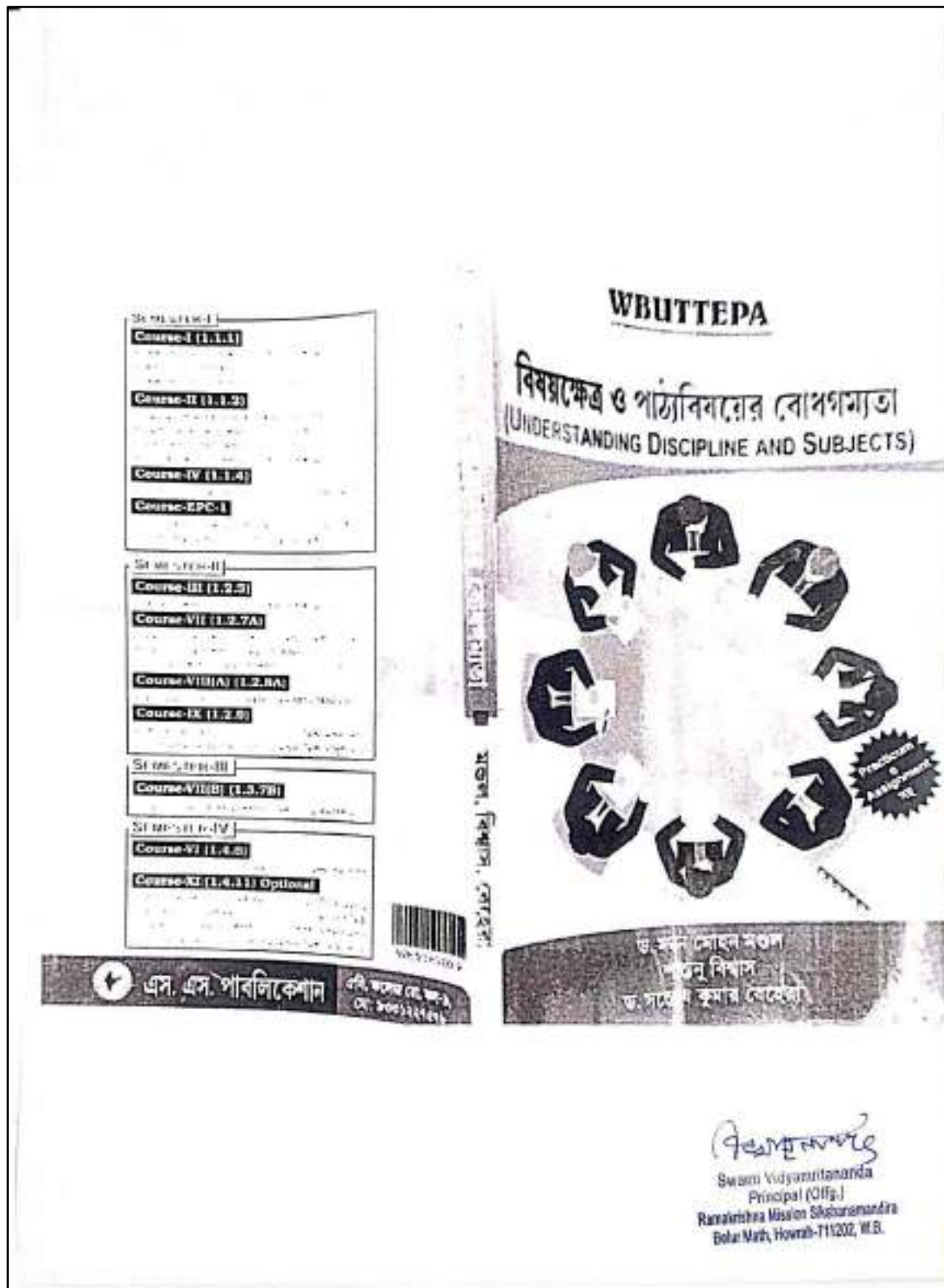


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## UNIT - I

### বিষয়ক্ষেত্র এবং বিষয় (Discipline and Subject)

- ❖ Education as Inter-disciplinary Field of Study
- ❖ Nature and Characteristics of a Discipline
- ❖ Emergence of various Disciplines from Education
- ❖ Merger of various Disciplines into Education
- ❖ Interrelation and Interdependence amongst various School Subjects.

#### আন্তর্বিষয়ক জ্ঞানচর্চার ক্ষেত্র হিসেবে শিক্ষাবিজ্ঞান (Education as Inter-disciplinary Field of Study)

❖ **ভূমিকা (Introduction)** : শিক্ষাবিজ্ঞানের মূল বিষয়বস্তু হল 'শিখন' ও 'শিক্ষণ'। এই 'শিখন' ও 'শিক্ষণ' বিষয়টিকে সঠিকভাবে ফলপ্রসূ করতে হলে এর মধ্যে বিভিন্ন বিষয়ের অন্তর্ভুক্ত করা প্রয়োজন, না হলে এই প্রক্রিয়াটি বিপথে চালিত হতে পারে। তাই জ্ঞানের সঙ্গে যুক্ত মানুষজন, সমাজ, বিভিন্ন বিশেষজ্ঞ, বিভিন্ন গবেষণা ছাড়াও পাঠ্যক্রমে বিভিন্ন ভাষা, পদার্থবিদ্যা, রসায়ন, জীবনবিজ্ঞান, নৃত্য, অর্থনীতি, রাজনীতি, সমাজবিদ্যা, মনোবিজ্ঞান সবকিছুই এর অন্তর্ভুক্ত হয়েছে। তাই শিক্ষাবিজ্ঞান আরও অন্যান্য নানা বিষয় থেকে পুষ্ট হয়ে পরিণত হয়েছে একটি স্বাধীন বিষয় হিসেবে।

❖ **শিক্ষার অর্থ ও সংজ্ঞা (Meaning and definition of Education)** : শিক্ষার ইংরেজি প্রতিশব্দ Education এর মূল উৎস অনুসন্ধান করলে চারটি শব্দ পাওয়া যায়—

(১) এডুকেয়ার (Educare) যার অর্থ লালন পালন করা বা প্রতিপালন করা অর্থাৎ শিশুকে শারীরিক ও মানসিক দিক দিয়ে পরিচর্যা করা।

(২) এডুকেটাম (Educatum) এর অর্থ হল প্রশিক্ষণ দেওয়া। অর্থাৎ শিশুকে শিক্ষাদান করা বা তাকে নির্দেশনানের মাধ্যমে শিক্ষা অর্জনে সাহায্য করা।

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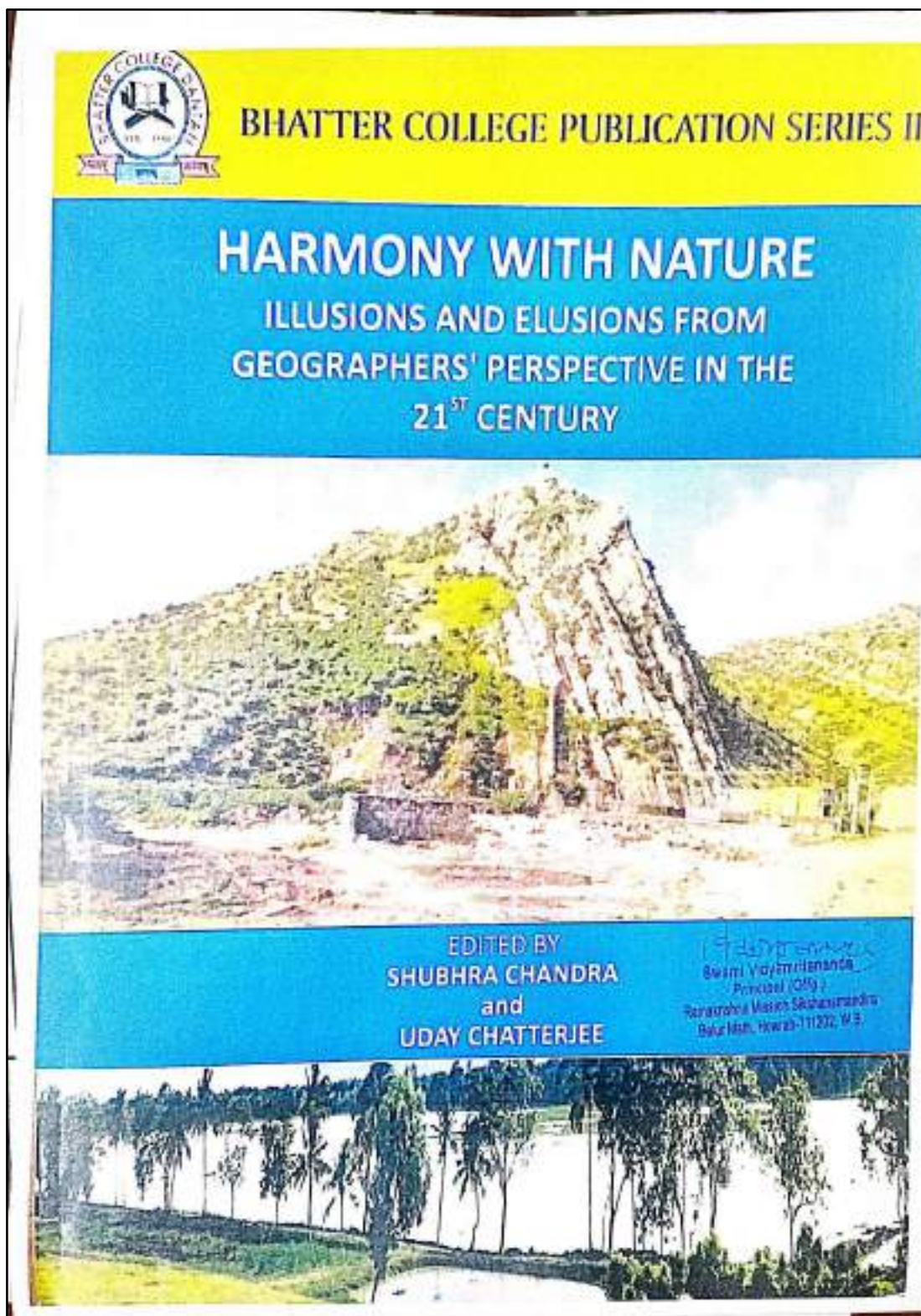


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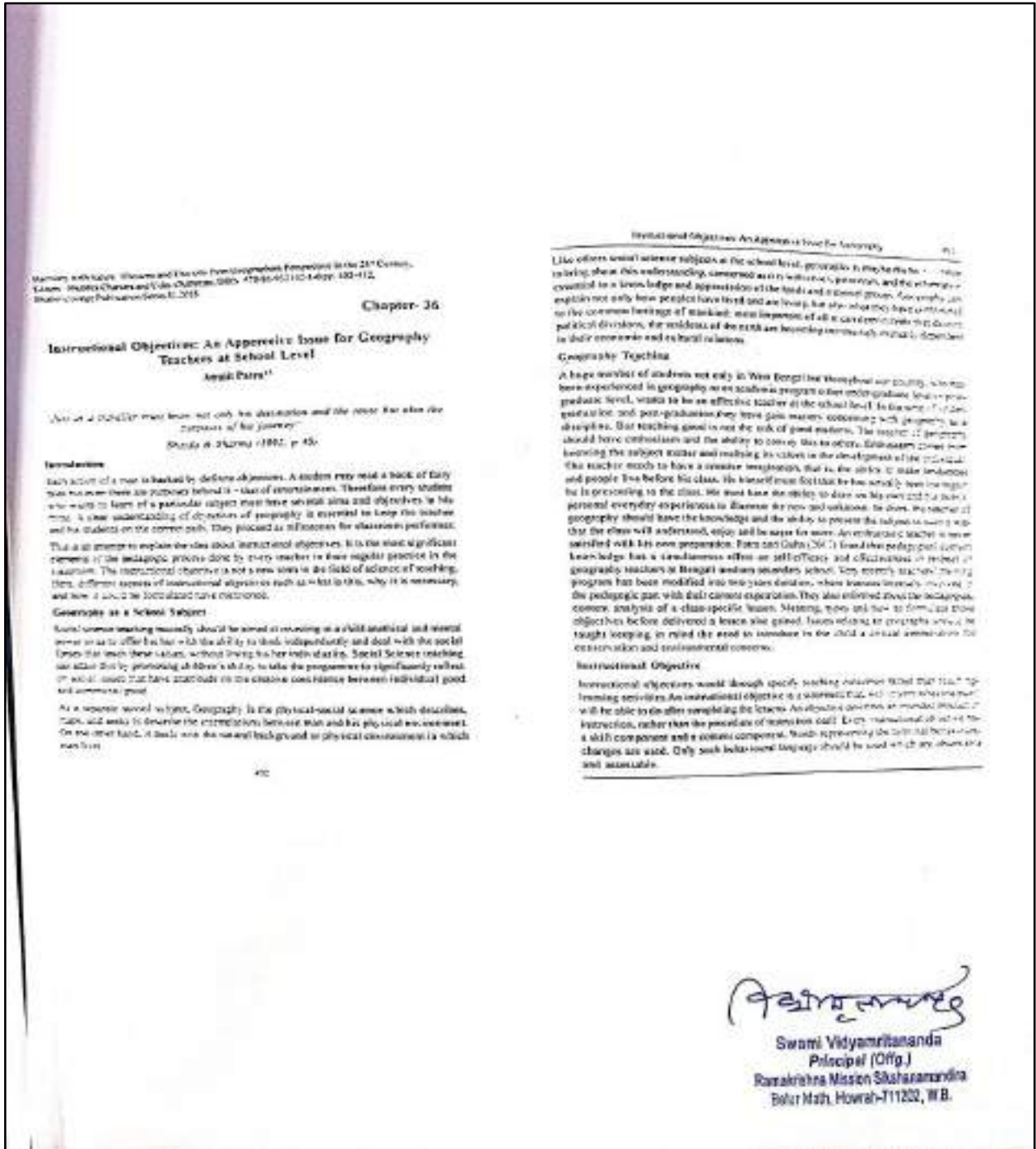
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Memories with Love: Memories and the one from Swamiji's Footprints in the 21<sup>st</sup> Century.  
Eds.: Swami Charanand/Visu Chatterjee, ISBN: 978-93-91102-4-9pp. 132+112.  
Bharatiya Vidyapeeth Publishers, Varanasi, 2015.

## Chapter- 36

### Instructional Objectives: An Apperitive Base for Geography Teachers at School Level Anil Kumar<sup>1</sup>

*'An act of a teacher may have not only his destination and the power for also the purpose of his journey'*  
Shankar Acharya (1882, p. 45).

#### Introduction

Each action of a man is backed by definite objectives. A student may read a book of Geography but unless there are purposes behind it - that of amusement. Therefore every student who wants to learn of a particular subject must have several aims and objectives in his mind. A clear understanding of objectives of geography is essential to keep the teacher and the students on the correct path. They placed as milestones for classroom performance. This is an attempt to explain the ideas about instructional objectives. It is the most significant element of the pedagogic process done by a teacher in their regular practice in the classroom. The instructional objective is not a new idea in the field of science of teaching; there, different aspects of instructional objectives such as what is this, why it is necessary, and how it should be formulated have discussed.

#### Geography as a School Subject

Science teaching usually should be aimed at enabling a child to think and to deal with the world. It should offer the child the ability to think independently and deal with the social forces that touch these values, without losing his/her individuality. Social Science teaching can attain this by personalizing a child's study, to take the programme to significantly reflect the social issues that have attached to the children's own life between individual good and common good.

As a separate school subject, Geography is the physical-social science which describes, maps, and seeks to describe the interrelations between man and his physical environment. On the other hand, it deals with the relevant background to physical environment in a which man lives.

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#### Instructional Objectives: An Apperitive Base for Geography

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Like other social science subjects at the school level, geography is the basis for... (text partially obscured)

#### Geography Teaching

A large number of students not only in West Bengal but throughout our country, who have been experienced in geography as an academic program either undergraduate level or post-graduate level, would be an effective teacher at the school level. In the early 1970s, post-graduate and post-graduate level pass marks concerning with geography in a discipline. But teaching goal is not the rank of good marks. The teacher of geography should have enthusiasm and the ability to convey this to others. Enthusiasm comes from knowing the subject matter and making its value in the development of the individual. The teacher needs to have a creative imagination, that is, the ability to make individuals and people live before his class. He himself must feel that he has actually been brought to his proceeding to the class. He must have the ability to draw on his own and the social personal everyday experiences to illustrate the new and unknown. In short, the teacher of geography should have the knowledge and the ability to present the subject in such a way that the class will understand, enjoy and be eager for more. An enthusiastic teacher is more confident with his own preparation. For this reason (S.K. Chatterjee) found that pedagogical content knowledge has a simultaneous effect on effectiveness and effectiveness in respect of geography teachers in Bengali secondary schools. The current teaching learning program has been modified into two parts namely, where teachers themselves involved in the pedagogic part with their current expectation. They also delivered about the pedagogic content analysis of a class-specific lesson. Meeting, notes and how to formulate those objectives before delivered a lesson also gained. From relating to geography which is taught keeping in mind the need to introduce in the child a natural orientation for reconstruction and professional content.

#### Instructional Objective

Instructional objectives would through specific working objectives which the teacher framing activities. An instructional objective is a statement that, after a certain amount of instruction, will be able to do after completing the lesson. An objective defines an intended product of instruction, rather than the procedure of instruction itself. Every instructional objective has a skill component and a content component. Words representing the intended behavior and changes are used. Only such behavior changes should be used which are observable and measurable.

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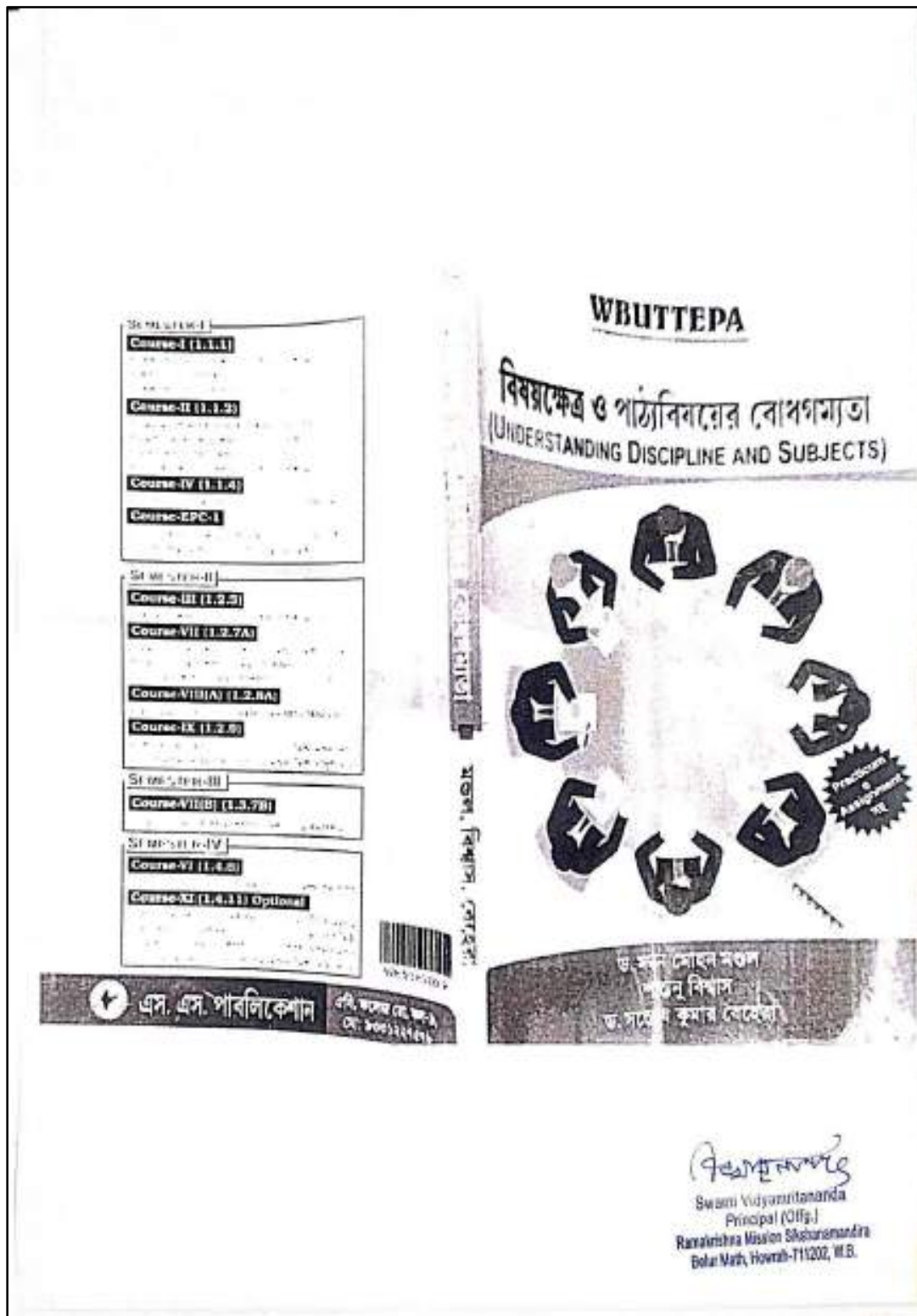


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