

MULTIULTURAL PLACEMENT PROGRAMME (B.A. B.Ed.)

PAC Code: 24.23

A Report

Programme Coordinator:
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REGIONAL INSTITUTE OF EDUCATION
BHUBANESWAR: 751022

(National Council of Educational Research and Training)

March 2022

**Organisation of
Multicultural Placement Programme for the students of
Four-Year Integrated B.A. B.Ed. Course**

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Debabrata Bagui

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SNAPSHOTS

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

Guidelines for Online Multi-Cultural Placement Programme

Session: 2021-2022

Duration: 27th January to 12th February, 2022

(Prepared by DE, RIE Bhubaneswar)

Introduction

Teacher's skills and competencies are important factors in the effectiveness of teaching and therefore pupil learning. The National Curriculum Framework (NCF, 2005) while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge formation of dispositions and values, and development of practice under the best mentors (NEP 2020). The curricula of teacher education institutions need to be designed to provide for the acquisition of these skills by student teachers. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character, desirable social and human values to function as responsible citizens. The TEIs need to be restructured and there is a need of raise its standards and restore integrity, credibility, efficacy and high quality of teacher education system (NEP 2020). The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "*A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society*". We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties and the second is exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a

dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

India is a culturally plural country and prospective secondary school teacher preparation programme needs to focus on addressing diversity in classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different type of schools; such as urban, schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures, teaching learning process adopted in different types of school etc. However, during this COVID-19 Pandemic the teaching learning process has been affected immensely which leads to schools adopting the online mode so as to continue the learning of students. As such the online school exposure and multicultural placement programme is planned in the schools at various location and context of Odisha. Utmost efforts is given so as to provide an experiences in the schools though carried out in the online mode. This in a most significant way will enable the student-teachers to faced adversity or crisis in a beneficial way generally and enhance the use of ICT as a prospective teacher specifically. One of the core principles guiding the education system according to NEP 2020, would be the extensive use of technology in teaching and learning, removing barriers, increasing access and in educational planning and management.

Learning to Function as a Teacher

In EPC-1(Learning to Function as a Teacher) in the 1st semester of the B Ed programme, the student teachers know about the process based skills essential for secondary schools. The skills focused are critical thinking and reflection, class room management, managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, assessing learner and giving feedback and Facilitating learning. The core teaching learning processes emphasized are - *Introducing the lesson, questioning in the class, Explaining and illustration. Encouraging and appreciating students (Verbal and non-verbal), Stimulus Variation, Using Blackboard /white board/ smart board and Using learning resources and ICT,* All the processes are practiced and evaluated for each student during the first semester and were internally evaluated.

1. Field Engagement: School Exposure (Only for B.Ed)

To experience school activities in totality i.e. awareness about the functioning of school and its relation with neighborhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers have to experience school activities. The student teachers will engage in reflection and sharing sessions. The reflection reports need to be submitted by student teachers highlighting the school objectives, processes and their reflection.

2. Field Engagement: Multi-cultural Placement (For B. Ed., B. A. B. Ed. and B. Sc. B. Ed)

In order to provide school exposure in various cultural backgrounds of the society to the student-teachers, they are placed in different type schools on rotation during the multicultural placement programme. During their placement in these schools they are required to conduct certain activities/ assignments. These activities are (i) learning of teaching-learning process through observation of lessons taught by regular teachers in the school. (ii) observation and collection of data about school's processes i.e. day to day activities of the school, for example, working of the library, process of organizing other curricular activities, functioning of laboratory and above all the school management (iii) development of sample unit plan, lesson plans /concept map and lesson note (vi) conducting case studies in the school. Fifty Marks are allotted for the above assignments that are internally evaluated as a part of the university requirement.

Details of Academic Work of the Student-Teachers during Multi Cultural Placement

Programme:

- ✓ ***Online observation of Lesson of regular teachers:*** The student-teachers are to observe 6 lessons, 3 in each Pedagogy subject taught by regular/experience teachers of the school where they are placed. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule booklet is developed and supplied to them. This activity carries 10 Marks. These are to be submitted for evaluation in the institute.
- ✓ ***Online observation of School Processes:*** A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory (in the prevailing pandemic phase students may interact with teachers through online, telephone, email to

know about school processes). The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc. This activity carries 5 Marks.

- ✓ **Substitute Teaching:** During the programme student teacher has to take 4 substitutes /arrangement classes in actual classroom situation and report the experiences and reflection. The activity aims at enhancing confidence level of prospective teachers in managing classes/students. This activity carries 10 Marks.
- ✓ **Unit and Lesson Planning:** A student teacher has to prepare two unit plans (one in each pedagogy), four lesson plans (two in each pedagogy_ as per the format developed. In the lesson plan concept map needs to be appended. While preparing lesson plan special care has to be taken to develop plan on different subjects of the pedagogy paper. The student teachers have to develop constructivist lesson plans. The lesson plan must reflect details of proposed learning teaching materials/resources. The focus will be laid on contextualizing the plan(unit/lesson) relating to school culture/context. The activity carries 15(10 for lesson plan and 5-unit plan) marks.
- ✓ **Case study:**A student teacher has to conduct a case study of institution/school or student.The format prepared is suggestive and student teachers can add more points if needed. The activity carries 10 marks.

Note: As the assignments/ activities mentioned are to be conducted during the multi-cultural placement in the cooperating schools, the documents/ reports are to be submitted to the Coordinator of the Programme of the institute on the day of post-school experience conference/workshop. All the documents/ reports will be evaluated by a group of faculty members constituted for the purpose.

Roles, Duties and Responsibilities of the Personal Involved in the Programme:

A) Student-Teacher: All the Student-Teachers must:

- Report to the Head of the School/Cooperating teacher as per the schedule given
- Be present in the online interaction with the teacher as per the schedule provided by the schools

- The group leader can collect the relevant information for school observation, case study of the institution and share with other members. If there is any doubt, the students may directly discuss with the school.
- Seek cooperation from cooperating teachers and mentors/supervisors wherever you face difficulty particularly for collection of relevant information on school site, case study, preparation of lessons etc.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teacher's/ for online classes and conduct of relevant activities as per the guidelines
- Carry out the activities planned by you for school students according to plans and approved by concerned head of the school/cooperating teachers/mentors and all the assignments must be completed during the school exposure and multi-cultural placement programme.
- Be polite and maintain amiable relationship with students and staff of the school during the online interaction/placement and remember you are representing the institute and hence your conduct and behavior is of utmost importance.
- While observing school process and regular teacher's classes through online mode, think that these are for your learning experiences rather than changing the school system during placement.
- Maintain regularity, punctuality and devotion to duty in the school. Be a role model for the students.
- Consult the cooperating teachers, mentors more frequently for carrying out the activities in the school. There must be phase end meeting of student-teachers, cooperating teachers and mentors/supervisors to assess the progress and for guidance.
- Use a diary to record your experiences everyday on activities conducted through online mode in different types of school and your participation.
- Based on your experiences submit feedback for improvement of the programme.

B) Role of Principal/ Heads of Cooperating School:

The Head of School of the cooperating schools are kindly requested to:

- Introduce the student-teachers to the students and staff of your school on the first day of online interaction.
- Approve the timetable and plan of activities/ assignments of the student-teachers to be carried out during the programme in the school through online mode.
- Give a brief introduction about the school to the student teachers during the first day of interaction (online).
- Write your comments/ remarks/ suggestions for improvements of the programme and send to the coordinator.

C) Role of the Cooperating Teachers:

The Cooperating Teachers are requested to:

- Help student-teachers to prepare plan of activities/ assignments to be conducted by them in school during online teaching learning
- Guide student-teachers in carrying out the activities in school smoothly.
- Give feedback continuously to the student-teachers for their improvement in their teaching and other curricular activities.
- Through online mode/telephone/mail discuss with the student teachers their progress, difficulties faced and experience gained.

D) Role of the Institute Mentors/Supervisors:

The Institute Mentors/Supervisors are requested to:

- Go through the plan of activities/ assignments of the student-teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Guide the student-teachers in preparing report on different activities conduct through online mode.
- Discuss with the student-teachers frequently to remove their apprehensions and organize a phase end meeting of the student-teachers and cooperating teachers to assess the progress and performance of the student-teachers
- Discuss with programme Coordinators about your experiences and suggest for improvement of programme.

Group-wise List of Students:

School – 1 :Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030

School – 2 :Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022

School – 3 :KISS, Bhubaneswar. PIN: 751024

Group – A

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
2	Aditi Mondal (Group Leader)	Language, S.S.	School-1	School-2	School-3
4	Anand Raj	Language, S.S.	School-1	School-2	School-3
5	Anupriya Kumari	Language, S.S.	School-1	School-2	School-3
6	AnwesaSubhadarsini	Language, S.S.	School-1	School-2	School-3
7	Anwasha Biswal	Language, S.S.	School-1	School-2	School-3
8	Arijit Sahoo	Language, S.S.	School-1	School-2	School-3
9	Arpita Majumder	Language, S.S.	School-1	School-2	School-3
10	Ashis Nayak	Language, S.S.	School-1	School-2	School-3
11	Bibhupada Mohanty	Language, S.S.	School-1	School-2	School-3
12	BijenkumarMoirangthem	Language, S.S.	School-1	School-2	School-3
13	BirjuPrashad	Language, S.S.	School-1	School-2	School-3
14	Chanchal Naskar	Language, S.S.	School-1	School-2	School-3
15	Dharmendra Sabar	Language, S.S.	School-1	School-2	School-3
16	Gulshan Mahato	Language, S.S.	School-1	School-2	School-3
17	Harsh Ranjan	Language, S.S.	School-1	School-2	School-3
18	IswariSahu	Language, S.S.	School-1	School-2	School-3

Group – B

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
19	Kalpana Khati Kami (Group Leader)	Language, S.S.	School-3	School-1	School-2
20	Khushi Goswami	Language, S.S.	School-3	School-1	School-2
21	Krushna Chandra Hembram	Language, S.S.	School-3	School-1	School-2
22	Kumari Sweety	Language, S.S.	School-3	School-1	School-2
23	Kundan Kumar Yadav	Language, S.S.	School-3	School-1	School-2
24	Lalitendu Das	Language, S.S.	School-3	School-1	School-2
25	Madhulika	Language, S.S.	School-3	School-1	School-2
26	Manas Ranjan Bag	Language, S.S.	School-3	School-1	School-2
27	Md. IzazulHaq	Language, S.S.	School-3	School-1	School-2
28	Ningthoujam Tania Devi	Language, S.S.	School-3	School-1	School-2

29	Prakriti Mahato	Language, S.S.	School-3	School-1	School-2
30	Prityusha Dutta	Language, S.S.	School-3	School-1	School-2
31	Purnima Kumari	Language, S.S.	School-3	School-1	School-2
32	Rahul Sharma	Language, S.S.	School-3	School-1	School-2
33	Raushan Kumar	Language, S.S.	School-3	School-1	School-2
34	Ravish Kumar	Language, S.S.	School-3	School-1	School-2

Group – C

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
35	Ripunjit Dutta (Group Leader)	Language, S.S.	School-2	School-3	School-1
36	Rishav	Language, S.S.	School-2	School-3	School-1
37	Rituparna Routh	Language, S.S.	School-2	School-3	School-1
38	RobinnestarNongrem	Language, S.S.	School-2	School-3	School-1
39	Samriddhi Sharma	Language, S.S.	School-2	School-3	School-1
40	Sanasam Roji Devi	Language, S.S.	School-2	School-3	School-1
41	Sania Parvin	Language, S.S.	School-2	School-3	School-1
42	ShashwataSahu	Language, S.S.	School-2	School-3	School-1
43	ShubhangiAstha	Language, S.S.	School-2	School-3	School-1
44	Sonali Behera	Language, S.S.	School-2	School-3	School-1
45	Souvik Nath	Language, S.S.	School-2	School-3	School-1
46	Srotoswini Banerjee	Language, S.S.	School-2	School-3	School-1
47	Sunil Soren	Language, S.S.	School-2	School-3	School-1
48	SuryakantaParida	Language, S.S.	School-2	School-3	School-1
49	Udita Das	Language, S.S.	School-2	School-3	School-1
50	Vandana Kumari	Language, S.S.	School-2	School-3	School-1

Proceeding of Pre-Conference and Post-Conference Multicultural Placement Programme, DESSH

The Pre-Conference orientation programme for the Multicultural Placement Programme was conducted over digital platform on 27.1.22 and 28.1.22. The participants of the Multicultural Placement Programme from 1.2.22 to 12.2.22 were divided into three groups. The objective of the pre-conference was to orient the students about the roles, duties, norms and responsibilities to be performed and maintained during the Multicultural Placement in the three selected schools, i.e. i.e., Govt. High School, Balugaon, Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar.

The two-day online orientation for the Multicultural Placement Programme was consisting of interactive discussions, lectures and brainstorming sessions among the students and the teachers. The orientation was inaugurated in the presence of Prof. S.R.Sahoo, Principal (In Charge), Dr. E. Gangmei, the overall coordinator, Prof. Pritish Acharya, Prof. Animesh Mohapatra, Prof. L. D. Behera, Dr. S. Kapoor, the other faculty members. In the inauguration programme there was an introduction of the Multicultural Placement and discussion on its importance, the benefits and exposures by Dr. E. Gangmei, the overall coordinator of the Programme. Dr. I.P. Gowramma, Head, DE, highlighted the multicultural aspect of the programme as the schools that were selected had students from different cultural and linguistic backgrounds. Prof. L.D. Behera, Head, DEE, mentioned about aspects to be noted during observing a class by a regular teacher and how to prepare a report as per the format provided by the institute. Prof. Animesh Mohapatra underscored how a good teacher-education programme is a necessity for the development of our country the future generation. Prof. Pritish Acharya discussed about the theoretical and practical aspects of teaching profession and how to use theoretical knowledge acquired in classrooms. Prof. B. N. Panda, Dean of Research, who talked about professional competence, professional relationship etc. and cognitive ability and leadership qualities of quality teachers. Prof. Sandhya Rani Sahoo mentioned diversity in the different school-environments, and the insights to be gained from these different situations. Many other relevant discussions were made by the other faculty members during the programme.

The second day started with discussions by the teachers from Govt. High School, Balugaon, Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar. They spoke about their school, and organized a virtual tour of the school for the student-teachers. Prof. B. N. Panda, Prof. A. K. Mohapatra and Prof, R. K. Mohalik discussed about the various activities to be conducted during multicultural programme. Prof. M. Goswami, Dr. K. Parag, Dr. U. Ray, and Mr. Harichandan Kar discussed in detail the various activities like observation of lessons delivered by regular teachers, observation of day-to-day school activities and preparation of comprehensive report, availing substitute teaching opportunities in actual school situation, teaching lessons by using learning resources etc. At the end there was a general discussion regarding the placements followed by a valedictory programme.

The offline post conference of Multicultural Placement Program was scheduled on 16.2.2022 to provide the student-teachers an opportunity to share the experience they had during their multicultural placement programme in three different schools, i.e., Govt. High School, Balugaon, Kendriya Vidyalaya No-1, Bhubaneswar and KISS, Bhubaneswar. The conference began with presentations by students from the different groups. The students were congratulated for their successful completion of Multicultural Placement Program; and their experiences were evaluated by the Principal Prof. P.C. Agarwal, the Dean of Research Prof. B.N. Panda, Prof. M.K. Satapathy, Prof. Manasi Goswami, Prof. Pritish Acharya, and other faculty members. The student-teachers were excited to share their learnings and also narrated incidents which would help them to become professional teachers in the days to come.

Students' Reflections

Multicultural Placement Programme: Understanding Diversity in Education

Vandana Kumari

Multicultural program is a unique feature of Regional Institute of Education, Bhubaneswar. It is a program to provide real life teaching situation to the student teachers of B.Ed., B.A.BEd. and B.Sc B.Ed. In this program, student teachers visit different schools from different backgrounds and observe their day-to-day functioning.

In this year also, this program was conducted by the institute but due to the COVID and related norms it was held in online mode. The program was commenced with the orientation program which was held from 27th to 28th January. In the orientation the pupil teacher were taught about the upcoming events and its nitty gritty. The program was inaugurated by the esteemed principal of RIE Bhubaneswar Professor P.C. Agrawal in the presence of Dean of instructions, Dean of Research, heads of DE, DESM, DESSH, DEE, coordinators and faculty members.

The faculty members from different departments talked about objectives, importance, Lesson plan, classroom observation, role, duties, responsibilities, school profile, etc. The coordinators Dr D Bagui, Dr S Kapoor and Dr E. Gangmei coordinated the events in a brilliant manner. On the other day, that is 28 January various schools interacted with the student teachers allotted to their school and talked about their school in brief. They talked about different factors of teaching and related things as well. The program was followed by again guidance from institute faculty members and was concluded by the coordinator.

In this program, students were divided in different groups. Each group was led by a group leader for better coordination and functioning. All three streams were allotted three to four schools from different cultural set up. Babed got KV no 1. Bhubaneswar, Kalinga Institute of Social Sciences and Balugaon Government High school. Each group got four days in each school. The program was conducted from 1st February 2022 to 12th February 2022. The student teachers took participation in many activities of school. Student teachers were supposed to observe teaching methods of regular teachers and learn from them. They also took few classes, observed day to day activities of school, its functioning and related things like morning assembly, library etc. They also took substitute classes in absence of regular teachers. Student teachers also did one case study and tried to solve the problem there in.

Student teachers prepared the report of all activities that were held during the multicultural program and shared it in post conference meeting. The program was conducted smoothly despite of all odds. And it turned out to be an amazing experience which benefitted student teachers and will definitely help in their future as well.

**MULTICULTURAL PLACEMENT PROGRAMME:
AN INSIGHT INTO THE WORKINGS OF VARIOUS TYPES OF SCHOOLS**

GULSHAN MAHATO

The specialty of four-year integrated BABEd programme in Regional Institute of Education, Bhubaneswar is that its curriculum emphasizes on field work. There are different programmes which provide an exposure of the actual school and institutional environment so that the student-teachers have an ample amount of experience before becoming a fully-fledged teacher. One such programme conducted for the students is the Multicultural Placement programme which is a 12 Day programme where student-teachers visit different schools with various cultural backgrounds of students. Students are allotted different schools and are assigned to perform the tasks of teachers with the guidance of an institution supervisor. The different tasks include observation of classes delivered by a regular teacher in the prescribed school, to keep a record on school processes and day-to-day activities, Substitute teaching in actual school situation, preparing unit plans and lesson plans and taking actual classes in a school environment and lastly to perform a case study on either a student or on the institution.

For the sixth semester students of BABEd (2019-2023) the multicultural placement programme was scheduled from 1st of February, 2022 to 12th of February, 2022. Before the programme there was a pre-conference on 27th and 28th of January where students were introduced to the different aspects, backgrounds, benefits and tasks of the programme and suggestions and guidelines to carry out the different assigned tasks and the conference was also attended by constituent schools and they presented about the school. Followed by the multicultural placement programme there was a post-conference on 16th of February in the institution itself where the student-teachers shared their experiences and perspectives. As it was the time of the third wave of the coronavirus pandemic because of which the colleges and schools were shut down therefore the programme was conducted virtually through online mode where the participant schools give access to the online classes conducted by them to the student-teachers.

The pre-conference on 27th of January was done through online zoom meetings and was introduced by Dr. Debabrata Bagui who greeted and welcomed all the students, teachers and speakers and invited the first speaker Dr. Elizabeth Gangmei who firstly greeted everyone and said few words about the multicultural placement and its importance, the benefits and exposures that the participating student-teachers will get out of this programme. The next speaker invited was Dr. I.P. Gowramma who also talked about the importance of actual school exposure to student-teachers and talked about the multicultural aspect of the programme as the schools that were selected had students from different cultural and linguistic backgrounds. As we all know the world is a vast place and there are thousands of cultures around and students in a school are never uniform but hail from various backgrounds so to acquaint student-teachers with enough experience different kinds of schools were selected for the programme i.e., an urban school - Kendriya Vidyalaya No. 1, Bhubaneswar; a rural school – Balugaon High School, Chilika and a tribal school – Kalinga Institute of Social Sciences, Bhubaneswar. The next speaker was Dr. Laxmidhar Behera who talked about adjustment and adaptation to various professional teacher

situations, leadership qualities that should be present in a teacher, collaboration with fellow teacher-trainees and lastly talked about technological knowledge required in today's technological environment to perform as an effective teacher. The next speaker was Dr. Animesh Mohapatra who talked about how a good teacher-education programme is a necessity for the development of our country the future generation, how a teacher has to be flexible but confident to adapt and face every challenge thrown at them. He gave the example that as how a tasteless pizza base is made tastier by adding toppings on it likewise the toppings of Human Resource skills that helps to make a great teacher and these toppings of skills are added or inculcated through programmes such as the Multicultural Programme. The next speaker was Dr. Pritish Acharya who talked about how a school is a reflection of the society, about the theoretical and practical aspects of teaching profession and how we should practically use our theoretical knowledge that we acquired in classrooms and about different programs in the micro-society of school. The next speaker was Prof. B. N. Panda, Dean of Research, who talked about the professional aspects such as professional competence, professional relationship etc. and cognitive capital, ability and leadership qualities of quality teachers. The next speaker was the then Principal In charge Dr. Sandhya Rani Sahoo who talked about diversity in the school environment, opportunities and insights we would get and the sensitivities we should have of different situations.

With these the first half was concluded and there was a break for 15 minutes.

After the break the session was introduced by Dr. Sourav Kapoor and this session was about how to go through and do the activities in the placement and invited Prof. I. P. Gowramma, Dr. Laxmidhar Behera, Prof. Ramakanta Mohalik, Ms. Moumita Som, Dr. Upasna Ray and Dr. P. L. Negi. They talked about important activities of a school, observation of school activities, goals and objectives of schools, vision and mission, school calendar, school annual report, school resources, collecting information to reflect, management committee, sports and games, lesson plans, effectively and systematically planning, necessity of planning, content, nature, psychology and level of students, learning resources, unit plans, lesson plans, diary record and library resources.

After this Day 1 of the pre-conference was concluded.

Meeting of Day 2 of pre-conference was commenced and introduced by Dr. Debabrata Bagui and was joined by representatives from the selected schools that were Kendriya Vidyalaya No. 1, Bhubaneswar; Balugaon High School, Chilika and Kalinga Institute of Social Sciences, Bhubaneswar. From Kendriya Vidyalaya No. 1, Bhubaneswar Dr. G. B. Dash and Dr. J. P. Mishra; from Balugaon High School, Chilika Mr. Jagadish Pradhan and Mr. Gopinath Pradhan and from Kalinga Institute of Social Sciences, Bhubaneswar Mr. Prasanna Malla and Mrs. Supriya Patnaik joined as representatives and they presented and gave an overview of the schools such as the background of the students, administration of the schools, resources and facilities for learning offered, different activities curricular and extra-curricular and many more aspects about the learning facilitated. Next Prof. B. N. Panda, Prof. A. K. Mohapatra and Prof. R. K. Mohalik were invited who talked about the activities during multicultural programme.

With these the first half of Day 2 was concluded and there was a break for 1 hour.

The meeting was next commenced and Prof. Manasi Goswami, Dr. Kumar Parag, Mr. Harichandan Kar and Dr. Upasna Ray were invited who talked about multicultural world, teaching skills, substitute teaching, identification, description and possible interventions for case study.

And lastly, Dr. Gangmei, Dr. Kapoor and Dr. Bagui concluded the pre-conference of Multicultural Placement Programme.

On the first day of the Multicultural placement programme I was placed at Balugaon High School, Chilika and as it was the first day we had to do Regular Teacher Observation. We were added to all the classwhatsapp groups and had to join the classes at 10 am. We got the Google Meet links through the group chats and joined for English and Social Sciences. Despite challenges in online platforms teachers' classes were really good and informative and interactive. All the phases i.e., introduction, explanation and evaluation were all nicely conducted. We attended the classes of Mr. KedarMeher, Miss SushreemalaLenka and Mr. Jagdish Pradhan.

On the next three days at Balugaon High School, Chilikawe were allotted one period each to teach and I taughtan English chapter 'Road Safety Week'to class 9 and some ofmy other co-trainees taught on the same day and some others the next and the next day.

Our next placement was at Kendriya Vidyalaya No. 1, Bhubaneswar where due to Sunday and Saraswati Puja we only got 2 working days out of our allotted 4 days and because of that our Institutional supervisor Dr. G. B. Dash had to arrange extra classes so that we all can get classes in actual school situation. I got a class to teach 'Struggles for equality' for civics.I was really nervous as it was only the first few classes for me but Mr. G. B. Dash was present in the class as supervisor and he assisted me and kept me motivated.

Next placement was at Kalinga Institute of Social Sciences, Bhubaneswar which is a tribal school where I took 2 classes one for English, a chapter on APJ Abdul Kalam, and another for Social Sciencesand taught India's physical features through maps.

Before taking the classes, we had to prepare Unit plans and lesson plans for effective conduction of the classes.

Other than actual teaching we were also allotted classes for substitute teaching in absence of the regular teacher. As it was substitute teaching so I conducted different activities such as word games, quizzes, debates and recitations, storytelling, etc., to engage the substitution classes.

Apart from these activities trainees also had to conduct a case study on a subject be that be a student or an institution. I conducted a case study on a student from Kendriya Vidyalaya No. 1, Bhubaneswar of std. 11 and chose the objective of my case as to evaluate the disruption of academics due to the COVID-19 pandemic.As observation of the case was not possible because of the 3rd wave of the coronavirus, I interviewed the student through online video conference in Google Meet.

It was a really educational experience and we gained many experiences because of the programme. Most important of the experiences was the interaction with the students from different cultural backgrounds. Secondly, gaining glimpses of the life of a professional teacher

and getting first-hand experience in the actual school situations has brushed up our skillset. Despite our disappointment because of the online nature of the programme due to the 3rd wave lockdown we learnt to tackle a new challenge of integration of technology in pedagogy and I believe that we passed through it with flying colours.

After the completion of the programme, there was a post-conference where group leaders from each groups shared their and their member's experiences and difficulties and challenges with other students in the presence of Principal RIE, Head DESSH, Head DESM, Head DE and Head DEE and coordinator of the programme Dr. DebabrataBagui.

APPENDICES

Speed Post

Prof. Sandhyarani Sahoo
I/C Principal
Regional Institute of Education
Bhubaneswar - 751022

Sub: Online Multicultural Placement for student-teachers of B.A. B.Ed course from 1.2.22 to 12.2.22

Sir / Madam,

This is to inform you that the Regional Institute of Education, Bhubaneswar, a constituent unit of NCERT, is organizing online Multicultural Placement programme for the student-teachers of Sem. VI, B.A. B.Ed course from 1.2.22 to 12.2.22 as an essential component of their academic programme. Dr. Debabrata Bagui, Assistant Professor (Mobile no. 9432201884, **email: dtbagui@gmail.com**) of this institute is the coordinator for the same.

The main activities of our student-teachers will be (i) observation of the teaching-learning processes, (ii) noting and recording of day to day school activities, (iii) taking substitute classes, (iii) teaching lessons using learning resources and ICT and (iv) conducting case studies. These are to be performed online under the supervision of your cooperating teachers and RIE supervisors.

In this connection I request you to accommodate three groups, each consisting of 15 or 16 student-teachers of B.A. B.Ed course, in your school on rotation basis from 1.2.22 to 12.2.22 so that each group will be able to enrich itself in the unique online academic ambience of your institution for 4 days.

An online orientation programme will be organized on 27.1.22 and 28.1.22 to discuss the details of the Multicultural Placement. We request you and one of your teachers to attend the conference for such discussion at 10 A.M. Your participation in the conference is important for the success of the programme. The link to join the programme will be sent before the meeting.

A line of consent will enable us to finalize the programme.

Thanking you.

Yours sincerely,

(Sandhyarani Sahoo)

To

1. Block Education Officer, Block Education Office, Chilika. P.O :Gangadharpur, District : Khurda
2. Headmaster, Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030.
3. Principal, Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022.
4. CEO, KISS, Bhubaneswar. PIN: 751024.
5. Headmaster, Tapoban High School. Khandagiri, Bhubaneswar. PIN: 751030

Appendix – II



Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

No.

Date : _____

The students of Third Year B.A. B.Ed. are directed to join the online Pre-Conference Orientation on 27.1.22 and 28.1.22, and the online Multicultural Placement Programme in the following schools in rotation from 1.2.22 to 12.2.22.

School – 1 : Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030

School – 2 : Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022

School – 3 : KISS, Bhubaneswar. PIN: 751024

Group – A

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
2	Aditi Mondal (Group Leader)	Language, S.S.	School-1	School-2	School-3
4	Anand Raj	Language, S.S.	School-1	School-2	School-3
5	Anupriya Kumari	Language, S.S.	School-1	School-2	School-3
6	Anwesa Subhadarsini	Language, S.S.	School-1	School-2	School-3
7	Anwesa Biswal	Language, S.S.	School-1	School-2	School-3
8	Arijit Sahoo	Language, S.S.	School-1	School-2	School-3

9	Arpita Majumder	Language, S.S.	School-1	School-2	School-3
10	Ashis Nayak	Language, S.S.	School-1	School-2	School-3
11	Bibhupada Mohanty	Language, S.S.	School-1	School-2	School-3
12	BijenkumarMoirangthem	Language, S.S.	School-1	School-2	School-3
13	BirjuPrashad	Language, S.S.	School-1	School-2	School-3
14	Chanchal Naskar	Language, S.S.	School-1	School-2	School-3
15	Dharmendra Sabar	Language, S.S.	School-1	School-2	School-3
16	Gulshan Mahato	Language, S.S.	School-1	School-2	School-3
17	Harsh Ranjan	Language, S.S.	School-1	School-2	School-3
18	IswariSahu	Language, S.S.	School-1	School-2	School-3

Group – B

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
19	Kalpna Khati Kami (Group Leader)	Language, S.S.	School-3	School-1	School-2
20	Khushi Goswami	Language, S.S.	School-3	School-1	School-2
21	Krushna Chandra Hembram	Language, S.S.	School-3	School-1	School-2
22	Kumari Sweety	Language, S.S.	School-3	School-1	School-2
23	Kundan Kumar Yadav	Language, S.S.	School-3	School-1	School-2
24	Lalitendu Das	Language, S.S.	School-3	School-1	School-2
25	Madhulika	Language, S.S.	School-3	School-1	School-2
26	Manas Ranjan Bag	Language, S.S.	School-3	School-1	School-2
27	Md. IzazulHaq	Language, S.S.	School-3	School-1	School-2
28	Ningthoujam Tania Devi	Language, S.S.	School-3	School-1	School-2
29	Prakriti Mahato	Language, S.S.	School-3	School-1	School-2
30	Prityusha Dutta	Language, S.S.	School-3	School-1	School-2
31	Purnima Kumari	Language, S.S.	School-3	School-1	School-2
32	Rahul Sharma	Language, S.S.	School-3	School-1	School-2
33	Raushan Kumar	Language, S.S.	School-3	School-1	School-2
34	Ravish Kumar	Language, S.S.	School-3	School-1	School-2

Group – C

Roll No.	Name	Subjects	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
35	Ripunjit Dutta (Group Leader)	Language, S.S.	School-2	School-3	School-1

36	Rishav	Language, S.S.	School-2	School-3	School-1
37	Rituparna Routh	Language, S.S.	School-2	School-3	School-1
38	RobinnestarNongrem	Language, S.S.	School-2	School-3	School-1
39	Samriddhi Sharma	Language, S.S.	School-2	School-3	School-1
40	Sanasam Roji Devi	Language, S.S.	School-2	School-3	School-1
41	Sania Parvin	Language, S.S.	School-2	School-3	School-1
42	ShashwataSahu	Language, S.S.	School-2	School-3	School-1
43	ShubhangiAstha	Language, S.S.	School-2	School-3	School-1
44	Sonali Behera	Language, S.S.	School-2	School-3	School-1
45	Souvik Nath	Language, S.S.	School-2	School-3	School-1
46	Srotoswini Banerjee	Language, S.S.	School-2	School-3	School-1
47	Sunil Soren	Language, S.S.	School-2	School-3	School-1
48	SuryakantaParida	Language, S.S.	School-2	School-3	School-1
49	Udita Das	Language, S.S.	School-2	School-3	School-1
50	Vandana Kumari	Language, S.S.	School-2	School-3	School-1

This has approval of the competent authority.

Debabrata Bagui
(Programme Coordinator)

Copy to:

1. PA to Principal
2. Dean (I)
3. Dean (R)
4. Head, DESSH
5. Block Education Officer, Block Education Office, Chilika. P.O. Gangadharpur. District: Khurda
6. Headmaster, Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030.
7. Principal, Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022.
8. CEO, KISS, Bhubaneswar. PIN: 751024.
9. Administrative Officer
10. In-Charge, Accounts Section
11. In-Charge, Academic Section
12. All the concerned students through group email/WhatsApp
13. Programme file



Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

LIST OF THE MENTORS / SUPERVISORS

The DESSH is organizing online Multicultural Placement for the student-teachers of B.A. B.Ed (Third Year) course from 01.02.2022 to 12.02.2022 as an essential component of their academic programme. The faculty members are requested to guide and support the participants during the online Programme in the following schools in rotation from 01.02.2022 to 12.02.2022.

- Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030
- Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022
- KISS, Bhubaneswar. PIN: 751024

	From 1.2.22 to 4.2.22	From 5.2.22 to 8.2.22	From 9.2.22 to 12.2.22
Group – A (Roll no. 2-18)	Prof. P. Acharya	Dr.SwagatikaMisra	Dr.Sonalee Biswal
Group – B (Roll no. 19-34)	Ms. Shampa Das	Dr.Itashree Dash	Ms..Abhra Singh

Group – C (Roll no. 35-50)	Dr.K.Ketki	Dr. K. Parag	Ms. Dipti Digal
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This has the approval of the competent authority.

(Debabrata Bagui)
Programme Coordinator

Copy to :

01. Concerned faculty members
02. Head, DESSH
03. Students concerned
04. Programme File

Appendix – IV

Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

No.

Date:

It is being notified that the Pre-Conference Orientation for School Exposure – Multicultural Placement for B.Ed (First Year), B.A. B.Ed (Third Year) and B.ScB.Ed (Third Year) will be conducted online on 27.01.2022 and 28.01.2022.

The Multicultural Placement for B.A. B.Ed and B.ScB.Ed students will be conducted online from 01.02.2022 to 12.02.2022, and from 01.02.2022 to 15.02.2022 for B.Ed students.

This has the approval of the competent authority.

Dean of Instructions

Copy to :

05. PA to the Principal for information of Principal
06. Dean of Research
07. All Heads of Department (DESSH/DESM/DE & DEE)
08. Administrative Officer
09. In-Charge, Academic Section
10. In-Charge, Accounts Section
11. Students concerned through Group Email / WhatsApp
12. Notice Board

13. Programme File (All 3 programmes)

Regional Institute of Education (NCERT), Bhubaneswar
Orientation for Multi-Cultural Placement Programme (2021-22)
Course: B.Ed. 1st Sem, B.Sc. B.Ed. VI Sem & B.A B.Ed. VI Sem

Schedule of the Programme

Date: 27.01.2022

Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr

Time	Subject	Teachers
9.00 A.M-10.00 A.M	Registration / Online Joining	Students and Coordinators
10:00 A.M. – 11:30 A.M	Inauguration Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr	Principal Dean of Instructions Dean of Research Head DE Head DEE Head DESM Head DESSH, Coordinators and Faculty Members
11:30 A.M – 11:45 AM	Break	
11:45 AM - 12:45 PM	Objectives and Importance of School Exposure – Cum – Multicultural programme	Prof. I. P. Gowramma Dr. E. Gangmei Dr. S. Kapoor Dr. D. Bagui
12:45 PM - 1:45 P.M	Lesson plan for Schools from various cultured setup	Prof. R. K. Mohalik Dr. Dhanya Krishnan Ms. Moumita Som
1:45 PM – 2:45 PM	Break	
2:45 PM- 3:45 PM	Classroom Observation	Prof. L. Behera Ms. Saraswati Moharana
3:45 PM – 4:45 PM	Role, duties and responsibilities of various personnel	Prof. B. N. Panda Dr. Upasana Ray
4:45 PM – 5:30 PM	School Profile: Library Resources	Dr. P. L. Negi

Date: 28.01.2022

Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr

Time	Subject	Teachers
10: 00 AM – 12.00 PM Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr	Presentation of the concerned school by the cooperating school Head Masters/ Principal/ Cooperating Teachers (Separate online link will be created for the each course B.Sc. B.Ed. / B.Ed. / B.A. B.Ed.)	Dr. E. Gangmei (B.Ed.) Dr. S. Kapoor (B.Sc. B.Ed.) Dr. D. Bagui (B.A. B.Ed.)
12:00 PM – 1:00 PM	Activities during School Exposure cum multicultural programe	Prof. B. N. Panda Prof. A. K. Mohapatra Prof. R. K. Mohalik Dr. Kalinga Ketaki

1:00 PM – 2:00 PM	Break	
2:00 PM – 2:45 PM	Alternative activities for Multicultural Placement Programme: A Discussion	Prof. (Mrs.) Manasi Goswami Dr. Kumar Parag Dr. Upasana Ray
2:45 PM – 3:30 PM	Activities during School Exposure cum multicultural programme (Substitute Teaching)	Dr. R. R. Sethy Mr. A. K. Shah Mr. Harichandan Kar
3:30 PM – 4:15 PM	Group formation and distribution of responsibilities	Dr. Annapurna Panda, Mrs. Rupa Gupta
4:15 PM – 5:00 PM	Concluding Session	Dr. E. Gangmei, Dr. S. Kapoor Dr. D. Bagui

This issues with the approval of competent authority.

(E. Gangmei)
Overall Coordinator

(S. R. Sahoo)
Dean of Instruction

Copy to:

- i) APC to Principal for information
- ii) I/C Academic Section
- iii) Account Section
- iv) Head DE / DESM / DESSH for Circulation among faculty members
- v) Dean of Instruction / Dean of Research
- vi) Students for Information (through Whatsapp group and email)

Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

No. DESSH/

Date :

The post conference and reflection session of the Multicultural Placement of B.A. B.Ed. 3rd Year student teachers will be held offline on 16.02.2022 at 10.30 AM in the Room No. 101 of the Institute. All the student teachers of B.A. B.Ed. 3rd Year are hereby informed to attend the conference on time positively. The group leaders and the student teachers will be presenting their reflections highlighting their exposure and feedback. The faculty members of the Institute are requested to attend the conference and contribute for improvement of the programme.

This has approval of the competent authority.

(Debabrata Bagui)
Programme Coordinator

Copy to :

1. APC to Principal for information
2. Dean of Instruction
3. Dean of Research
4. All HODs (DE/DESSH/DESM/DEE)
5. I/c Academic Section
6. All Hostel Notice Boards.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
Multicultural Placement Programme
B.A. B.Ed. Semester – VI – 2022

Activity- I: Observation of Lessons Delivered by Regular Teacher

1. Name of the Student Teacher: _____
2. Roll No: _____ Class: _____
3. Name and Address of the Cluster/ Centre: _____
4. Name and Address of the School: _____
5. Name of the Regular Teacher : _____
6. Subject Taught: _____ PC 1/2: _____
7. Topic: _____ Class: _____ Date: _____
8. Lesson plan/ teacher note prepared : Yes/No
9. Approach(es) followed: Constructivist/Behavioristic.

Details of the observation (*a separate sheet may be used*)

Learning points	Sequential Learning Activities		Suggested Alternate/Additional Activities and teaching learning materials	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses & reactions		

	Introductory /Engagement phase			
	Presentation phase Exploration, Explanation and elaboration			
	Evaluation phase			

- **Reflection and feedback of student-teacher**

Signature of Institution Supervisor

Signature of Student-Teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Multi-Cultural Placement Programme
Activity-II Record on School Processes and Day to day School Activities

Name of the Student teacher.....
Stream.....Roll No..... Duration of Placement.....

1. Name of the Multicultural Placement Cluster :
2. Name of the School :
3. Background of the School
[History, objectives, Management etc.] :
4. Infrastructural facilities in the School
 - a. Classroom :
 - b. Library :
 - c. Laboratory :
 - d. Games & Sports :
 - e. Playground :
 - f. Toilets (Boys & Girl) :
 - g. Staff common room :
 - h. Any other :
5. No. of Students
(Class wise & Gender wise) :
6. No. of Teachers :

(Subject wise & Gender wise)

7. Curricular & Other Curricular :
activities organized in the school in
An academic session

8. Events & features in :
Morning assembly and the role you
Played in it.

9. State the regional, national and :
International days observed in the school

10. List out your participation in school :
Activities (Curricular and other curricular)

During multicultural placement :

11. Efforts to encourage multiculturalism :
and cultural diversities

12. Brief analysis/comparison of three types of school:
(Prepare a brief report on strengths of students, how the type of management, cultural set up
etc has influenced the school management/activities etc.)

Signature of the Student-Teacher

**Counter signature by the
Head of school with office seal**

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

Multicultural Placement Programme

B.A. B.Ed. Semester – VI – 2022

Activity- III: Substitute Teaching in Actual School Situation

1. Name of the Student Teacher: _____

2. Roll No : _____ Class: _____

3. Name and Address of the School: _____

4. Date of Substitute Teaching: _____

5. Subject Taught: _____ PC1/2: _____

6. Topic: _____

7. Substitute Activities Conducted in Class: *(Give detail report about the substitute activities/
teaching)* (Use Separate Sheet)

(i) Area (Specification of the Activity):

(ii) Process/ Method of Activity conducted (Details):

(iii) **Outcome of the activity (Specific):**

(iv) **Specific experiences/Incidences during substitute teaching**

**Signature of Institution
Supervisor**

Signature of Student-Teacher

Appendix – X

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
School Exposure-Multi-Cultural Placement Programme
B.A. B.Ed. Semester VI – 2022
Activity IV :Lesson Plan Format

Date:		Prepare a Concept map on the lesson / topic (the concept map may be prepared in additional sheet and appended before the lesson plan)	Unit:
Class:			Subject:
Time:			Topic:
Period:			
Learning Points:			
Learning Objectives:			
Pre requisites/Previous Knowledge:			
Learning Resources: (What, When to be used and How to be used)			
Learning Processes (Strategies):			

Learning	Sequential Learning Activities including Black Board Work
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outcome					
	<ul style="list-style-type: none"> • Engagement • Exploration • Explanation • Elaboration • Evaluation 	Or	<ul style="list-style-type: none"> • Introduction • Presentation (Summarization) • Evaluation 	Or	<ul style="list-style-type: none"> • Observations of authentic situations • Interpretation construction • Contextualization • Cognitive apprenticeship • Collaboration • Multiple interpretation • Multiple manifestations

Specify how your plan will be contextualized on children of different school contexts i.e. introduction, examples, time, learning resources, assessment etc.

Appendix – X

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

**Multi Cultural Placement
ACTIVITY- V: CASE STUDY**

- 1 Name of the Student Teacher _____
- 2 Roll No: _____ Arts/ Science _____
- 3 Name and Address of the School: _____
- 4 Name of the Cluster: _____

A) IDENTIFICATION DATA

1. Name of the student :
2. Date of Birth :
3. Gender :
4. Father/Guardian's Name :
5. Mother's name :
6. Class :
7. Postal Address :
8. Monthly Income of Parents :
9. Profession and Qualification of Parents :
10. Total no of siblings :
11. Ordinal position of the child in the family :
12. Brief Educational History of the student :

B) RECORDING OF THE PROBLEM AND SOLUTION

1. Description of the problem

2. Nature of the Problem: curricular, other curricular (Example - attendance, health, recreation, playing, speaking, writing, listening etc.)
3. Reasons emerged out of investigation:
4. Strengths of the student:
5. Intervention taken:
6. Result:

Signature of Institution
Supervisor

Signature of Student-Teacher

[The student teachers may prepare case study report of schools focusing vision and mission, brief history, students enrolment, human and material resources, curricular and other curricular activities innovation/success stories strengths and challenges and future directions. The information collected in school process report may be helpful for adaption]

Snapshots

Post Conference for Multicultural Placement









PAC 24.23
Multicultural Placement
Programme of
B.Sc. B.Ed (VI Sem) 2021-2022



Programme Coordinator

Dr. Saurabh Kapoor
Assistant Professor of Mathematics
RIE Bhubaneswar



एन सी ई आर टी
NCERT

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
Bhubaneswar

PAC 24.23

**Multicultural Placement
Programme of
B.Sc. B.Ed (V Sem) 2021-2022**



Programme Coordinator

**Dr. Saurabh Kapoor
Assistant Professor of Mathematics**

**Regional Institute of Education (NCERT),
Bhubaneswar**

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Acknowledgement

Phases

Phase A: Philosophy and Guidelines of the Program

Phase B: 2 days Orientation programme for School exposure cum Multicultural Placement Programme.

Phase C: School Exposure-Cum-Multicultural Placement Programme in the Cooperating Schools/Institute Organization.

Phase D: Post Conference/Feedback Programme.

ACKNOWLEDGEMENT

The insightful learning experience gained through this programme entitled, "Multicultural placement Programme" is an outcome of RIE, BHUBANESWAR NCERT PAC programme Number (24:23) of the sessions 2021-2022. This programme activity at different phases has given an opportunity to the pre-service Teacher's mentors and student-teachers an interaction with children in the actual classroom and bridged the gap between theory and practices. In this context, I take the opportunity to first and foremost to acknowledge gratitude for the constant support, help and guidance of our Principal, Prof. P.C. Agarwal. Thanks go to Asso. Prof. E. Gangmei , overall coordinator of the Programme for her vision, guidance and patience in working for this programme. We would like to thank Dean of instruction, Prof Sandhya Rani Sahoo, Dean of Research, Prof BN. Panda, Prof. Animesh Mohapatra, Head DESM, Prof. Prof. L.D. Behera , Head DEE and CH. A. Ramulu, for their valuable support and advice to complete the task successfully.

Taking this opportunity, I also extend sincere gratitude towards all the Principals, Coordinators, teacher-in charges, teachers of the six schools that were part of the exposure programme. Mentoring for the program and constant assistance to the students during the program was done by my colleagues, Dr. Arnnapurna Panda and Mr.Prasanta Parida. I sincerely exposure my thank for their help and concerns which led to the Successful completion of the program. I express thanks to staff of DEE, ICT Studio, CAC LAB , C& W section and DE for their timely help and cooperation.

DR. S. KAPOOR

Programme Coordinator

**INTRODUCTORY FOR SCHOOL EXPOSURE
CUM
MULTICULTURAL PROGRAMME**

**REGIONAL INSTITUTE OF EDUCATION (NCERT),
BHUBANESWAR**

**Guidelines for Online School Exposure & Multi-
Cultural Placement Programme of
B.Ed. 1st Year, B.A. B. Ed & B.Sc. B.Ed 3rd year Student Teachers
Session: 2021-2022**

***Duration: 27th January to 15th February, 2022 for B.Ed 1st Year and
27th January to 12th February, 2022 for B.A.B.Ed & B.Sc.B.Ed 3rd
Year***

Venue: Chilika & Bhubaneswar Odisha

Introduction

Teacher's skills and competencies are important factors in the effectiveness of teaching and therefore pupil learning. The National Curriculum Framework (NCF, 2005) while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge formation of dispositions and values, and development of practice under the best mentors (NEP 2020). The curricula of teacher education institutions need to be designed to provide for the acquisition of these skills by student teachers. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character, desirable social and human values to function as responsible citizens. The TEIs need to be restructured and there is a need of raise its standards and restore integrity, credibility, efficacy and high quality of teacher education system (NEP 2020). The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "*A teacher functions within the broad framework of the school education system – its goals,*

curricula, materials, methods and expectations from the teacher. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society”. We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties and the second is exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

India is a culturally plural country and prospective secondary school teacher preparation programme needs to focus on addressing diversity in classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different type of schools; such as urban, schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures, teaching learning process adopted in different types of school etc. However, during this COVID-19 Pandemic the teaching learning process has been affected immensely which leads to schools adopting the online mode so as to continue the learning of students. As such the online school exposure and multicultural placement programme is planned in the schools at various location and context of Odisha. Utmost efforts is given so as to provide an experiences in the schools though carried out in the online mode. This in a most significant way will enable the student-teachers to faced adversity or crisis in a beneficial way generally and

enhance the use of ICT as a prospective teacher specifically. One of the core principles guiding the education system according to NEP 2020, would be the extensive use of technology in teaching and learning, removing barriers, increasing access and in educational planning and management.

Learning to Function as a Teacher

In EPC-1(Learning to Function as a Teacher) in the 1st semester of the B Ed programme, the student teachers know about the process based skills essential for secondary schools. The skills focused are critical thinking and reflection, class room management, managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, assessing learner and giving feedback and Facilitating learning. The core teaching learning processes emphasized are - *Introducing the lesson, questioning in the class, Explaining and illustration. Encouraging and appreciating students (Verbal and non-verbal), Stimulus Variation, Using Blackboard /white board/ smart board and Using learning resources and ICT*, All the processes are practiced and evaluated for each student during the first semester and were internally evaluated.

1. Field Engagement: School Exposure (Only for B. Ed)

To experience school activities in totality i.e. awareness about the functioning of school and its relation with neighborhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers have to experience school activities. The student teachers will engage in reflection and sharing sessions. The reflection reports need to be submitted by student teachers highlighting the school objectives, processes and their reflection.

2. Field Engagement: Multi-cultural Placement (For B. Ed., B. A. B. Ed. and B. Sc. B. Ed)

In order to provide school exposure in various cultural backgrounds of the society to the student-teachers, they are placed in different type schools on rotation during the multicultural placement programme. During their placement in these schools they are required to conduct certain activities/ assignments. These activities are (i) learning of teaching-learning process through observation of lessons taught by regular teachers in the school. (ii) observation and collection of data about school's processes i.e. day to day activities of the school, for example, working of the library, process of organizing other curricular activities, functioning of laboratory and above all the school management (iii) development of sample unit plan, lesson plans /concept map and lesson note (vi) conducting case studies in the school. Fifty Marks are allotted for the above assignments that are internally evaluated as a part of the university requirement.

Details of Academic Work of the Student-Teachers during Multi Cultural Placement Programme:

- ✓ ***Online observation of Lesson of regular teachers:*** The student-teachers are to observe 6 lessons, 3 in each Pedagogy subject taught by regular/experience teachers of the school where they are placed. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule booklet is developed and supplied to them. This activity carries 10 Marks. These are to be submitted for evaluation in the institute.
- ✓ ***Online observation of School Processes:*** A student-teacher has to observe of day-to-day school activities and prepare a comprehensive

report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory (in the prevailing pandemic phase students may interact with teachers through online, telephone, email to know about school processes). The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc. This activity carries 5 Marks.

- ✓ **Substitute Teaching:** During the programme student teacher has to take 4 substitutes /arrangement classes in actual classroom situation and report the experiences and reflection. The activity aims at enhancing confidence level of prospective teachers in managing classes/students. This activity carries 10 Marks.
- ✓ **Unit and Lesson Planning:** A student teacher has to prepare two unit plans (one in each pedagogy), four lesson plans (two in each pedagogy_ as per the format developed. In the lesson plan concept map needs to be appended. While preparing lesson plan special care has to be taken to develop plan on different subjects of the pedagogy paper. The student teachers have to develop constructivist lesson plans. The lesson plan must reflect details of proposed learning teaching materials/resources. The focus will be laid on contextualizing the plan (unit/lesson) relating to school culture/context. The activity carries 15 (10 for lesson plan and 5-unit plan) marks.
- ✓ **Case study:** A student teacher has to conduct a case study of institution/school or student. The format prepared is suggestive and student teachers can add more points if needed. The activity carries 10 marks.

Note: As the assignments/ activities mentioned are to be conducted during the multi-cultural placement in the cooperating schools, the documents/ reports are

to be submitted to the Coordinator of the Programme of the institute on the day of post-school experience conference/workshop. All the documents/ reports will be evaluated by a group of faculty members constituted for the purpose.

Roles, Duties and Responsibilities of the Personal Involved in the Programme:

A) Student-Teacher: All the Student-Teachers must:

- ▣ Report to the Head of the School/Cooperating teacher as per the schedule given
- ▣ Be present in the online interaction with the teacher as per the schedule provided by the schools
- ▣ The group leader can collect the relevant information for school observation, case study of the institution and share with other members. If there is any doubt, the students may directly discuss with the school.
- ▣ Seek cooperation from cooperating teachers and mentors/supervisors wherever you face difficulty particularly for collection of relevant information on school site, case study, preparation of lessons etc.
- ▣ Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teacher's/ for online classes and conduct of relevant activities as per the guidelines
- ▣ Carry out the activities planned by you for school students according to plans and approved by concerned head of the school/cooperating teachers/mentors and all the assignments must be completed during the school exposure and multi-cultural placement programme.
- ▣ Be polite and maintain amiable relationship with students and staff of the school during the online interaction/placement and remember you are representing the institute and hence your conduct and behavior is of utmost importance.

- ▮ While observing school process and regular teacher's classes through online mode, think that these are for your learning experiences rather than changing the school system during placement.
- ▮ Maintain regularity, punctuality and devotion to duty in the school. Be a role model for the students.
- ▮ Consult the cooperating teachers, mentors more frequently for carrying out the activities in the school. There must be phase end meeting of student-teachers, cooperating teachers and mentors/supervisors to assess the progress and for guidance.
- ▮ Use a diary to record your experiences everyday on activities conducted through online mode in different types of school and your participation.
- ▮ Based on your experiences submit feedback for improvement of the programme.

B) Role of Principal/ Heads of Cooperating School:

The Head of School of the cooperating schools are kindly requested to:

- ▮ Introduce the student-teachers to the students and staff of your school on the first day of online interaction.
- ▮ Approve the timetable and plan of activities/ assignments of the student-teachers to be carried out during the programme in the school through online mode.
- ▮ Give a brief introduction about the school to the student teachers during the first day of interaction (online).
- ▮ Write your comments/ remarks/ suggestions for improvements of the programme and send to the coordinator.

C) Role of the Cooperating Teachers:

The Cooperating Teachers are requested to:

- ▮ Help student-teachers to prepare plan of activities/ assignments to be conducted by them in school during online teaching learning
- ▮ Guide student-teachers in carrying out the activities in school smoothly.
- ▮ Give feedback continuously to the student-teachers for their improvement in their teaching and other curricular activities.
- ▮ Through online mode/telephone/mail discuss with the student teachers their progress, difficulties faced and experience gained.

D) Role of the Institute Mentors/Supervisors:

The Institute Mentors/Supervisors are requested to:

- ▮ Go through the plan of activities/ assignments of the student-teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- ▮ Guide the student-teachers in preparing report on different activities conduct through online mode.
- ▮ Discuss with the student-teachers frequently to remove their apprehensions and organize a phase end meeting of the student-teachers and cooperating teachers to assess the progress and performance of the student-teachers
- ▮ Discuss with programme Coordinators about your experiences and suggest for improvement of programme.

Day 1: 27th January, 2022 (forenoon)

On 27th January, 2021, registration/online joining for the pre conference of multicultural placement cum school exposure 2022 was done from 9.00 am – 10.00 am. Inauguration started at 10.00 am: Dr, Elizabeth Gangmei (Associate professor) and coordinator of the programme started welcoming and introduced the dignitaries on the zoom platform. The dignitaries were:

- Prof. P.C. Agarwal (Principal RIE, Bhubaneswar)
- Prof. Sandhya Rani Sahoo (Dean instruction, RIE, Bhubaneswar)
- Prof. B. N. Panda (Dean Research, RIE, Bhubaneswar)
- Prof. Gowramma I. P. (Head of department education and overall coordinator of multicultural placement programme of 3 courses)
- Prof. L. D. Behra (Professor, Dept of education)

After that, there was a break from 11.30 am to 11.45 am. The pre conference resumed from 11.45 am. Discussion on the objectives and importance of school exposure cum multicultural placement was done in details by:

- Prof. I. P. Gowramma
- Dr. E. Gangmei
- Dr. S. Kapoor
- Dr. D. Bagui

Prof. I.P. Gowramma was the next to speak. He extended his welcome to all the students and then explained about the teacher training program and the exposure to the schools in precise details. He further elaborated the process of placement as per the pedagogical preferences.

Dr. E. Gangmei extended on the talk by focussing on the importance of online classes and how they are going to play an important role in the orientation part as well as during the school exposure.

The next to speak was Dr. S. Kapoor. He explained the essence of the whole programme. He compared it with programmes run by other institutes and mentioned how RIE Bhubaneswar was the first to conduct the programme. He continued the need for combining school exposure and multicultural programmes. He gave the students some handy tips for school exposure and put wit and sense of humour into the session.

The next to continue was Dr. D. Bagui, He too warmly welcomed all the students and talked about the importance of the program. She wished the students based on all their endeavours.

A detailed discussion on lesson plan for schools from various cultural setup was done by:

- Prof. R. K. Mohalik
- Dr. Dhanya Krishnan
- Ms. Moumita Som

The next to speak was Prof. R. K. Mohalik. He explained about how many lesson plans are required to be written for each pedagogy subjects. In addition to the he talked about unit plans, how many unit plans are to be written along with lesson plans.

Dr. Dhanya Krishnan was the next to extend the discussion on importance of lesson plan and unit plan for teaching both during the multicultural placement and after that in case of regular teaching.

After that, Ms. Moumita Som was the next to continue the discussion on how to write lesson plan and unit plan. She shared her screen and shown the format for lesson plan and unit plan. She explained each and every component of the format.

Day 1: 27th January, 2022 (afternoon)

The pre conference session resumed from 2.45 pm after a lunch break from 1.45 pm to 2.45 pm. Discussion on classroom observation was done in details by:

- Prof. L. D. Behera
- Ms. Saraswati Moharana

Prof. L. D. Behera took the first session who spoke of the importance of regular classes. He guided students on the preparation of the report and explained 4 of the important activities to be conducted during lockdown.

- Observation of a regular teacher
- Taking substitute classes if needed and if available
- Preparation of unit plan
- School observation and collection and compiling information as profile of the schools

Ms Saraswati Moharana continued to explain the topic by taking some examples of schools and added her own personal experience. She also elaborated on how to observe a class taken by a regular teacher.

The second session was given on role, duties and responsibilities of various personnel by:

- Prof. B. N. Panda
- Dr. Upasana Ray

Prof. B. N. Panda highlighted on the role of various personnel involved in this multicultural cum school exposure programme. He also focussed on how important this programme is in the curriculum of being a teacher from RIE, Bhubaneswar.

This session was concluded by Dr. Upasana Ray. She discussed the roles, duties and responsibilities of the various personnel in the school exposure and gave some tips to the students which will help them in school exposure.

The last session of the day was given on School Profile: Library Resources by:

- Dr. P. L. Negi

Dr. P. L. Negi, Deputy Librarian of RIE, Bhubaneswar (NCERT) pointed on the visit to the school libraries as being an important part of the programme. She also discussed the importance of libraries in the schools and other educational institutes. She concluded her talk by explaining the way to collect relevant information regarding the library (what to collect and how to collect).

Schedule of the programme

Date: 27.01.2022

Zoom Meeting id: 410 351 7282, Passcode: riebbbsr

Time	Subject	Teachers
9.00 AM - 10.00 AM	Registration/Online joining	Students and Coordinators
10.00 AM - 11.30 AM	Inauguration Zoom meeting ID: 410 351 7282 Passcode: riebbbsr	Principal Dean of instructions Dean of research Head DE Head DEE Head DESM Head DESSH, Coordinators and faculty members
11.30 AM - 11.45 AM	Break	
11.45 AM - 12.45 PM	Objectives and importance of school exposure - cum - multicultural programme	Prof. I.P. Gowramma Dr. E. Gangmei Dr. S. Kapoor Dr. D. Bagui
12.45 PM- 1.45 PM	Lesson plan for schools from various cultural setups	Prof. R. K. Mojhalik Dr. Dhanya Krishna Ms. Moumita Som
1.45 PM - 2.45 PM	Break	

2.45 PM - 3.45 PM	Classroom observation	Prof. L. D. Behra Ms. Saraswati Moharana
3.45 PM - 4.45 PM	Role, duties and responsibilities of various personnel	Prof. B. N. Panda Dr. Upasana Ray
4.45 PM - 5.30 PM	School profile: Library resources	Dr. P.L. Negi

Day 2: 28th January, 2022 (FORENOON)

On 28th January, 2022, separate links were created for the first session from 10:00 AM to 12:00 PM for B.Sc. B.Ed. The first session was facilitated by Dr. E. Gangmei (Overall Program Coordinator of School Exposure cum Multicultural Program) and Dr. S. Kapoor, Faculty Dept of Science and Mathematics and mentored on how to interact with the school teachers and students.

This was followed by online interactions with Principals/Headmaster/Teacher incharge of the cooperating schools. Here the main focus was letting the student-teachers get familiar with the schools in terms of its ;it's location, infrastructure, student strength in the school, number of teachers etc. In this session, the cooperating school teachers clarify the doubts or queries of the students. Overall the presentation and interaction was very meaningful and helpful.

Day 2: 28th January, 2022 (afternoon)

The first session of the second half was conducted by Dr. E. Gangmei. In this session, the main focus was on substitute teaching – one of the important activities during school exposure cum multicultural program. Firstly, the resource person gave an explanation of the need and significance of substitute teaching with some examples of real classroom situations.

Then according to the format of substitute teaching which was already prepared by the institution, it has been discussed vividly. It was explained to the students that they have to prepare a report on the basis of the given format. The first part of the format is for general information and for the second part they need to use a separate sheets. First is 'Area' where they will write the name of the activity in a substitute class. In the second stage they will write about the process of method of the activity and in the last stage we will discuss about the specific experiences during substitute teaching.

The next session of second half was taken by Dr. R.R. Sethy, Mr.A.K. Shah, Mr. HarichandanKar. Main focus of the session was to explain the role and responsibilities of personnel involved during School Exposure cum Multicultural Program. In this session, how the student teachers will adjust themselves in an actual school situation, what kind of challenges they are going to face, how they will tackle such

situations, being a student teacher how they should behave, what they should do and what they shouldn't in any professional circumstances, what are the responsibilities they have to take up in these days during Multicultural Program, was explained by the resource persons with appropriate examples and real life experiences.

Schedule of the orientation:

Date: 28.01.2022

Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr

Time	Subject	Teachers
10:00 AM -12:00 PM Zoom Meeting ID: 410 351 7282 Passcode: riebbbsr	Presentation of the concerned school by the cooperating school Head Masters/Principal/Cooperating Teachers (Separate online links will be created for the each course B.Sc. B.Ed./B.Ed./B.A. B.Ed.)	Dr. E. Gangmei (B.Ed.) Dr. S. Kapoor (B.Sc. B.Ed.) Dr. D. Bagui(B.A. B.Ed.)
12:00 PM - 1:00 PM	Activities during school exposure cum multicultural program	Prof. B.N. Panda Prof. A.K. Mohapatra Prof. R.K. Mohalik Dr. KalingaKetaki
1:00 PM - 2:00 PM	Break	
2:00 PM - 2:45 PM	Alternative activities for Multicultural Placement Program: A Discussion	Prof.(Mrs.) Manasi Goswami Dr. Kumar Parag Dr. Upasna Ray
2:45 PM - 3:30 PM	Activities during school Exposure cum multicultural Program (Substitute Teaching)	Dr. R.R. Sethy Mr. A.K. Shah Mr. HarichandanKar

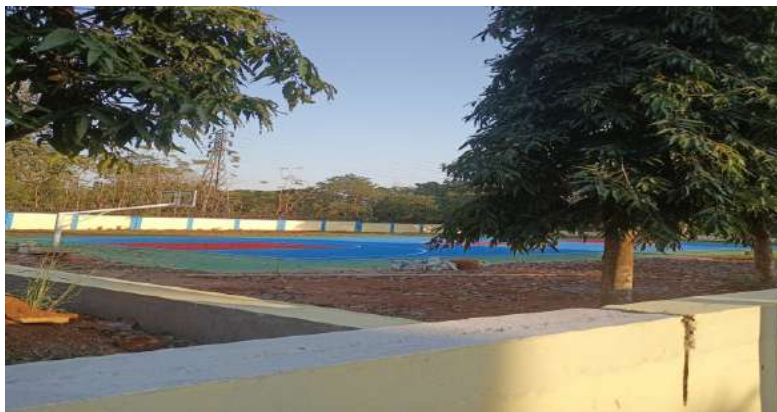
3:30 PM - 4:15 PM	Group formation and distribution of responsibilities	Dr. Annapurna Panda Mrs. Rupa Gupta
4:15 PM - 5:00 PM	Concluding Session	Dr. E. Gangmei Dr. S. Kapoor Dr. D. Bagui

School Exposure-cum-Multicultural placement Programme in the cooperating schools/institutes/organizations (1st to 12th February, 2022)



Glimpse of Schools

D.M. School, Bhubaneswar



BJEM School- II



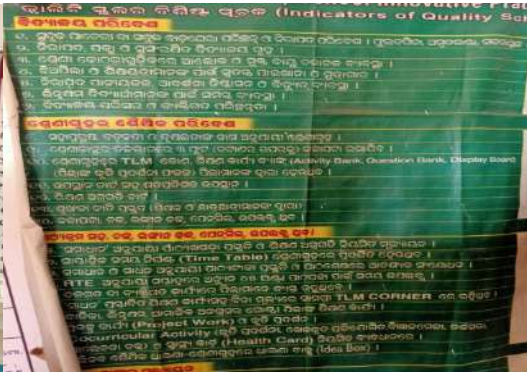
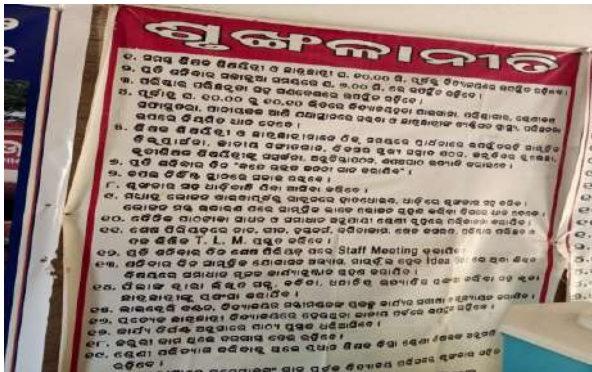
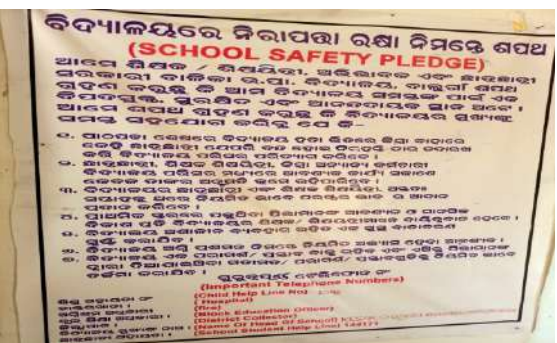
Kalinga Institute of Social Science(KISS), Patia



Govt. Ashram School, Nayapali, Bhubaneswar



Govt Girls UPS Balugaon



Govt. UPS Balugaon, Chilika, Odisha



(ଆଦେଶ ସମତ୍ୟାପନା)

9.00	-	ପଢ଼ାରେ ଶଯ୍ୟା ତ୍ୟାଗ
9.00	9.40	ନିତ୍ୟକର୍ମ < ପାଠଶାଳା
9.40	9.00	କ୍ୟାୟାମ ଓ କଳରାସୀ
9.00	୮.40	ପାଠପଢ଼ା
୮.40	୯.00	ନିତ୍ୟକର୍ମ ଓ ସ୍ନାନ
୯.00	୯.40	ସକାଳ ଖାଦ୍ୟ
୯.40	୯.୪୫	କିନ୍ୟାକରୁ ଆସିବା
୯.୪୫	୧୦.00	କିନ୍ୟାକରୁ ସଫେଇ
୧୦.00	୧୦.୦୫	ସୂର୍ଯ୍ୟନା
୧୦.୦୫	୧୦.୧୫	ଇସଲାମ ଓ ପୁସ୍ତିକା
୧୦.୧୫	୧୦.୨୦	ଶ୍ରେଣୀ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ
୧୦.୨୦	୧.୦୦	ମଧ୍ୟାହ୍ନ ଭୋଜନ
୧.୦୦	୧.୦୦	ଶ୍ରେଣୀ ଶିକ୍ଷଣ କାର୍ଯ୍ୟ
୧.୦୦	୧.୧୫	ଗୃହ ଗମନ
୧.୧୫	୧.40	ଖେଳ ପୂର୍ବ ଆ ଗମନ
୧.40	୨.00	ଖେଳ
୨.00	୨.40	ନିତ୍ୟକର୍ମ
୨.40	୮.40	ପାଠପଢ଼ା
୮.40	୯.00	ରାତି ଭୋଜନ
୯.00	୧୦.00	ମନୋରଞ୍ଜନ
୧୦.00	-	ବେ ଶୟନ ।

* ପ୍ରତ୍ୟେକ ଦିନ ୧୦ଟି ଉପର ସଭ୍ୟତା ଉପସ୍ଥାପନା କରାଯାଇ ପାରିବ । ପ୍ରତ୍ୟେକ ଦିନ ୧୦ଟି ଉପର ସଭ୍ୟତା ଉପସ୍ଥାପନା କରାଯାଇ ପାରିବ ।

କିନ୍ୟାକର ନିରାପଣା ଯୋଜନା
କିନ୍ୟାକର ନିରାପଣା ଯୋଜନା ଉପସ୍ଥାପନା ବିଷୟରେ ବିଶେଷ ସୂଚନା ଦିଆଯାଇଛି । ନିମ୍ନଲିଖିତ ବିଷୟଗୁଡ଼ିକ ଅନୁସରଣ କରାଯିବ ।

କ୍ର.ସଂ.	ଅନୁକ୍ରମ	ଅବସ୍ଥା	ବିବରଣ	କାର୍ଯ୍ୟକାରୀ
୧	୧	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨	୨	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୩	୩	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୪	୪	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୫	୫	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୬	୬	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୭	୭	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୮	୮	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୯	୯	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୦	୧୦	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୧	୧୧	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୨	୧୨	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୩	୧୩	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୪	୧୪	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୫	୧୫	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୬	୧୬	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୭	୧୭	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୮	୧୮	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୧୯	୧୯	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୦	୨୦	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୧	୨୧	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୨	୨୨	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୩	୨୩	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୪	୨୪	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୫	୨୫	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୬	୨୬	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୭	୨୭	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୮	୨୮	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୨୯	୨୯	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।
୩୦	୩୦	କିନ୍ୟାକର	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।	କିନ୍ୟାକର ଉପସ୍ଥାପନା କରାଯିବ ।

Date wise group rotation for School Exposer-cum-Multicultural Placement(2021-22)

<u>Duration</u>	<u>Date</u>	<u>Date</u>	<u>Date</u>
<u>Dates</u>	29 Jan-01Feb	02 Feb-05 Feb	06-09 Feb
<u>Group/ Schools</u>	<p><u>Group – A</u> D.M School</p> <p><u>Group –B</u> BJEM-II, Bhubaneswar</p> <p><u>Supervisor Name</u> 1.Prof. M.Gowsawmi 2.Dr. Amarchand Parida 3.Dr. Sangram K. Mohanty</p>	<p><u>Group – E</u> D.M School</p> <p><u>Group –F</u> BJEM-II, Bhubaneswar</p> <p><u>Supervisor Name</u> 1.Dr. Dhania Krishnan 2.Dr. Nitali Dash 3.Prasant Kumar Parida</p>	<p><u>Group – C</u> D.M School</p> <p><u>Group –D</u> BJEM-II, Bhubaneswar</p> <p><u>Supervisor Name</u> 1.Prof. S.K. Dash 2.Dr. Upasana Ray 3.Dr. Subhasis Pati</p>
	<p><u>Group –C</u> Govt. Ashram School Nayapalli Middle School</p> <p><u>Group –D</u> KISS, Patia</p> <p><u>Supervisor Name</u> 1.Dr. A.K.Saha 2.Dr. Bishnupada Mohanty 3.Ms. Moumati Som</p>	<p><u>Group –A</u> Govt. Ashram School Nayapalli Middle School</p> <p><u>Group –B</u> KISS, Patia</p> <p><u>Supervisor Name</u> 1.Prof. M.K. Satpathy 2.Dr. Priyabrata Mukhi 3.Ms. Saraswati Maharana</p>	<p><u>Group –E</u> Govt. Ashram School Nayapalli Middle School</p> <p><u>Group –F</u> KISS, Patia</p> <p><u>Supervisor Name</u> 1.<u>Dr.</u> S. Kapoor 2.Dr. Jogesh Rout 3.Ms.Sejuti Chowdhury</p>
	<p><u>Group – E</u> Govt.Girls UPS Balugaon</p> <p><u>Group-F</u> Govt UPS Balugaon</p> <p><u>Supervisor Name</u> 1.Prof. A.K Mohapatra 2.Dr. Avishek Satpathy 3.Ms. Silpa Sethi</p>	<p><u>Group – C</u> Govt.Girls UPS Balugaon</p> <p><u>Group-D</u> Govt UPS Balugaon</p> <p><u>Supervisor Name</u> 1.Prof. C.H. A.Ramulu 2.Dr. Arnapurna Panda 3.Dr. Harichandan Kar</p>	<p><u>Group – A</u> Govt.Girls UPS Balugaon</p> <p><u>Group-B</u> Govt UPS Balugaon</p> <p><u>Supervisor Name</u> 1.Prof D.L. Dash 2.Dr. Apramita Chand 3.Dr. Itishree Dash</p>

Merit list 2 year B.Sc. B.Ed. 1st year List of Students for school Exposer-cum-Multicultural Placement(2021-22)

GROUP NAME	PCM STUDENTS		CBZ STUDENTS	
	ROLL NO.	NAME	ROLL NO.	NAME
A	12	DIBYA JYOTI RAJ (89173382003)	053	AMEESH TIWARI (8249183874)
	18	MAMATA YADAV	055	ANANDITA DEB
	29	POOJA DASH	057	ANKITA NAYAK
	33	RUSHA SHUR	066	GAYATRI GOURI
	34	SHAMIK GHOSH	067	HIMANSHU CHANDRA
	35	SHANTA ROY	070	JYOTI GUPTA
	38	SHREYA MAHATO	080	PRIYANKA MISHRA
	47	SWAGATIKA SAMANTARAY	101	RITIK KUMAR
		94	SUKANYA BEHERA	
B	1	ANANYA KARMAKAR	64	DIPANWITA PAUL
	2	ANJALI	68	JAFFRINNIA JUNE THANGKHIEW
	10	BANDANA SHAW	77	POOJA KUMARI
	21	NAJNIN TABASSUM	87	SAPAM SASHITA DEVI
	22	NEELANJANA DAY (8336077415)	89	SHATARUPA SHAKTIMAYEE
	39	SHRUTI SINGH	90	SHIVANI KUMARI
	48	TANU PRIYA	91	SHREYA SEN
			95	SWARNAPRAVA SAHOO
		98	THANGJAM THOIBISANA DEVI	
C	5	ARINDAM HALDAR	51	ABINASH NAIK
	6	ARNAB DUTTA	52	ADITI ANVITA
	15	KADE MARDI	72	MANISHA SONKAR (6291080780)
	23	NIBEDYA NIRANJAN NAYAK	74	NANDINEE SARKAR
	27	PARTHA SARTHI DASH	84	RISHIKA HORE
	31	RAJKUMAR PADHY	102	ALKA SHARMA
	40	SHUBHAM SUBUDHI	103	SPRIHA BAIRAGI
	41	SIDDHARTHA BEHARA	104	SRSHTI DEBNATH
		105	SULAGNA DAS	
D	3	ANJALI KUMARI	54	AMRITA KUMBHAR
	4	ANKITA KUMARI	56	ANJALI SINGH

	7	ARPITA ABHILIIPSA	58	ANSIKA PARDIA
	8	AYUSHEE SINHA (9874063905)	62	C.NEHA SHARMA
	17	KHYATI SINGH	69	JUHI RANI BARAD
	19	MEGHNA NANDI	75	PARVATI SHREE HEMBROM
	37	SHRABANI BARDHAN	78	PRAJNYANI DIKSHIT
	43	SIMRAN SINGH	96	SWECHHA KUMARI
			99	UMA KUMARI
E	9	BALRAM BIHARI	71	MANISH KUMAR CHAUHAN
	13	JAYANT RITURAJ (7250886891)	79	PRASANTA KUMBHAKAR
	14	KABIR SRIVASTAVA	81	PRIYANSHU KUMAR
	16	KHIROD CHANDRA SABAR	83	REYA KHATUN
	24	NIKHIL KUMAR	88	SATYARANJAN SETHI
	26	NIRMAL CHANDRA PRUSTI	92	SOURAV KUMAR SARKAR
	32	RITESH KUMAR SINGH	101	SHALINI
	36	SHEKHAR MANDAL	59	Astha Pradha
F	11	BIKASH SUNAR	61	BHARATI SHARMA (7908076714)
	20	MIHIR DATTA	65	ESHA BISWAS
	25	NIMA TAMANG	73	MUSKAN TIRIYA
	28	PEMA RENCHEN SHERPA	76	PAULAMI DAS
	30	PRIYANSHU TALUKDAR	82	REETIKA RUTUPARNA
	45	SUPRATAM CHETIA	93	SUDESHNA PANIGRAHI
	46	SUVENDU SAMANTARAY	100	VIDISHA KISKU
	49	VIKASH SARWAN		
	50	ZIPPSY ZIJNYASA		

**POST CONFERENCE FOR
MULTICULTURAL PLACEMENT
PROGRAMME**

**B.Sc.B.Ed.
6thSEM
2021-22**



**एन सी ई आर टी
NCERT**

**REGIONAL INSTITUTE OF
EDUCATION BHUBANESWAR
(NCERT)**

16thFebruary2022

The post-conference was held on 16th February 2022 bringing a closure to the two week long teaching—learning field work.

Keeping up with the tradition that RIE Bhubaneswar has made with philosophical approach of reflecting the post conference programme conducted.

The programme was anchored by Meghna Nandi and Rusha Shur of B.Sc.B.Ed. 6thSem (2019-23), sketching the essence of which the culmination is brought. Dr. D. Bagui, one of the coordinator of the programme in brief summarized the two week of school visits in online mode, school processing, observation of regular teachers, dealing with substitution classes and identifying units and completing case study.

The first phase was the presentation of the reflection by the students and the next phase was the review of the event. Prof. Prithish Chandra Acharya, referred to the program as have been a very good example for the upcoming internship programme. He appreciated the hard work, dedication and confidence of the students. Professor M. K. Satpathy, told about the experiences that the students might have gained at the time when they re- entered the classroom as a teacher. There must have been instant connection with the student teachers remembering their days of school. Dean of instructions & research, Prof. B.N Panda pointed out all the hard work he saw in the presentations put forth by the students.

Prof. Manasi Goswami expressed her genuine happiness on hearing about the experience of the students. She felt that though they have been put into fast forward gear due to circumstances it is surprising to see how students are able to handle the pressure well.

Principal, Prof. P. C. Agarwal mentioned that all the school have high expectations with the students of RIE. He appreciated all the presentations and wished luck for the upcoming internship programme. Coordinator, Dr. S. Kapoor gave the vote of thanks to all the supervisors, coordinators and the student teachers.

Distinguished Groups and their performance at a Glance

GROUP-A

GROUP - A

GROUP LEADERS

1. AMEESH TIWARI
2. DIBYAJYOTI RAJ

GROUP MEMBERS

<ol style="list-style-type: none"> 3. ANANDITA DEB 4. ANKITA KUMARI 5. GAYATRI GAURI 6. JYOTI GUPTA 7. PRIYANKA MISHRA 8. RITIK KUMAR 9. HIMANSHU CHANDRA 	<ol style="list-style-type: none"> 10. SHAMIK GHOSH 11. SUKANYA BEHERA 12. SHANTA ROY 13. RUSHA SHUR 14. POOJA DASH 15. SHREYA MAHATO 16. MAMATA YADAV
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DM SCHOOL CLASSROOM



GOVT. ASHRAM SCHOOL



TEACHING LEARNING MATERIAL



LIBRARY



CHEMISTRY LAB



GEOGRAPHY LAB



PLAYGROUND



CLASSROOM



*ONLINE
SUBSTITUTE
TEACHING*



BASKETBALL COURT



ASSEMBLY GROUND



IPS BALIAGAD



DRINKING WATER FACILITY

GROUP-A



TAKE AWAY

- Ability of managing the class effectively.
- How to deliver the content effectively and the ability to teach as per the understanding of the learners.
- How to deal with specially abled kids and the qualities needed to do so
- We all are same , difference is only in the way we think and talk
- We learnt a lot about Teamwork , Confidence , Patience , Love & Care and Personality Development
- Beautiful memories that will last lifelong.

GROUP – B

Sl. No	Name	Roll No	Sl. No	Name	Roll No
1	Ananya Karmakar (GL)	01	9	Jaffrinnia June Thangkhiew	68
2	Anjali	02	10	Pooja Kumari	77
3	Bandana Shaw	10	11	Sapam Sashita Devi	87
4	Najnin Tabassum	21	12	Shatarupa Shaktimayee	89
5	Neelanjana Dey	22	13	Shivani Kumari (GL)	90
6	Shruti Singh	39	14	Shreya Sen	91
7	Tanu Priya	48	15	Swarnaprava Sahoo	95
8	Dipanwita Paul	64	16	Thangjam Thoibisana Devi	98





Take away

- 1
 - Ability of managing the class efficiently
 - How to deliver the content effectively and the ability to teach as per the understanding of the learners.
- 2
 - How to deal with specially challenged kids and the qualities needed to do so, for example – love, patience and care.
 - We all are same, difference is only in the way we think and walk
- 3
 - How to organise events and competitions in a school.
 - The ability to work together in groups and effectively using each and everyone's strength.

MULTICULTURAL PLACEMENT PROGRAM GROUP-C

GROUP MEMBERS-

ROLL NO	NAME	ROLL NO	NAME
05	ARINDAM HALDAR	51	ABINASH NAIK
06	ARNAB DUTTA	52	ADITI ANVITA
15	KADE MARDI	72	MANISHA SONKAR
23	NIBEDYA NIRANJAN NAYAK	74	NANDINEE SARKAR
27	PARTHA SARATHI DASH	84	RISHIKA HORE

31	RAJKUMAR PADHY	102	ALKA SHARMA
40	SHUBHAM SUBUDHI	103	SPRIHA BAIRAGI
41	SIDDHARTHA BEHERA	104	SHRISHTI DEBNATH
		105	SULAGNA DAS



TAKE AWAY-

- Learned how to make a Lesson Plan and Unit Plan.
- Overcome Stage Fear and Buildup Self Confidence.
- Overcome Language Barrier.
- Personality Development.
- Intellectual and Emotional Growth.
- Learned how to Interact with Others.
- Patience and Discipline.
- Gained the Experience of Real Life Teaching.

MULTICULTURAL PLACEMENT PROGRAM GROUP-D

GROUP D

• PCM GROUP MEMBERS

ROLL NO.	STUDENT NAME
03	ANJALI KUMARI
04	ANKITA KUMARI
07	ARPITA ABHILPSA
08	AYUSHEE SINHA
17	KHYATI SINGH
19	MEGHNA NANDI
37	SHRABANI BARDHAN
43	SIMRAN SINGH

• CBZ GROUP MEMBERS

ROLL NO.	STUDENT NAME
54	AMRITA KUMBHAR
55	ANJALI SINGH
58	ANSIKA PARDIA
62	C. NEHA SHARMA
69	JUHI RANI BARAD
75	PARVATI SHREE HEMBRDM
76	PIRANVANI DIRISHIT
95	SWECHHA KUMARI
99	LINA KUMARI



TAKE AWAY

- ❖ Get acquainted with school processes.
- ❖ Experience of conduction of classroom activities .
- ❖ The school activities with different cultural setup.
- ❖ Art integrated learning.
- ❖ Teamwork and bonding among members.



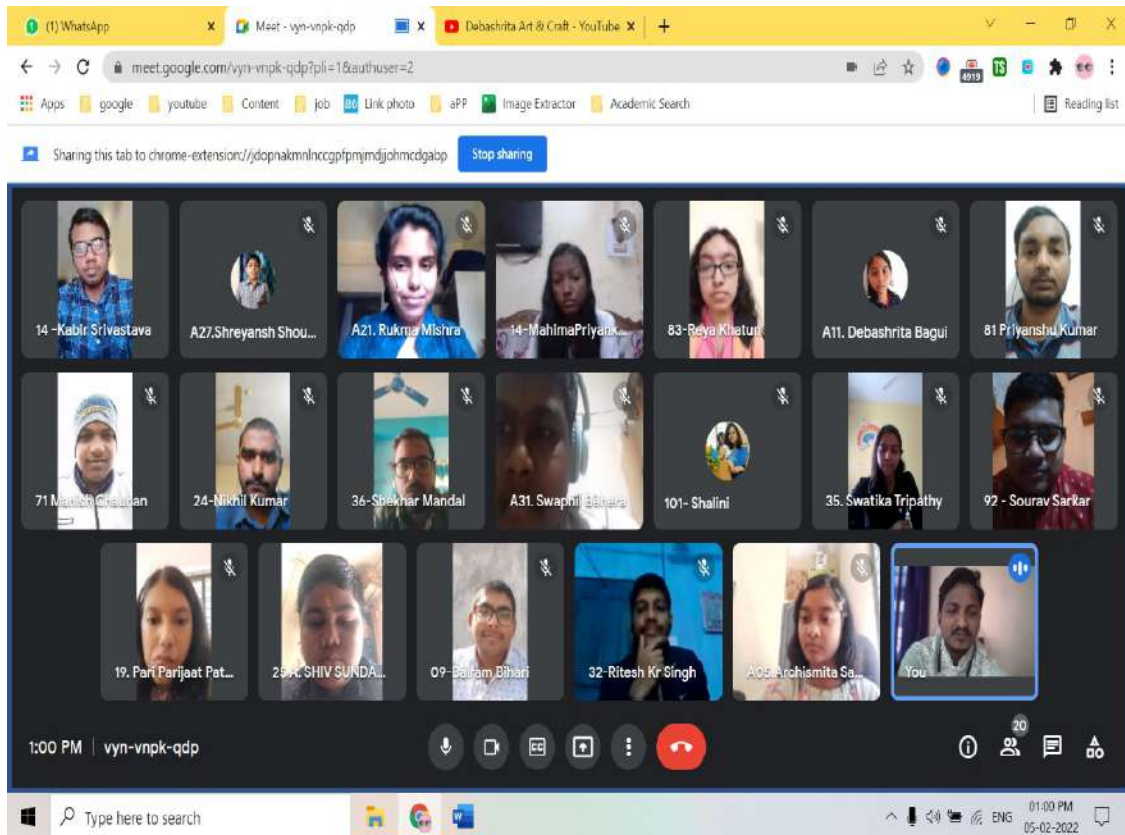
Group-E

TAKE AWAY-

- 1- Ability of Managing Class Effectively.
- 2- How to Deliver the Content Effectively.
- 3- How to Organise Events and Competitions.
- 4- Respect Diversity.
- 5- Personality Development.
- 6- Individual Dignity.
- 7- Lifelong Beautiful Memories



NAME (PCM)	ROLL NO	NAME	ROLL NO
BALRAM BIHARI	09	MANISH KUMAR CHAUHAN	71
JAYANT RITURAJ	13	PRASANTA KUMBHKAR	79
(GL)KABIR SRIVASTAVA	14	PRIYANSHU KUMAR	81
KHIROD CHANDRA SABAR	16	(GL) REYA KHATUN	83
NIKHIL KUMAR	24	SATYARANJAN SETHI	88
NIRMAL CHANDRA PRUSTI	26	SOURAV KUMAR SARKAR	92
RITESH KUMAR SINGH	32	SHALINI	101
SHEKHAR MANDAL	36		



GROUP- F

Presented By: Group F

ROLL NO	NAME	ROLL NO	NAME
11	Bikash Sunar	59	Astha Pradhan
20	Mihir Datta	61	Bharati Sharma
25	Nima Tamang	65	Esha Biswas
28	Pema Renchen Sherpa	73	Muskan Tiriya
30	Priyanshu Talukdar	76	Paulami Das

45	Supratim Chetia	82	Reetika Rutuparna
46	SuwenduSamantaray	93	Sudeshna Panigrahi
49	Vikash Sarwan	100	Vidisha Kisku
50	Zippsy Zijnyasa		

Schools:



Substitute Teaching:



TAKE AWAY:

- ✓ Learned how to make Lesson Plan, Unit Plan.
- ✓ Build up Self Confidence.
- ✓ Personality Development.
- ✓ Patience and Discipline.
- ✓ Intellectual and Emotional Growth.
- ✓ Learned how to Interact with Teacher.

Minutes of meeting held on 23rd December, 2021 in relation to school exposure an multicultural placement programme:

A Meeting was held in the Chamber of Head, DE and overall coordinator of Multicultural placement programme (BSc. B.Ed. B.Ed &B.A. B.Ed) of RIE, Bhubaneswar on 18/02/2021 at 3.30pm to discuss the following agenda:

1. When to start the programme
2. Budget in relation to the financial year

The following members were present in the Meeting :

Prof. I.P. Gowramma, Head DE

DR. S. KAPOOR, DESM, Programme Coordinator, B.Sc. B.Ed.

DR. D. BHAGOI, DESSH, Programme Coordinator, B.A. B.Ed.

DR. E. GANGMEI, Overall Coordinator

The Meeting started with a briefing of last meeting's minutes (23/12/2021) and based on these the financial sanction for each course/programme was initiated and taken. In addition, during the last meeting there was a discussion on the possibility of undertaking the programme due to the Pandemic (COVID-19). In continuation to that, there was a discussion during the meeting (23/12/2021) on how to start the activities of Multicultural placement. programme for the three course for this session, and at the same time in practical situation an access to schools is a concern at the present juncture as schools are yet to function in full swing. All these matters were elaborated in detail and after which the members had a consensus on taking approval for starting the activities after March 2021. Hence carryover of the programme along with allocated budget to the next financial year seemed to be appropriate. The meeting ended with a words of thanks by the overall coordinator of the programme.

Dr. S. Kapoor
Coordinator
Multicultural Placement Programme, RIE, BBSR