

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching

Supporting Documents

SL No.	Subject	Page No.
01	Documentary evidence in support of the selected responses	1-65
	• Formulating learning objectives	01
	• Content mapping	21
	• Lesson planning/ Individualized Education Plans (IEP)	24
	• Identifying varied student abilities	33
	• Dealing with student diversity in classrooms	37
	• Visualising differential learning activities according to student needs	43
	• Addressing inclusiveness	45
	• Assessing student learning	48
	• Mobilizing relevant and varied learning resources	57
	• Evolving ICT based learning situations	63
	• Exposure to Braille /Indian languages /Community engagement	65
02	Reports of the activities	72




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1. Formulating learning objectives and concept mapping

CPS 2: Pedagogy of First Language (Odia/Hindi/Bengali)

SYLLABUS

Introduction

The two year B.Ed syllabus for pedagogy of Odia/Hindi/Bengali language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for Odia/Hindi/Bengali language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- First Language(Natural/Native/MT): Meaning, Importance and characteristic
- Linguistic structure and aspects of First language(Odia/Hindi/Bengali) – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of First Language

- Difference between language acquisition and language learning: Difference between first language acquisition and learning with reference to their meaning and process.
- Approaches/Theories of First Language Acquisition(FLA): Behaviourist(Watson & Skinner), Nativist/Mentalist(N.Chomsky) and Social Interactionist(Piaget & Vygotsky)
- Factors influencing FLA: Age, Language input, Language anxiety, Language aptitude, Language ego & motivation.
- Language input rich classroom environment facilitating language acquisition and language learning

Unit III: Odia/Hindi/Bengali as First Language in School Curriculum

- Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance and place of first language at different stages in school curriculum: compulsory subject, medium of instruction and examination etc.
- Objectives of teaching first language at elementary and secondary levels with reference to NCF 2005.
- Current challenges of teaching – learning first language in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing language skills in First Language (Odia/Hindi/Bengali): Listening and Speaking

- Listening: Sub skills and types
- Speaking: Sub skills and forms
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.
- Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource etc.
- Facilitating integration of listening and speaking skills while using first language in real life situations

Unit V: Developing Language Skills in First Language (Odia/Hindi/Bengali): Reading and Writing

- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive
- Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels
- Formal and Informal writing: creative writing (short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech etc.
- Facilitating reading and writing skills

Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'.
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- S.K.Kochhar (1990).Teaching of Mother Tongue,Sterling ,New Delhi

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 Palmer, H.R. Principles of Language teaching
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 Pattnaik, D.P. Mother tongue and Destiny
 Pattnaik, D.P. Odiya Bhasa O Bhasa Bigyan Mohapatra, B.P. Matrubhasa Odiya

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 Bhasa Shastra, Viswa Vidyalaya Prakashan, Varanasi
 National Curriculum Framework-2005, Position Paper on Examination Reforms,
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 Pandey, R.S (1984). Hindi Shikshyan, Vinod Pustak Mandir, Agra
 Pattnaik, D.P (1981). Multi lingualism and Mother Tongue Education, OUP, Delhi
 Srivastav, R.N (1992). Bhasa Shikshan, Vani Prakashan, New Delhi

Bengali Mishra, S. Matrubhasa Shikshyan Prasanga, Prabhu Prakashan, Calcutta

CPS 2: Pedagogy of Language (English) (Part – I)

Introduction

The two year B.Ed syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. English needs to be learned in the multilingual context and not in isolation. As per the shift in how NCTE envisaged teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

Objectives

The course will enable the student teachers to;

- Understand the different roles of language
- Understand the use of language in context such as grammar and vocabulary
- Identify methods, approaches and materials for teaching English at various levels in the Indian context
- Develop activities and tasks for learners including audio-video materials, ICT and Internet
- Understand the process of language assessment

Unit I: Language and Linguistic Behavior

- Language as a system : symbols and levels (substance, forms and context) of language
- Importance, nature and functions of language
- Linguistic behaviour with reference to language skills – types (receptive Vs. productive; input vs. output) and their independence and interdependence
- Factors affecting language skills in L2
- Linguistic structure and aspects of English language – phonological, morphological, syntactic and semantic.

Unit II: Acquisition and Learning of Second Language

- Difference between language acquisition and language learning
- Psychology of language acquisition and learning – behaviouristic, cognitive and constructivist views.
- Language acquisition and language learning in L2- meaning and process
- Language context and input rich classroom environment facilitating language acquisition and language learning
- Challenges of teaching – learning of L2 in Indian context.

Unit III: English as L2 in School Curriculum

- Policies and provisions relating to languages: Article 343-351,350A; NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
- Importance of English language in India and the world today. Official language, language of judiciary, trade and commerce, press and media, communication, link language (national and international), library language, passport for employment, language of ICT etc.
- Importance and place of English in school curriculum: compulsory subject, medium of instruction and examination etc.
- Objectives of teaching English at elementary and secondary levels with reference to NCF 2005.
- Current challenges of teaching – learning English in schools: multi-lingual context, language background of the learners, syllabus and textbooks, classroom transaction mode and teacher quality.

Unit IV: Developing Language Skills in English: Listening and Speaking

- Listening: Sub skills and types
- Speaking: Sub skills and forms
- Activities for developing listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games, contexts etc.
- Materials and resource support: language laboratories, pictures, authentic materials, multi-media resource etc.
- Facilitating integration of listening and speaking skills while using English in real life situations

Unit V: Developing Language Skills in English: Reading and Writing

- Reading: Sub skills; kinds – reading aloud and silent reading, extensive and intensive
- Study skills: meaning, strategies for developing study skills – use of thesauruses, dictionary, encyclopedia etc.
- Writing: Mechanics of writing, methods of teaching writing at elementary and secondary levels
- Formal and Informal writing: creative writing(short story, poem), reflective writing (essay, articles), letter, diary, notices, reports, dialogue, speech, advertisement etc.
- Reference skills and Higher order skills in reading and writing.

Suggested Activities

- Prepare a questionnaire, interview ten people and write a report on ‘English Language in India’.
- Prepare activities for listening, speaking for different levels.
- Prepare activities for reading and writing for different levels.
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

- Do a comparative study of positive features and weaknesses of different methods and approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.
- Prepare 4 activities keeping in view ‘Constructivism in a Language Classroom’.

CPS 2: PEDAGOGY OF MATHEMATICS (Part-I)

Introduction

Mathematics is considered as a basic subject at the school stage enabling the students to acquire basic human values along with developing fundamental mathematical abilities like computation and logical thinking. It has its utilitarian value, practical value and disciplinary value. It contributes a lot to development of human civilization. This course is intended to develop methods and skills of teaching Mathematics and students will understand its importance along with contribution to the field of knowledge.

Objectives

The course will enable the student teachers to;

- o Understand the nature, scope, and values of Mathematics and its place in the school curriculum’
- o Specify comprehensively the objectives of teaching and learning Mathematics at the secondary and higher secondary levels of school education.
- o Develop long term and short term plans along with daily lesson plans for teaching and learning mathematics at the school stage.
- o Understand different approaches and methods of teaching and learning mathematics.
- o Develop plans along with tools and procedures for conducting continuous and comprehensive assessment of and for students’ leaning mathematics.

Unit 1: Concept and Importance of Mathematics Education

- Nature and Scope of Mathematics: Nature of Mathematical propositions, Mathematical proof, structure and logic;
- Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications - necessary and sufficient conditions, a mathematical statement and its variants— converse, inverse and contrapositive , compound propositions
- Values of Mathematics : Cultural , Disciplinary and Utilitarian values
- Place of Mathematics in School Curriculum, Correlation of Mathematics with other subjects
- Contribution of the Indian Mathematicians, Vedic Mathematics

Unit 2: Objectives of Teaching and Learning Mathematics

- Objectives of teaching Mathematics at Secondary and Higher Secondary Levels: [As recommended in various reports]
- General and Specific/ Learning Objectives of teaching Mathematics w.r.t. the taxonomy of educational objectives (Bloom’s Taxonomy with Anderson’s revision)

□ Objectives of teaching and learning School Mathematics like Algebra, Geometry, Mensuration, Trigonometry etc.

Unit 3: Planning Teaching-Learning of Mathematics

□ Content categories in Mathematics: [Facts, Concepts, Illustrations, Generalizations etc.]

□ Content Analysis in Mathematics, Concept mapping in Mathematics taking sample contents from Algebra, Geometry, Trigonometry etc.

□ Designing of learning experiences in Mathematics

□ Yearly plan, Unit plan, Lesson plan; Elaborating specific steps of each type of plan

Unit 4: Approaches/Methods and Assessment for Teaching and Learning Mathematics

□ *Learning by Discovery*: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts, Laboratory Methods; *Teaching for Understanding Proof*: Proof by induction and deduction; proof by analysis and synthesis,

□ *Problem Solving in Mathematics*: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics, Problem Posing, Generating and solving real life problems using Mathematical principles, Situation model for solving word problems.

□ *Constructivist approaches*: Self-learning and peer learning strategies, Projects and Collaborative strategies; 5E and ICON Models.

□ *Assessment of Mathematics learning*: Unit test – Designing blue print, item construction, marking schemes, *Assessment for Mathematics Learning*: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,

□ *Non-testing methods of assessment for mathematics Learning*: Observation of learners in action, rating of participation in various Mathematics tasks and activities

Suggested Activities

1. Collection of the names of Mathematicians and preparation of a report about their contribution to Mathematics.

2. Group activity for preparation of concept maps on any topic of school mathematics.

3. Development of learning activities on different topics of Mathematics (at least 5 activities on any 2 topics of Algebra, 2 from Geometry and 2 from any other area.

4. Preparation of Annual, Monthly and Unit Plans for teaching-learning Mathematics.

5. Development of Lesson plans in Mathematics

6. Reflective paper on any problem of teaching and learning mathematics in a socio-cultural context.

CPS 2 - Pedagogy of Biological Science (Part I)

Introduction

Being one of the disciplines of science, concerns and approaches of Biological Science are almost similar to that of Science in general i.e. quest for and enhancement of scientific enquiry. Teachers of Biological science also need to understand the nature of the discipline and arouse curiosity among young learners about natural surroundings vis-à-vis the entire living world. It is an established fact that concepts, theories and principles pertaining to living organisms have evolved over a period of time and are highly organized. Therefore, teaching-learning practices of biological sciences are expected to address the dynamism

of evolving subject knowledge along with its organizational principles by following the strategies of scientific enquiry.

Objectives

The course will enable the student teachers to;

- Developing insight about nature of Biological sciences and facilitate inculcation of scientific attitude among learners
- Nurture curiosity among learners about her/his natural surroundings and relationships of every day's experience with concepts of Biological sciences
- Appreciate that Biological science is a dynamic and expanding body of knowledge
- Formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects, based on curriculum
- Determining strategies of teaching-learning

Unit 1:Nature and Scope of Biological Science

- Biological Science as a domain of scientific enquiry: Characteristics of scientific enquiry, Nature of enquiry in Biological Science, Distinguishing characteristics of Biological Science from other domains of scientific enquiry
- Scope of Biological Science for understanding the diversity of the living world, origin of life and its evolution, environment, health and well being, sustenance of the ecosystem vis-à-vis values and ethics.
- Linkages of Biological science with other branches of science and other disciplines.

Unit 2:Aims and Objectives of Teaching and Learning Biological Science

- o General and specific aims of teaching and learning Biological science in secondary and higher secondary classes.
- o Development of knowledge and understanding of Biological facts, principles and its application in conformity with the developmental stages of learners.
- o Acquiring skills to understand processes of studying Biology e.g. observation, exploration, experimentation; Generalisation of observations and validation of knowledge.
- o Problem solving relating to Biological sciences; Relationship of Biology education with environment and its sustenance.

Unit 3:Curriculum and Learning resources of Biological Science at School Stage

- o Place of Biological Science in school curriculum (at elementary, secondary and senior secondary levels)
- o Selection and organisation of content in Biology (on the basis of forms of knowledge {viz. declarative, procedural and situational}and themes)
- o Analysis of school syllabus, textbooks and other printed materials in Biology (NCERT, State) on the basis of NCF 2005 and position paper on teaching of science.
- o Learning resources in Biological Science: Preparation, collection, procurement and use of Charts, Graphs, Bulletin Boards, and Models.ICT materials like film strips, slides, transparencies, and open education resources.
- o Laboratory as learning resource; Preservation of Biological specimens and building Biological museum, Science exhibitions and Science clubs. Locality and community as learning resources

Unit 4: Approaches and Methods of Learning Biology

- o Observation: Types, importance in Bio-Science, process, recording of observation
- o Experimentation: Experimentation under controlled conditions within laboratory and beyond laboratory situations; Process and limitations
- o Problem solving: Problem identification, formulation of hypotheses, collection of data, testing hypotheses and arriving at solution (with suitable examples from Biological Science).
- o Project: Situation analysis, selection of the project, preparation of the project proposal, implementation, evaluation and reporting the project.
- o Use of ICT for self- learning and collaborative learning in learning concepts of Biological science. Concept mapping in the major areas of Biology: the process (inclusion of ICT facilities) and utility

Suggested Activities

1. Developing two learning resource for Biology (one including using ICT).
2. Interviewing the practitioners of Biological Science (University teachers and school teachers) on nature and practices in biological science and preparing a report
3. Comparing the Biology text books (elementary and secondary) on the basis of conceptual development, unifying themes and forms of knowledge. Analyze NCF 2005, position paper on teaching of science and habitat and learning w.r.t. nature and aims of teaching and learning of Bioscience.

EPC-1 Learning to Function as a Teacher

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to;

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up.

- Critical thinking and reflection,
- Class room management
- Managing diversity
- Contextualization
- Observation

- Communication
- Organization of group activity/project
- Assessing learner and giving feedback
- Facilitating learning
- Core teaching competencies:
 - a. Introducing the lesson*
 - b. Questioning in the class*
 - c. Explaining and illustrating*
 - d. Encouraging and appreciating students (Verbal and non verbal)*
 - e. Stimulus Variation*
 - f. Using Blackboard /white board/ smart board
 - g. Using learning resources and ICT*

Guidelines for Assessment: The above stated ten process-based competencies will be practised by the student-teachers which will be observed and evaluated during the classroom transaction.

EPC-2 Learning to Function as a Teacher

Semester-V

Credit-2

Marks-50

Contact Hours- 4hrs.

(Internal)

per week

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to;

Develop an ability to engage students in various activities as per the emerging demands in the classroom.

Develop self-confidence and skill to engage learners and meet their diverse needs.

The following process based skills essential for secondary schools to be taken up.

Content analysis

Content organization through concept mapping

Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources

Use of ICT

Critical thinking and reflection,

Managing diversity

Contextualization

Organization of group activity/project

Guidelines for Assessment: The above stated process-based skills will be practised by the student-teachers which will be observed and evaluated during the simulated classroom transaction. The evaluation will be continuous and internally assessed.

INTERNSHIP IN TEACHER EDUCATION INSTITUTION (M.Ed.)

Credits: 4 Max. marks: 100

Duration: 3 - 4 Weeks Internal: 100

RATIONALE

The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analyzing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. This course is designed in keeping with the above rationale and with an intention to help students integrate theory and practice of teacher education on the one hand and of school experiences with that of teacher education on the other.

Course Objectives

The course is designed to enable the prospective teacher educators to

- be acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- design in-service teacher professional development program/activities based on the needs of teachers
- develop professional attitudes, values and interests needed to function as a teacher educator

Organization

The internship will be organized in two phases of two weeks in a pre-service teacher education institution and one week in an in-service teacher education setting. Necessary orientation to the students of this programme and mentor teacher educators from the respective institutions of teacher education will be provided before organizing the internship.

Activities

Task Set 1: Pre-service Teacher Education (2 weeks)

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

Task Set 2: In-service Teacher Education (one week)

- Undertake assessment of training need through an interview with practicing teachers
- Observe and analyze an in-service teacher education programme
- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

Evaluation of performance during internship in teacher education will be done on the basis of assessment by institute supervisors and mentor teacher educators, and records/reports submitted by the students. The scheme of assessment will be as follows.

Area Marks

1. Pre-service Teacher Education

- Planning learning experiences on a unit 10
- implementation of learning experiences on a group of student teachers 25
- evaluation of learning outcomes 10
- Report on institutional profile and reflections 15

60 marks

2. In-service Teacher Education

- Need Assessment 10
- Analysis of an in-service teacher education programme 20
- Review of TLM/Programme Report 10

40 marks Total 100

- Observation of pedagogic practices of a teacher educator in pre-service teacher education context

- Professional journey of a teacher educator – a case study

EF-3 School Internship (B.Ed) Semester-III

Introduction:

In any professional pre-service course, the theory learnt by the student has to be tried out in a real situation. Internship provides this opportunity and thereby complements the course. In teacher development programmes, internship provides the opportunity where the student-teachers can find for themselves the extent to which the methods and techniques of teaching they have learnt during the course, are useful in classroom situation. Internship is the period during which the student teacher stays in the school for a certain extended period, mingles with the school community, gets the first-hand knowledge of the school situation and the associated problems, participate in the programmes of the school, organizes new and productive programmes for the benefit of the school. These helps in developing the right skills, attitudes, interests and appreciation and make the best use of the expertise and resources in the school to blossom into good teachers who could be an asset to any school.

An intern is like an apprentice working under the guidance of highly motivated and experienced teachers of the school. For the first time he faces a cross section of the students which is a mixture of different ability groups often having varied social backgrounds, in a real classroom. While he will have learnt techniques of teaching for different uniform ability groups, he will be called upon to tailor new techniques and methods to suit mixed ability groups and this real challenge gets the best in the internee.

Objectives

The course will enable the student teachers to;

- o Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- o Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- o Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and aids to be used at each stage and for each purpose.
- o Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.
- o Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- o Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress.
- o Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations.
- o Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- o Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.
- o Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.

- o Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.
- o Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.
- o Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- o Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.
- o Develop the ability to see the school as organized center of the community and relate the provisions and practices in the school to the needs and conditions of the pupils and of the community.

Duration 16 Weeks

16 weeks internship shall be carried out during the third semester. The student teachers are required to be placed in the schools selected by the Institute. The number of student teachers to be allotted to a particular school shall be 10-12 or as decided by the institute. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools. In addition, a separate coordinator may be appointed for each state knowing the regional language of the respective state.

Nomination of Mentor Teachers

The internship coordinator/s while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

Identification of Supervisors

The faculty members of the institute would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

The institute will:

1. Provide Internship handbook to the internship schools
2. Organize orientation cum -consultation meetings with the school principals and mentors teachers
3. Develop supplementary material for additional activities in collaboration with mentor teachers
4. Hold fortnightly review meetings with mentor teachers
5. Hold follow -up meetings with student -teachers at regular intervals in the TEI.
6. Monitor implementation of internship including observation of practice teaching.

7. Assess, in collaboration with school mentor -teachers, the internship performance of student -teachers.

Student teachers shall undertake the following activities during the internship period:

I. Planning and Facilitating Teaching Learning

- Unit/ Lesson planning
- Classroom teaching in two school subjects
- Lesson observation of mentor teacher and peers
- Developing and Using Teaching Learning Resources
- Integrating ICT in regular teaching

II. Assessment, Remediation and Action Research

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Conducting action research

III. Understanding School Context

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

IV. Participation in School Activities

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

V. Community and school Activities

- Survey of households in local community
- Interaction with SDMC/SMC/PTA/MTA members
- Interacting with parents

The 16 week school internship will be organized in three phases: (i) pre internship; (ii) internship (iii) and post internship.

Phase-1: Pre internship

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre-internship phase:

- Orientation of the mentor teachers and Heads of the schools regarding the objectives and different aspects of internship in teaching
- Orientation about the roles and responsibilities of different personal involved in internship in teaching specially roles of mentor teachers/HM/Principal
- Discussion on process involved in unit planning/ lesson planning
- Discussion on process of developing achievement test and its administration and uses
- Discussion on records to be maintained by student teachers during internship.
- Orientation about process of giving constructive feedback to student teachers
- Demonstration of model lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Demonstration and criticism lessons of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

Phase-2: Internship

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 120 lessons in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers, Principal/Head Master/other staffs, etc.) and familiarity with school system.

Practicum during Internship

Student teachers shall perform the following during internship:

- Prepare 120 lesson plans in two school subjects and deliver at least 60 lessons in each subject
- Integrate student assessment activities with teaching learning process
- Development and use learning resources related to pedagogy courses
- Observation of peer teaching: 10 in each school subject
- Observation of teachers' lessons: 5 in each school subject
- Develop, administer, score and analyze at least 2 unit tests: one in each school subject
- Conducting action research based on real classroom problems
- Prepare and maintain student portfolios
- Preparation of the school time table
- Organize and participate in: morning assembly, literary and cultural activities, Club activities, Exhibitions, Excursions and field trip, Mock parliament, Quiz, Games and sports and PTA/SMC meetings
- Maintenance of school library and laboratory
- Maintaining a reflective diary of his/her school experience

Records to be submitted

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Record of observation of class of regular teacher/mentor teacher
- Report of action research
- Assessment record
- Reflective Journal

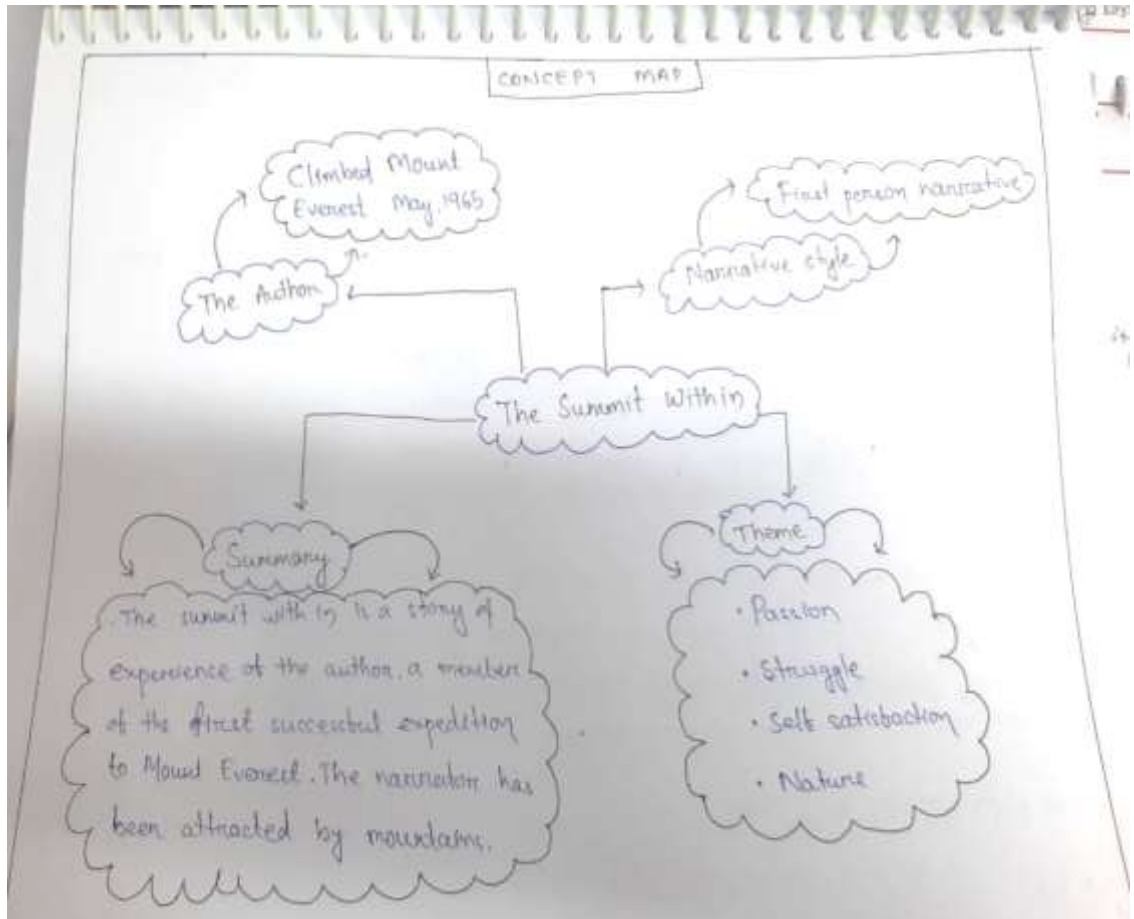
Phase – 3: Post Internship

The post internship is required to be organized in the Institute for one week just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.

- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools/mentor teachers/HM/Principal/institute faculty. **Internal Assessment**

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.



Concept Map

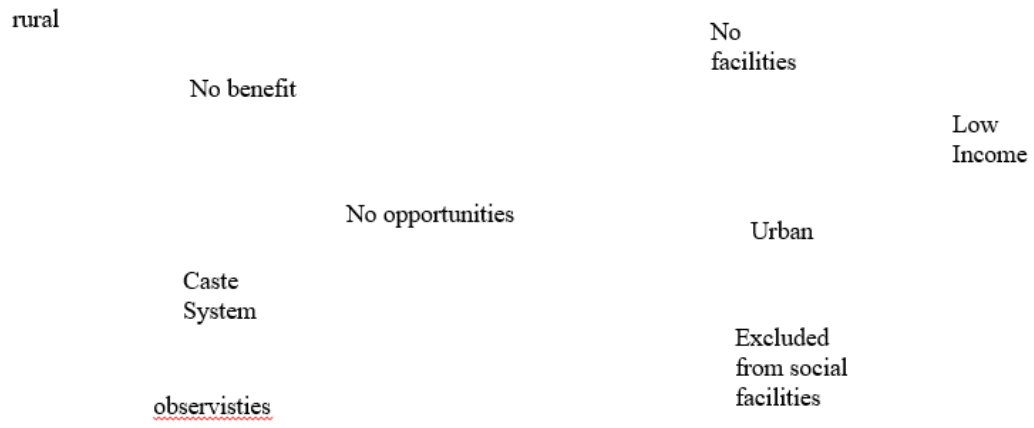
Objectives

Date: Class: VIII Time: 45 min Period:		Unit: 4 Subject: English (Poetry) Topic: Macavity: the mystery cat.
<p>1 Learning point: • About the poet and his style • About the background & structure of poem. • Various poetic devices.</p> <p>2 Learning objectives: Students will be able to:—</p> <ul style="list-style-type: none"> • Recognize the poet and his major contribution towards poetry. • Understand various word meanings. • Discover the various poetic devices used in poem. • Analyze the summary of the poem. • Evaluate the central theme and structure of the poem. • Compose a essay about pet animal. 		

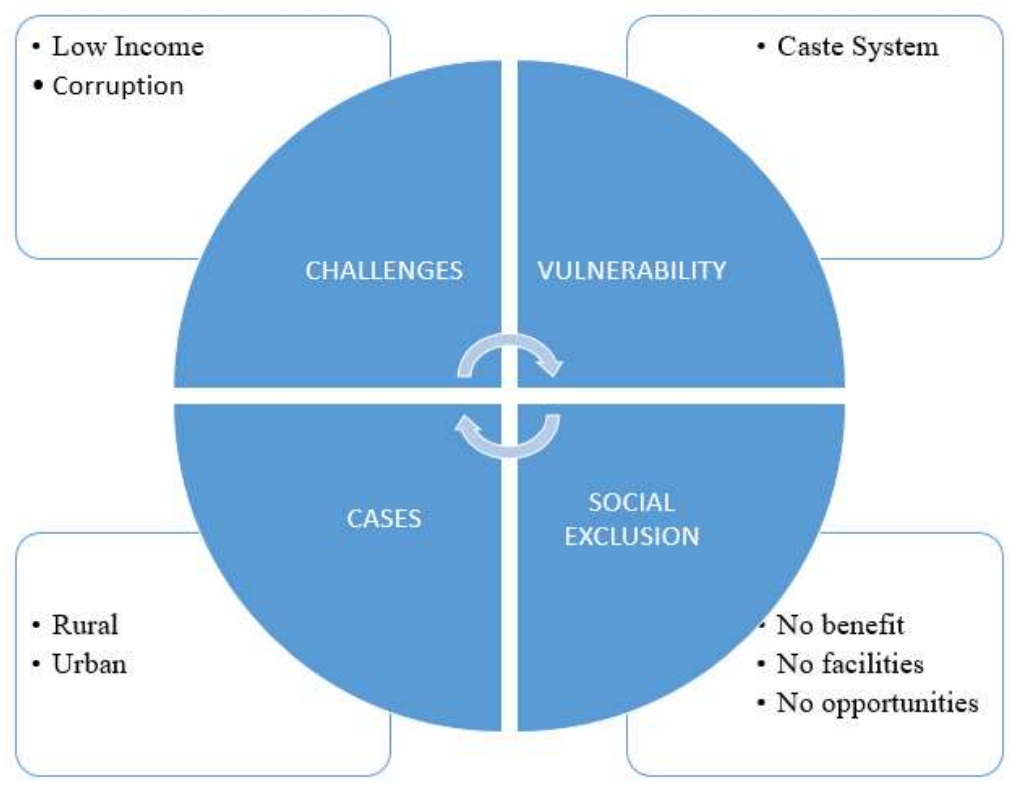
<u>PREVIOUS KNOWLEDGE:</u>	
(I) Students are familiar with the properties of chemical change. (II) Students have the concepts of the good and bad conductors of electricity.	
<u>LEARNING RESOURCES:</u>	
<ul style="list-style-type: none"> • Battery • compass Needle • Lemon Juice • Tap Water • Honey • Max Powder • Vegetable oil 	<ul style="list-style-type: none"> • metal cap • carbon rod • Water • salt
<u>LEARNING STRATEGIES:</u>	
<u>EXPERIMENT METHOD</u>	

2. Content Analysis

Word Selection



Content Analysis



Word Selection

Define the units and categories of **analysis**. ...

cell

Mitochondria

microscope

vacuoles

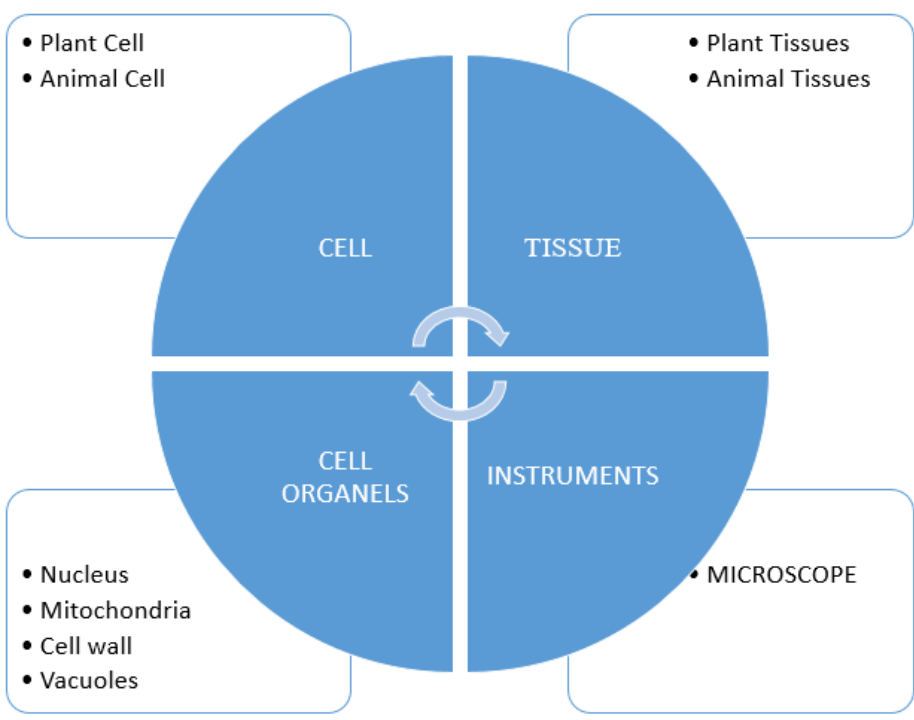
tissue

Cell wall

Animal cell

Plant cell

nucleus



3. Lesson Planning and IEP

Pre conference multicultural exposure

Regional Institute of Education (NCERT), Bhubaneswar

NOTICE


No. 14

Date: 24-01-2022

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.Sc B.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.Sc B.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:

01. PA to the Principal for information of Principal
02. Dean of Research
03. All Heads of Department (DESSH/DESM/DE & DEE)
04. Administrative Officer
05. In-Charge, Academic Section
06. In-Charge, Accounts Section
07. Students concerned through Group Email / WhatsApp
08. Notice Board
09. Programme File (All 3 programmes)



Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

No.

No - 16
Date: 24-01-2022

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



क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्)
(National Council of Educational Research & Training)
ORDER

No. 1-1/2022/Estt.-RIEB/246

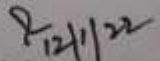
Dated: 12.01.2022

As per approval of the Competent Authority dated 11.01.2022, the following faculty members of this Institute are hereby deputed to visit different schools of Bhubaneswar and Cuttack Block for fixation of school from 12.01.2022 to 14.01.2022 in connection with the programme entitled, "Planning and Organization of Multicultural School Exposure in Pre-service Teacher Education Programme (B.Sc. B.Ed. 6th Semester Students)." (PAC Code No.24.23).

1. Dr. S.K. Dash, Professor
2. Dr. Ch.A. Ramulu, Professor
3. Dr. S. Kapoor, Asst. Professor

The period of their deputation including journey period for the aforesaid purpose will be treated as on duty. TA/DA will be paid by the Institute as per Council's rules. They are requested to submit their approved tour programme prior to their onward journey for transmission to Accounts Section.


This issues with the approval of the Competent Authority.


Administrative Officer

Copy to:

1. Concerned Faculty (03).
2. The Head, DEE, RIE, Bhubaneswar.
3. The Accounts Officer, RIE, Bhubaneswar.
4. Office Order File. 5) Head, DESM, RIE, BBSR

Pre-internship conference notice of all programme 2021-22 Session

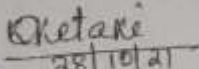

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
 (National Council of Educational Research & Training)

DESSH

Date : 28.10.2021

The inauguration of the Pre-Internship Orientation Programme for B.A. B.Ed., Semester – VII students will be held on **29th October 2021 at 11.30 AM** in the **New Auditorium**. The students of B.A. B.Ed., Semester-VII will have to report in the New Auditorium at 11.00 AM positively. Faculty members are requested to attend the programme.

This issues with the approval of the competent authority.


 28/10/21
Dr. Kalinga Ketaki
 Co-ordinator

Copy to :

1. P.A. to Principal
2. Hostel Warden, Homibhaba Hostel & Notice Board
3. Hostel Warden, Ramanujan Hostel & Notice Board
4. Institute's Notice Boards
5. Office Copy


REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR
 (National Council of Educational Research & Training)

NOTICE

Date: 29.10.2021

Pre-Internship Conference of B.Ed. Semester-III students would be organized from 29th October 2021 to 6th November, 2021. In this context inauguration of pre-internship conference is scheduled on 29th October, 2021 at 3pm in the Old Auditorium of the Institute. All faculty members are invited to participate in the programme.

This issues with the approval of the competent authority.


 Dr. Dhanya Krishnan & Prof. L.D. Behara
 (Programme Coordinators)

Copy to

1. APC (P) for information
2. Dean (I)
3. Dean (R)
4. All Heads for circulation among faculty members
5. Librarian
6. ICT Studio for necessary arrangement
7. Notice Boards for information to students

Start sharp at 3:30 am
 There is a meeting at 3:30 for all faculty members we have to do it on 29/10/21

Circulate pl.
 Hitesh Muram 29/10/21

क्षेत्रीय शिक्षा संस्थान

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
सचिवालय मार्ग, भुवनेश्वर - 751022

FAX : 0674-2543782, 2540531

e-mail : riebbs@nic.in / riebbs@yahoo.in

Website: www.riebbs.ac.in, www.riebbs.ori.nic.in



REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

SACHIVALAYA MARG, BHUBANESWAR-751022

Phones : Principal : 2541409, 2540534 (O), 2543609 (R)

Administrative Officer : 2542924(Office)

No. F.

3414

Date: 01.11.2021

Prof. Sandhyarani Sahoo
I/c Principal

To

The Principal

Jawaharlal Navoday Vidyalaya

Darbhangha, Madhepura, Patna, Vaishali, Deoghar, Dumka, Jamtara, Angul, Cuttack, Gajapati, Jharsuguda, Kalahandi, Khorda, Koraput, Myurbhanj, Nabarangpur, Nayagarh, Rayagada, Sambalpur, Alipurduar, Dakshin Dinajpur, Murshidabad, South 24 Parganans, Nayagarh, Boudh, Kendrapara, Deograh, Sundargarh

Subject: Conference on Internship in Teaching of B.A. B.Ed. and B.Sc. B.Ed. for Principals and Cooperating Teachers of JNVs

Sir/Madam,

Regional Institute of Education, Bhubaneswar will organize one-day Pre-Internship Conference for the Interns and the Teachers/Principals of Co-operating JNVs on 2nd November 2021 through Zoom to discuss the modalities, different aspects of internship in teaching and role and responsibilities of the Cooperating school teachers. Hence, I request you to attend the programme along with one of your teachers, who would coordinate the activities on behalf of the JNV Principal for attending the Conference through online mode (From 9.30 am to 5 pm). The details of the Zoom Link are given below.

Join Zoom Meeting

Meeting ID : 410 351 7282

Passcode : riebbsr

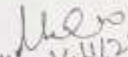
The honorarium will be paid as per NCERT norms. For any further queries, you are requested to contact the Programme coordinators (B.A. B.Ed.) Dr. Kalinga Ketaki, Assistant Professor (email: kalingaketaki@nic.in, Mob: 9090259027) and Mr. Arup Saha, Assistant Professor (email: saha.arup@nic.in, Mob: 7908180199) of the Institute. You are requested to send the WhatsApp number and email ID of the cooperating teachers on the above email-id of the coordinators for necessary communication.

We solicit your kind cooperation and necessary action in this regard.

Thanking you,

With regards

Yours faithfully,


(Sandhyarani Sahoo)

Copy to

01. The Joint Commissioner, Academic, Navodaya Vidyalaya Samittee, B-15, Institutional Area, Sector - 62, Noida - 201309
02. The Deputy Commissioner, Navodaya Vidyalaya Samiti, Regional Office, 135, Gate No. 2, Alkapuri, DRM Road, Habibganj, Bhopal, MP -462024.
03. The Deputy Commissioner, Navodaya Vidyalaya Samiti, Patna Region, Karpuri Thakur Sadan, Ashiana Digha Road, Patna - 800025.

1. Skill classes' assessment format

Lesson Planning /IEP

OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

NAME OF THE STUDENT TEACHER

ROLE NO

TOPIC

CLASS

NAME OF THE SUPERVISOR

DATE

TIME DURATION

TEACH

	COMPONENTS	1	2	3	4	5
1.	Teacher used previous knowledge					
2.	Device used was appropriate					
3.	Storytelling and illustration					
4.	Role playing and dramatization					
5.	Use of audio-visual aids					
6.	Experimentation and demonstration					
7.	Ideas, statements and questions in a sequence					
8	The statements have relationship with the objectives and content					
9	The teacher is able to create interest and motivation in students					
10	The duration for introduction is appropriate					
11	The material aid used are according to the objective					
12	On the whole the lesson was effective					

DEVICES: EXAMPLE, ANALOGY, SIMILARITY (TICK THE RELEVANT)

General Teaching Competence Assessment Scale

Name of Pupil-Teacher:

Date Class	Subject Topic	Period Time
Components of Teaching Skills		Min.-----Max.
1. The teaching objectives are appropriate, clear, related to subject matter and can be evaluated.		1 2 3 4 5
2. The subject matter is appropriate, sufficient, and in accordance with objectives of the lesson.		1 2 3 4 5
3. The selected subject matter is adequate, logical, and organised psychologically.		1 2 3 4 5
4. The selection of audio-visual aids (TLM) is proper, related to subject, sufficient and suitable for attaining objectives.		1 2 3 4 5
5. Whether the lesson has been introduced effectively by using previous knowledge of student, and it is started effectively.		1 2 3 4 5
6. Suitable method and techniques are used in teaching.		1 2 3 4 5
7. The asked questions are simple, easy, clear, suitable, sufficient in number and full of pupils' participation. It is fluency in questioning.		1 2 3 4 5
8. The knowledge of students has been increased in comprehension, seeking further information and critical awareness by probing questions.		1 2 3 4 5
9. The explanations of concepts and principals have been done by clear, related and meaningful statements and by using proper media or illustrations.		1 2 3 4 5
10. Whether the tactics like change in gesture, change in aural visual order, voice modulation and proper pausing have been used.		1 2 3 4 5
11. Whether the responses of students have been reinforced by praise-words, repeating and rephrasing pupils' words and by using non-verbal reinforcers.		1 2 3 4 5
12. The pace of thought presentation was suitable and tallying the adoptability of students.		1 2 3 4 5
13. The class is organised (seating plan) and disciplined (class-room control).		1 2 3 4 5
14. The blackboard work is clear, suitable, sufficient and systematic.		1 2 3 4 5
15. The model reading/recitation is effective with correct stress, articulation, and intonation, pause and voice modulation. (<i>Only in languages.</i>)		1 2 3 4 5
16. The lesson is presented innovatively.		
17. Lesson is closed effectively by recapitulating all learning points within time.		1 2 3 4 5
18. Personality of the teachers is appropriate (dressing sense, voice, manners).		

Note (if any) :

Name & Sign of Observer

IEP

Sample case study

(Mental Retardation Case Study: NIMH, Secunderabad)

Part a

Section I: identification data

Name: Dhiraj Ghosh

Date of birth: 12.03.1999

Age: 10 yrs

Sex: Male

Languages known: Bengali and Hindi

Education: no formal education

Section II: Demographic data

Fathers name: Biplav Ghosh

Father's occupation: Engineer

Mother's name: Jonaki Ghosh

Mother's occupation: Engineer

Address: xxxxxx

Locality: Industrial town

Caste: general

Religion: Hindu

Section iii: status of the case

Informants name and relationship with the case: mother and son

Duration of contact; 10 years

Reliability of information: reliable

Adequacy of information; adequate

Present complains: the child is unable to perform his daily activities alone. The stiffness and tightness of the muscle interfere with the gait of the child.
Often very much hyperactive.

Age at which the problem was realized: 5 years.

Previous consultation and treatment: yes

Nature of consultation: medical

Section IV; family history

Type of family: nuclear

Status of family; Intact

Household composition:

4. Identifying Various Students Abilities

Visualizing different learning activities as per student needs

Internship handbook cover



CONTENT

Sl. No.	Content	Page No.
i.	Team Members	ii
	Acknowledgement	iii
	Content	iv-v
	1.0 Conceptual Framework of Field Engagement	1-17
	1.1 Introduction	1-2
	1.2 Field Engagement in Teacher Education Programme	2
	1.2.1 Need for Field Engagement in Teacher Education Programme	2-4
	1.2.2 Importance of Field Engagement in Pre-Service Teacher Education Programme	4-5
	1.2.3 Benefits of Field Engagement	5-6
	1.2.4 Objectives of Field Engagement in Pre-Service Teacher Education	6-7
	1.2.5 Modalities of Field Engagement	7
	1.2.6 Attributes associated with Field Engagement	8
	1.3 Field Engagement in the Teacher Education Programmes in Odisha	8
	1.3.1 Field Engagement in Theory Papers	8-9
	1.3.2 Field Engagement in School Internship	9-12
	1.3.3 Field Engagement in Community Activities	13-14
	1.4 Regulatory Framework for Field Engagement	14-16
	References	17
	2.0 School Internship	18-38
	2.1 Introduction	18
	2.2 Objectives	18-19
	2.3 Operational Organizational Frame	19-20
	2.3.1 Pre-internship	20
	2.3.1.1 School Exposure	20-22
	2.3.1.2 Multicultural Placements	22-25
	2.3.2 During-internship	25-26
	2.3.2.1 Engagement in Teaching Learning	26-28
	2.3.2.2 Formation of Internship Committee	28-29

LEARNING TO FUNCTION AS A TEACHER

INTERNSHIP HANDBOOK-2021

For

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी ई
NCERT

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

BHUBANESWAR-751022

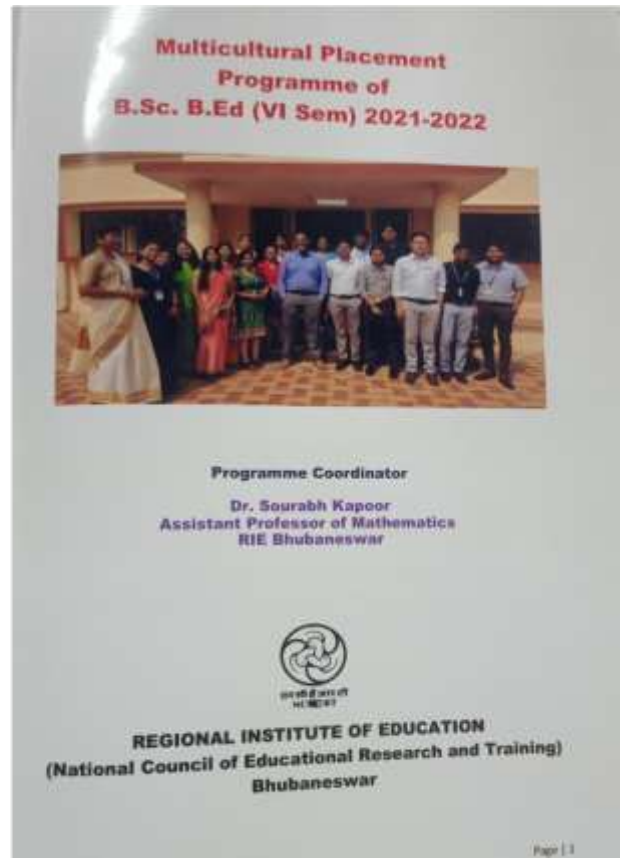
ODISHA

		CONTENTS	
	Content		Page
1	Introduction		03
2	Objectives of Internship		04
3	Learning to Function as a Teacher		05
4	Details of Academic Work of the Student Teachers during Internship Placement		06
5	Roles, Duties and Responsibilities of the Personnel Involved in the Programme		10
	5.1 Student teachers		10
	5.2 Cooperating JNV Principal		11
	5.3 Mentor/Cooperating Teacher		12
	5.4 Institute supervisors		13
Appendix			
1	Lesson Plan		14
2	Observation of classes of Regular Teachers		24
3	Lesson notes		25
4	Unit Plan		26
5	Achievement Test		27
6	Classroom observation of Peers		28
7	Action Research Format		29
8	Records on school site		30
9	Report on learning resources		31
10	Student Teaching Profile		32
11	Reflection Template		33
12	Overall assessment of trainee by the principal of cooperating school		36
13	Assessment by Supervisors		37
14	Supervisors monitoring Report Format		38
15	Template for reporting -Post Internship		39
16	Activity Schedule		40
17	Programme schedule		41
18	Student Teachers Placement list/Order		43



5. Dealing with student diversities in classrooms

Multicultural placement reports



**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 1st
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 disposition and values, and development of practice under the best norms (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 may 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 TEs need to be restructured and there is a need to 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 - as prescribed

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

Duration	Date	Date	Date
Dates	29 Jan-01 Feb	02 Feb-05 Feb	06-09 Feb
Group- Schools	Group - A D.M School Group - B BJEM-II, Bhubaneswar Supervisor Name 1.Prof. M.Gowarwami 2.Dr. Amarchand Parida 3.Dr. Sangram K. Mohanty	Group - E D.M School Group - F BJEM-II, Bhubaneswar Supervisor Name 1.Dr. Dhanis Krishna 2.Dr. Nitali Dash 3.Prasant Kumar Parida	Group - C D.M School Group - D BJEM-II, Bhubaneswar Supervisor Name 1.Prof. S.K. Dash 2.Dr. Uppasna Ray 3.Dr. Subhasis Pat
	Group - C Govt. Ashram School Nayapalli Middle School Group - D KISS, Patia Supervisor Name 1.Dr. A.K.Saha 2.Dr. Binshupada Mohanty 3.Ms. Mumtaz Som	Group - A Govt. Ashram School Nayapalli Middle School Group - B KISS, Patia Supervisor Name 1.Prof. M.K. Satpathy 2.Dr. Priyabrata Mukhi 3.Ms. Saraswati Maharana	Group - E Govt. Ashram School Nayapalli Middle School Group - F KISS, Patia Supervisor Name 1.Dr. S. Kapoor 2.Dr. Jyotsna Raut 3.Ms. Sejal Chowdhury
	Group - E Govt.Girls UPS Balugaon Group - F Govt UPS Balugaon Supervisor Name 1.Prof. A.K Mohapatra 2.Dr. Avishek Satpathy 3.Ms. Silpa Sethi	Group - C Govt.Girls UPS Balugaon Group - D Govt UPS Balugaon Supervisor Name 1.Prof. C.H. A.Ramulu 2.Dr. Annapurna Panda 3.Dr. Harichandan Kar	Group - A Govt.Girls UPS Balugaon Group - B Govt UPS Balugaon Supervisor Name 1.Prof D.L. Dash 2.Dr. Apramha Chand 3.Dr. Ishree Dash

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

GROUP NAME	PCM STUDENTS		CBZ STUDENTS	
	ROLL NO.	NAME	ROLL NO.	NAME
A	12	DIBYA JYOTI RAJ (8517382004)	053	AMEESH TIWARI (824918874)
	18	MAMATA YADAV	055	ANANDITA DEB
	29	POOJA DASH	057	ANKITA NAYAK
	33	RUSHA SHUB	056	GAYATRI GOURI
	34	SHAMIK GHOSH	057	HIMANSHU CHANDRA
	35	SHAMTA ROY	070	JYOTI GUPTA
	38	SHREYA MAHATO	080	PRIYANKA MISHRA
	47	SWAGATRA SAMANTARAY	101	RITIK KUMAR
			94	SUKANYA BEHERA
			64	DIPANJITA PAUL
B	1	ANANYA KARMAKAR	68	AFRINNA JUNE THANGKHEW
	2	ANALI	77	POOJA KUMARI
	10	BANDANA SHAW	87	SAPANI SASHITA DEVI
	21	NAJIN TABASSUM	89	SHATARUPA SHAKTIMAYEE
	22	NEELANANDA DAY (8336077415)	90	SHIVANI KUMARI
	39	SHRUTI SINGH	91	SHREYA SEN
	48	TANU PRIYA	95	SWARNAPRABA SAHOO
			98	THANGLAM THOBISANA DEVI
			51	ABINASH NAJ
			52	ADITI ANVITA
C	5	ARINDAM HALDAR	72	MANISHA SONKAR (6251080780)
	6	ARNAB DUTTA	74	NANDINEE SARKAR
	15	KADE MARDI	84	BESHKA HORI
	23	NIBEDYA NIRANJAN NAYAK	102	ALKA SHARMA
	27	PARTHA SAITHI DASH	103	SPRINA BARAGI
	31	RAJKUMAR PADHY	104	SUSHTI DEBNATH
	40	SHUBHAM SUBUDHI	105	SULAGNA DAS
	41	SIDDHARTHA BEHARA	54	AMRITA KUMBHAR
			56	ANALI SINGH
D	3	ANALI KUMARI		
	4	ANKITA KUMARI		

Page | 29

7	ARPITA ABHILIPSA	58	ANSIKA PARDIA
8	AYUSHEE SINHA (9874063905)	62	C.NEHA SHARMA
17	KHYATI SINGH	69	JUMI RANI BARAD
19	MEGHNA NANDI	75	PARVATI SHREE HEMBRICKA
37	SHRABANI BARDHAN	78	PRAJNYANI DIKSHIT
43	SIMRAN SINGH	96	SWECHHA KUMARI
		99	UMA KUMARI
9	BALRAM BIHARI	71	MANISH KUMAR CHALUHAN
13	JAYANT RITURAJ (7250886893)	79	PRASANTA KUMBHAKAR
14	KABIR SRIVASTAVA	81	PRIYANSHU KUMAR
16	KHROD 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
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	ZIPPY ZIJNYASA		

Chetana field visit



JEWELS INTERNATIONAL
(CHETANA INSTITUTE FOR THE MENTALLY HANDICAPPED)
A/3, Institutional Area, Near Hotel Swosti Premium, P.O.-R.R.L. Campus, Bhubaneswar-751013,
Phone : 0674-2301675, Fax : 0674-2300649, E-mail : jewelsinternational@yahoo.com
Website : www.chetana-jewelsinternational.org

Ref No. : JI/A&M/320

Date: 28-4-24

The HOD, Education
Regional Institute of Education
Bhubaneswar

"Jewels International" is a Charitable Organization registered under the Society Registration Act of 1860, Govt. of India, and is located at Bhubaneswar, Capital of Odisha. It is committed to providing Special Education, Vocational Training, and Rehabilitation Services to Persons with Disability with a focus on the Persons with Intellectual Disability. The Organization is working sincerely for the last three decades to improve the quality of life of Persons with Disabilities and their Families in the State of Odisha. It has planned to extend services to the "Treated Mentally Ill" through Halfway Homes and Rehabilitation Centres in the near future.

Jewels International has established "Chetana Institute for the Empowerment of Persons with Intellectual Disability" with a Mission to establish and support new Special Schools, Vocational Training Centers, and Sheltered Workshops for the Persons with Intellectually Disability in the State of Odisha, India. The Organization is also providing services to the Persons with Developmental Disabilities through Community Based Rehabilitation Programme with a focus on Rural, Tribal and Slum Population. Promotion of Self-Help Groups of Persons with Disability and their Families and Micro-financing is also part of the Vocational Rehabilitation Programme.

During the last six sessions (2017-18 to 2022-23) the Institute has collaboration with Regional Institute of Education, NCERT Bhubaneswar in the following areas.

1. The student teachers of different programs i.e. Integrated B.Sc.BEd., B.A.BEd. and B.Ed. visit our Institute for their exposure to learn about learner diversity.
2. M.Ed. students (Prospective teacher educators) and Diploma in Guidance and Counseling students of RIE, Bhubaneswar visits our Institute for their exposure in the area of teacher education with respect to diversity and inclusion.
3. There is visit of faculty members of RIE, Bhubaneswar to our Institute and faculty of our Institute to RIE Bhubaneswar for interaction and examination related activities.

During their visit and interaction, the students got opportunities to interact with school students as well as students of teacher education Programme of our Institute to develop their sensitivity about inclusive education.

With Warm regards


(Principal)-
Principal
JICITH
Bhubaneswar-13

PRE-SERVICE TEACHERS' PERSPECTIVES ON TEACHING IN DIVERSE CLASSROOMS

An Abstract of the Dissertation Submitted to the Utkal University, Vanivihar, Bhubaneswar in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Ed.) 2016-2018

Submitted By
AMLESH KUMAR
ROLL No. - 15206U164002
REGD. No. - 838/16

Supervisor
Dr. Laxmidhar Behera
Associate Professor



REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR-751022, ODISHA

May, 2018

INTRODUCTION

A fundamental goal of current teacher education programs is to effectively prepare Pre-service teachers for successfully work with students from culturally, linguistically, religiously and socially diverse backgrounds. To accomplish this goal, teacher educators need to develop a sound understanding of Pre-service teachers' level and nature of sensitivity towards diversity issues and of the factors that might impact these views. Teacher educators need strong insight into the effects of diversity concerns that are offered to enhance Pre-service teachers' knowledge, skills and dispositions related to diversity. Dealing with diversity is a challenge for teachers whose beliefs, attitudes and perception will determine their educational responses. Pre-service teachers hold a number of existing beliefs and expectations for their students from culturally and linguistically diverse backgrounds. Teacher education should provide Pre-service teachers with intercultural experiences that enable students to develop an understanding and appreciation of cultures other than their own and to possess the necessary skills that allow them the opportunity to function in culturally diverse societies (Jeuka et al., 2001; Ladson-Billings, 2004). In recent decades, pluralist and democratic societies worldwide have become increasingly diverse due to migration, globalization and transnational mobility. These societal changes have had considerable impact on the educational landscape. A successful teacher education programme treats diversity as a source of potential growth rather than an inherent hindrance to student performance. A mixed study was conducted to the participants of all two year B.Ed. Student teachers (i.e., Second and Fourth Semesters B.Ed. students of RIE, Bhubaneswar), 15 Alumni Pre-service teachers of 2 Year B.Ed. from RIE, Bhubaneswar and 13 faculty members associated in the programme from RIE, Bhubaneswar. The main purpose of this research study was to explore how pre-service teachers understand diversity, to identify what their diversity issues were, and to investigate how they deal with diversity in the classroom.

NEED AND JUSTIFICATIONS

India is a country with diversities. So in the field of education, we also find diversities. To work effectively in the field of education we must prepared pre-service teachers to address and appreciate diversities in the teaching learning process. Teachers should must understand and know the learner diversities in the classroom process. They should prepare themselves according to need and demand of learners. According to Cashore (2003), there are 17 sources of cultural identities that are universal, present in every culture, and have a direct impact on teaching, learning, and teacher education. The sources includes race, social class, gender, health, age, geographic region, socioeconomic status, sexuality, religion, language, disability, and ethnicity. It is important for Pre-service teachers to understand the concept of diversity and the role diversity plays in the uniqueness of individuals. Observations by Grant and Slocer (1997) show that teachers have varying perspectives of learner differences and of how to handle learner diversity in the classroom. Although the situation may be well documented internationally, there is a dearth of studies asking Pre-service teachers their opinions of working in a context of diversity. The new school curriculum is sensitive to issues of diversity, for example, poverty, inequality, race, gender, language, age and disability. The curriculum intends for schools to acknowledge the goals set out in the constitution, through developing the full potential of each learner as a citizen of a democratic India. However, the current curriculum



The Plant Lovers and their plantation changes



Learning to work in adversity

“Deep se deep jale”

6. Visualizing different learning activities



Nukkad natak on Amrit Mahotsav



Learning to work collaboratively

7. Addressing Inclusiveness

Making Inclusiveness “ A way of Life”



Making Disability friendly Teaching-learning Aids



Putting Inclusive and collaborative learning



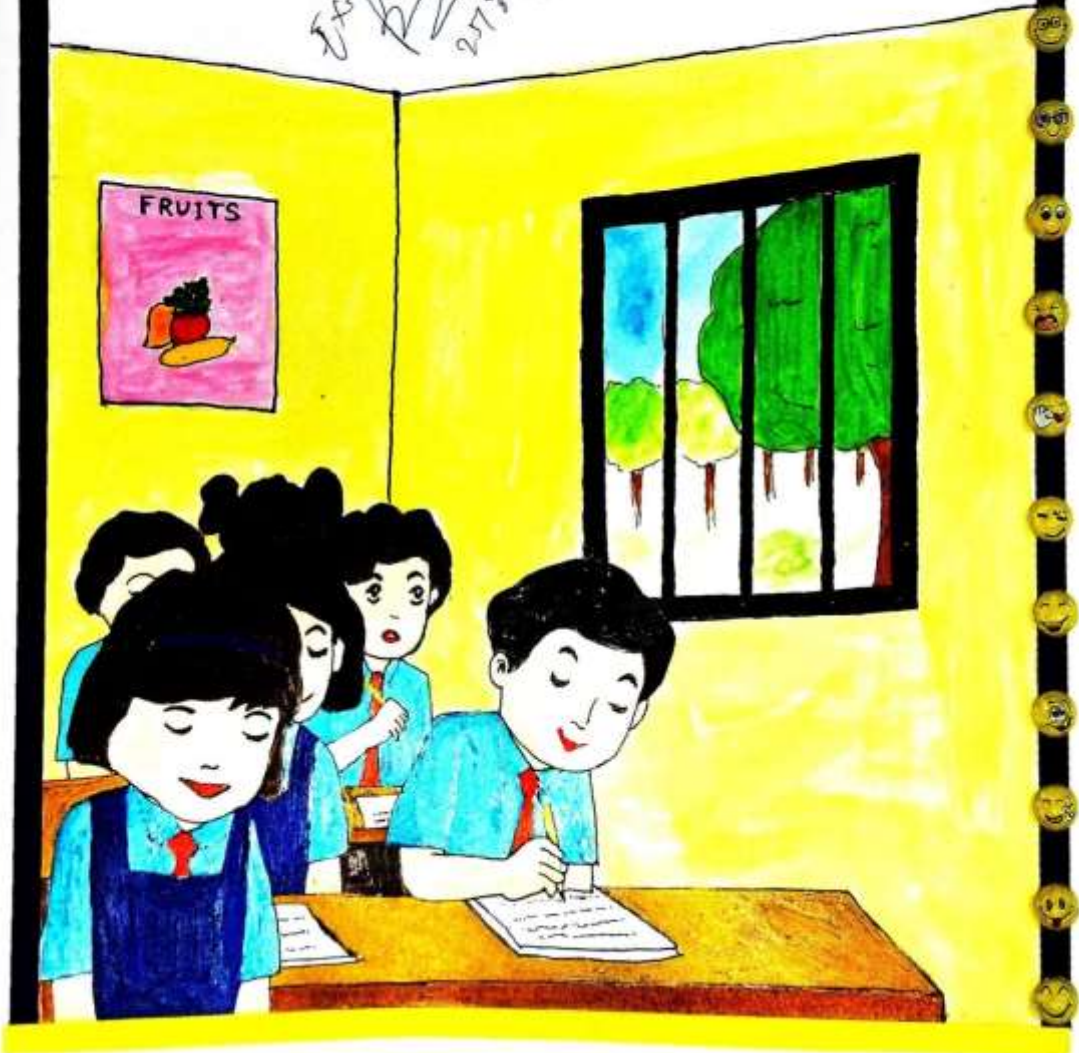
8. Assessing student learning

* Student

* Assessment

* Record

Handwritten signature and date: 25/2/09



Jawahar Navodaya Vidyalaya
(Bankura)
2018-'19

Time :- 3 hours



M.M. → 80

Instructions

- a) The question paper has 30 questions in all. All questions are compulsory.
- b) Marks are indicated against each question.
- c) Questions from serial number 1 to 8 are very short answer type questions. Each question carrying one mark.
- d) Questions from serial number 9 to 20 are 3 mark questions. Answer of these questions should not exceed 80 words each.
- e) Questions from serial number 21 to 28 are 5 mark questions. Answer of these questions should not exceed 120 words.
- f) Question number 29 and 30 are map questions 3 mark each from History and Geography respectively. After completion, attach the map inside your answer book.

1. From where was the slave trade started by French merchants?
2. According to the Indus water treaty (1960), India can use how much percentage (%) of total water carried by Indus.
3. What is the latitude extent of India?
4. What would have happened in South Africa if the black majority had decided to take revenge on the whites for all

their oppression and exploitation?

05. In which year did the second strike begin in Poland?
06. In which state of India has the highest consumption of chemical fertilizers?
07. Highlight the three laws enforced by Napoleon of modernised France?
08. Who were Soviets? Describe their roles in the revolution.

OR

Describe the impacts of economic crisis of 1923 on Germany.

09. Analyse the economic condition of Russia before 1905.

OR

How were women perceived in Nazi Germany? Explain.

10. Name one east flowing and west flowing peninsular river. Explain any two points of distinction between them.
11. Highlight any three points of significance of geographical location of India.
12. Distinguish between folding and faulting.
13. Suggest any three measures to check river pollution.
14. What are the values embedded in the preamble of the India constitution?

15. what do you understand by the "broader meaning of democracy"?
16. 'Employment structure is characterised by self-employment in the primary sector'. Explain the statement.
17. Describe the condition of the farm labourer.
18. Describe the conditions of France before the French revolution.
19. Explain any five steps taken by the Bolsheviks to make Russia a socialist society.

OR

How was Nazi propaganda successfully in creating hatred for Jews? Explain.

20. "India has a strategic importance of central location in entire Asia". Support this statement with five arguments.
21. Why do we need a constitution? Describe any three main functions of the constitution.
22. What shortcomings do you see in the democratic system in India? List any five.
23. Why is human capital considered superior to other resources like land and physical capital? Name the factors that affect the quality of population. Explain how these factors help in human capital formation.

24. "when the skilled manpower is not physically fit for work, there will be less of national productivity and bring the situation of global burden of disease". In the light of statement, explain the role of health in human capital formation.

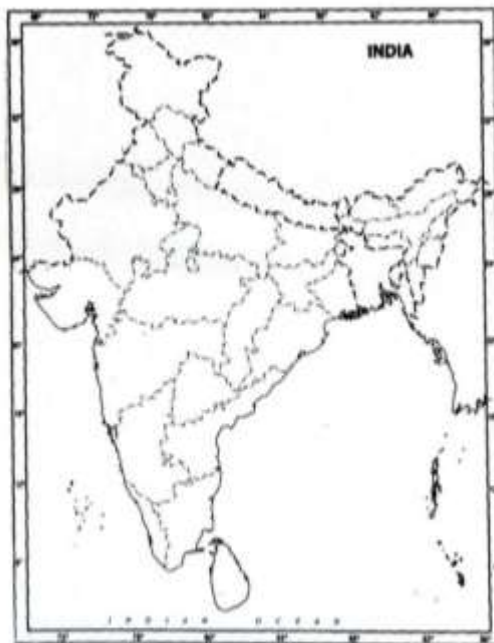
25. Explain any five efforts which can be made to increase non-farming production activities in village.

26. on the given political outline map of India, locate and label the following with appropriate symbols:-

i) state having maximum common boundaries with Bangladesh

ii) Anaimudi hill.

iii) Chilka lake.



DESIGN OF QUESTION PAPER 2018-19

CLASS - IX

TIME - 3 HOURS

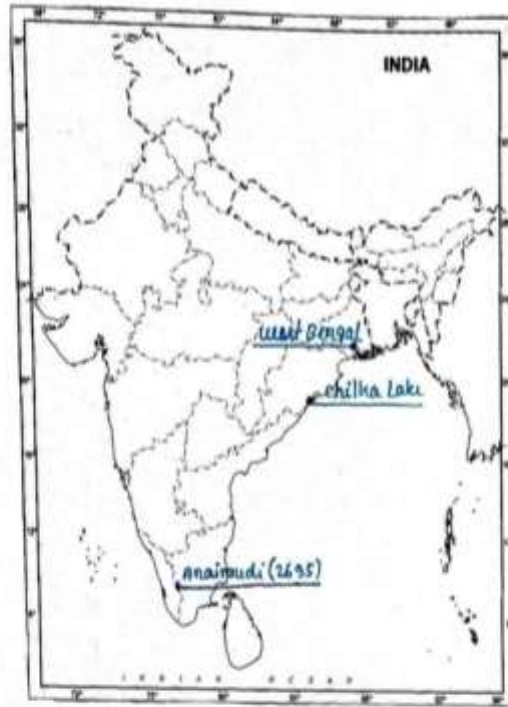
SUBJECT - SOCIAL SCIENCE

MARKS - 80

S No	Typology of questions	Very Short Answer (VSA) (1 mark)	Short Answer-I (SA) (3 marks)	Long Answer (LA) (5 marks)	Total Marks	% weightage
01.	Remembering:-(Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, on theories, identity, using or recall information).	1	2	2	17	20%
02.	Understanding:-(comprehension to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase on interpret information).	2	1	1	10	17%
03.	Application:-(use abstract information to concrete situation, to apply knowledge to new situation, use given content to interpret, a situation provide an example on, solve a problem).	1	3	2	20	26%
04.	High order thinking skill:-(classify, compare, contrast or differentiate between different pieces of information, organise and integrate unique pieces of information from a variety of sources).	2	2	2	18	20%
05.	Creating, Evaluation and multi creating evaluation and multi disciplinary:-(generation of new ideas, production ways of viewing things, Appraise, Judgement, and justify the value of worth of a decision, on outcomes or to predict outcomes based on values).	-	3	-	9	10%
06.	MAP	-	2	-	6	7%
TOTAL		6x1=6	13x3=39	7x5=35	80	100%

* one question of 3 marks will be included to assess the values of inherent in the texts.

29)



Jawahar Navodaya Vidyalaya, Bankura
Periodic Written Test -1

Session: 2018-19

class - IX

Full marks - 80

Subject - Social Science

SL. NO	LEARNER'S NAME	OBTAIN MARKS
01	PRANATI PRATIHAR	53
02	SUBHAJIT BISWAS	69
03	TINA MUKHERJEE	35
04	DIANESH MAJUMDAR	42
05	ARNAB CHAKRABORTY	46
06	RANA PAL	ABSENT
07	RIYAN KAIBARTA	58
08	ANIMESH MONDAL	31
09	SHANKHADIP MONDAL	56
10	AMITESH SIKDAR	35
11	TANIYA DAS	46
12	SHIPRA KHANRA	45
13	SWAGHATA LOHAR	45
14	CHOUTAMI CHATTERJEE	43
15	AKASH BAURI	42
16	AGNIX DEY	70
17	SUSMITA KHAN	38
18	SAGHEN BESRA	28
19	SUDIP GHORAI	00
20	SUDIPA BAURI	27
21	NEHA KUMARI	35
22	AJOK KUMAR	58
23	SAKSHI SHARMA	48
24	VIKASH KUMAR	54
25	PRANJAL KUMAR	58
26	SURBHI SHARMA	51
27	PANKAJ KUMAR	50
28	RANBHIR KUMAR	59
29	SWEETY KUMARI	50
30	PRIYA KUMARI	56
31	ADITI KUMARI	30
32	CHANDANI KUMAR	30
33	BALMIKI KUMAR	48
34	VISHAL KUMAR TEJI	56
35	RAMESH ANANT ROUSHAN	69
36	NAVNEET KUMAR	66
37	PRIYANKA KUMARI	30
38	SACHIN KUMAR	51
39	VISHAL KUMAR	53
40	VIVEK KACHHAP	59
41	KHUSHI KUMARI	48
42	UPENDRA DROON	30
43	ANUJ KUMAR	32
44	SUBODH KUMAR	42
SUB. AVE. →		45.91

[Signature]
Signature student teacher

[Signature]
Exam. I/c

[Signature]
Signature of Principal
Principal
Jawahar Navodaya Vidyalaya
Kalpathar, Bankura (W.B.)

[Signature]
Signature of Mentor Teacher



9 . Mobilizing Relevant and varied learning resources

Mobilizing relevant and varied learning recourses



Working with teaching-learning aids in Think Park



Learning About the Herbal garden



Learning to Use the Resource Centre

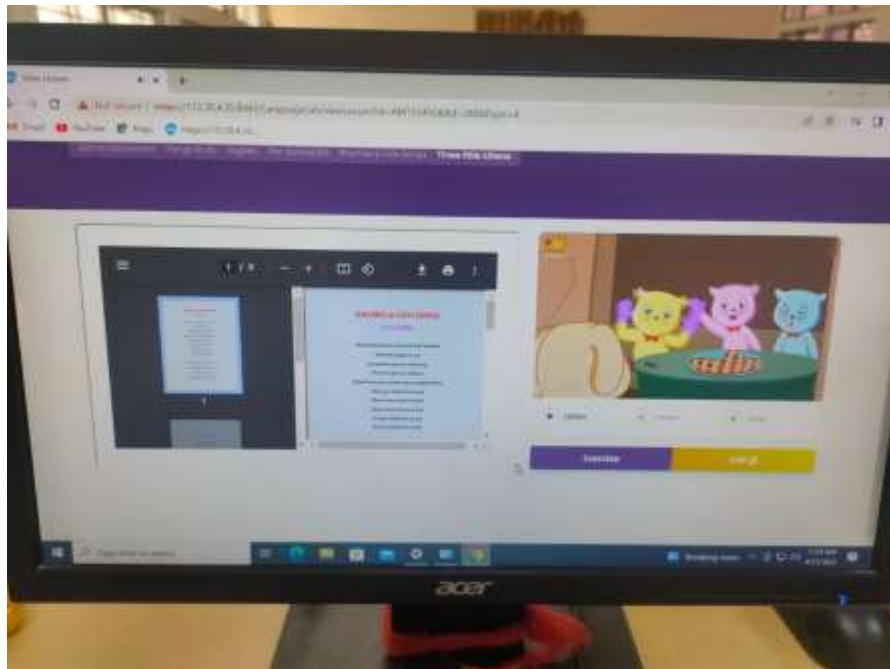




10. Evolving ICT based learning situations



Learning to work in ICT Classes





Learning to take classes using Smart Classroom



11.. Exposure to Braille/ Indian Languages/ Community Engagement

Exposure to Braille during Multicultural Placement Programme





Exposure to Indian Languages Hindi Workshop



Workshop on Spoken English





Mother Language Day



Community Engagement





Report

Addressing inclusiveness is a core value of RIE Bhubaneswar's educational environment. The institute fosters an inclusive culture where all students, regardless of their background or abilities, feel valued and respected. Student teachers are encouraged to cultivate a welcoming and supportive environment in their classrooms, nurturing positive relationships among students and fostering a sense of belonging. Furthermore, RIE Bhubaneswar recognizes the importance of integrating technology in education, as reflected in the NEP 2020. The institute provides student teachers with opportunities to evolve ICT-based learning situations, enabling them to leverage technology effectively to enhance teaching and learning experiences.

Moreover, RIE Bhubaneswar places great emphasis on community engagement, as indicated by the exposure to Braille, Indian languages, and community engagement activities. Through such experiences, student teachers gain a deeper understanding of cultural sensitivity, social responsibility, and the diverse needs of the local community. These activities align with the institute's commitment to producing socially aware and responsible educators who actively contribute to the development of their communities.

In conclusion, the Regional Institute of Education, Bhubaneswar, provides an educational environment that integrates the significance of the activities mentioned above. By emphasizing the development of essential skills and competencies, addressing student diversity, promoting inclusiveness, and providing exposure to Braille, Indian languages, and community engagement, RIE Bhubaneswar prepares student teachers to become effective educators who can create inclusive and engaging learning environments. The institute's educational environment aligns with the goals and principles outlined in the National Education Policy 2020.
