

RELATIONSHIP BETWEEN KNOWLEDGE, SKILL AND APPLICATION BASED ON THE CURRICULUM OF DCGC OF NCERT



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Elizabeth Gangmei and Gowramma I P
Principal Investigators

Executive Summary

The DCGC programme has been visualized and developed for teacher's/teacher educators, educational administrators with a view to provide necessary knowledge and understanding to develop minimum competencies needed by them to perform the role of a professional counselor or teacher counselor. Keeping with the emerging trends, and theory and practice of guidance and counseling, guidance and counseling programmes are to be understood as a continuous process, recognizing the need for help at all school stages. The programme aimed to enhance the professional competency of teachers to extend their role as guidance and counselors in schools thus, the course aims to train in service teachers, teacher educators, school administrators and untrained guidance personnel as counselors'/teacher counselors to guide and counsel students in school and other related settings. Hence, the study was rationalized with an attempt to know the correlation between knowledge, skill and application of the students of DCGC of RIE Bhubaneswar as they go through the three phases of the programme during the session 2021. The main findings of the study are:

- More hand holding during online phase may be required to enhance their conceptual articulacy. It may also be true that knowledge in the area of study is not confined to the duration of the programme rather as the students begin practicing they keep on developing their knowledge.
- The DCGC programme has a strong practical component that is indicated by the higher achievement of students in skills. However, the evidence need to be established with further studies by including more participants and by using standardized tools.
- The finding indicated that is no significant relationship between the knowledge, skill, and application of guidance and counseling of DCGC-2021 students, RIE Bhubaneswar. The reason maybe that since the programme is being carried on online mode for the whole 12 months unlike other programmes. Here also, it is seen that the score of second phase (3 months' practicum) is the highest, the reason could be the consistent hand holding by the mentors in every practicum activity. Moreover, in this phase there was a continuous classes and trainees were in regular touch with their course material/activities. Hence, it can be inferred that, for a blended course like DCGC the intention of being in a regular mentorship to trainees needs to be taken care of.

Content

<u>SL No.</u>	<u>Subject</u>	<u>Page No.</u>
01	Chapter – 1: Introduction	01
02	Chapter – 2: Review of related Literature	18
03	Chapter – 3: Methodology <ul style="list-style-type: none">• Methodology• Design• Sample• Tool Procedure of data collection	26
04	Chapter – 4: Analysis, Interpretation, findings and discussions <ul style="list-style-type: none">• Analysis and Interpretation• Finding and Discussion• Conclusion	28
05	References	39

**ANALYSIS OF B.ED CURRICULUM OF RIE,
BHUBANESWAR WITH SPECIAL REFERENCE
TO INTEGRATION OF ESD AND GCED THEMES**



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Table of Contents

Title	Page No.
<i>Table of Contents</i>	i-ii
<i>Abstract</i>	iii
<i>Acknowledgement</i>	iv
<i>List of Acronyms</i>	v
Chapter I Introduction	01-09
1.0 Introduction	01
1.1 Conceptual Framework	01
1.1.1 Education for Sustainable Development	01
1.1.2 Global Citizenship Education	03
1.2 Research Reviews Related to ESD	04
1.3 Reviews related to GCED	06
1.4. Rationale of the study	07
1.5 Context of the study	08
1.6. Objectives	09
1.7 Delimitation	09
Chapter II Methodology	10-18
2.1 Research Design	10
2.2 Tools used for the study	10
2.2.1 Coding Scheme for Curriculum Analysis	10
2.2.2 Questionnaire for Student-teachers	18
2.2.3 Procedure for data collection	18
Chapter III Analysis and Findings	19-33
3.0 Introduction	19
3.1 Analysis of Objective 1	19
3.1.1 Analysis of Inclusion of Knowledge (Cognitive Content) related to ESD and GCED themes	19
3.1.2 Analysis of Learning Domains in the Curriculum related to ESD and GCED themes	20
3.1.3 Analysis of Pedagogical Approaches in the Curriculum related to ESD and GCED themes	21
3.1.4 Analysis of Assessment practices in the Curriculum related to ESD and GCED themes	23

3.2	Analysis of Objective 2	24
3.2.1	Perception of Student Teachers on Inclusion of Knowledge (Cognitive Content) related to ESD and GCED themes	25
3.2.2	Strategies used by the teacher educators for classroom practices for transacting the various themes of GCED and ESD	26
3.2.3	Promotion of cognitive, socio-emotional and behavioural abilities related to ESD and GCED	29
3.2.4	Pedagogical approaches/methods to enhance knowledge, skills and attitude related to ESD and GCED	30
3.2.5	Co- curricular activities (field trip, community living camp etc.) conducted by the institute to develop ESD and GCED concepts	30
3.2.6	School exposure/multicultural placement/school internship programme in enhancing knowledge, skills and attitude related to ESD and GCED concepts	31
3.2.7	B.Ed. curriculum in promoting school-community relations and collaborative activities	31
3.2.8	Assessment strategies to assess the components of ESD and GCED.	31
3.2.9	Challenges/issues/concerns in infusing ESD/GCED in B.Ed.curriculum	31
3.2.10	Suggestions for integrating ESD/GCED themes in B.Ed. curriculum	31
3.3.	Discussion	32
3.3.1	Inclusion of Cognitive content in the Curriculum	32
3.3.2	Inclusion of Learning Domains	32
3.3.3	Pedagogical Practices	32
3.3.4	Assessment Strategies	32
3.3.5.	Recommendations	32
3.3.6.	Conclusion	33
Refernece		33-34
Appnedix		35-40

ABSTRACT

The Sustainable Development Goals (SDGs) addresses a wide variety of social and economic development challenges. Goal 4 of the Education Agenda 2030 aspires to provide access to high-quality, inclusive, and egalitarian education, as well as lifelong learning. The objective is to ensure that every individual has an equal chance to receive a high-quality education to become a productive and useful member of society who can cultivate tolerance to promote peace and contribute to society's success. The 21st century teachers have a very crucial role to play in implementing and developing future generation as per the aims of ESD and GCED, and hence teacher preparation programmes have higher responsibility to well prepare prospective teachers on various themes of ESD and GCED. The five Regional Institute of Education across the country offers two year B.Ed programme with an aim to prepare teachers with sound background in perspectives of education along with hands on experience based on field exposure. In this context, the study was undertaken to analyze the extent to which the different themes under ESD and GCED are being integrated into the B. Ed curriculum of RIE, Bhubaneswar and to analyze the perception and experience of student-teachers of B. Ed. programme of RIE, Bhubaneswar on the integration of ESD and GCED themes in the curriculum. A Curriculum analysis was followed by a descriptive survey to conduct the study. Coding Scheme for Curriculum Analysis was adapted and validated by experts for curriculum analysis of the BEd programme. A questionnaire was also developed through expert workshops to study the perception and experience of student teachers; consisting of 10 items with different sub-items in the domain of ESD and GCED. The curriculum analysis shows that the themes connected to ESD and GCED are under represented in the B.Ed curricular courses. Only a few concepts were included in the curriculum, and they were not all completely covered. Scope for integration of content related to ESD and GCED is found in the study. Based on the findings of the study, recommendations are given to attain the aim of education as stated in the goal 4 of Sustainable Development Goals.

Keywords: Curriculum Analysis, ESD, GCED, Two year B.Ed programme, Teacher education,

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Prof. B. N. Panda

Dr Dhanya Krishnan

**A CASE STUDY ON ALTERNATIVE INTERNSHIP PROGRAMME (AIP)
FOR D.EL.ED STUDENTS OF ODISHA**



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ABSTRACT

Bridging learning gap caused by school closure due to Covid pandemic is a challenge for each state. State Government of Odisha had taken initiatives such as online classes, youtube videos, programmes run through radio and Doordarshan etc to provide education to children of the state during school closure period. However access to these modes of delivery of content was an issue to many students because of lack of digital devices. On the same line, student teachers at elementary level also had difficulty in undergoing internship programme due to school closure. Hence state had initiated an Alternative Internship Programme (AIP) for D.El.Ed students from DIETs and other pre service teacher education institutes at elementary level with the help of UNICEF. During AIP, Student teachers taught students at elementary level focusing on FLN and activities were also organized for socio emotional development of children. Student-teachers studying in teacher education institutes across states were given opportunity to complete their internship programme in their own villages. As the initiative was very unique, it is interesting to examine the programme with respect to its conception, objectives, methodology, governance etc and therefore a case study was planned. Other objectives of the study are to study the perception and experience of student teachers of D.El.Ed programme towards AIP and to examine attitude of parents and children who were taught through AIP towards home/community schooling through AIP during school closure. Since the research is of case study, Khordha district was considered as sample unit. Three Assistant Directors of SCERT, Odisha, 2 Principals, 21 Teacher Educators and 106 student teachers from DIET, Khordha and ETEI, Tangi. As beneficiary of AIP programme, 10 parents and 14 children of Khordha and Tangi Block were also considered for the study. A Perception scale along with open ended items was employed for understanding perception of student teachers. An interview schedule was used to collect data from SCERT officials and Principal of the institute. FGD was conducted with teacher educators of the Institute to understand their experience, challenges and suggestions for improvement of the programme. Also, semi-structured interview schedule was used to collect data from parents and children. Data was primarily analysed qualitatively. Percentage was used for analysing perception of student teachers and found that they have high positive perception about Alternative Internship Programme. Content analysis of responses of other stakeholders involved in the programme also indicate that AIP could fulfil its objectives. The study also identified the challenges of implementing AIP and brought out suggestions for further improvement. The findings may be of help to understand community linkage model in imparting education especially in rural areas. At the same time, this provides insight to other teacher education institutes at different levels to organize community based internship programmes to understand the grassroot level educational scenario and work towards solution centred teacher education programmes.

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I express my sincere thanks to Director, SCERT, Odisha for his motivation, suggestion and support given for conducting the research. My thanks are also due to Prof. I. P. Gowramma, Head, Department of Education and Prof. L. Behera, Head Extension Education for their academic inputs and administrative support.

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CONTENT

Topic	Page No.
<i>Abstract</i>	<i>ii</i>
<i>Acknowledgement</i>	<i>iii</i>
<i>Content</i>	<i>iv</i>
Chapter I	01-11
1.0 Introduction	01
1.1 Teacher Education at Elementary Stage	01
1.2 Significance of Internship in Teacher Preparation	02
1.3 Context	03
1.4 Objectives of AIP	04
1.5 Key Aspects of AIP	04
1.6 Phases of AIP	06
1.7 Guidelines for AIP	07
1.8 Duration of AIP	08
1.9 Review	08
1.10 Rationale	10
1.11 Objectives of the Research	11
1.12 Conclusion	11
Chapter II Methodology	12-14
2.1 Introduction	12
2.2 Research Design	12
2.3 Sample	12
2.4 Details of Sample	12
2.5 Development of Tools	12
2.6 Procedure of Data Collection	14
2.7 Conclusion	14
Chapter III Analysis and Findings	15-39
3.1 Introduction	15
3.2 Analysis of Data	15
3.3 Perception and Experience of Student Teachers on AIP	15
3.4 Analysis of Data obtained by Interviewing with SCERT functionaries	24
3.5 Analysis of Data obtained by Interviewing with Principals	28
3.6 Analysis of Data obtained by FGD with Teacher Educators	34
3.7 Analysis of Data Obtained by Interviewing with Parents and Children	37
3.8 Findings	37
3.9 Educational Implications	38
3.10 Suggestions for Future Research	38
3.11 Delimitations of the Study	39
3.12 Conclusion	39
<i>References</i>	40
<i>Appendices</i>	41-61
<i>Photographs of Research</i>	62-64

**Science and Stories: Perception
and Usage of Storytelling in
Science**

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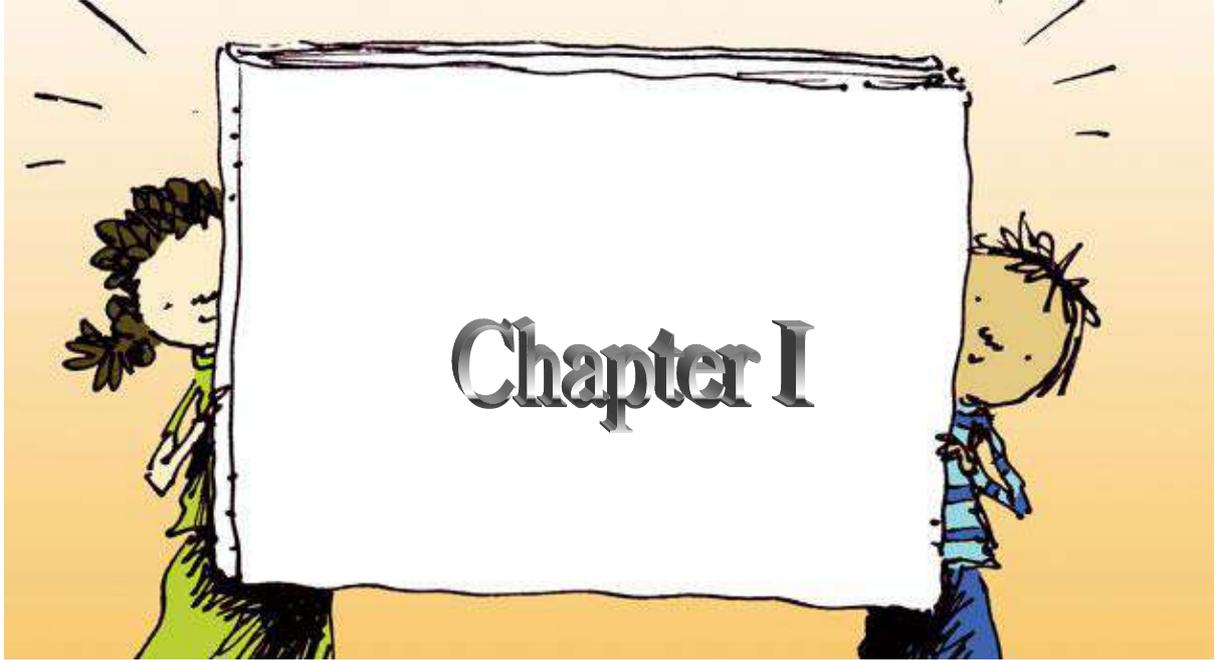
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Introduction

Learning is joyful when we have the opportunity to return the vividness of personal experiences to our science. Neuroscience research has shown that using metaphors based on sight, smell, sound, or taste also activates the sensory areas of the brain's cortex as opposed to solely the language-processing areas of the brain that are activated when listeners process literal sentences (Lacey et al. 2012).

A growing community of practice is demonstrating that scientists can use storytelling techniques and types to broadly share their message in a way that has lasting impact on non-scientist listeners and readers (Krzywinski and Cairo 2013; Dahlstrom 2014; Kelly et al. 2014; Erickson and Ward 2015).

Learning through stories and development of conceptual clarity and critical thinking

Review / Rationale

Stories are a universal language that everyone — regardless of dialect, hometown, or heritage — can understand. Stories stimulate imagination and passion and create a sense of community among listeners and tellers alike. Stories make us human, who can express and understand their emotions and appreciate the emotion in others by relating in to their own. Thus emotional quotient within a child develops from stories. Stories make a person fly, it brings them down-to-earth and takes them to the depth of seas. It helps the audience relish their imaginations and connect with them and the characters and fill them as a part of themselves.

Tapping into people's emotions and baring both the good and bad is how stories inspire and motivate ... and eventually, drive action. Stories also foster values. It provides the scope the teacher looks for in a class, the opportunity to explore, explain and elaborate at the same time.

The advent of NEP 2020 and the stress on STEAM made the researcher explore the idea how science and storytelling together and what visible effective changes emerge.

Research Questions

- To develop a module of storytelling for class VIII science students
- To explore the effectiveness of story-telling module on class VIII students' understanding

Title of the Project

Science and stories: Perspectives and usage of storytelling in science

Operational definitions

Story: Stories have many perspectives. an account of imaginary or real people and events told for entertainment. It can be an account of past events in someone's life or in the development of an incident. It can be considered also as the description of an incident or event or a statement regarding the facts pertinent to a situation in question. It may be a news article or broadcast and most of all it can be a widely circulated rumour.

In this study, a story may be any of the above, the only mandatory characteristic is that it had to serve the purpose of the teacher in bringing conceptual clarity in any part of the 5E lesson plan.

Story telling: Storytelling may be described as the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment pertaining to a certain culture. Story telling in this study is the process of using fact and narrative to communicate something to your audience. The stories are factual, and some are embellished or improvised in the process of telling in order to explain the core concept.

Delimitations

- Only usage of story-telling in the subject of science has been explored.
- Only the content in the text book of science in class 8, has been taken.

Chapterization

The Project is divided into 5 chapters.

Chapter 1 deals with contextual background
Chapter 2 deals with review of the related literature
Chapter 3 deals with methodology
Chapter 4 deals with discussion and analysis
Chapter 5 concludes the study

**A Study of Perception of teachers regarding online teaching
at school teachers of DM School, BBSR, Odisha**
(Report of the Small Research Project)

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Online education is the second ladder of teaching-learning process in school education. It laid the foundation of school education in preparing the students for global challenges. The demand for more valid and useful educational indicators has grown significantly to improve upon the quality of elementary education.

This report is an outcome of the NCERT sponsored small scale research project entitled '**A Study of Perception of teachers regarding online teaching at school teachers of DM School, BBSR, Odisha**'. We take the opportunity to express our indebtedness to NCERT for approving and funding the programme. We express our deep sense of gratitude to the learners and teachers of DM School sincere cooperation and providing facilities for completion of this piece of research work. We are also thankful to Mr. Pratyush Kumar (Research scholar) and Ms. Upasana Roy (assistant professor) RIE, Bhubaneswar for their involvement in the project.

We have every hope and confidence that this report may help the teacher-educators and teachers to develop a better understanding of online education Classroom Processes in school.

Programme coordinators

Dr. Saurabh Kapoor

Dr. Pramod Kumar Gupta

CONTENTS

Page no.

Acknowledgement

CHAPTER-I Introduction

- 1.1 Online Education
- 1.2 Importance of online education
- 1.3 Rationale of the study
- 1.4 Objective

CHAPTER-II Methodology

- 2.1 Population
- 2.2 Sample
- 2.3 Tools for data collection

CHAPTER-III Data Analysis and interpretation

- 3.1 Percentage-wise description of items while introducing the topic by the teachers
- 3.2 Percentage-wise description of qualitative items on the topic by the teachers

CHAPTER-IV Findings, suggestions and conclusion

- 4.1 Major Findings
- 4.2 Suggestions
- 4.3 Conclusion

CHAPTER-V References

Appendix-I Perception of teachers on online teaching

**INVESTIGATION OF ANALYTICAL COMPETENCIES
OF SCIENTIFIC PHENOMENA OF SENIOR
SECONDARY STUDENTS**

Minor Research Project



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PREFACE

Many teachers and parents complain that today's schools and textbooks do not teach children how to think, but instead teach them what to think. Preparing the children for multiple choice questions discourages them from thinking outside the box. Teaching children what to think instead of how to think is indoctrination, does not prepare them for unexpected real life situations, and makes them vulnerable to cults and propaganda. Most students struggle with analysis — observing a set of facts and interpreting what they mean. Given that almost any writing assignment, from a middle school book report to a doctoral dissertation, requires analysis, it's incumbent on teachers to help students improve their analytical skills.

At present scientists express different views on the competency-based approach in education. Besides, the analysis of sources leads to the conclusion that there is no single, universally accepted definition of the concept of competence, as well as there is different interpretation of the terms "competence" and "competency". To differentiate the meanings of these concepts we will stick to the point of view A.V. Khutorskoy (2013), who under the competency understands "some alienated, pre-assigned requirement for educational training of students, and under the competence – one's personal qualities (set of characteristics) and a minimum of experience in relation to the activities in a given field» (Khutorskoy, 2013).

Analytical skills are the ability to collect, gather, visualize and analyse information in detail. They include the ability to see a problem or situation from different points of view. Analytical skills allow you to solve complex problems by making decisions in the most effective way. Analytical skill engages your brain and emotional layer at a time. One needs to observe, calculate, and lastly take the decision of gathered information to make his analysing skill a perfect shot.



The five types of skills those are crucial to success

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Many people directly and indirectly helped me in completing this research study. I would like to place my deep sense of gratitude and reverence to Prof. P. C. Agrawal, Principal, RIE, Bhubaneswar, for granting this research project. I would also like to express my heartfelt thanks to him for his continuous guidance and support in carrying out the project.

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Date: 23/03/2022

Prof. Animesh K. Mohapatra

Place: RIE Bhubaneswar

Investigation of Students' analytical competencies of scientific phenomena

Contents

1. Introduction	2
2. Methodology.....	6
3. Results	8
4. Discussion.....	2
5. Conclusion.....	23
6. References	24
Annexture-1	26

**Critical Thinking Skills in
English Language and Literature of Pre-Service
Teacher Training Programme : An Analysis
(A Small Research Programme)**

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CONTENTS

SL No.	Content	Page
	ACKNOWLEDGEMENTS	
01.	INTRODUCTION	01
02.	REVIEW OF RELATED STUDIES	03
03.	METHODOLOGY	06
04.	DATA ANALYSIS AND FINDINGS	09
05.	EDUCATIONAL IMPLICATIONS	15
06.	REFERENCES	16
07.	APPENDIX	19

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