



ଆଞ୍ଚଳିକ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.3.2 Action plan for familiarising the students with the diversities in Indian school system

ପ୍ରାଚାର୍ଯ୍ୟ / PRINCIPAL
क्षेत्रीय शिक्षा संस्थान
Regional Institute of Education
भुवनेश्वर / Bhubaneswar-751022

Action plan for familiarising the students with the diversities in Indian school system

India is a culturally plural country and prospective elementary/secondary school teacher preparation programmes need to focus on addressing diversity inside and outside the classroom and managing schools from different cultural set up. The School Exposure cum Multicultural Placement Programme (MCP) is an unique programme for four year integrated B.Sc B.Ed, BA B.Ed and two-Year B.Ed. programme of Regional Institute of Education, Bhubaneswar (RIE), Odisha. The students get field experience, practical exposures, and internships in teaching.

The Multicultural Placement Programme (MCP) consists of three phases:

1. Pre-conference for 2/3 days in the institute– the pre-conference cum orientation programme is organised in the institute wherein all the activities to be undertaken during the MCP are familiarized and explained in detail. Teachers of the institute are involved so as to carry out the programme systematically. At the same time the philosophy and objective of this unique programme is made known to the students
2. Multicultural placement for two weeks where the students are divided into different groups and they are allotted on rotation basis to various types of schools like Urban (KVs, DPS, DAV schools), Rural (state govt. run schools), Tribal(ST and SC developments schools under ministry of tribal welfare, Odisha) and special schools (differently abled students) to develop critical reflection about activities of schools with different cultures, teaching learning process adopted in different types of school etc. on the first few days students observed and get acquainted with the vision, culture and functioning of the schools, which is followed by a few substitute teaching. Students are mentored and nurtured to observe school and classroom, prepare unit and lesson plan, prepare institute profile and prepare a report of all these while they are in the schools.
3. One/two days post-conference in the institute: a schedule is prepared for sharing of the experience of MCP involving Principal, Dean (I), HODs., Coordinators of the MCP and faculties. This conference helps us to make necessary revisions based on their feedback.

Activities of Student-Teachers during their Multicultural Placement Programme:

1. **Observation of Lessons of regular teachers:** The student-teachers are to observe 10 lessons, 5 in each Pedagogy subject taught by regular/experienced teachers.
2. **Observation of School Processes:** A student-teacher has to observe day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly.
3. **Substitute Teaching:** During the programme student teacher has to take five substitute /arrangement classes in actual classroom situations and report his/her experiences and reflection.
4. **Unit and Lesson Planning:** A student teacher has to prepare two-unit plans (one in each pedagogy), two lesson plans in each pedagogy paper as per the format developed. In the lesson plan the concept map needs to be appended.

5. *Case study*: A student teacher in a group has to conduct a case study of an institution/school or student.

Role of the Institute Supervisors:

During their 15 days of MCPP, supervisors from RIE Bhubaneswar are deputed to supervise the students in their respective allotted schools.

The role of Institute Supervisor is to:

- Go through the plan of activities/ assignments of the student-teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Guide the student-teachers in preparing reports on different activities.
- Countersign the documents/ reports prepared by the student-teachers after completion of their work.
- Discuss with the student-teachers frequently to remove their difficulties and organize a phase end meeting of the student-teachers and cooperating teachers to assess the progress and performance of the student-teachers.
- Discuss with programme Coordinators about your experiences and suggest for improvement of programme.



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Barada Prasad (Principal) discussing about his school and students and continued his speech by talking about their strength of class academic performances.



Dr. E. Gangmei(left) answering the queries regarding report writing and profile building. Dr. PL Negi (Deputy Librarian, RIE Bhubansewar, NCERT)pointing on the visit to the school libraries as being an important part of the programme.

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

Schedule of the Programme

Date: 27.01.2022

Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr

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

Date: 28.01.2022

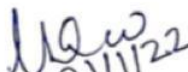
Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr

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

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

This issues with the approval of competent authority.


(E. Gangmei)
Overall Coordinator

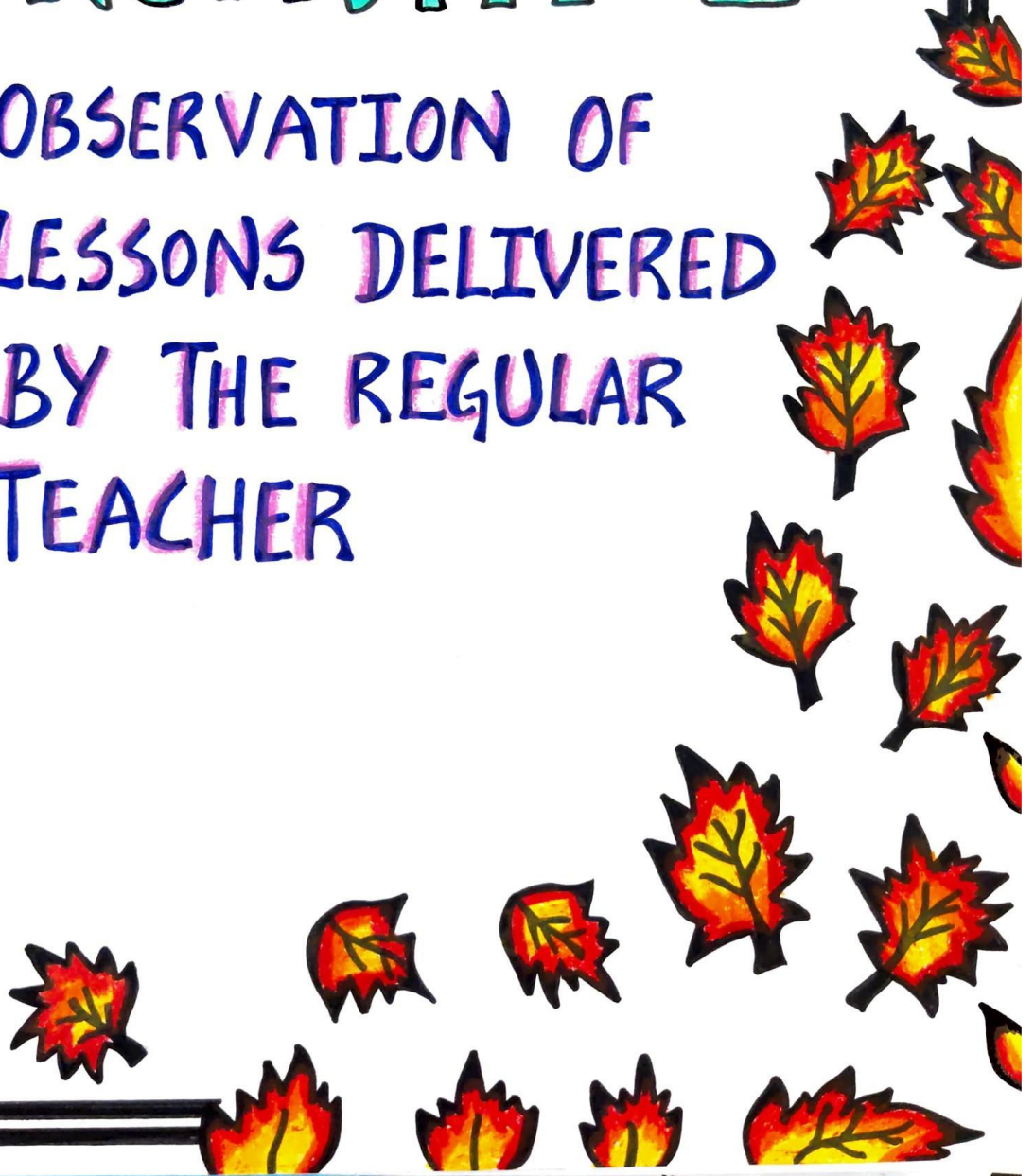

(S. R. Sakoo)
Dean of Instructions

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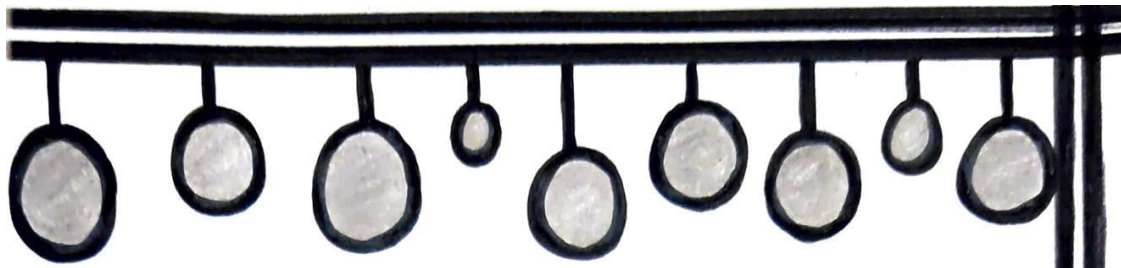
- i) APC to Principal for information
- ii) I/C Academic Section
- iii) Account Section
- iv) Head DE / DESM / DESSH for Circulation among faculty members
- v) Dean of Instruction / Dean of Research
- vi) Students for Information (through Whatsapp group and email)

ACTIVITY-I

OBSERVATION OF
LESSONS DELIVERED
BY THE REGULAR
TEACHER



LEARNING POINTS	SEQUENTIAL LEARNING ACTIVITIES		ADDITIONAL ACTIVITIES AND TEACHING	REASON FOR THE SUGGESTING ADDITIONAL ACTIVITIES AND TLM
	TEACHER INITIATIVES	STUDENTS RESPONSE AND REACTIONS	LEARNING MATERIALS	
<p>1) Area of Rectangle</p> <p>2) Area of square</p>	<p>1) <u>Introductory phase</u> Teacher introduces by giving ideas of some geometric shapes and asked some previous knowledge like perimeter of rectangle & square</p> <p>2) <u>Explanatory phase</u> Teacher then explained the area of rectangle = length \times Breadth Area of square = $S \times S$ some examples from the book were done by the teacher.</p> <p>3) <u>Evaluatory phase</u> students were asked some riddles of books to practice</p>	<p>students also said some other geometrical shapes that they know.</p> <p>students answer the perimeter formula</p> <p>students understood the formula and memorised it. They also solved the examples given by the teacher</p> <p>Teacher could ask some more brainstorming questions</p>	<p>Teacher could give more real examples of shapes like the blackboard, a field, book cover.</p> <p>He could also use any model or the chart paper</p> <p>Teacher could ask some more brainstorming questions</p>	<p>By showing the real examples, it will be easy for students to do visualize.</p> <p>Brainstorming questions will increase the creativity</p>



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Observation of lessons delivered by the Regular Teacher

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Lesson Plan

5) ACTIVITY-5

Case Study





REPORT-ON MULTICULTURAL PLACEMENT PROGRAMME

4th YEAR, BSC.BED, SIXTH SEMESTER

Submitted By :-

NAME : Isha Sihar

ROLL NUMBER : 23

COURSE : Bsc. Bed (PCM)

Isha Sihar

RIE (NCERT)

Bhubaneswar

ACTIVITY-II

RECORD ON SCHOOL
PROCESSES AND
DAY TO DAY
ACTIVITIES



RECORD ON SCHOOL PROCESSES AND ACTIVITIES

3) Background of the School

★ History

The Delhi public school society took shape in 1949, with the long march of Independence over and a need for young educated citizens to take India into the future. Guided by the cause of pioneering quality education for India's deserving young minds, the society embarked on establishing many premier school across the country. From the first school established in 1949 the DPS family has today grown to a movement of more than 220 schools within the country and abroad.

★ Objective

The objective is to present and enhance the highest standards of excellence and prepare capable, responsible citizens for the 21st Century. DPS students are helped to master the expanding horizons of technology and also become the repository of a deep commitment to Indian ethics and culture.

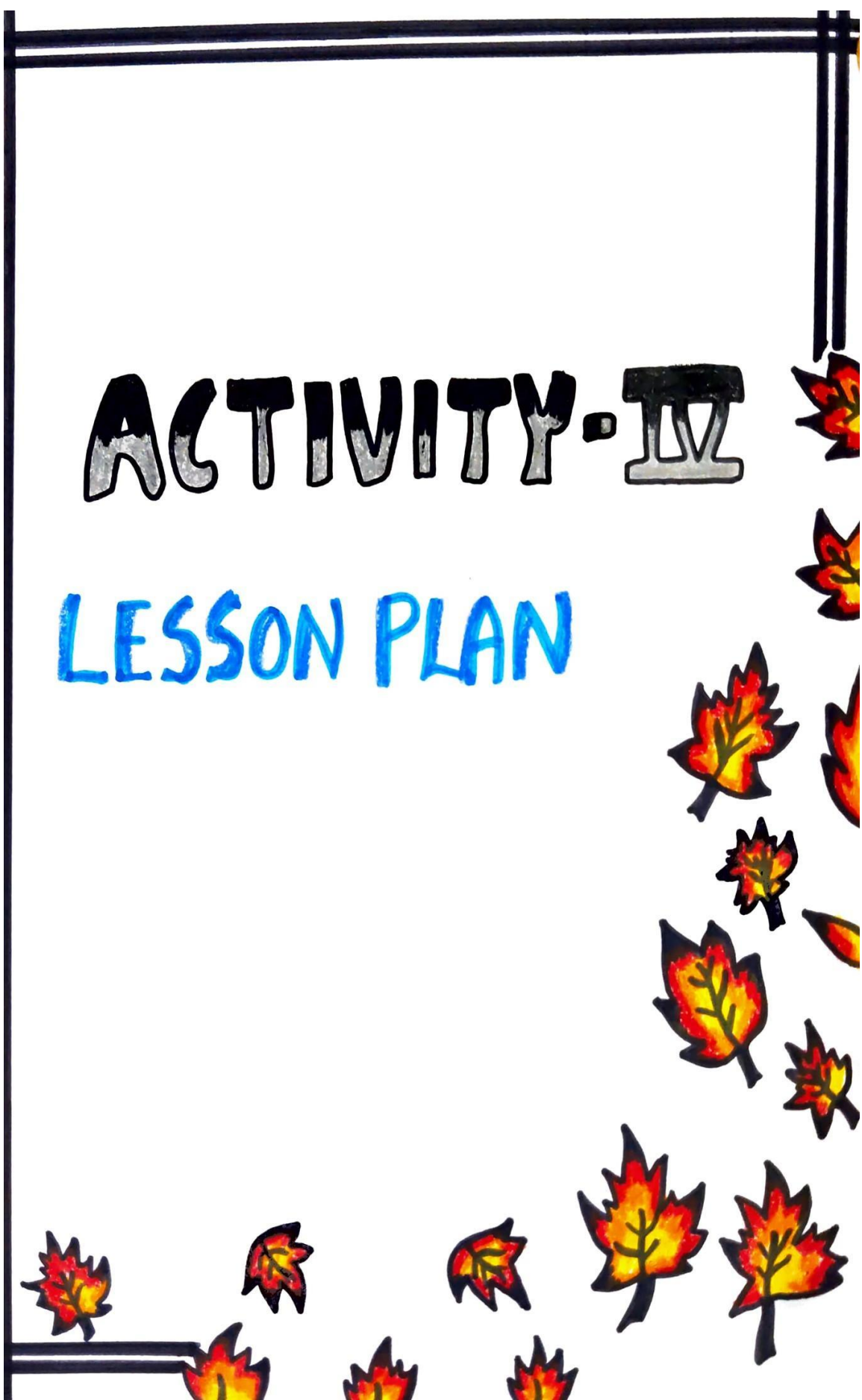
★ Management

Delhi public school, Bhenkanal is managed by private schools Delhi public school society. The facilities provided by school :-

- Experienced faculty members
- Integrated Coaching for JEE and NEET
- Conducting Learning Ambience
- Well-equipped laboratories
- Hygienic and wholesome food
- Constant Monitoring of health and Regular medical examination of Expert
- Facilities are provided for transport

ACTIVITY-IV

LESSON PLAN



SUBSTITUTE ACTIVITIES IN ACTUAL SCHOOL SITUATION

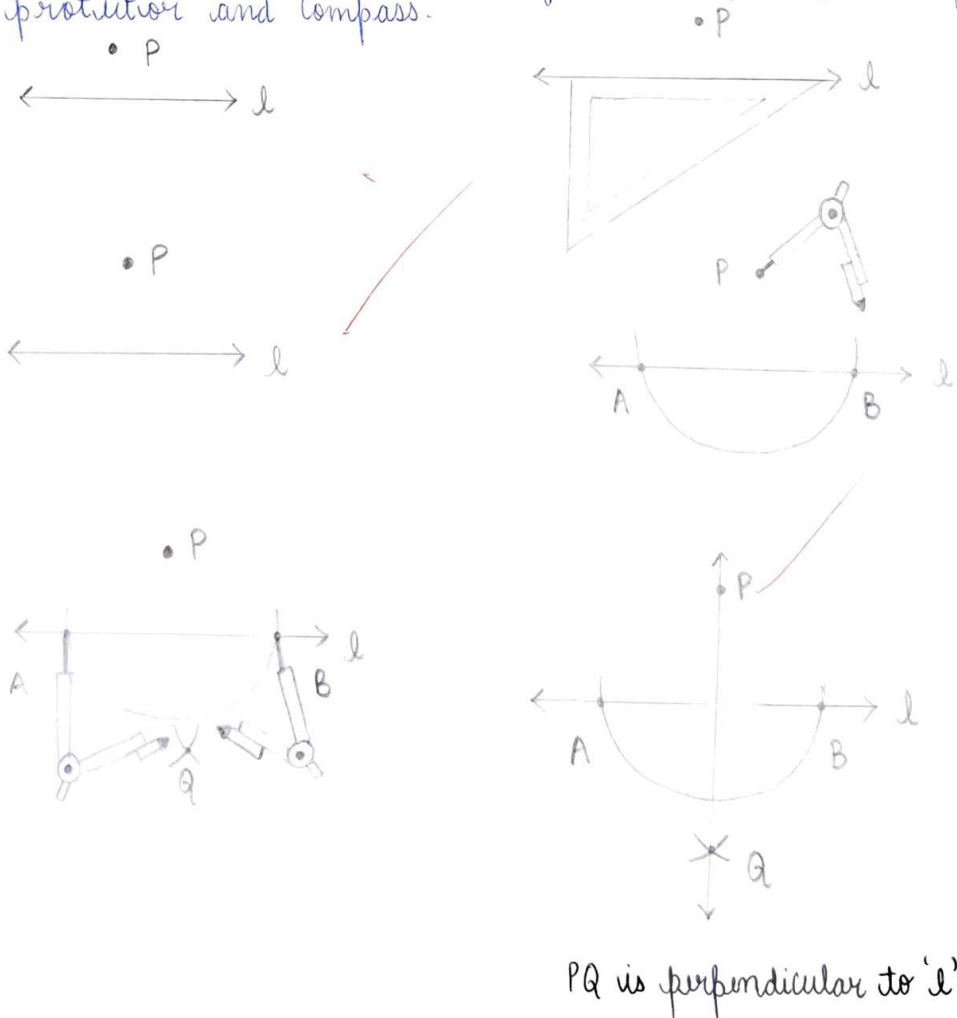
7) Substitute Activities Conducted in class

* Area (Specification of the Activity)

Introduction to the chapter 'Practical Geometry' of class of 6th. Different Geometrical materials were introduced and how to use them all to make different shapes were taught to students.

* Process/Method of Activity Conducted

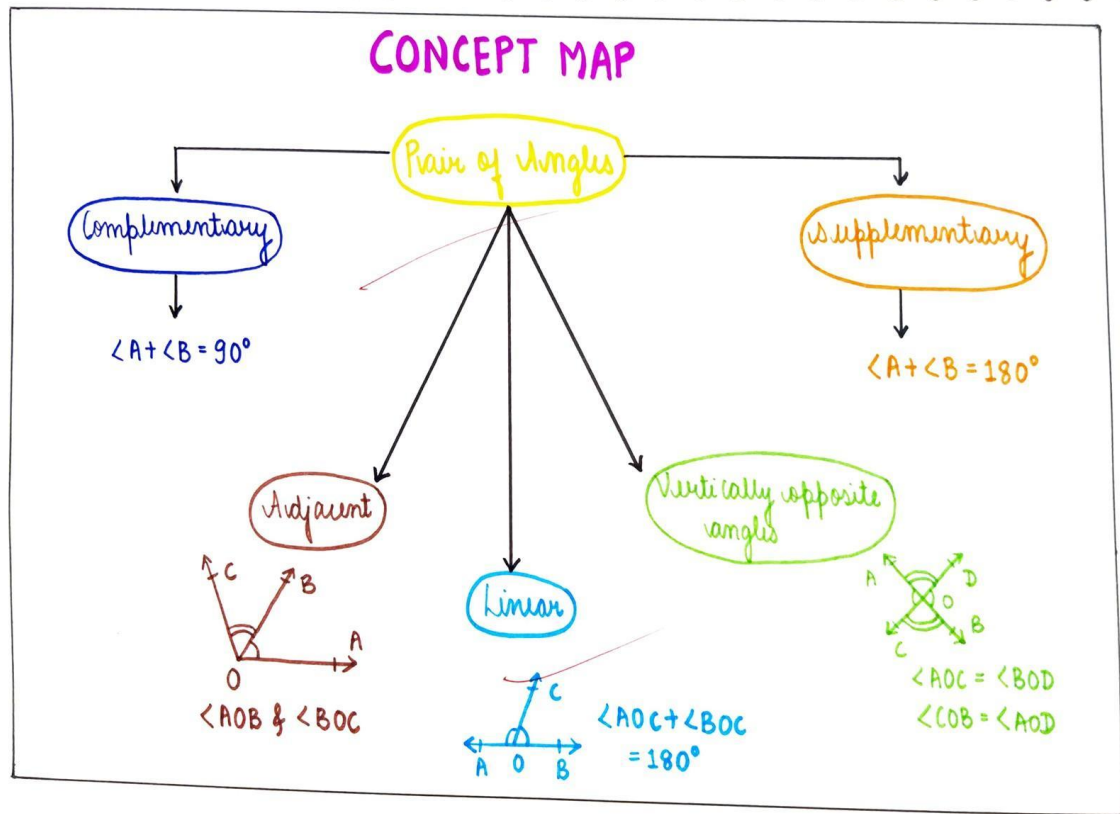
During the teaching learning process, Constructivist approach was adopted. First of all the students were asked about some basic concepts or terms of geometry like points, lines, circles etc. Then students were described the formation of angles using the protractor and compass.

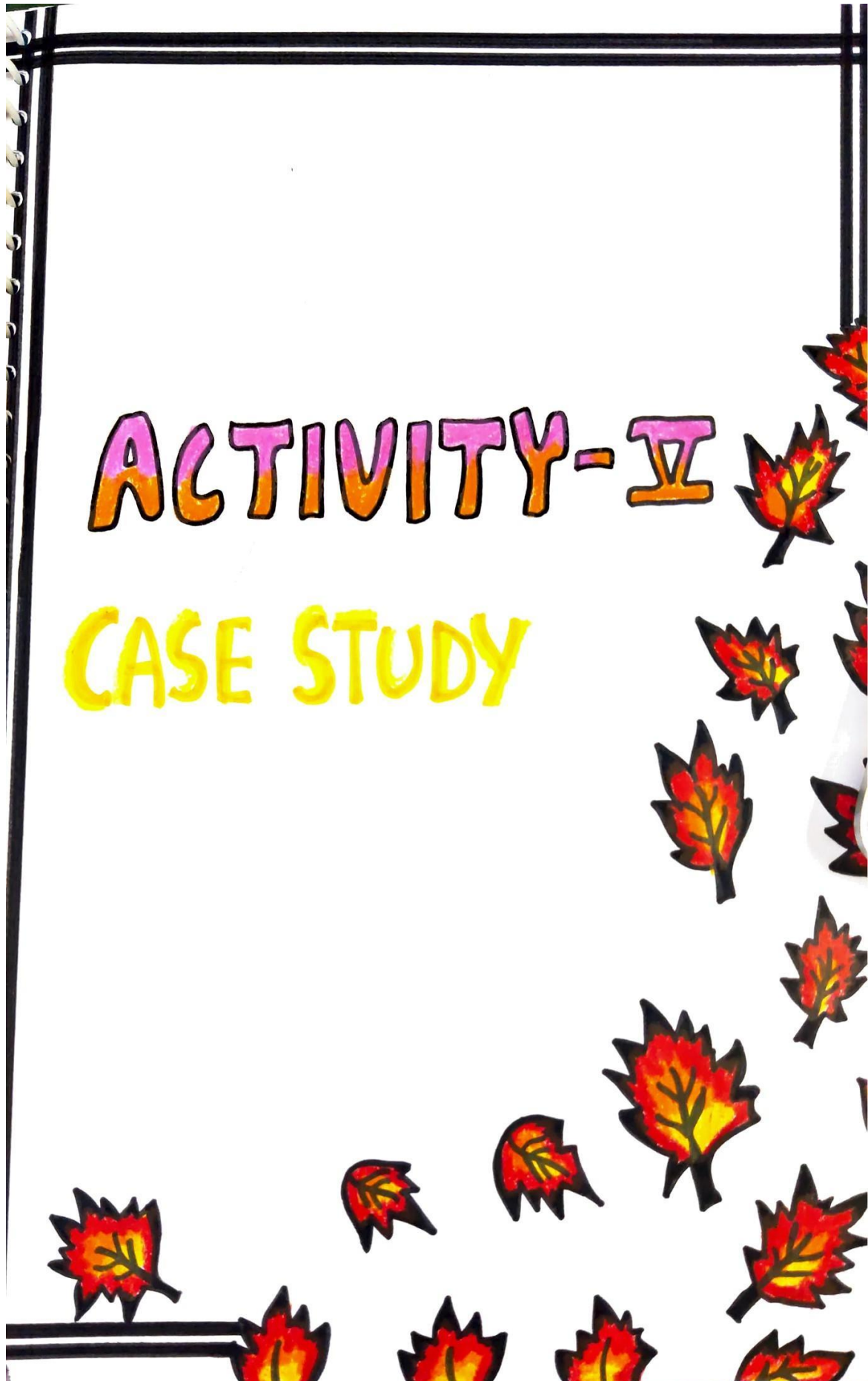


ACTIVITY-IV

LESSON PLAN







CASE STUDY

A) Identification Data

1) Brief Educational History of the Case

She did not go to the pre-school. So, directly joined this Khamar Sahi Ashram School, Dhunkanal from the class I as a hostler. As her finally family condition is financially not good. Hence, she joined this Ashram School as a hostler.

B) Recording of the Problem and Solution

1) Description of the Problem

Since Arati Munda belongs to very poor family, so she did not get proper opportunity to study. So, she is not good in study. She did not even get proper books, copy and materials for studying. She also does some other activities for earning money with this mother. Hence she does not study properly and did not achieve better marks in her examinations. Also her health conditions were not good enough. She has problem in seeing that is her eye sight is weak and she faces problems in do seeing the blackboard properly even in the second & third bench.

2) Nature of the Problem (Curricular, other Curricular)

Since, Arati Munda did get admission in the school but she did not have proper materials to study. She was only able to get the languages of Odia, Hindi and Sanskrit. But she was not able to understand English and mathematics. She also found hard to cope up with the Science Subject. Also, she has eye-sight problem due to which when she concentrates on an object for long time, it causes her headache.

3) Reasons Emerged at Investigation

On discussing with this girl Arati Munda, I got to know it that her father was a farmer. Her family is in debt. They also did not get proper food and financial condition is bad.

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