

2.4.10. NATURE OF INTERNEE ENGAGEMENT DURING INTERNSHIP

Supporting Documents

SL No.	Subject	Page No.
01	Sample copies for each of the selected activities claimed	02-54
02	School wise internship reports showing student engagement in activities claimed	55-144



Regional Institute of Education
(National Council of Educational Research and Training)
Bhubaneswar -751022, Odisha

Nature of Internee Engagement During Internship

Introduction

The internship of all the programmes are systematically planned at the Institute and after the post conference internees are placed in different schools (B.A.B.Ed., B.SC.B.Ed., and B.Ed. and teacher education Institutions (M.Ed.). They are involved in different activities i.e. development and implementation of unit plan and lesson plan for classroom teaching, interaction with students and mentoring, preparation of time table for interns and support the school in time table preparation. Student counselling, home assessment and conduct of achievement test, involvement in organization of academic and other curricular activities, maintaining school documents and registers, performing administrative responsibilities and proportion of progress reports of students. As M.Ed. is a different Programme the prospective teacher educators are involved in preparation and transaction of unit plan and lesson plan for class room teaching, mentoring and counselling, administrative responsibilities, assessment of learning etc. A sample is attached.

जवाहर नवोदय विद्यालय ग्राम - गोपालपुर, पोस्ट - 731303 जिला - बिरभूम, प. नं. - 731303 (विद्यालय कोड, राज्य सरकार) सी. बी. ई. स्कूल नं. - 19174 सी. बी. ई. संख्या - 2449915 ई-मेल : jnvbirbhnm7@gmail.com UDISE Code: 19080404503	 मैकाने ब्रह्म	75 आज़ादी का अमृत महोत्सव	JAWAHAR NAVODAYA VIDYALAYA Village-Gopalpur, PO:- Lalpur District - Birbhum (W.B.), PIN - 731303 (Ministry of Education, Govt. of India) C.B.S.E School Code No. - 19174 C.B.S.E Affiliation No. - 2449915 E-Mail - jnvbirbhnm7@gmail.com UDISE Code: 19080404503
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F. NO. -2-20/JNVB/2021-22/ 1009 Date: 17.02.2022

INTERNSHIP CERTIFICATE

This is to certify that **MISS SULOCHANA GHOSH** has completed internship at JNV, Gopalpur, Birbhum (West Bengal) from 15.11.2021 to 17.02.2022 successfully. The internship is part of 02 years B.Ed course of RIE, Bhubaneswar (Odisha).

She has taken classes from VI to X/XII on offline and online mode. Her performance was highly satisfactory in academic transaction.

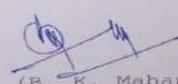
She was also been exposed to different other activities of Vidyalaya where she has taken part actively. These are

1. Morning F.T
2. Morning Assembly
3. Mess Management
4. Co-curricular activities
5. House management systems of NVS
6. Examination systems
7. Swachha Bharat Abhiyan
8. Pace Setting Activities
9. NCC Activities
10. Scouts and Guide activities
11. Cultural activities
12. Management of sick students
13. Remedial teaching
14. Mental Support to students and happy hours.

She was fully engaged in all Vidyalaya activities from early morning to night.

I appreciate her highly positive attitude towards Vidyalaya activities. She bears a good moral character. I wish her every success in life.




(B. K. Mahanti)
Principal
Principal / Prinsipal
विद्यालय, जवाहर नवोदय / J.N.V. Gopalpur
गोपालपुर / Gopalpur (W.B.)

1. Classroom Teaching

The internees are placed in different NVSs of eastern region of the country i.e. Bihar, Jharkhand, West Bengal and Odisha. They are also placed in other states of north eastern region. The M.Ed. students are placed in teacher education institutions of Bhubaneswar and Cuttack.

JNV Mayurbhanj





[M.Ed. Students taking B.Sc.B.Ed. Classes at RIE, Bhubaneswar](#)

2. Mentoring

The interns are placed in JNVs, and the school is residential. They stay with school student's. During the school internship the interns help students and facilitate school teachers in mentoring them and providing remedial measures. Action research is conducted by interns and interventions are given to enhance the learning outcomes. During the multicultural placement also interns are engaged in conducting case study and mentoring students.

The student teacher has to identify the problem/issues in the classroom and develop interventions to solve the problem. The school based small scale research may cover areas related to the learner and learning like curricular and other curricular areas, processes and strategies, assessment, disciplinary issues and others. The report covering the problem, objectives, hypotheses, interventions, strategies and reflection will be assessed out of 20 marks.



MENTORING DURING CLASS ROOM TEACHING



IN TERMS OF MENTORING JOYFUL LEARNING

03. Time Table Preparation

The interns are involved in development of class time table in JNVs. Based on school time table they prepare the class and subject time taking guidance from school teachers. Some of the samples are given.

Time Table of JNV Jagatsingpur, Odisha (2021-22)

JAWAHAR NAVODAYA VIDYALAYA, JAGATSINGHPUR, ODISHA.										
TIME TABLE FOR THE SESSION 2021-22 FOR					MRS A DAS, T.G.T. (S.B)		W.E.F. 20.11.2021			
PERIOD	1st period	2nd period	3rd period	4th period	B R E A K	5th period	6th period	7th period	8th period	
MONDAY	VIA			VIA		VIB	VIIIA	VIIIB		
TUESDAY	VIA	VIIIB		VIA			VIIIA	VIIIB	VIB	
WEDNESDAY	VIA	VIIIB		VIA			VIB	VIIIA		
THURSDAY	VIA	VIIIB		VIA			VIB	VIIIA	VIIIB	
FRIDAY	VIA			VIA			VIB	VIIIA	VIIIB	
SATURDAY			VIIIB				VIB	VIIIA	VIIIB	

REMEDIAL TIME TABLE W.E.F. 20.11.2021									
CLASS	VIA-B	VIA-B	VIII A-B	IX-A/B	XA	XIS	XIS		
TIME	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M	03.30 P.M
MONDAY	A DAS	A MAHATA	MATHS-2	SCIENCE (PH/CH/BIO)	A K CHOLBEY	M S	SKJ / SG		
TUESDAY	M SHUKLA	A DAS	S K PANDA	K JENA / N SHUKLA	SCIENCE (CH/BD/PH)	SKJ / SG	M S		
WEDNESDAY	MATHS-2	S K JENA	N SHUKLA	P K SAHOO	D PATANAIK	JKP	PKB		
THURSDAY	HINDI-2	S K PANDA	A MAHATA	A K CHOLBEY	K JENA	A BAL / PPJ	JKP		
FRIDAY	S K PANDA	HINDI-2	A DAS	D PATANAIK	P K SAHOO	PKB	A BAL / PPJ		
SATURDAY				CCA					

SUPERVISED STUDY TIME TABLE W.E.F. 20.11.2021									
CLASS	VI A-B	VIA-VIIB	VIII A-B	IXA	IX-B	XA	XB	XIS	XIIB
TIME	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M	06.00 P.M
MONDAY	M BARK	P K NAYAK	A MAHATA	S MAHAPATRA	R PRADHAN	PKSAHOO	SRIPANDA	CHANDRASEKHAR	JKP
TUESDAY	A MAHATA	M BARK	ODIA-2	F R PANDA	R PRADHAN	AKC	MATHS-2	A RAM	PKB
WEDNESDAY	P K NAYAK	S MAHAPATRA	P R PANDA	N SHUKLA	HINDI-2	R PRADHAN	A RAM	CHANDRASEKHAR	A B / PPJ
THURSDAY	S MAHAPATRA	P R PANDA	M BARK	R PRADHAN	ODIA-2	K JENA	A DAS	A RAM	MS
FRIDAY	P R PANDA	P K NAYAK	S MAHAPATRA	M BARK	ODIA-2	D P	N SHUKLA	CHANDRASEKHAR	SKJ / SG
SATURDAY	ODIA-2	A MAHATA	N SHUKLA	P K NAYAK	HINDI-2	AKC	MATHS-2	CHANDRASEKHAR	A RAM

ACAD. I/C VP / SMT PRINCIPAL

Time Table of JNV Jaipur 2021-22

CLASS	Math	SST	Bio	R	Lib-6	GS-1
X-B	Math (1-6)	SST (1-5) (his) 6- eco	Bio-1,2 Phy-3,4 Chem-5,6	Odia (1-6)	English (1-6)	Lib-1 Art-2 Comp-5 SST-3,4 (eco) Music-6
IX-A	SST (1-3) (his) 4-6 (eco)	Odia A (1-4,5) PET-5	Chem-1,2 Bio-3,4 Phy-5,6	English (1-6)	Math (1-5) SST-6	Hindi B (1-5) Math-6
IX-B	Math (1-6)	Hindi A (1-4,5) SST-5 (eco)	English (3-6) SST-1,2 (eco)	SST (1-3) (his) PET-4 Bio-5,6	Phy-1,2 Chem-3,4 SST-5(his) Lib-6	Odia B (1-5) Comp-6
VIII-A	Comp-1 English (2-6)	Math (1-6)	Science (1-6)	SKILL-1 Hindi (2-5) Comp-6	Odia (1-3,5,6) Counselling-4	Art-1 SST (2-6)
VIII-B	SST (1-6)	Lib-1 PET-3 Eng (2,4-6)	Math (1-6)	Science (1-6)	Music-1 Skill-6 Comp-2 Hindi (3-5)	Odia (1-4,6) Art-5
VII-A	Hindi (1-3,5) Comp-4 Skill-6	SST (1-3,5) Lib-4 Skill-5	Lib-1 Odia (2-6)	Eng(1,2,4-6) PET-3	Science(1-6)	Math(1-6)
VII-B	Eng(1-6)	Odia (1-6)	SST (1-2,4-6) Lib-3	Hin (1-6)	Math (1-6)	Science(1-6)
VI-A	Odia (1-4) Music-5 Lib-6	Science (1-6)	Math (1-6)	SST (1-6)	Art-1 Eng (2-6)	Hin (1-5) Skill-6
VI-B	Science (1-6)	Hin(1,2,4,6) Lib-3 Counselling-5	Odia (1-6)	Math (1-6)	SST (1,3-5) Music-2	Eng(1-3,6) Skill-5 Music-4 ACP-4

Skill subject in 11 is IT (FCSA), in class 10 (PET Male) & class 9 (PET FEMALE) as Physical Activity Trainer in class, 6,7,8 Handicraft ART TEACHER, GS class will be handled by Principal / Vice Principal

V.P. PRINCIPAL

04. Student Counselling

As the interns stay with the JNV students counselling is provided to school students by them. They provide educational and career guidance to students taking support from school counsellor. The action research activities also help interns for getting knowledge about students and provide guidance as per requirements.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure (Multi Cultural Placement) Programme

ACTIVITY- V: CASE STUDY

1. _____
2. Roll No : _____ Class: Arts/ Science _____
3. Name and Address of the School: _____
Name of the cluster: _____

A) IDENTIFICATION DATA

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

B) RECORDING OF THE PROBLEM AND SOLUTION

1. Description of the problem
2. Nature of the Problem:curricular,other curricular(Example – attendance,health,recreation,playing,speaking,writing,listening etc.)
3. Probable Reasons:
4. Strengths of the case/child:
5. Possible remediation:

Signature of Institution
Supervisor

Signature of Student-Teacher

05. PTA Meetings

Placement in JNVs for 16 weeks give the internee scope for participating in the PTA as observer. They are engaged in supporting the school in conduction of PTA.

PTA at JNV Kalyani Nadia on 7 11 2021



Interns with parents during working with community Programme 2021-22



06. Assessment of Student Learning-Home assignments and Tests

Student teachers develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitative measures. Based on the assessment the learner's variation will be identified. The format of reporting achievement test is provided to them for guidance. It carries 20(10+10) marks. The candidates submit two separate report related to both subjects.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

Achievement Test

B.A. B.Ed./B.Sc..B.Ed./2 Year B.Ed.

1. Name of the Student Teacher:
2. Roll No :
3. Name and Address of the School:
4. Date of Conducting Tests:
5. Achievement Test in (Subject-1/Subject-2)
 - A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
 - B) Administration and Interpretation of the Result
6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal Signature of the Student Teacher

Achievement test

REGIONAL INSTITUTE OF
EDUCATION-BHUBANESHWAR
(NCERT)
Activity :- Achievement Test.
Name of cooperating School-
TNU Madhubani

Submitted by-

Name - Kajal Kumari
Roll No. - 18
Course - Two year B.Ed
Stream - Arts (3rd semester)
Session - (2021-2023)

Principal of
Jawahar New Daya Vidyalaya
Ranti, Dist. Madhubani (Bihar)

Signature of Head
of School

Kajal Kumari
Signature of The
Student-teacher

11/20

Achievement Test in Social Science

Name of the student teacher - Kajal Kumari
Roll No. - 18(Arts)

Name and Address of the school - Jawahar
Nauodaya Vidyalaya, Ranti Madhubani (Bihar)

Date of conducting Test -

Construction of Test:-

(A) Weightage of Content:- The following content are chosen from their social science (Geography) textbook.

Sl. No.	Topic Name	Weightage Given.	Percentage
1.	Maps	13	52%
2.	Our Country - India.	12	48%
Total		25	100%

(B) Weightage to Objective:-

Bloom's taxonomy is a set of hierarchical model used to classify educational learning objectives. The categories are Knowledge, Understanding, Application, Analysis, Evaluation and Creation. But from these, I have given weightage to only three categories.

Regional Institute of Education (NCERT)

BHUBANESWAR-751022

IN COLLABORATION WITH

Jyoti Choudhary Vidyapeeth
PACHARHI, DARBHANGA

20/2



+



SCHOOL INTERNSHIP PROGRAMME

Topic :-

Achievement
test

Prepared by:-

Deepankar Das

ROLL NO R-14 (ARTS)

B.Ed Arts and
Languages Group

Session:- 2021-23

Principal

Jyoti Choudhary Vidyapeeth
Pacharhi, Darbhanga

APPENDIX-5

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Achievement Test
B. Ed

1. Name of the Student Teacher: *Deepankar Das*
2. Roll No with(Arts): *14 (Arts)*
3. Name and Address of the School: *Jawahar Navodaya Vidyalaya,
Pacharhi, Darbhanga.*
4. Date of Conducting Tests: *26/12/2022*
5. Achievement Test in (Subject-1/Subject-2)
A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
B) Administration and Interpretation of the Result
6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Principal
Jawahar Navodaya Vidyalaya
Pacharhi, Darbhanga (Bihar)

Signature of the Student Teacher

Deepankar Das

REGIONAL INSTITUTE OF
EDUCATION BHUBANESWAR

Activity-Action Research

JNV, MADHUBANI

Submitted By :-

NAME: RANJAN KUMAR SINGH

ROLL No.: 25

COURSE: 2 YEAR B.ED

SESSION: 2021-23

18

Principal
Jawahar Krishna Vidyalaya
Rani, Dhenkanal

Counter Signature by
the head of the
school.

Ranjan

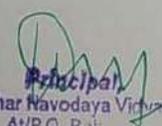
Signature of the
Student-Teacher

APPENDIX-7

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
FORMAT FOR ACTION RESEARCH
B.Ed

1. **Personal Information:**
 2. Name and address of Cooperating School: J.N.V Jagatsinghpur
 3. Name of the Student Teacher: Rajendra Kumar Sahoo
 4. Roll No with Science /Arts: 33 (Arts)
- Body of the Action Research Report**
1. Title of the Action Research: Annexure 1
 2. Analysis and Description of the Action Research Problem: Annexure 2
 3. Objectives and Action Hypothesis: Annexure 3
 4. Designing Intervention/s: Annexure 4
 5. Implementing Intervention/s: Annexure 5
 6. Evaluating Intervention/s: Annexure 6
 7. Analysis of the Result: Annexure 7
 8. Reflection and Decision: Annexure 8
 9. References: Annexure 9
 10. Appendix: Annexure 10

Rajendra Kumar Sahoo
Signature of the Student Teacher


Principal
Jawahar Navodaya Vidyalaya
A/P.O. Rajendra
Signature of the Supervisor/ Head Teacher

Action research

ON
A STUDY OF POOR WRITING SKILL IN CLASS VI AT
JNV JAGATSINGHPUR
REGIONAL INSTITUTION OF EDUCATION, BHUBANESWAR (NCERT)



NAVODAYA VIDYALAYALA, SAILO, RAHAMA
JAGATSINGHPUR, 754140



SUBMITTED BY:-

Name- Rajendra Kumar Sahoo

Course- 2 yr. B.Ed(Arts)

Class- B.Ed 2nd year(Social Science & Language)

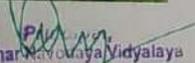
Roll. No-; 33

ACTIVITY(6): ACTION RESEARCH



DEPARTMENT OF EDUCATION

2023


Jawahar Navodaya Vidyalaya
At/P.O. Rahama
Dist- Jagatsinghpur- 754140

07. Organizing academic and cultural events

A student-teacher observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, other curricular activities, games and sports, functioning of laboratory, school morning assembly. The report o focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc.

Students initiated and conducted the activities videos

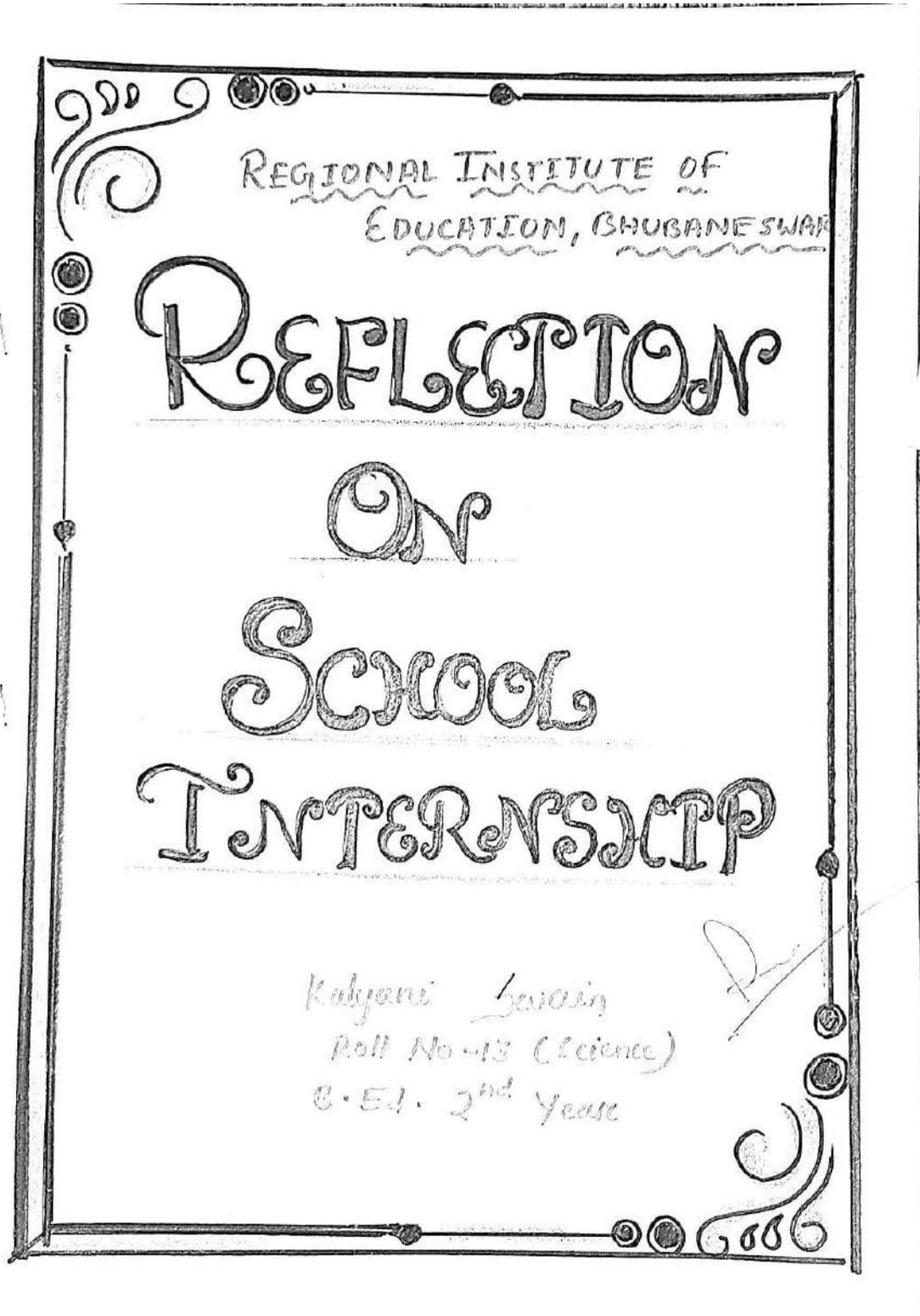
https://drive.google.com/file/d/1P8qIh9TGtDiQCd880HKPC4is68lKt_hl/view?usp=drive_link

https://drive.google.com/file/d/1zzn4Ddy5g6WS7FWG0shJI0A64FQa-MF2/view?usp=drive_link

Participation in 'Cultural programme'



08. Maintaining Documents



REGIONAL INSTITUTE OF EDUCATION (NCERT)
BILBANESWAR

Reflection on School Internship

Submitted by :-

Name :- REEYA RAY

Roll No. :- 27 (Science)

Course :- B.Ed. (3rd Semester)

REFLECTION ON INTERNSHIP EXPERIENCES

Our internship in teaching programme was started from 1st October²⁰²⁰ to 30th of November, 2020. The main objective of this programme is to develop efficiency and competencies of te-student teachers in teaching field. This field engagement programme involves engagement of teachers with students in respective schools. But this year, due to corona pandemic situation, it was not possible to conduct our internship in school by bodily present there. So it was conducted via online mode with the help of different online teaching platform.

In the very beginning of our internship, I was very skeptical about the online mode of teaching. It seemed like impossible to carry the classes in online mode. But as we know, "It always seems impossible until it's done". With passing of time in teaching-learning through online mode, we learnt to manage / solve all these problems.

1. The activities^{to be} covered in Internship during Pandemic:-

The activities like development of unit plan, lesson plan, lesson transaction, peer observation, collection of teaching learning resources, report on school site

Reflection on School Internship

1. The school internship has been organised during the pandemic covering major activities. How are the objectives of school internship achieved?

* The objectives of school internship achieved by -

- I had ample opportunity to interact with students and get to know them personally. Despite our only-online interactions, students were very attentive and supportive. They regularly attended the class and completed all the assignments and clarifying their doubts regularly.
- Through this internship, I had learned number of valuable skills beyond those directly related to being a successful intern. It has taught me that, upon facing challenges such as this in the future, I should not be hesitant or nervous when tackling them head on. I will know from previous experience that I am more than capable of developing methods to thrive in those situations.

It is also an important part of the internship to give your reflection in the post conference. When we were been oriented in the post conference there were lot of things had been discussed with us. From the college side we got very clear understanding what to do and what not to do in the internship. As we all know that this is the internship was not like that we do earlier.

Due to covid-19 pandemic, we have to shifted our offline mode of internship into to virtual one. There were lot of questions in our minds because we had gone through with theory classes which we have to use in practical way. Initially we were in dilemma that ok no problem we could take the online classes but the problem is that we were not assigned in any school from the institute rather we had to choose the school from our own in which we would do our internship. As we know, "where there is will there is way". As the days go we try to find out those schools which are providing online classes in the pandemic situation nearby. On the other hand, our college also tried to find out schools for us. Many of us from our own efforts we got our demanding schools for our internship. I was fortunate enough that I got JAWAHAR NARODAYA VIDYALAYA, RAHAMA, TAHATSINGHPUR, (ODISHA) from the college side. During my internship, I have learnt a lot of things which I have never expected from the online mode of class. Here, this is my initial phase of teaching and learning. Everyday I have taken two classes from both pedagogy i.e. Eng and Social Science. Everyday it was like a new day for me because I have

REGIONAL INSTITUTE OF EDUCATION

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

NCERT BHUBANESWAR

SCHOOL INTERNSHIP PROGRAMME



JAWAHAR NAVODAYA VIDYALAYA

RAHAMA, JAGATSINGHPUR (ODISHA)

REPORT ON : REFLECTION ON SCHOOL INTERNSHIP

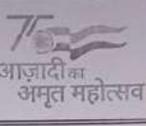
SUBMITTED BY:-

NAME: SAURAV KUMAR

Roll no. : 36 Arts

Course : B.Ed. 2nd year

09. Administrative responsibilities

<p>जवाहर नवोदय विद्यालय गांव - गोपालपुर, पोस्ट - जायपुर जिला - बिरभूम, प.प. - 731303 (विद्यालय संख्या), गांव संख्या - को.सं.ए.स. सं. - 19174 को.सं.ए.स. सं. - 244015 ई-मेल : jaybirbhoom7@gmail.com UDISE Code: 19080404503</p>		 <p>आज़ादी का अमृत महोत्सव</p>	<p>JAWAHAR NAVODAYA VIDYALAYA Village-Gopalpur, PO:- Lalpur District - Birbhum (W.B.), PIN- 731303 (Ministry of Education, Govt. of India) C.B.S.E. School Code No. - 19174 C.B.S.E. Affiliation No. - 244015 E-Mail - jaybirbhoom7@gmail.com UDISE Code: 19080404503</p>
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F.NO.-2-20/JNVB/2021-22/1009 Date: 17.02.2022

INTERNSHIP CERTIFICATE

This is to certify that **MISS SULOCHANA GHOSH** has completed internship at JNV, Gopalpur, Birbhum (West Bengal) from 15.11.2021 to 17.02.2022 successfully. The internship is part of 02 years B.Ed course of RIE, Bhubaneswar (Odisha).

She has taken classes from VI to X/XII on offline and online mode. Her performance was highly satisfactory in academic transaction.

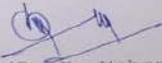
She was also been exposed to different other activities of Vidyalaya where she has taken part actively. These are

1. Morning P.T
2. Morning Assembly
3. Mess Management
4. Co-curricular activities
5. House management systems of NVS
6. Examination systems
7. Swachha Bharat Abhiyan
8. Pace Setting Activities
9. NCC Activities
10. Scouts and Guide activities
11. Cultural activities
12. Management of sick students
13. Remedial teaching
14. Mental Support to students and happy hours.

She was fully engaged in all Vidyalaya activities from early morning to night.

I appreciate her highly positive attitude towards Vidyalaya activities. She bears a good moral character. I wish her every success in life.





(B. K. Mahanti)
Principal
J.N.V. Gopalpur,
Birbhum, (W.B.)

10. Preparation of progress report

The interns are engaged in preparation of progress report of students during the schoolinternship .These are integrated in achievement test and action research projects.

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT
REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR – 751022

SCHOOL INTERNSHIP PROGRAMME
[2022-23]

ACHIEVEMENT TEST

14/20

Name of the Student Teacher: **MANJIT KUMAR**
Roll No.: **24 Arts**
Name and Address of the School: **J.N.V. Bonga, Hazaribagh**
Date of conducting test: **11 December 2022**

Principal
J.N.V. Bonga
Hazaribagh

1 | Page

ACHIEVEMENT TEST (Social Science)

Construction of the test

UNIT: Fair Play

Class- VI

Monkey & Crocodile

BLUE PRINT

Table 01 [Weightage on Objectives]

OBJECTIVES	MARKS	WEIGHTAGE
KNOWLEDGE	05	25%
UNDERSTANDING	07	35%
APPLICATION	08	40%
TOTAL	20	100 %

Table 02 [Weightage On difficulty Level]

OBJECTIVES	MARKS	WEIGHTAGE %
EASY	06	30%
AVERAGE	06	30%
DIFFICULT	08	40%
TOTAL	20	100 %



Table 03 [Weightage On type Of Question]

OBJECTIVES	MARKS	WEIGHTAGE %
VALUE BASED QUESTION	04	20%
SHORT ANSWER	03	15%
VERY SHORT ANSWER	03	15%
OBJECTIVE	10	50%
TOTAL	20	100 %

Table 04 [Weightage on Content]

OBJECTIVES	MARKS	WEIGHTAGE %
Fair Play	6	30%
The Monkey and Crocodiles	4	20%
Grammar	5	25%
Vocabulary	5	25%
TOTAL	20	100 %

TABLE 05 (BLUE-PRINT)

ITEMS	KNOWLEDGE					UNDERSTANDING					APPLICATION					TOTAL
	LA	SA	VSA	O		LA	SA	VSA	O		LA	SA	VBQ	VSA	O	
Fair Play			1(1)	1(1)			1(1)		1(1)				1(1)		1(1)	06 (6)
The Monkey and the crocodile			1(1)	1(1)					1(1)				1(1)		1(1)	04 (4)
Grammar				1(1)					1(1)				1(1)		1(1)	05(5)
Vocabulary			1(1)				1(1)		1(1)			1(1)				05(5)
TOTAL	5(5)					7(7)					8(8)					20 (20)

a(b) "a" represents the mark and "b" represents number of questions.
O : Objective
VSA : Very Short Answer
VBQ: Value Based Question
SA : Short answer
LA : Long Answer

Administration

- ❖ Teacher and students reached at class in the given time.
- ❖ Teacher arranged the seat according to roll nos.
- ❖ Then teacher distributed the papers and questions among students.
- ❖ Teacher announced that they will get 30 minutes for answering the questions.
- ❖ They have to answer the questions of total 20 marks.
- ❖ Then teacher also suggested not do bad practice and not to disturb others.
- ❖ After distributing the paper and questions teacher will explain about the written instruction that how much 'questions they have to attempt and how much marks carry questions.

Interpretation

- ❖ Total 36 students attended the test.
- ❖ Average percentage scored by the students is 74%.
- ❖ There are 18 students who scored par average.
- ❖ 5 students performed above 90%.
- ❖ There is a 100% passing result.
- ❖ 1 student has scored the highest mark.
- ❖ 6 students secured less marks i.e., below 60%.

Identification of variation with regards to learning

- ❖ After going through the answers I came to know that students are cramming the textual part without understanding its application and moral of the text.
- ❖ Though there is conceptual clarity but they are lagging in terminology and extracting the proper meaning of the text.
- ❖ Students have made most of the mistakes in multiple option questions, they haven't read all the options clearly.
- ❖ Overall performance of the students is improved.

Class: VIII

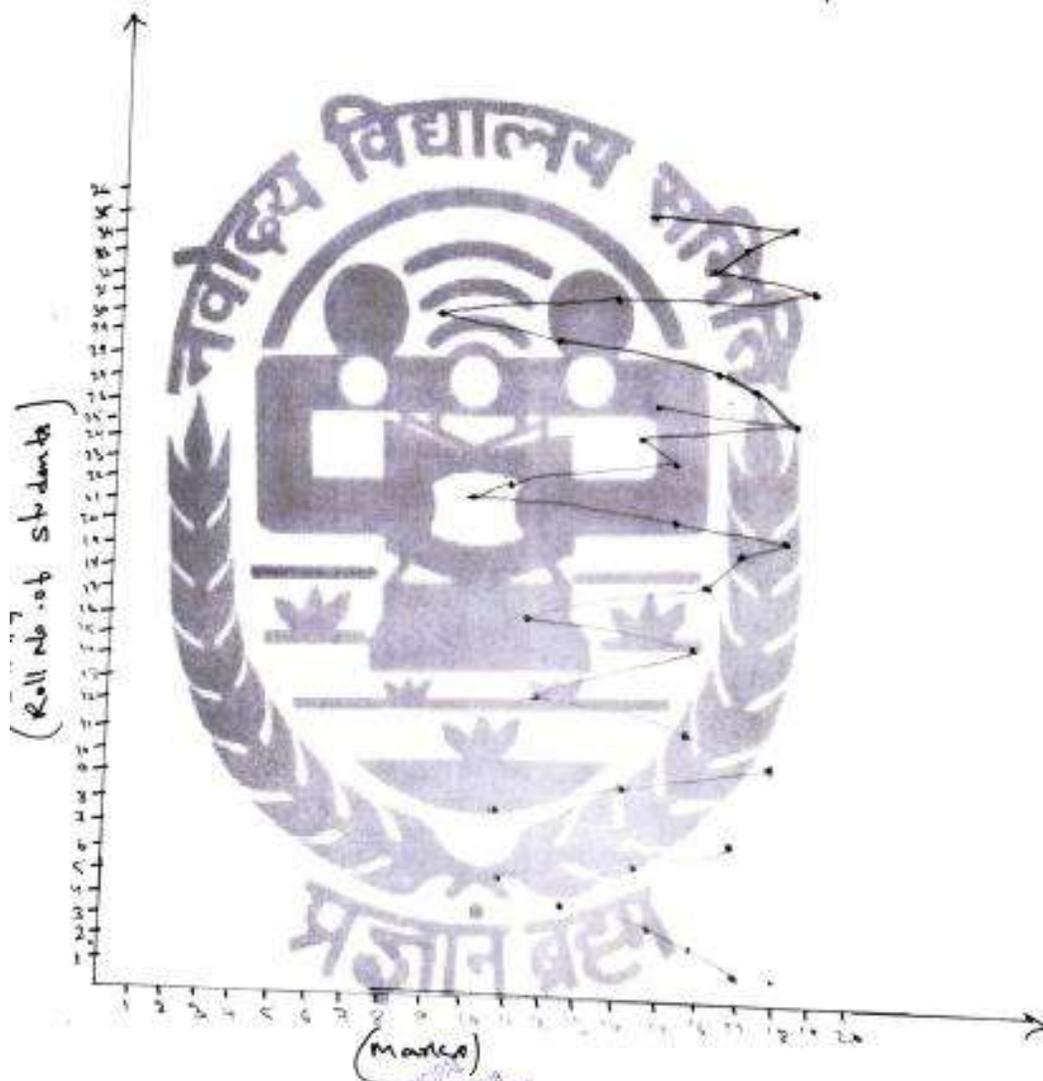
	STUDENTS NAME	Marks in Previous PWT(40)	Marks in the Test (20)
1.	NITESH KUMAR	37	17
2.	BINAY KUMAR	18	16
3.	SHIVAM KUMAR	27	15
4.	SUJAL MEHTA	18	13
5.	PANKAJ YADAV	06	11
6.	AYUSH TOPPO	26	15
7.	RAHUL KR. YADAV	32	17
8.	DEEPAK RAVIDAS	20	11
9.	SURYAKANT	12	14
10.	VIVEK ANAND PATEL	38	18
11.	NIKHIL EKKA	14	16
12.	SHIV KUMAR	22	12
13.	PAWAN KUMAR	26	14
14.	BAHADUR KUMAR	18	12
15.	PRINCE KR. RAJAK	30	16

16.	BADAL KR. YADAV	19	11
17.	OM SHANKAR	30	16
18.	JAY SHANKAR	30	17
19.	SHARDA KUMARI	34	18
20.	PRIYA BHARTI	30	16
21.	ARYA KUMARI	21	10
22.	RIYA KUMAR	21	11
23.	SONAKSHI KUMARI	14	16
24.	DIPTÉE KUMARI	28	15
25.	SIKHAR AGRAWAL	38	19
26.	CHANDNI KUJUR	28	15
27.	ANUSHRHA KUMARI	33	17
28.	PRIYANSHI SHENI	37	16
29.	SHISHTI RAJ	21	12
30.	DEVYANSHU RAJ	09	10
31.	JIWAN MINJ	18	13
32.	ARADHNA KUMARI	33	18
33.	SNEHA BHARTI	29	16
34.	MONU RAVIDAS	33	17
35.	PRINCE KUMAR	34	18
36.	MUNNA KUMAR	-	14
37.			

RESULT ANALYSIS

	PERCENTAGE	
01.	BELOW 33%	NIL
02.	34%- 59%	06
03.	60%- 74%	08
04.	75%- 89%	16
05.	90%- 94%	04
06.	95%- Above	01
07.	ABSENT	01
	TOTAL	36

Analysis through Graph



Counter signature by the Head of school with seal

Signature of the students Teacher

JNV HAZARIBAGH
ACHIEVEMENT TEST

Full Marks:- 20

Time:- 30 Minutes

Sub- ENGLISH

Class- 6

(All the questions are compulsory, each question carries 1 marks)

1. How did the monkey save himself?

- (a) He played a trick. (b) With presence of mind
(c) And clever. (d) All of the above.

2. Tick the right spell of the word?

- (a) Genuine. (b) Gouene
(c) Genuene. (d) Genuin

3. What is the opposite word of the danger

- (a) Safe. (b) Difficult. (c) Save

4. What was the crocodile's intention?

- (a) To brought the monkey and kill him
(b) To gave a surprise to the monkey
(c) To gave a present to the monkey

5. "I know its a sin to betray a friend, but i have no choice"

- (a) The crocodile said to himself
(b) The monkey said to himself
(c) The crocodile said to his wife

6. What is the meaning of 'Pluck'

- a. To take b. To coat
c. Courage. d. Remove

7. Why did the monkey want a companion?

- a. To share Fruit b. To talk
c. Both A & B
d. Because there was much fruit in the tree

8. "You bring him here," said the Crocodiles wife -Find out the type of sentence

- a. Declarative Sentence. b. Interrogative Sentence
c. Exclamatory Sentence. d. Imperative Sentence

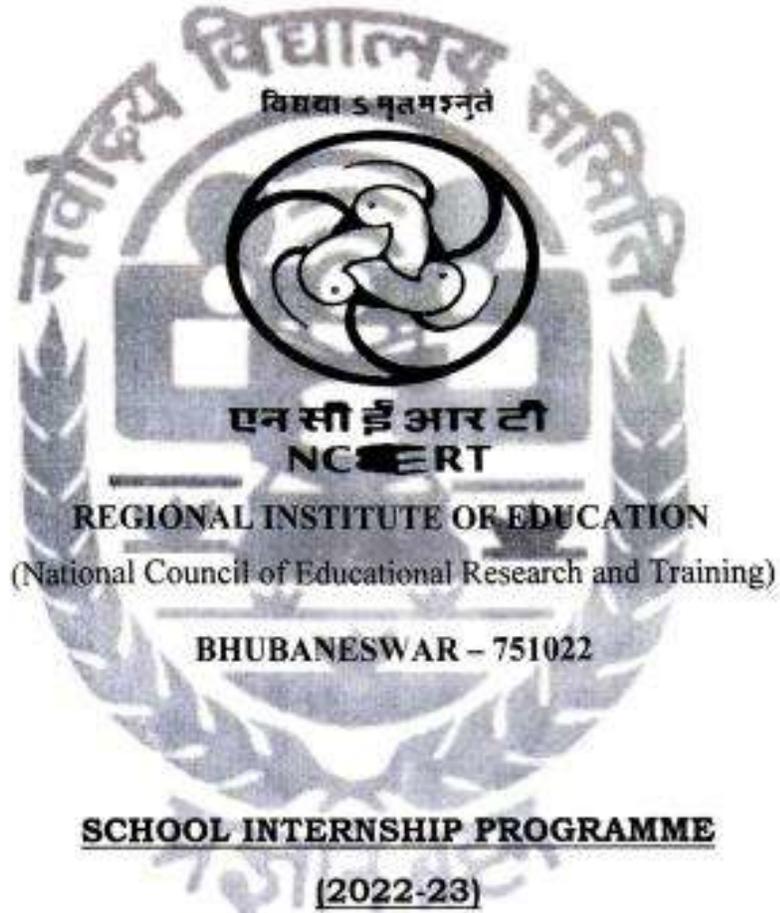
9. The monkey plucked some fruits. Find out the "object" in the sentence _____

10. One day, _____ crocodile stayed with _____ monkey longer than usual. (Use proper Articles)

- a. A, The. b. A, A. c. The, A d. The, The

11. How did jumman and his wife harass the old aunt
 a. By taking all her money. b. By biting her
 c. By insulting her
 d. By throwing her out of the house
12. what was the reaction of the villagers when they heard her case-
 a. Some sympathised with her b. Some laughed at her
 c. Some advised to adjust with them
 d. All the above
13. what happened to Algu's bullock:-
 a. One died b. One died and other sold to samjhu sahu
 c. Pair sold to samjhu sahu d. None of these
14. Which of the following is correct
 a. Sympathiced b. Sympathysied
 c. Sympathised d. Sympathized
15. Who embraced his friend
 a. Samju b. The author
 c. A member of panch d. Algu
16. Who was neither _____ friend nor _____ enemy.
 a. A, The b. The, An
 c. A, AN d. An, A
17. Give the opposite of Patient
 a. Patience b. Unpatient
 c. Bear d. Impatient
18. Algu decided to refer the case to _____ panchayat.
 (Fill the appropriate Article)
19. "Algu could not contain his feelings" find out Predicate _____
20. Algu's heart sank because jumaman
 a. was his friend b. was sahu's friend
 c. wanted revenge against him d. was unjust

x



ACHIEVEMENT TEST

Name of the Student Teacher: **MANJIT KUMAR**

Roll No.: **24 Arts**

Name and Address of the School: **J.N.V. Bonga, Hazaribagh**

Date of conducting test: **11 December 2022**



ACHIEVEMENT TEST (Social Science)

Construction of the test

UNIT: Industry.
Class- VIII

BLUE PRINT

Table 01 |Weightage on Objectives|

OBJECTIVES	MARKS	WEIGHTAGE
KNOWLEDGE	04	20%
UNDERSTANDING	08	40%
APPLICATION	08	40%
TOTAL	20	100 %

Table 02 |Weightage On difficulty Level|

OBJECTIVES	MARKS	WEIGHTAGE %
EASY	06	30%
AVERAGE	06	30%
DIFFICULT	08	40%
TOTAL	20	100 %



Table 03 [Weightage On type Of Question]

OBJECTIVES	MARKS	WEIGHTAGE %
VALUE BASED QUESTION	03	15%
SHORT ANSWER	04	20%
VERY SHORT ANSWER	03	15%
OBJECTIVE	10	50%
TOTAL	20	100 %

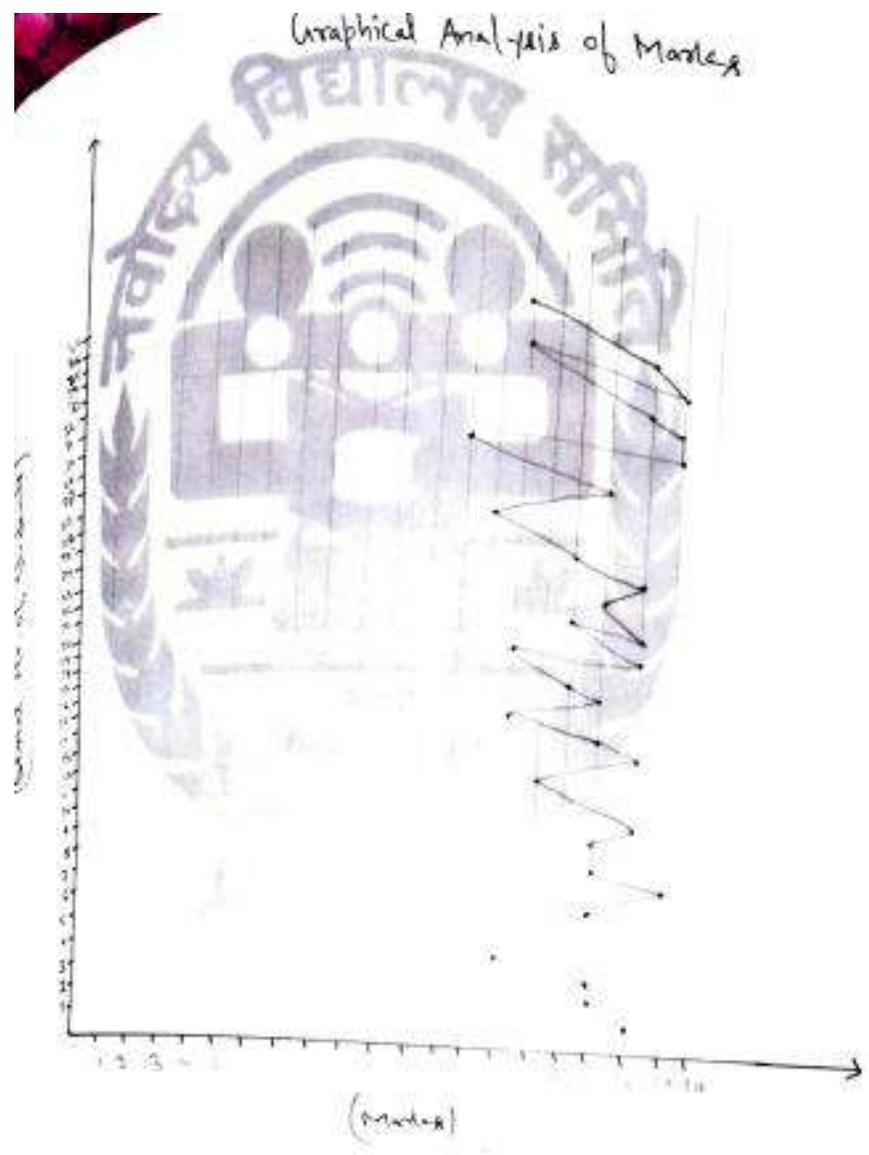
Table 04 [Weightage on Content]

OBJECTIVES	MARKS	WEIGHTAGE %
Classification Of Industries	6	30%
Factor Affecting Location of Industries	4	20%
Industrial System and Region	4	20%
Iron and steel Industry, Textile Industry	6	30%
TOTAL	20	100 %

TABLE 05 (BLUE-PRINT)

ITEMS	KNOWLEDGE					UNDERSTANDING					APPLICATION					TOTAL
	LA	SA	VSA	O		LA	SA	VSA	O		LA	SA	VBQ	VSA	O	
Classification Of Industries?			1(1)				2(1)				2(1)				1(1)	06 (6)
Factor Affecting location Of industries				1(1)							1(1)			1(1)		04 (4)
Industrial System and Regions															1(1)	04(4)
Iron and Steel Industry, Textile Industry			1(1)				1(1)				1(1)	1(1)	1(1)		1(1)	06(6)
TOTAL			4(4)				8(8)				8(8)			8(8)		20 (20)

Graphical Analysis of Marks



Counter signature by the Head of school with seal

Signature of the students Teacher

JNV HAZARIBAGH
ACHIEVEMENT TEST

CLASS- 8
FULL MARKS -20.

SUBJECT -SOCIALSCIENCE
TIME- 30 MINUTES

(ALL THE QUESTIONS ARE COMPULSORY AND CARRIES 1 MARKS EXCEPT QUESTION NO 17, WHICH CARRIES 3 MARKS)

1. Industry comes under which sector

- A. Primary Sector B. Secondary Sector C. Tertiary Sector
D. Quarterly Sector

2. Tea, Sugar, Honey, Clove are examples of which type of industrial product _____

3. steps involved in production of industries

-> Input _____ Output

4. Industry own by govt is known as which type of industry _____

5. Amul, Sudha, Medha are examples of _____ industries

6. Human factor that affect industries location

- A. Water B. Electricity C. Labour D. Transport

7. Identify the Fixed asset in industries

- A. Machine and land B. Labour C. Raw material D. Electricity

9. Products from the Iron and Steel company are used in the Design Factory. Products from the Design Factory are used by the Defence weapon/ Artillery Factory. The output of product is carried by Railway is an example of _____

9. Ahmedabad is called as _____ of india.

10. Bangalore is called the _____ of india.

11. Which of the following is secondary activities:-

- A. Coal mining industry B. Tourism industry C. Fishing D. Agriculture

12. Which of the following is a natural fibre:-

**REGIONAL INSTITUTE OF EDUCATION (NCERT)
BHUBANESWAR - 751022**



एन सी ई आर टी
NCERT

SCHOOL INTERNSHIP PROGRAMME



**JAWAHAR NAVODAYA VIDYALAYA,
RAJGIR - NALANDA, BIHAR 803116**

Activity - 9

Student Assessment Record

Prepared by:

Name: Sakshi

Roll No: Arts (39)

Signature of Head of School

Jawahar Navodaya Vidyalaya
RAJGIR, NALANDA

Signature of Student Teacher

APPENDIX-5

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Achievement Test
B. Ed

1. Name of the Student Teacher: *Jankshi*
2. Roll No with(Arts): *Arts 39*
3. Name and Address of the School: *Jawahar Navodaya Vidyalaya,
Rajgir, Nalanda*
4. Date of Conducting Tests: *27/12/2022*
5. Achievement Test in (Subject-1/Subject-2)
A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
B) Administration and Interpretation of the Result

- enclosed

6. Identification of variation with regard to learning:

- enclosed

Counter signature by the Head of school with seal

Jankshi
Principal
Jawahar Navodaya Vidyalaya
RAJGIR, NALANDA

Signature of the Student Teacher

Jankshi

Construction of Test

Blue Print:-

Weightage to Content

S.No	Topic	Marks	Percentage
1.	Comprehension	5	16.66%.
2.	Grammar	9	30.00%.
3.	Writing Skills	10	33.33%.
4.	Who did Patrick's Homework	6	20%.
Total		30	100%.

Weightage based on Difficulty

S.No	Difficulty level	Marks	%age
1.	Easy	9	30%.
2.	Difficult	15	50%.
3.	Hard	6	20%.
	Total	30	100%.

Weightage to type of Questions

S.No	Forms of Ques.	No. of Questions	Marks of each question	Total	%age
1.	One Word Answer (O)	14	1	14	46.6%
2.	Short Answer (SA)	3	2	6	20%
3.	Long Answer (LA)	2	5	10	33.33%
4.	Total.	19		30	100%

Weightage to Learning Objectives

S.No	Topic	Marks	%age	Learning Objectives					Total	
				Remembering	Understanding	Applying	Analyzing	Evaluating		Creating
1	Comprehension	5	16.66%			5				5
2	Grammar	9	30.00%		9					9
3	Writing skills	10	33.33%						2	2
4	Who did Patrick's Homework	6	20%					1		3
	Total	30	100%							19

JAWAHAR NAVODAYA VIDYALAYA, RAJGIR NALANDA

SUBJECT: ENGLISH

MAX. MARKS = 30

CLASS: VI

DURATION: 1 HR

General Instruction:

1. All questions are compulsory.
2. This question paper consist of 20 questions divided into sections A, B and C.

1. Read the following passage and answer the following question:
(1 x 5)

My next pet was a pigeon, the most revolting bird to look at, with his feathers pushing through the wrinkled scarlet skin, mixed with the horrible yellow down that covers baby pigeons and makes them look as though they have been peroxidizing their hair. Because of his repulsive and obese appearance, we called him Quasimodo. Since he had an unorthodox upbringing, without parents to teach him, Quasimodo became convinced that he was not a bird at all, and refused to fly. He walked everywhere. He was always eager to join us in anything we did.

He would even try to come for walks with us. So you had to either carry him on your shoulder, which was risking an accident to your clothes, or else you let him walk behind. If you let him walk, then you had to slow down your own pace to suit his, for should you get too far ahead, you would hear the most frantic and imploring coos and turn around to find Quasimodo running desperately after you.

1. The narrator describes the pigeon as a 'revolting bird' because
 - (a) He could not fly
 - (b) He had to be carried everywhere
 - (c) He had wrinkled skin covered with yellow feathers
 - (d) He was fat
2. Quasimodo got his name because
 - (a) He was fat and ugly
 - (b) He was attractive
 - (c) He could not fly
 - (d) He loves behaving like human beings
3. We know that Quasimodo was always eager to go on walks because
 - (a) He walked everywhere

- (b) He did not know how to fly
- (c) He complained loudly if he was not taken along
- (d) He always copied whatever humans did

4. Quasimodo protested when he was

- (a) Left at home
- (b) Lifted on human shoulders
- (c) Taken for a walk
- (d) Left behind during walks.

5. The phrase 'risking an accident to your clothes' means

- (a) The bird pecked at their clothes
- (b) There was a chance of the bird soiling their clothes
- (c) The bird risked a fall
- (d) The bird did not like their clothes

2. Write the words in the correct order to make sentences. (4)

- (i) My/country/India/is
- (ii) Driest/places/deserts/are/on/the/earth
- (iii) Playing/in/are/park/children/the
- (iv) Go/by/l/bus/to/school

3. Choose the correct prepositions: is, Of, From, With, At

- a) Children are fond _____ chocolates.
- b) I like to spend time _____ my family.
- c) I leave my bed _____ 6 AM.
- d) My father worked _____ home during the pandemic.
- e) He lies _____ Agra.

4. Write a letter to your friend inviting him to spend summer vacations with you. (5)

5. Write a short paragraph on any one of the following topic: (5)

- a) My School
- b) My favorite festival
- c) My favorite Subject

6. Answer any THREE the following question: (2 x 3)

- a) What was Patrick's Wish?
- b) Who do you think did Patrick's homework- the little man, or Patrick himself? Give reasons for your answers?
- c) How did Patrick help him?
- d) How did Patrick get the elf to do his homework?

JAWAHAR NAVODAYA VIDAYALYA RAJGIR, NALANDA

CLASS VI A SUB:- English
Achievement Test

ROLL NO	NAME OF STUDENTS	Out of 30
1	ABHI RAJ	26
2	ABHINAV RAJ	21
3	AKANSHA PATEL	19
4	ALOK KUMAR	30
5	ANAND VAIBHAV VATSA	30
6	ANKITA KUMARI	15
7	ANSHIKA SINHA	17
8	ARFA TASMIN	13
9	ARYAN KUMAR	21
10	GAURAV KUMAR	20
11	HARSH RAJ	19
12	NANDANI KUMARI	27
13	PANKAJ KUMAR	20
14	PRERNA KUMARI	29
15	RAHUL KUMAR	23
16	RAHUL SINGH	22
17	RANJAN KUMAR	18
18	RAUNAK RAJ	19
19	RIYA KUMARI	20
20	ROHIT KUMAR	23
21	RUDRA PRATAP	29
22	SACHI SINHA	30
23	SAURAV KUMAR	25
24	SHANVI RAJ	23
25	SIMRAN KUMARI	L
26	UJJWAL KUMAR	20
27	RAJBEV KUMAR	19
28	AMARKANT KUMAR	14
29	MANASH RAJ	15
30	SUMIT KUMAR	15
31	ADITI ARADHYA	28
32	ANKITA SHARMA	L

Attendance

Total: 32
Present: 30
leave: 02

Highest	30
lowest	13
Average	21.33
Students:	
7 > 20	14
10 > 20	16
< 10	

Siddhant
Signature of Teacher

APPENDIX-5

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Achievement Test
B. Ed

1. Name of the Student Teacher: *Sakshi*
2. Roll No with(Arts): *Arts-39*
3. Name and Address of the School: *Jawahar Navodaya Vidyalaya,
Rajgir, Nalanda.*
4. Date of Conducting Tests: *24/12/2022*
5. Achievement Test in (Subject-1/Subject-2)
A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
B) Administration and Interpretation of the Result

- enclosed

6. Identification of variation with regard to learning:
- enclosed

Principal
Counter signature by the Head of school with seal
*Jawahar Navodaya Vidyalaya
RAJGIR, NALANDA*

Sakshi
Signature of the Student Teacher

Blueprint

S.No	Topic	Learning Objectives																Total																
		Remembering				Understanding				Applying				Analyzing					Evaluating				Creating											
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		1	2	3	4												
1.	Mauvryam Dynasty																																	4(3)
2.	Ashoka and Kalinga War									1(3)																				4(3)				6(3)
3.	Ashoka's Dhamma					1(1)																								4(1)				5(2)
4.	Gram Sabha					1(1)								2(1)																3(1)				6(3)
5.	Gram Panchayat													2(1)																3(1)				6(3)
6.	Three levels of Panchayat																																	3(1)
	Total	1(2)				2(2)				5(3)				1(2)	2(1)			1(1)	2(1)	3(1)		6(1)	3(1)			2(1)	3(1)	4(1)		3(1)				30(15)
						1(2)				5(3)				6(1)	4(3)			6(1)	3(1)	4(1)		4(1)	3(1)			4(1)	4(1)	4(1)		30(15)				30(15)

- 1 - 0 - Objective / one word Answer.
- 2 - VSA - Very small Answer
- 3 - SA - Short Answer
- 4 - LA - Long Answer.

JAWAHAR NAVODAYA VIDYALAYA, RAJGIR NALANDA

SUBJECT: SOCIAL SCIENCE

MAX. MARKS = 30

CLASS: VI

DURATION: 1 HR

General Instruction:

1. All questions are compulsory.
2. This question paper consist of 20 questions divided into sections A, B and C.

Observe the given picture and answer the questions: (1 x 3)

1. This is _____ at Sarnath.
2. This is built by _____.
3. It has _____ lions.



4. Find the Odd One Out: Bindusara, Chanakya, and Ashoka (1)
5. Arrange the rulers in Correct Order: Bindusara, Chandragupta Maurya and Ashoka. (1)
6. What do you mean by Dhamma according to Ashoka? Also, write your point of view what you think about Dhamma. (4)
7. Mark Taxila and Patliputra on the map provided. (2)
8. You live in Kalinga, and your parents have suffered in the war. Messengers from Ashoka have just arrived with the new ideas about dhamma. Describe the dialogue between them and your parents. (4)
9. What in your opinion, is the importance of Gram Sabha? Do you think all members should attend Gram Sabha meetings? Why (3)
10. What are the three levels of Panchayats? Explain with help of Diagram? (3)
11. Who is responsible for keeping a record of the Gram Panchayat and the Gram Sabha? (1)
12. Write three sources of funds for Panchayat? (3)

Answer the following Question after reading the following passage: (2+2+1)

Tungi is a village on the Shri Agni Path. Like many others, this village has also been facing a severe water shortage for the last few months and villagers depend on tankers for all their needs. Rahul Singh (25) of this village was beaten with sticks, iron rods and axes by a group of six men. The incident came to light when some villagers brought a badly injured Rahul to hospital for treatment. In the FIR recorded by the police Rahul said that he was attacked when he insisted that the water in the tanker must be emptied into the storage tanks constructed as part of the water supply scheme by Tungi Gram Panchayat so that there would be equal distribution of water. However, he alleged that the upper caste men were against this and told him that the tanker water was not meant for the lower castes.

Q3. Why was Rahul beaten?

Q4. Do you think that the above is a case of discrimination? Why?

Q5. What is the full form of FIR?

JAWAHAR NAVODAYA VIDYALYA RAJGIR, NALANDA
 CLASS VI A SUB :- Social Science

Achievement Test

ROLL NO	NAME OF STUDENTS	Out of 30
1	ABHI RAJ	22.5
2	ABHINAV RAJ	22.5
3	AKANSHA PATEL	17.5
4	ALOK KUMAR	27
5	ANAND VAIBHAV VATSA	30
6	ANKITA KUMARI	13.5
7	ANSHIKA SINHA	16.5
8	ARFA TASMIN	10.5
9	ARYAN KUMAR	22.5
10	GAURAV KUMAR	27
11	HARSH RAJ	25.5
12	NANDANI KUMARI	18
13	PANKAJ KUMAR	25
14	PRERNA KUMARI	25
15	RAHUL KUMAR	30
16	RAHUL SINGH	25
17	RANJAN KUMAR	18
18	RAUNAK RAJ	21
19	RIYA KUMARI	26.5
20	ROHIT KUMAR	L
21	RUDRA PRATAP	16
22	SACHI SINHA	25
23	SAURAV KUMAR	22.5
24	SHANVI RAJ	18
25	SIMRAN KUMARI	16
26	UJJWAL KUMAR	13.5
27	RAJEEV KUMAR	26.5
28	AMARKANT KUMAR	23.5
29	MANASH RAJ	12.5
30	SUMIT KUMAR	24
31	ADITI ARADHYA	8
32	ANKITA SHARMA	15

Attendance

Total: 32

Present: 31

leave:- 01

Highest:	30
lowest:	8
Average:	20.77
Students:	
> 20	18
10-20	12
< 10	01

Ashika
 Sign of Teacher

LEARNING TO FUNCTION AS A TEACHER

INTERNSHIP HANDBOOK-2021

For

INTEGRATED COURSE OF BACHELOR OF SCIENCE AND BACHELOR OF EDUCATION (B.Sc.B.Ed.) PROGRAMME



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

About the Handbook

Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and the learning process. Mastery of the teaching process demands the development of a broad intellectual perspective on academic, policy, and pedagogical issues, coupled with extensive and diverse experiences in the classroom.

This handbook is prepared for student teachers (interns), cooperating teachers/mentors, principals, and institute faculty supervisors. The purpose of the handbook is to describe the process of organization of the internship programme for B.Sc.B.Ed. course. The intent of this guide is to help the intern define purposes, gain information and skill concerning the internship experience, and provide assistance in planning goals and direction for a career in teaching. The contents of the handbook have been developed and evolved in due consultations with faculty members over period. It is by no means complete or exhaustive. Comments and suggestions for future changes are welcome.

Coordinators

RIE, Bhubaneswar
Date: 01.11.2021

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Introduction

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy (National Education Policy, 2020, Para-15.1).

Teacher's skills and competencies are important factors in the effectiveness of teaching and pupil learning. Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation culminates in the internship, which then helps beginning teachers make the transition from being students to teaching professionals. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge about and skill in teaching.

The curricula of teacher training institutions are designed to provide for the acquisition of these skills by student teachers. 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. For this, it must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners (students) 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 National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The NCTE Regulations, 2009 attempted to broaden the scope of practice -teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the student teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement'. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-

Years programmes. As per the regulations the student teachers are to be actively engaged in teaching for sixteen weeks in the final year of the course. The National Education Policy (2020) envisages that all B.Sc.B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. The programme will include strong practicum training in the form of in-classroom teaching at local schools (Para 5.24).

2. Objectives of Internship

The internship is conceived as a professional learning bridge between the of preservice Professional preparation and teaching. It is an extended school-based placement in which student teachers (interns) are expected to consolidate their knowledge and experience across all facets of the role of the teacher in the school. It provides an opportunity to further develop skills in teaching and for interns to be mentored in preparing themselves as thoroughly as possible for their early experiences of teaching. The internship will enable the student teacher to:

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- 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 resources to be used at each stage and for each purpose.
- 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.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress. Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations. 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.
- 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.

- 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.
- 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.
- 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.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- 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.

3. Learning to Function as a Teacher

In EPC-1(Learning to Function as a Teacher) during first semester, the student teachers were oriented on the process based skills essential for secondary schools. The skills focussed were critical thinking and reflection, Class room management, Managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, Assessing learner and giving feedback and Facilitating learning .The core teaching learning processes emphasised were *Introducing the lesson, Questioning in the class, Explaining and illustrating, Encouraging and appreciating students (Verbal and non-verbal), Stimulus Variation,Using Blackboard /white board/ smart board and Using learning resources and ICT*, All the processes are practiced and evaluated for each student during first semester and were internally evaluated.

Field Engagement: School Exposure

To experience school activities in totality i.e. awareness about the functioning school and its relation with neighborhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers were placed for one week in schools of Bhubaneswar during first semester and experienced school activities. The student teachers were engaged in pre-visit workshop (three sessions) and post visit reflection sessions. Student teachers highlighting the school objectives, processes and their reflection have submitted the reflection reports.

Field Engagement: Multi-cultural Placement

In order to provide school exposure in various cultural backgrounds of the society to the student teachers, they were placed in different type schools on rotation during the second semester. During their placement in these schools they were involved in different activities like (i) learning of teaching-learning process through observation of lessons taught by regular teachers in the school. (ii)

observation and collection of data about schools processes i.e. day to day activities taken place in the school plant, for example, working of the library, process of organizing other curricular activities, functioning of laboratory, organization of school assembly and above all the school management (iii) development of sample unit plan lesson plans /concept map and lesson note (vi) conducting case studies in the school.

4. Details of Academic Work of the Student Teachers during Internship Placement

In order to facilitate staged entry of student teachers in teaching, Internship in teaching is to be organized in three phase's viz. pre-internship, internship and post internship. *The pre-internship conference* for student teachers, cooperating school heads, mentors and institute supervisors intends to orient them on the modalities of organization of the programme.

The student teachers are placed in different NVSs of eastern region of the country i.e. Bihar, Jharkhand, West Bengal and Odisha. The details of activities are presented in the guideline. *Post-Internship* is to be organized to reflect on /feedback reactions of students, cooperating teachers, school heads and institute supervisors. This would help in follow-up, remedial and strengthening activities to be taken up by the institute in future years.

4.1 Demonstration of Criticism Lesson: The student teacher is required to present a lesson in each pedagogy to a group of 16-17 students during the pre-conference. The demonstration will be done as per the lesson plan format provided by the institution. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

4.2 Observation of Lesson of regular teachers: The student-teachers are to observe 10 lessons, 5 in each Pedagogy subject taught by regular/experienced teachers. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule booklet is developed and supplied to the student teacher to record the observation processes. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

4.3. Development of unit plan: A student teacher has to prepare two unit plans in each pedagogy. Unit plans consist of concepts and learning goals that are taught over a period and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning. A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan: objectives, Main topic or topics, that unite lessons within the unit, academic goals and desired outcomes, Cross-curricular

connections, Methods to make the learning relevant throughout the unit, an understanding of students' current knowledge, strategies, assessments for before, during, and after lessons and the overall unit. The activity carries **10 (5 in each pedagogy) marks**.

4.4 Lesson Plan: Lesson plan consists of statement of objectives, list of contents, learning resources, teacher initiatives, strategies and process of assessing learning. It is simply a road map. Each teacher is different, once you understand the basic elements of lesson planning; you can modify the process to reflect on whatever makes you comfortable. So find the format that works for you and your students. The student teacher has to develop lesson plan using concept maps in in two school subjects and maintain detail records. They have to deliver minimum of 60 lessons (50 with detailed lessons and 10with lesson notes) in a method subject i.e. (60 + 60 lessons) minimum in two subjects (Mathematics/Bioscience and Physical Science for Science and Language and Social Science for Arts students).The transaction of lessons will be continually observed by mentor teachers and or institute supervisors through an assessment profile. Transaction of lessons in two pedagogy subjects carry 80 marks(40 by institute supervisors and 40 by cooperating teacher/mentors) through assessment profile. In Pedagogy of social science, student teachers are required to transact lessons in all social sciences i.e. History, Geography, Civics and Economics. Lesson plan records will be assessed at the institute and 20 marks (10 in each pedagogy subject) are allotted for the record.

4.5 Observation of Lesson of peers:The student teachers are to observe **10 lessons, 5 in each Pedagogy subject** taught by fellow student teachers. An observation schedule booklet is developed and supplied to them. The important features of teaching are mentioned overleaf of the scheduled based on whom critical observations are to be made and record in the class itself. The student teacher and the cooperating teachers/ institute supervisor are to put their signature on the prescribed schedule at the end of the observation. As far as possible, varieties of lesson may be observed. This activity carries **10 Marks** for each method subject. These are to be submitted in two separate bunches for evaluation in the institute.

4.6 Student assessment Record:Student teachers have to develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitate measures. Based on the assessment the learner's variation will be identified. The format of reporting achievement test is provided. It carries 20(10+10) marks. The candidate has to submit two separate report related to both subjects tagged together.

4.7 Teaching learning resources: The student teacher will be preparing/ collecting and using a large number of learning resources during their placement in the school. It is required that appropriate and

suitable learning resources must be used for the purpose. The details of the preparation and use of learning resources are to be recorded as per the format provided. Either the student teachers as per instructions have to exhibit two innovative learning resources at the cooperating JNV or in the institute. Twenty marks have been allotted for the activity (10 will be assessed by institute and 10 by cooperating JNVs).

4.8 Observation and reporting on School Site and Processes: A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, other curricular activities, games and sports, functioning of laboratory, school morning assembly. The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc. This activity carries **10 Marks**.

4.9 Action research: The student teacher has to identify the problem/issues in the classroom and develop interventions to solve the problem. The school based small scale research may cover areas related to the learner and learning like curricular and other curricular areas, processes and strategies, assessment, disciplinary issues and others. The report covering the problem, objectives, hypotheses, interventions, strategies and reflection will be assessed out of 20 marks.

4.10 Reflective diary: Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and/or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organize the activity of guided analysis of pedagogical practice experiences aimed at: identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections

4.11 Assessment of student teachers by heads of schools: This will be done by the school head on different dimensions i.e. Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.; Participation in co-scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.; School work, arrangement of classes, laboratory, library work etc. and Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching. The activity carries **10 marks**. The school heads will send the marks in closed envelope as per the format provided.

4.12. **Presentation of Reflection in post conference:**It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost. The student teacher has to present the reflective report during the post conference highlighting

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. While submitting the records the student teacher is required to submit the report activity wise. For example, a student teacher has to submit separate report on each activity. The weightage to different components of internship shall be assigned as presented in the following table.

Different activities and weightage of mark Distribution

Components	Minimum Number	Maximum Marks	Internal-by the faculty of the Institute	External by the Mentor Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40		40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for VII Semester		350	300	50

5. Roles, Duties and Responsibilities of the Personnel Involved in the Programme:

5.1 Role of Student-Teacher:

All the Student Teacher must:

- Report to the Principal of JNV at least one day before the starting of the internship placement. On the first day, they should reach before the school assembly on the first day of the internship programme.
- Put signature in the attendance register twice every day before the school assembly and before the last bell goes.
- Seek cooperation from cooperating teachers and supervisor wherever you face difficulty particularly for pre and post lesson discussion.
- Know the classes, periods and topics to teach in both the method subjects from the Head of school/ cooperating teacher on the first day of internship programme.
- Prepare the lesson plan and get approval from the cooperating teacher/ supervisor before transacting every lesson.
- Take classes strictly according to the timetable of the cooperating school.
- Do not take any class without a lesson plan.
- Take arrangement classes and do other duties of the school and when the Head of school assigns.
- Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that children's behavior can be influenced positively by your professional appearance.
- Never ask for leave. In special circumstances, get prior approval of leave from your Head of school on emergency. Anyhow, your application for leave must reach the school authority one day in advance.
- Get permission from the Head even if you want to be out of the school for some time during school hours.
- Assign and correct the homework assigned by you to the student regularly.
- Write all the lesson plans in English except in the language subjects.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teachers/ institute supervisors. Get approval from the Head of school and institute supervisors before carrying out the activities.

- Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.
- Carry out the activities planned by you for school students according to your approved plans and all the assignments must be completed during the internship programme.
- If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. If possible, re-teach the lesson using the teacher's suggestions.
- Be polite and keep very good relationship with students and staff of the school.
- Try to adjust in the school situation with genuine difficulties. Adjust with the students, staff, physical facilities that they have.
- Receive see that the cooperating teachers / institute supervisors and necessary ratings sign every lesson that you teach with remarks from them.
- Maintain regularity, punctuality and devotion to duty in the school.
- Consult the cooperating teachers institute supervisors more frequently for carrying out the activities in the school. There must be phase end meeting of student teachers, cooperating teachers and supervisors to assess the progress and for guidance.
- Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Supply student teaching profile one each to the supervisor and/ or cooperating teacher who supervises your teaching.
- Before you leave the placement, be sure to return all textbooks and materials to the school.
- Join the Regional Institute of Education, Bhubaneswar the day after the internship programme concludes.

5.2 Role of Principal of Cooperating JNVs:

- The Principals of the cooperating JNVs are requested to introduce the student teachers to the students and staff of your school in the assembly on the first day.
- Please allow them to take periods in Class VI, VII, VII and IX because they will be secondary school teachers in future. They may even be assigned class in class X, if you have confidence with individual trainee's ability.
- Approve the timetable and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Give a brief introduction about the school to the student teachers soon after they join in your school.

- Countersigned on the attendance register maintained by the Group-leader/ Cooperating teacher of the school.
- See the all facilities and provisions are made available to the student teachers to teach their lessons and carry their assignments in the school without disturbing regular functioning of the school.
- Grant leave to the student teachers in very special circumstances only.
- Assign other duties to them that are performed by the regular teacher of the school.
- Allow a phase end meeting of the student teachers and the cooperating teachers to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards end of internship programme.
- Fill up the evaluation proforma (attached) with respect to student-teachers performance during the internship programme. Each trainee is evaluated out of 10. It may be handed over to the institute supervisor who visit your place in the last phase or send by post to the institute confidentially.
- Write your comments/ remarks/ suggestions for improvements of the programme in a separate sheet of paper and send it to us.

5.3 Role of the Mentor/Cooperating Teachers:

The Mentor/Cooperating Teachers are requested to:

- Help student teachers to prepare detailed lesson plans, brief lesson notes and plan of activities/ assignments to be conducted by them in school.
- Go through the lesson plan before a student-teacher deliver the lesson in the class.
- Remain sitting in the class when student teachers are teaching.
- Evaluate each lesson on the prescribed proforma (student-teaching profile) and write remarks in the lesson plan book and in the observation format provided by the student teachers.
- Guide student teachers in planning the lesson, planning and procuring teaching aids.
- Give feedback continuously to the student teachers for their improvement in their teaching and other co-scholastic activities.
- Conduct past lesson discussion regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.

- Organize phase end meeting with the students-teachers and supervisors to discuss the progress, difficulties faced and experience gained by them.

5.3 Role of the Institute Supervisors:

The Institute Supervisors are requested to:

- Go through the plan of activities/ timetable/ lesson plans of the student teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Conduct pre and post lesson discussion regularly.
- Supervise the full lesson, evaluate on the rating proforma (student-teaching profile) supplied by the students, write comments/ remarks/ suggestions for improvement of the lesson on the lesson plan book.
- In the absence of one supervisor, the other supervisor has to supervise all the lessons and may give remarks/ comments and write suggestions irrespective their subject background.
- For reporting ratings, supervisors award marks in the **student-teaching profile** provided to them by individual student teacher. They are supposed to report ratings as a part of the internal assessment. Please submit one copy of the monitoring and supervision report to the supervisor of the succeeding phase for their reference and the second copy of the same along with student-teaching profile to be handed over to the coordinator, internship programme immediately after the supervision period.
- In addition to supervision of classroom teaching supervisors are requested to guide the student teachers in preparing scheme of lessons and activities, the achievement test papers, observation of lessons on peer teaching, action research, conducting school activities preparation and report writing on teaching aids.
- 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.

APPENDIX-1(a)

LESSON PLAN FORMAT

Name of the teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic</i> <i>(It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experiences: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student Activities	Continuous assessment/Black board work/use of other resources
ENGAGE			
EXPLORE			
EXPLAIN			
ELABORATE			
EVALUATE			
Homework/Assignment			

APPENDIX-1(b)

LESSON PLAN FORMAT

Name of the Teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic (It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student Activities	Assessment/Black board work/use of other resources
INTRODUCTION			
PRESENTATION			
SUMMARIZATION			
EVALUATION			
Homework/Assignment			

APPENDIX- 1(c)

LESSON PLAN FORMAT

Name of the Teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic (It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student learning activities	Continuous assessment/Black board work/ use of other resources
OBSERVATIONS			
INTERPRETATION CONSTRUCTION			
CONTEXTULIZATION			
COGNITIVE APPRENTICESHIP			
COLLABORATION			
MULTIPLE INTERPRETATION			
MULTIPLE MANIFESTATIONS			
Homework/Assignment			

Descriptions of terminologies

Major concepts/Learning points	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form. The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example, in Biology class (VII) in the topic Vegetative Propagation (Unit- Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> 1. Reproduction in plants takes place through sexual and asexual method 2. Asexual production is a process by which new plants are obtained without the production of seeds 3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation 4. The new plants resemble their parent plant in all characteristics 														
Learning objectives	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <table border="1" data-bbox="448 797 1428 1267"> <thead> <tr> <th data-bbox="448 797 735 831">Taxonomy categories</th> <th data-bbox="735 797 1428 831">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 831 735 864">Remembering</td> <td data-bbox="735 831 1428 864">Recognise, recall, name, match, label, select, reproduce, state</td> </tr> <tr> <td data-bbox="448 864 735 954">Understanding</td> <td data-bbox="735 864 1428 954">Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate</td> </tr> <tr> <td data-bbox="448 954 735 1043">Applying</td> <td data-bbox="735 954 1428 1043">Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.</td> </tr> <tr> <td data-bbox="448 1043 735 1111">Analysing</td> <td data-bbox="735 1043 1428 1111">Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.</td> </tr> <tr> <td data-bbox="448 1111 735 1178">Evaluating</td> <td data-bbox="735 1111 1428 1178">Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.</td> </tr> <tr> <td data-bbox="448 1178 735 1267">Creating</td> <td data-bbox="735 1178 1428 1267">Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, re write etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise, recall, name, match, label, select, reproduce, state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate	Applying	Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.	Analysing	Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.	Evaluating	Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.	Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, re write etc.
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Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, re write etc.														
Previous knowledge	<p>The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.</p>														
Learning resources	<p>The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.</p>														
Learning process	<p>The process skills that are intended to be developed in learning tasks and activities such as observing, measuring, classifying ,experimenting, demonstrating, analysing needs to be specified. The process may be focussing combination of different strategies. The strategies may vary subject to subject</p>														
Teacher Initiatives	<p>Teacher plays multiple roles in facilitating learning-connecting to prior knowledge, inquiring, demonstrating, explaining, giving examples and analogies, giving tasks to perform wherever required, forming groups and assigning tasks to perform, identifying alternative strategies or explanations to clarify misconceptions.</p>														
Student learning processes and activities	<p>Students response in term of cognitive processes such as observing, inferring, interpreting, relating, hypothesising, classifying, verifying, generalising, predicting, analysing etc. takes place while engaged in activities ,experimentation, discussion and contextualised situations. This may also focus on doubts or questions on concept</p>														
Continuous assessment	<p>The teacher assesses learning after every concept or group of concepts. This may be through oral questions, or through some tasks given to students to perform. The activities and group discussions of certain problem solving tasks are also covered under continuous assessment. The strategies may be observations, open-ended questions covering the concepts/learning points.</p>														

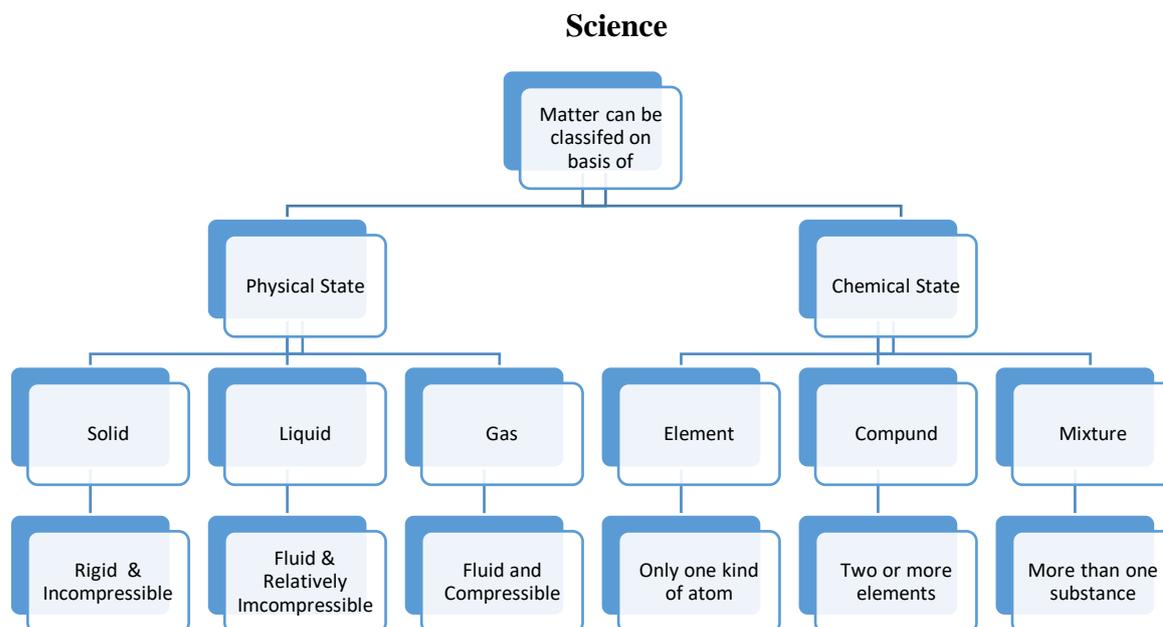
Introduction (Engage)	Connecting to prior knowledge, drawing upon the daily experiences, engaging learners in contextual situation, problem situations, issues, narration, activity or experiment and /or use of ICT resources that lead to inquiry and exploration. The activities at this stage capture the learner’s attention, stimulate their thinking and help to assess the prior knowledge.
Development (Explore, Explain)	Learning takes place through exploring or working on a given problem or task. Teacher facilitates by providing guidance o those who require assistance in solving problems or performing the tasks. Teacher explains using examples, analogies and resource materials whenever required. Learners are also encouraged to explain their concepts in their own words, ask for evidence and clarifications of their explanation and listen critically to others explanation
Application (Extend)	This covers providing new situations/questions/problems where in the students can apply the concepts learnt in order to solve the given problems, derive new examples. The teachers guided activities are mostly withdrawn here and learner work independently or in groups.
Review/Evaluation /Closure of the Lesson	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarised, and misconception if any are identified.
Assignment	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

The first step to plan lesson is analyze the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching , teacher needs to develop wholistic understanding of content. Understanding of content will be better by analysing contents. Content analyssi is process of identifying major idea/concept and minor idea/sub concepts and finding relations between and among concepts. It can better be done by developing concept map.It is a tangible way to display how your mind sees a particular topic. It helps teacher to visualise the sujet matter to be taught, which in turn assist in effective teaching-learning.

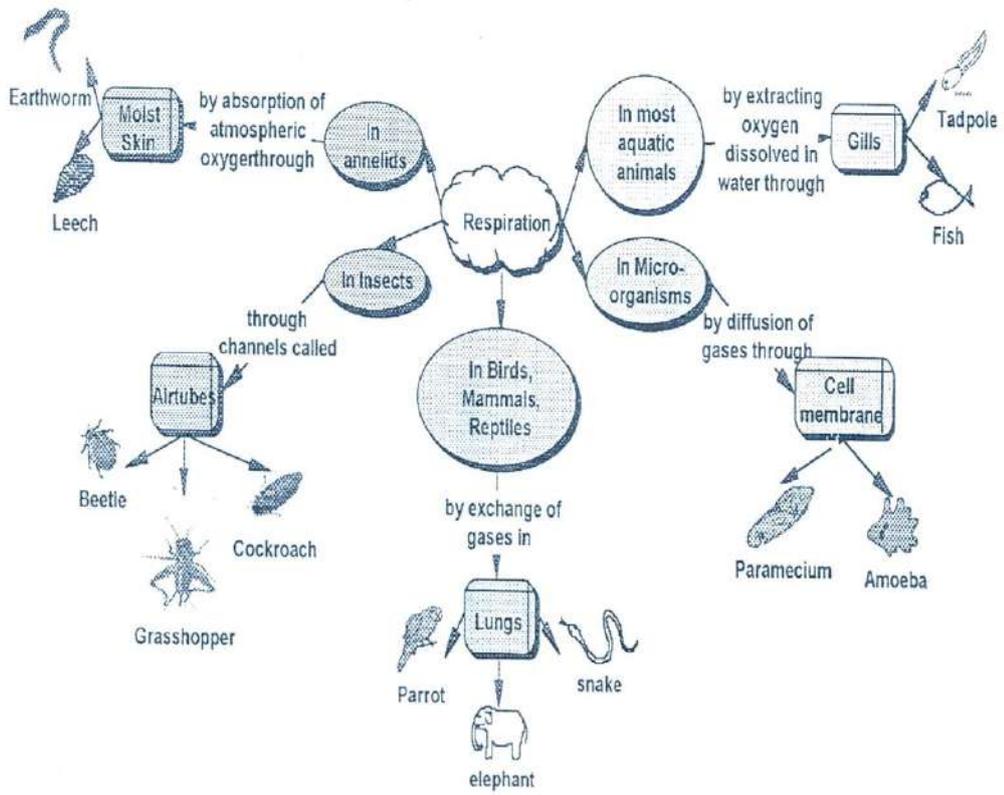
The steps of developing concept map are given below.

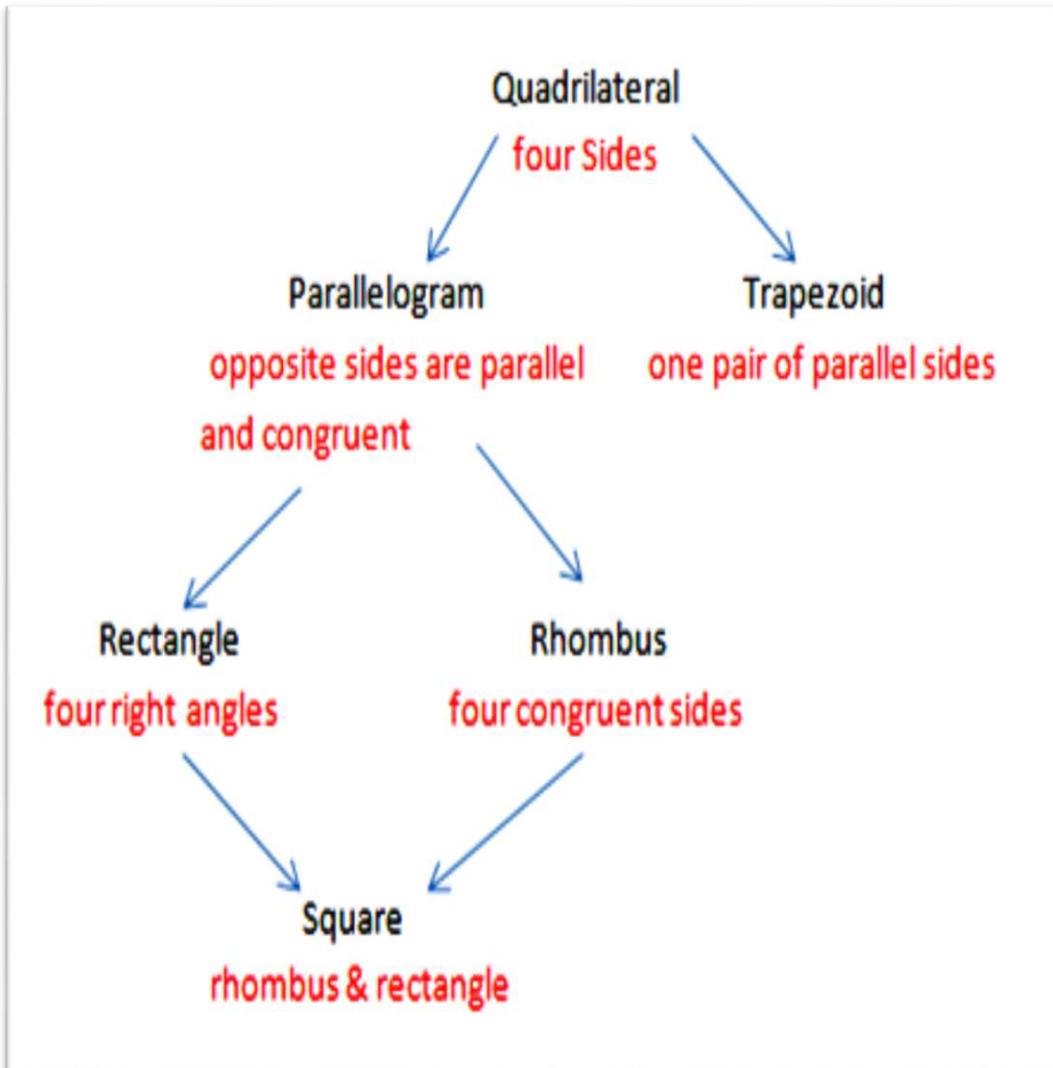
1. Reading intensively to identify major and minor ideas/ concepts and sub concepts. This can be done by using a pen for identifying major ideas and pencil for identifying the minor ideas.
2. Organising phase: Spread out your concepts on a flat surface so that all can be read easily and together, creat groups and sub groups of related items.
3. Lay out Phase. On a large sheet of paper, try to come up with an arrangement that best represent your collective understanding of the interrelationship and connections among groupings.
4. Linking phase: Use lines with arrows to connect and shows the relationship between connected items. Write a word or short phrase by each arrow to specify the relationship.
5. Finalising the concept map: Give a title, creative and constructive by using colors, fronts, shapes, border thikness.

Exemplars of Topic/Concept Map on Different Subjects



Science Example - Modes of respiration





APPENDIX-2
REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
B.Sc.B.Ed..

OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

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

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

Learning points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching-learning materials	Reasons for suggesting alternate/ Additional activities and teaching -learning materials
	Teacher activities	Student responses & reactions		
	Introductory /Engagement phase			
	Presentation phase Explorartion,Explanation and elaboration			
	Evaluation phase			

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

Signature of Institution Supervisor

Signature of Student Teacher

APPENDIX-3

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 FORMAT FOR LESSON NOTES B.Sc.B.Ed.

FORMAT FOR LESSON NOTES

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

1. Learning Outcomes:
2. Learning Objectives:
3. Learning Points:
4. Learning Process/Strategies:
5. Learning Resources:
6. Description of Learning Activities:
7. Assessment Strategies:
8. Home work/Assignments:

Signature of the Student Teacher

Signature of the Supervisor/ Mentor Teacher

APPENDIX-4

**REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR
UNIT PLAN TEMPLATE**

Title of the Unit: Subject: Grade/Class : Total no. of Lessons:		Title and Publisher of the Text Book:				
Division of Unit to lessons :		Rationale:				
Unit Questions : Unit Objectives: Previous Knowledge / Experiences :						
Lessons	Concepts	Key Questions	Learning Objectives	Learning Strategies	Learning Resources	Assessment Strategies/ Techniques
Remarks if any						

Signature of the Student Teacher

**Signature of the cooperating
school Head/Mentor**

APPENDIX-5

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 Achievement Test B.Sc.B.Ed.

1. Name of the Student Teacher:

2. Roll No with(Arts) :

3. Name and Address of the School:

4. Date of Conducting Tests:

5. Achievement Test in (Subject-1/Subject-2)
 - A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
 - B) Administration and Interpretation of the Result

6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Signature of the Student Teacher

APPENDIX-6

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 CLASSROOM OBSERVATION RECORD OF PEERS B.Sc.B.Ed.

Name of cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Pedagogy Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

Steps	Learning Points	Teacher Initiatives and Learning Process	Suggested Alternative/Additonal Activities	Reasons for Suggested Alternative/Additonal Activities
Introduction (Engage)				
Presentation				
Evaluation				
Any other significant observation				

Signature of Peer Teacher

Signature of Supervisor/Cooperating teacher

APPENDIX-7

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 FORMAT FOR ACTION RESEARCH B.Sc.B.Ed.

1. Personal Information:

2. Name and address of Cooperating School:
3. Name of the Student Teacher:
4. Roll No with Science /Arts:

Body of the Action Research Report

1. Title of the Action Research:
2. Analysis and Description of the Action Research Problem:
3. Objectives and Action Hypothesis:
4. Designing Intervention/s
5. Implementing Intervention/s
6. Evaluating Intervention/s
7. Analysis of the Result
8. Reflection and Decision
9. References
10. Appendix

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

APPENDIX-8
RECORDS ON SCHOOL SITE
B.Sc.B.Ed.

Name of the Student Teacher : Roll No :

1. Name of the School:
2. Historical Background and context of the School(Vision, mission and objectives, growth etc)
3. Infrastructural facilities in the school (both quantitative and qualitative descriptions):
 - a) Classroom
 - b) Hostel
 - c) Library
 - d) Laboratory(Subject, ICT other)
 - e) Games and Sports
 - f) Playground
 - g) Toilets (boys and girls)
 - h) Any other
4. Number of students: (Class wise, Category wise and gender wise):
5. Number of teachers: (Subject, Gender, Qualification and Experience):

Signature of Head of School

Signature of the Student Teacher

APPENDIX-9

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
REPORT ON LEARNING RESOURCES
B.Sc.B.Ed.**

Name of the School:

Name of the Student Teacher:

Roll No:

Classes allotted in the school:

Method Subject: PC-1/PC-2

List of Teaching Aids Developed and Used during teaching to be given in following format.

Date	Topic	Name and description of the resources used	Self developed/ Procured	When & how it is used	Signature of mentor/cooperating teacher

Signature of Head of School

Signature of the Student Teacher

APPENDIX-10

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022 INTERNSHIP IN TEACHING Student Teaching Profile

Name of the Cooperating JNV:

Class: Subject:

Topic:

Period:

Date:

Name of the Student Teacher:

Name of the Course: **B.Sc.B.Ed.**

Roll No:

Name of Supervisor/Mentor Teachers:

Sl No	Aspects/ Criteria	Rating: Very Poor to Excellent (1-10)									
		1	2	3	4	5	6	7	8	9	10
1	Lesson Planning: (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioural terms, appropriate learning resources/methods are identified)										
2	Introducing Lesson: (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										
3	Presentation of Topic: (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching)										
4	Participation of Students: (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers)										
5	Classroom Management: (Equal opportunity to all students, reinforcement for continuous participation, management of student activity)										
6	Assessment: (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students)										
7	Overall Personality: (Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										

Signature of Supervisor/Mentor Teacher

APPENDIX-11

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 Reaction Anticipation Guide and Reflection Template

Signature of the student teacher

To be completed before teaching in classroom (Anticipation) Plan made for Teaching	Topic decided for Teaching with key points and sub-points	To be completed after teaching (Reaction) Your experience about teaching (both positive and negative)
<ul style="list-style-type: none"> • Reaction On basis of your experience write down what you have learned from this lesson? • What changes you will make for the next lesson? • What type of support you needed (if any): • Issues Faced: • Reflection on applying Theory into Practice: 		

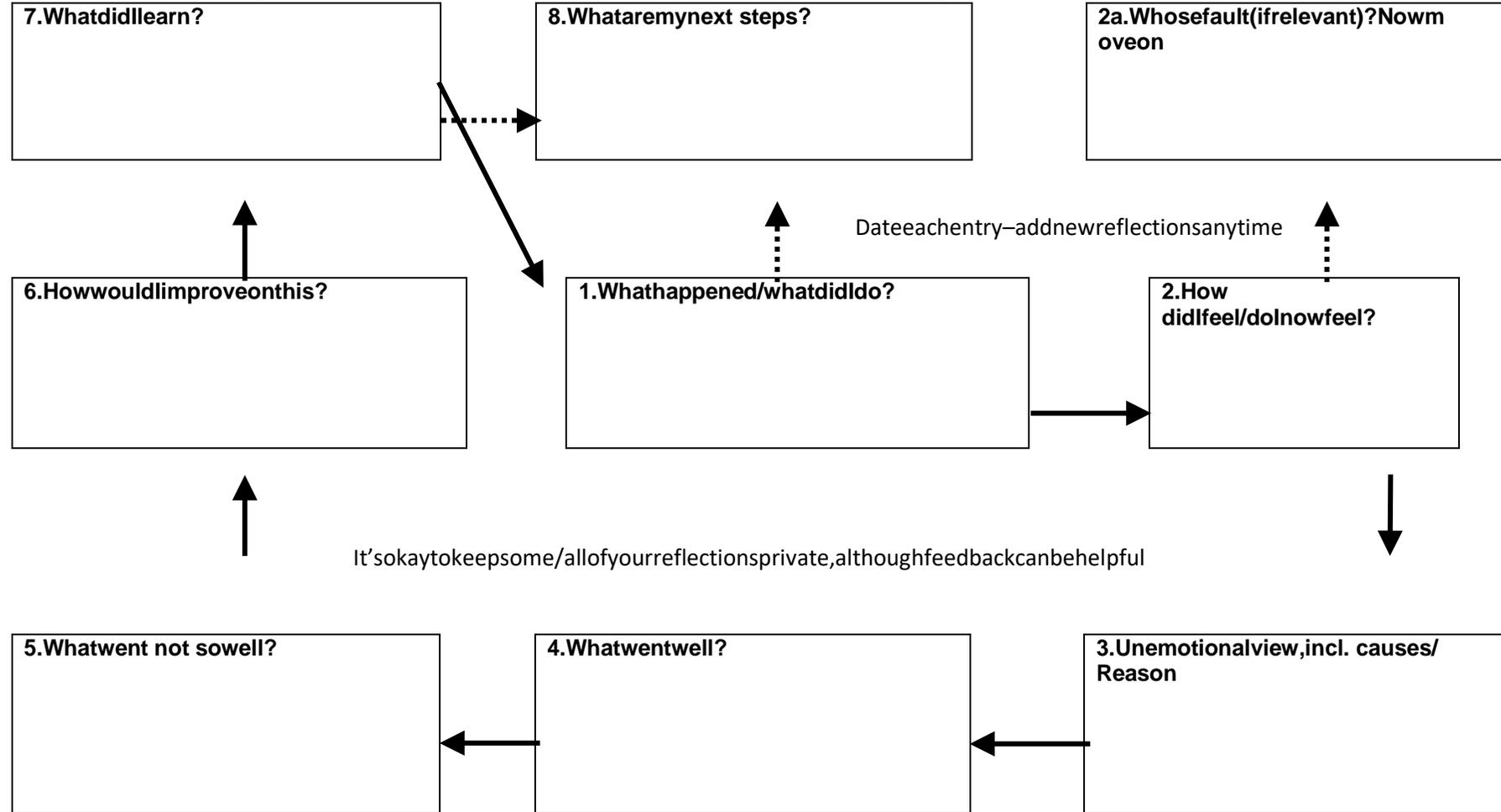
The Reflective Diary Template

Name of the Student/Teacher _____

Name of the School _____

Date and Time of Entry:

No. of Practice Teaching Demonstrated:



Reflective diary/journal–supplementary sheet

reflectionstage: _____ <u>date/ time</u>ofentry

reflectionstage: _____ <u>date/time</u> ofentry

- eachstageisoptional– seekfeedbackwherehelpful
- dateeachentry– addnewthoughtslater
- usethequicknotestemplateforeachissue/event
- usesupplementarysheetsasnecessary
- Youcanusedifferentcolouredtext,e.g.red:priority,green:positiveetc.
- Trytofocusonthingsyoucanchangeandacceptthoseyoucannot.

APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the Principal:

Name of the School:

Name of the Course: **B.Sc.B.Ed.**

Roll No	Name of the Student Teacher	1* (2)	2** (3)	3*** (2)	4**** (3)	Total (10)

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022. Please specify the course i.e.B.Sc.B.Ed.

1*-Personal characteristics in terms of punctuality, initiatives, self confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2**-Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.

3***-School work, arrangement of classes, laboratory, library work etc.

4****-Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal with Seal

APPENDIX-13

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

Assessment Report by Institute Supervisor

Name of the Institute Supervisor:

Name of the Course: **B.Sc.B.Ed.**

Sl No	Roll No	Name of the Student-Teachers	Name of the school	Pedagogy Subject	No of lesson observed	Total (20)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

NB: This form is to be handed over in sealed cover along with all student teaching profile to the Coordinator, Internship in Teaching, RIE, Bhubaneswar.

Signature of the Institute Supervisor

APPENDIX-14

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
 INTERSHIP-IN TEACHING**

Supervision and Monitoring Report of B.Sc.B.Ed..

Name of the JNV

Name of the Institute Supervisor.....

Period of Supervision From.....To.....

Details of Monitoring and Supervision

Name of the Student	Class and Roll No. (Arts/Science)	Pedagogy Subjects	Programme in different activities								
			Unit plan	No of Observation of regular teachers classess	No. of lessons completed	No. of peer lesson observation completed	Achievement Test Report	Learning resources Report	Action Research	School site and activities	Remarks
1	2	3	4	5	6	7	8	9	10	11	12
1											
2											
3											
4											
5											
6											

N. B.: Please submit one copy to the programme Coordinator after your visit.

Signature of the Supervisor(s)

APPENDIX-15
Regional Institute of Education, Bhubaneswar
Final Internship Reflection

Name of the Student Teacher _____

Roll No _____

These reflection questions ask you to connect your learning experience to key competencies of Experiential learning.

- Reflection, Critical Analysis, and Synthesis
- Opportunities for students to take initiative, make decisions, and be accountable for the results
- Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically
- Designed learning experiences that include the possibility to learn from natural consequences, mistakes, and successes

To support your reflections with concrete examples make reference to your weekly journal and feedback from mentors/ supervisors, and feel free to reference achievements, challenges, and

observations. Your response to each prompt should be 250--500 words.

1. Please evaluate ways in which you achieved or struggled with each of the learning goals you set in your proposal.
2. If you were to continue the experience, what learning goals would you set now and what strategies would you use to achieve them?
3. What contributions did you make through this activity? What did you do that seemed to be effective and what personal strengths did you discover?
4. Identify and describe an example of a different decision or action you could have made and discuss the potential impact of such a change. What areas for personal improvement did you find through the experience?
5. How has this experience affected your development as a student and emerging professional, and how might it influence your approach to academics, work, and career in the future?

Your feedback on your internship site will help us continue to provide interns with high quality experiences.

1. Please describe your experience of the site. In what ways has it been positive or negative?

Why?

2. Would you recommend this site for future interns? Why or why not?

APPENDIX-16
Regional Institute of Education, Bhubaneswar-751022
Activity Schedule for Internship
From 29th October 2021 to 18th February 2022

Sl No	Name of Activity	Schedule
1.	Reporting to the cooperating JNVs	9.11.2021
2.	Collecting time table and consultation with cooperating teacher	10.11.2021
3.	Maintaining reflective diary	From 10.11.2021
4.	Observation of classes of regular teachers	From 12.11.2021
5.	Development of unit plan	From 12.11.2021
6.	Taking regular classes	From 19.11.2021
7.	Peer observation	From 19.11.2021
8.	Selecting action research problem	Fourth week of November 2021
9.	Completion of peer observation classes	30.11.2021
10.	Completion of at least 10 lessons in both subjects	4.12.2021
11.	Completion of 30 lessons in each pedagogy subject	22.12.2021
12.	Development and finalisation of student assessment/Achievement test	First week of January 2022
13.	Administration of student assessment	Second week of January 2022
14.	Action research interventions	Second week week of January 2022
15.	Completion of action research and reflection	25.1.2022
16.	Completion of 50 lessons in each pedagogy subjects	25.1.2022
17.	Completion of 60 lessons in each pedagogy subject(with 10 lesson notes each)	10.2.2022
18.	Completion of school observation process	12.2.2022
19.	Counter signature of Principals on all records	12-14February 2022
20.	Relieving order from the Principals	17-18 February 2022
21.	Reporting back to the Institute	20.02.2022
22.	All records to be submitted to the Coordinators.	On or before 10 am of 21.2.2022
23.	Post internship conference and reflection sessions	21-24 February 2022

Coordinators, Internship-in-Teaching

APPENDIX-17

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

Internship in Teaching of B.A. B.Ed. and B.Sc. B.Ed. Semester-VII from 29.10.2021 to 06.11.2021
(For cooperating schools and student teachers)

Inauguration of Pre-Internship Orientation Programme			
Day – 1, Date : 29.10.2021 (Friday)			
Time	Theme	Venue	Facilitators
09.30 AM to 12.00 (B.Sc. B.Ed.)	Registration Inauguration Welcome Address Concept and Purpose of Field Engagement Different Activities of Internship Programme Address by I/c Principal	New Auditorium	Dr. Arup Saha Prof. M. K. Sathpathy Prof. A. K. Mohapatra Prof. B. N. Panda Prof. I. P. Gowramma Prof. S. Sahoo
12.00 AM to 1.00 PM (B.A. B.Ed.)	Registration Inauguration Welcome Address Concept and Purpose of Field Engagement Different Activities of Internship Programme Address by I/c Principal	New Auditorium	Dr. Kalinga Ketaki Prof. Ritanjali Dash Prof. B. N. Panda Prof. I. P. Gowramma Dr. Rasmi R. Sethy Prof. S. Sahoo Dr. Sonalee Biswal
Day – 2, Date : 01.11.2021 (Monday)			
09.30 AM to 11.30 AM	Concept and Purpose of Field Engagement : Internship Activities of School Internship	New Auditorium	Prof. B. N. Panda Prof. I. P. Gowramma
11.45 AM to 01.00 PM	Unit Plan and Content Analysis	New Auditorium	Prof. Laxmidhar Behera Dr. Rasmi Rekha Sethy
2.00 PM to 3.30 PM	Lesson Plan, Lesson Notes and Concepts Map	New Auditorium	Dr. Rasmi Rekha Sethy Dr. Upasana Ray
3.45 PM to 5.30 PM	Group Activity on Preparation of Unit Plan, Lesson Plan, Lesson Notes and Concept Map	New Auditorium	Prof. Ritanjali Dash Prof. Manasi Goswami
Day – 3, Date : 02.11.2021 (Tuesday)			
Conference of Cooperating JNV Heads and Teachers			
09.30 AM to 10.00 AM	Registration of Cooperating JNV Heads and Teachers (Online)	New Auditorium	DESSH, DESM, DEE
10.00 AM to 11.30 AM	Interaction with Principals and Teachers of Cooperating JNVs	New Auditorium	Principal, Dean(I), Dean(R), Prof. H. K. Senapaty, Head, DESSH, DE, DESM, DEE and Coordinators

11.45 AM to 01.00 PM	Modalities of Internship, Role and Responsibilities	New Auditorium	Prof. I. P. Gowramma Prof. Laxmidhar Behera
2.00 PM to 3.30 PM	Peer / Mentor Classroom Observation & Preparation of Learning Resources	New Auditorium	Prof. S. K. Dash Dr. Rasmi Rekha Sethy
3.45 PM to 5.30 PM	Internship from the Perspective of NEP 2020	New Auditorium	Prof. H. K. Senapaty Prof. B. N. Panda Dr. L. D. Behera

Day – 4, Date : 03.11.2021 (Wednesday)

09.30 AM to 1.00 PM	Art and Sports Integration School Education	Old Auditorium	Prof. P. C. Acharya Dr. Rasmi Rekha Sethy
2.00 PM to 3.30 PM	ICT Integration in Pedagogy	Old Auditorium	Prof. S. P. Mishra Prof. R. K. Mohalik
3.45 PM to 5.30 PM	Group Activity on Preparation of ICT Integrated Lesson	Old Auditorium	Prof. Manasi Goswami Dr. Upasana Ray Mr. Pramod Gupta

Day – 5, Date : 06.11.2021 (Saturday)

09.30 AM to 10.30 AM	School Profile and Organization of Activities in the School	New Auditorium	Prof. I. P. Gowramma Dr. E. Gangmei Dr. Kalinga Ketaki
10.30 AM to 11.30 AM	Student Anticipation Reflection Guide and Reflective Diary and Action Research	New Auditorium	Prof. Laxmidhar Behera Prof. Pritish Acharya Prof. Dhanalaxmi Dash
11.45 AM to 01.00 PM	Assessment Strategies : Assessment Profile	New Auditorium	Prof. R. K. Mohalik Dr. Dhanya Krishnan
2.00 PM to 3.30 PM	Creating Teacher Identity : Field Engagement as a Medium	New Auditorium	Dr. Rasmi Rekha Sethy Dr. Kalinga Ketaki Dr. Upasana Ray
3.45 PM to 5.30 PM	Reflection, Group Leader Section and Summing-up	New Auditorium	Prof. M. K. Satpathy Prof. Ritanjali Dash Dr. Kalinga Ketaki

Dr. Kalinga Ketaki
Coordinator

Mr. Arup Saha
Coordinator

Prof. Sandhyarani Sahoo
Overall Coordinator

Principal

Copy to :

1. APC to Principal
2. Dean of Instructions and Dean of Research
3. Heads of Depts. (DESSH, DESM, DE, DEE)
4. All Facilitators
5. In-charge of Sections (Academic Section, C&W Section & ICT Studio)
6. Coordinator of B.A. B.Ed., B.Sc. B.Ed. and Two Year B.Ed.
7. Office Copy

LEARNING TO FUNCTION AS A TEACHER

INTERNSHIP HANDBOOK-2021

For

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

BHUBANESWAR-751022

ODISHA

About the Handbook

Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and the learning process. Mastery of the teaching process demands the development of a broad intellectual perspective on academic, policy, and pedagogical issues, coupled with extensive and diverse experiences in the classroom.

This handbook is prepared for student teachers (interns), cooperating teachers/mentors, principals, and institute faculty supervisors. The purpose of the handbook is to describe the process of organization of the internship programme of Bachelor of Education (B.Ed.) Programme. The intent of this guide is to help the intern define purposes, gain information and skill concerning the internship experience, and provide assistance in planning goals and direction for a career in teaching. The contents of the handbook have been developed and evolved in due consultations with faculty members over period. It is by no means complete or exhaustive. Comments and suggestions for future changes are welcome.

Coordinators

RIE, Bhubaneswar

Date: 01.11.2021

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1. Introduction

Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy (National Education Policy,2020,Para-15.1).

Teacher's skills and competencies are important factors in the effectiveness of teaching and pupil learning. Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. Research has consistently shown that the internship experience is the most significant component in preparing new teachers. The teacher preparation culminates in the internship, which then helps beginning teachers make the transition from being students to teaching professionals. It offers teacher candidates a realistic setting for combining theory and practice in which to demonstrate their developing knowledge about and skill in teaching.

The curricula of teacher training institutions are designed to provide for the acquisition of these skills by student teachers. 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. For this, it must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners (students) 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 National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The NCTE Regulations, 2009 attempted to broaden the scope of practice -teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the student teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement'. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes. As per the regulations

the student teachers are to be actively engaged in teaching for sixteen weeks in the final year of the course. The National Education Policy (2020) envisages that: all B.Ed. programmes will include training in time-tested as well as the most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. The programme will include strong practicum training in the form of in-classroom teaching at local schools (Para 5.24).

2. Objectives of Internship

The internship is conceived as a professional learning bridge between the of preservice Professional preparation and teaching. It is an extended school-based placement in which student teachers (interns) are expected to consolidate their knowledge and experience across all facets of the role of the teacher in the school. It provides an opportunity to further develop skills in teaching and for interns to be mentored in preparing themselves as thoroughly as possible for their early experiences of teaching. The internship will enable the student teacher to:

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- 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 resources to be used at each stage and for each purpose.
- 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.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress. Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations. 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.
- 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.

- 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.
- 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.
- 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.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- 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.

3. Learning to Function as a Teacher

In EPC-1(Learning to Function as a Teacher) during first semester, the student teachers were oriented on the process based skills essential for secondary schools. The skills focussed were critical thinking and reflection, Class room management, Managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, Assessing learner and giving feedback and Facilitating learning .The core teaching learning processes emphasised were *Introducing the lesson, Questioning in the class, Explaining and illustrating, Encouraging and appreciating students (Verbal and non-verbal), Stimulus Variation,Using Blackboard /white board/ smart board and Using learning resources and ICT*, All the processes are practiced and evaluated for each student during first semester and were internally evaluated.

Field Engagement: School Exposure

To experience school activities in totality i.e. awareness about the functioning school and its relation with neighborhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers were placed for one week in schools of Bhubaneswar during first semester and experienced school activities. The student teachers were engaged in pre-visit workshop (three sessions) and post visit reflection sessions. Student teachers highlighting the school objectives, processes and their reflection have submitted the reflection reports.

Field Engagement: Multi-cultural Placement

In order to provide school exposure in various cultural backgrounds of the society to the student teachers, they were placed in different type schools on rotation during the second semester. During their placement in these schools they were involved in different activities like (i) learning of teaching-learning process through observation of lessons taught by regular teachers in the school. (ii) observation and collection of data about schools processes i.e. day to day activities taken place in the school plant, for example, working of the library, process of organizing other curricular activities, functioning of laboratory, organization of school assembly and above all the school management (iii) development of sample unit plan lesson plans /concept map and lesson note (vi) conducting case studies in the school.

4. Details of Academic Work of the Student Teachers during Internship Placement

In order to facilitate staged entry of student teachers in teaching, Internship in teaching is to be organized in three phase's viz. pre-internship, internship and post internship. *The pre-internship conference* for student teachers, cooperating school heads, mentors and institute supervisors intends to orient them on the modalities of organization of the programme.

The student teachers are placed in different NVSs of eastern region of the country i.e. Bihar, Jharkhand, West Bengal and Odisha. The details of activities are presented in the guideline. *Post-Internship* is to be organized to reflect on /feedback reactions of students, cooperating teachers, school heads and institute supervisors. This would help in follow-up, remedial and strengthening activities to be taken up by the institute in future years.

4.1 Demonstration of Criticism Lesson: The student teacher is required to present a lesson in each pedagogy to a group of 16-17 students during the pre-conference. The demonstration will be done as per the lesson plan format provided by the institution. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

4.2 Observation of Lesson of regular teachers: The student-teachers are to observe 10 lessons, 5 in each Pedagogy subject taught by regular/experienced teachers. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule booklet is developed and supplied to the student teacher to record the observation processes. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

4.3. Development of unit plan: A student teacher has to prepare two unit plans in each pedagogy. Unit plans consist of concepts and learning goals that are taught over a period and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes

several standards, skills, and desired outcomes for interconnected learning. A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan: objectives, Main topic or topics, that unite lessons within the unit, academic goals and desired outcomes, Cross-curricular connections, Methods to make the learning relevant throughout the unit, an understanding of students' current knowledge, strategies, assessments for before, during, and after lessons and the overall unit. The activity carries **10 (5 in each pedagogy) marks**.

4.4 Lesson Plan: Lesson plan consists of statement of objectives, list of contents, learning resources, teacher initiatives, strategies and process of assessing learning. It is simply a road map. Each teacher is different, once you understand the basic elements of lesson planning; you can modify the process to reflect on whatever makes you comfortable. So find the format that works for you and your students. The student teacher has to develop lesson plan using concept maps in in two school subjects and maintain detail records. They have to deliver minimum of 60 lessons (50 with detailed lessons and 10with lesson notes) in a method subject i.e. (60 + 60 lessons) minimum in two subjects (Mathematics/Bioscience and Physical Science for Science and Language and Social Science for Arts students).The transaction of lessons will be continually observed by mentor teachers and or institute supervisors through an assessment profile. Transaction of lessons in two pedagogy subjects carry 80 marks(40 by institute supervisors and 40 by cooperating teacher/mentors) through assessment profile. In Pedagogy of social science, student teachers are required to transact lessons in all social sciences i.e. History, Geography, Civics and Economics. Lesson plan records will be assessed at the institute and 20 marks (10 in each pedagogy subject) are allotted for the record.

4.5 Observation of Lesson of peers:The student teachers are to observe **10 lessons, 5 in each Pedagogy subject** taught by fellow student teachers. An observation schedule booklet is developed and supplied to them. The important features of teaching are mentioned overleaf of the scheduled based on whom critical observations are to be made and record in the class itself. The student teacher and the cooperating teachers/ institute supervisor are to put their signature on the prescribed schedule at the end of the observation. As far as possible, varieties of lesson may be observed. This activity carries **10 Marks** for each method subject. These are to be submitted in two separate bunches for evaluation in the institute.

4.6 Student assessment Record:Student teachers have to develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitate measures. Based on the assessment the learner's variation will be identified. The format of reporting

achievement test is provided. It carries 20(10+10) marks. The candidate has to submit two separate report related to both subjects tagged together.

4.7 Teaching learning resources: The student teacher will be preparing/ collecting and using a large number of learning resources during their placement in the school. It is required that appropriate and suitable learning resources must be used for the purpose. The details of the preparation and use of learning resources are to be recorded as per the format provided. Either the student teachers as per instructions have to exhibit two innovative learning resources at the cooperating JNV or in the institute. Twenty marks have been allotted for the activity (10 will be assessed by institute and 10 by cooperating JNVs).

4.8 Observation and reporting on School Site and Processes: A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, other curricular activities, games and sports, functioning of laboratory, school morning assembly. The report needs to focus on critical reflection of the pupil teacher on school site and activities of different type of schools i.e. rural/urban tribal, residential etc. This activity carries **10 Marks**.

4.9 Action research: The student teacher has to identify the problem/issues in the classroom and develop interventions to solve the problem. The school based small scale research may cover areas related to the learner and learning like curricular and other curricular areas, processes and strategies, assessment, disciplinary issues and others. The report covering the problem, objectives, hypotheses, interventions, strategies and reflection will be assessed out of 20 marks.

4.10 Reflective diary: Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and/or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organize the activity of guided analysis of pedagogical practice experiences aimed at: identifying students' own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections

4.11 Assessment of student teachers by heads of schools: This will be done by the school head on different dimensions i.e. Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.; Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.; School work, arrangement of classes, laboratory, library work etc. and Teaching: Preparation of lesson,

classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching. The activity carries **10 marks**. The school heads will send the marks in closed envelope as per the format provided.

4.12. **Presentation of Reflection in post conference:**It is not sufficient to have an experience in order to learn. Without reflecting on this experience, it may quickly be forgotten, or its learning potential lost. The student teacher has to present the reflective report during the post conference highlighting

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. While submitting the records the student teacher is required to submit the report activity wise. For example, a student teacher has to submit separate report on each activity. The weightage to different components of internship shall be assigned as presented in the following table.

Different activities and weightage of mark Distribution

Components	Minimum Number	Maximum Marks	Internal-by the faculty of the Institute	External by the Mentor Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC-1(20)+ PC-2(20)	40= (PC-1(20)+ PC-2(20)
Overall Assessment of Trainee by Head Teacher/Principal		10		10
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

5. Roles, Duties and Responsibilities of the Personnel Involved in the Programme:

5.1 Role of Student-Teacher:

All the Student Teacher must:

- Report to the Principal of JNV at least one day before the starting of the internship placement. On the first day, they should reach before the school assembly on the first day of the internship programme.
- Put signature in the attendance register twice every day before the school assembly and before the last bell goes.
- Seek cooperation from cooperating teachers and supervisor wherever you face difficulty particularly for pre and post lesson discussion.
- Know the classes, periods and topics to teach in both the method subjects from the Head of school/ cooperating teacher on the first day of internship programme.
- Prepare the lesson plan and get approval from the cooperating teacher/ supervisor before transacting every lesson.
- Take classes strictly according to the timetable of the cooperating school.
- Do not take any class without a lesson plan.
- Take arrangement classes and do other duties of the school and when the Head of school assigns.
- Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that children's behavior can be influenced positively by your professional appearance.
- Never ask for leave. In special circumstances, get prior approval of leave from your Head of school on emergency. Anyhow, your application for leave must reach the school authority one day in advance.
- Get permission from the Head even if you want to be out of the school for some time during school hours.
- Assign and correct the homework assigned by you to the student regularly.
- Write all the lesson plans in English except in the language subjects.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teachers/ institute supervisors. Get approval from the Head of school and institute supervisors before carrying out the activities.

- Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.
- Carry out the activities planned by you for school students according to your approved plans and all the assignments must be completed during the internship programme.
- If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. If possible, re-teach the lesson using the teacher's suggestions.
- Be polite and keep very good relationship with students and staff of the school.
- Try to adjust in the school situation with genuine difficulties. Adjust with the students, staff, physical facilities that they have.
- Receive see that the cooperating teachers / institute supervisors and necessary ratings sign every lesson that you teach with remarks from them.
- Maintain regularity, punctuality and devotion to duty in the school.
- Consult the cooperating teachers institute supervisors more frequently for carrying out the activities in the school. There must be phase end meeting of student teachers, cooperating teachers and supervisors to assess the progress and for guidance.
- Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Supply student teaching profile one each to the supervisor and/ or cooperating teacher who supervises your teaching.
- Before you leave the placement, be sure to return all textbooks and materials to the school.
- Join the Regional Institute of Education, Bhubaneswar the day after the internship programme concludes.

5.2 Role of Principal of Cooperating JNVs:

- The Principals of the cooperating JNVs are requested to introduce the student teachers to the students and staff of your school in the assembly on the first day.
- Please allow them to take periods in Class VI, VII, VII and IX because they will be secondary school teachers in future. They may even be assigned class in class X, if you have confidence with individual trainee's ability.
- Approve the timetable and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Give a brief introduction about the school to the student teachers soon after they join in your school.
- Countersigned on the attendance register maintained by the Group-leader/ Cooperating teacher of the school.

- See the all facilities and provisions are made available to the student teachers to teach their lessons and carry their assignments in the school without disturbing regular functioning of the school.
- Grant leave to the student teachers in very special circumstances only.
- Assign other duties to them that are performed by the regular teacher of the school.
- Allow a phase end meeting of the student teachers and the cooperating teachers to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards end of internship programme.
- Fill up the evaluation proforma (attached) with respect to student-teachers performance during the internship programme. Each trainee is evaluated out of 10. It may be handed over to the institute supervisor who visit your place in the last phase or send by post to the institute confidentially.
- Write your comments/ remarks/ suggestions for improvements of the programme in a separate sheet of paper and send it to us.

5.3 Role of the Mentor/Cooperating Teachers:

The Mentor/Cooperating Teachers are requested to:

- Help student teachers to prepare detailed lesson plans, brief lesson notes and plan of activities/ assignments to be conducted by them in school.
- Go through the lesson plan before a student-teacher deliver the lesson in the class.
- Remain sitting in the class when student teachers are teaching.
- Evaluate each lesson on the prescribed proforma (student-teaching profile) and write remarks in the lesson plan book and in the observation format provided by the student teachers.
- Guide student teachers in planning the lesson, planning and procuring teaching aids.
- Give feedback continuously to the student teachers for their improvement in their teaching and other co-scholastic activities.
- Conduct past lesson discussion regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize phase end meeting with the students-teachers and supervisors to discuss the progress, difficulties faced and experience gained by them.

5.3 Role of the Institute Supervisors:

The Institute Supervisors are requested to:

- Go through the plan of activities/ timetable/ lesson plans of the student teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Conduct pre and post lesson discussion regularly.
- Supervise the full lesson, evaluate on the rating proforma (student-teaching profile) supplied by the students, write comments/ remarks/ suggestions for improvement of the lesson on the lesson plan book.
- In the absence of one supervisor, the other supervisor has to supervise all the lessons and may give remarks/ comments and write suggestions irrespective their subject background.
- For reporting ratings, supervisors award marks in the **student-teaching profile** provided to them by individual student teacher. They are supposed to report ratings as a part of the internal assessment. Please submit one copy of the monitoring and supervision report to the supervisor of the succeeding phase for their reference and the second copy of the same along with student-teaching profile to be handed over to the coordinator, internship programme immediately after the supervision period.
- In addition to supervision of classroom teaching supervisors are requested to guide the student teachers in preparing scheme of lessons and activities, the achievement test papers, observation of lessons on peer teaching, action research, conducting school activities preparation and report writing on teaching aids.
- 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.

LESSON PLAN FORMAT

Name of the teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic</i> <i>(It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:
Class			Unit:
Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experiences: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student Activities	Continuous assessment/Black board work/use of other resources
ENGAGE			
EXPLORE			
EXPLAIN			
ELABORATE			
EVALUATE			
Homework/Assignment			

LESSON PLAN FORMAT

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Date			Topic:
Time & Period			
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:			
Phases of the lesson	Teacher Initiatives	Student Activities	Assessment/Black board work/use of other resources
INTRODUCTION			
PRESENTATION			
SUMMARIZATION			
EVALUATION			
Homework/Assignment			

LESSON PLAN FORMAT

Name of the Teacher		<i>Prepare a Concept map/Graphical organizer on the lesson/topic</i> <i>(It may be prepared in additional sheet and appended before the lesson plan)</i>	Subject:	
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Date			Topic:	
Time & Period				
Learning Outcomes: Learning Objectives: Learning Points: Previous Knowledge/Experience: Learning Resources: Learning Strategies:				
Phases of the lesson	Teacher Initiatives	Student activities	learning	Continuous assessment/Black board work/ use of other resources
OBSERVATIONS				
INTERPRETATION CONSTRUCTION				
CONTEXTULIZATION				
COGNITIVE APPRENTICESHIP				
COLLABORATION				
MULTIPLE INTERPRETATION				
MULTIPLE MANIFESTATIONS				
Homework/Assignment				

Descriptions of terminologies

Major concepts/Learning points	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form. The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example, in Biology class (VII) in the topic Vegetative Propagation (Unit-Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> 1. Reproduction in plants takes place through sexual and asexual method 2. Asexual production is a process by which new plants are obtained without the production of seeds 3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation 4. The new plants resemble their parent plant in all characteristics 														
Learning objectives	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <table border="1" data-bbox="245 689 1490 1249"> <thead> <tr> <th data-bbox="245 689 580 745">Taxonomy categories</th> <th data-bbox="580 689 1490 745">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 745 580 801">Remembering</td> <td data-bbox="580 745 1490 801">Recognise, recall, name, match, label, select, reproduce, state</td> </tr> <tr> <td data-bbox="245 801 580 891">Understanding</td> <td data-bbox="580 801 1490 891">Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate</td> </tr> <tr> <td data-bbox="245 891 580 981">Applying</td> <td data-bbox="580 891 1490 981">Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.</td> </tr> <tr> <td data-bbox="245 981 580 1070">Analysing</td> <td data-bbox="580 981 1490 1070">Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.</td> </tr> <tr> <td data-bbox="245 1070 580 1160">Evaluating</td> <td data-bbox="580 1070 1490 1160">Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.</td> </tr> <tr> <td data-bbox="245 1160 580 1249">Creating</td> <td data-bbox="580 1160 1490 1249">Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise, recall, name, match, label, select, reproduce, state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate	Applying	Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.	Analysing	Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.	Evaluating	Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.	Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.
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Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.														
Previous knowledge	<p>The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.</p>														
Learning resources	<p>The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.</p>														
Learning process	<p>The process skills that are intended to be developed in learning tasks and activities such as observing, measuring, classifying ,experimenting, demonstrating, analysing needs to be specified. The process may be focussing combination of different strategies. The strategies may vary subject to subject</p>														
Teacher Initiatives	<p>Teacher plays multiple roles in facilitating learning-connecting to prior knowledge, inquiring, demonstrating, explaining, giving examples and analogies, giving tasks to perform wherever required, forming groups and assigning tasks to perform, identifying alternative strategies or explanations to clarify misconceptions.</p>														
Student learning processes and activities	<p>Students response in term of cognitive processes such as observing, inferring, interpreting, relating, hypothesising, classifying, verifying, generalising, predicting, analysing etc. takes place while engaged in activities ,experimentation, discussion and contextualised situations. This may also focus on doubts or questions on concept</p>														
Continuous assessment	<p>The teacher assesses learning after every concept or group of concepts. This may be through oral questions, or through some tasks given to students to perform. The activities and group discussions of certain problem solving tasks are also covered under continuous assessment. The strategies may be observations, open-ended</p>														

	questions covering the concepts/learning points.
Introduction (Engage)	Connecting to prior knowledge, drawing upon the daily experiences, engaging learners in contextual situation, problem situations, issues, narration, activity or experiment and /or use of ICT resources that lead to inquiry and exploration. The activities at this stage capture the learner's attention, stimulate their thinking and help to assess the prior knowledge.
Development (Explore, Explain)	Learning takes place through exploring or working on a given problem or task. Teacher facilitates by providing guidance o those who require assistance in solving problems or performing the tasks. Teacher explains using examples, analogies and resource materials whenever required. Learners are also encouraged to explain their concepts in their own words, ask for evidence and clarifications of their explanation and listen critically to others explanation
Application (Extend)	This covers providing new situations/questions/problems where in the students can apply the concepts learnt in order to solve the given problems, derive new examples. The teachers guided activities are mostly withdrawn here and learner work independently or in groups.
Review/Evaluation/Closure of the Lesson	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarised, and misconception if any are identified.
Assignment	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

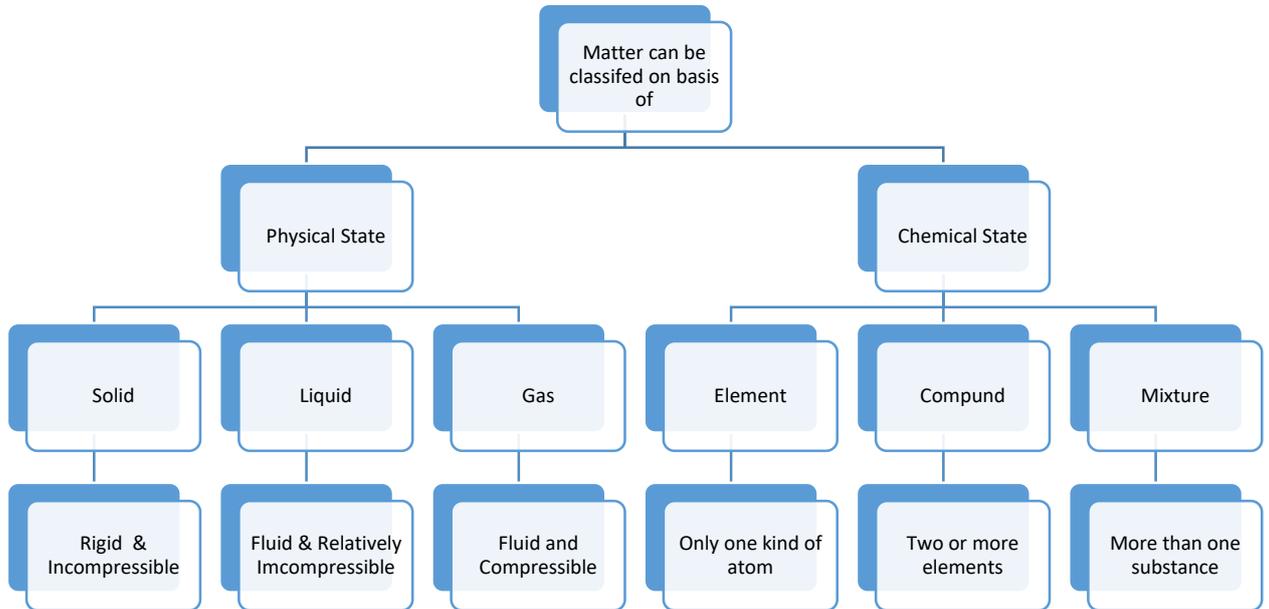
The first step to plan lesson is analyze the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching , teacher needs to develop wholistic understanding of content. Understanding of content will be better by analysing contents. Content analyssi is process of identifying major idea/concept and minor idea/sub concepts and finding relations between and among concepts. It can better be done by developing concept map.It is a tangible way to display how your mind sees a particular topic. It helps teacher to visualise the subjet matter to be taught, which in turn assist in effective teaching-learning.

The steps of developing concept map are given below.

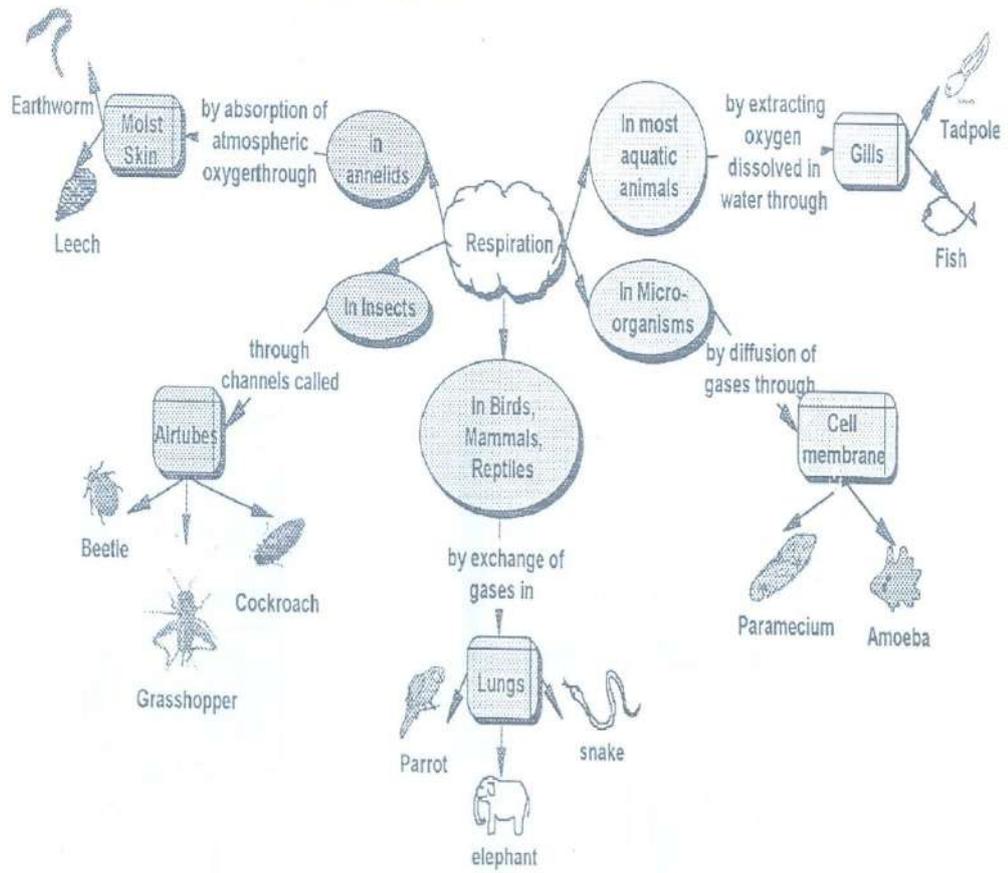
1. Reading intensively to identify major and minor ideas/ concepts and sub concepts. This can be done by using a pen for identifying major ideas and pencil for identifying the minor ideas.
2. Organising phase: Spread out your concepts on a flat surface so that all can be read easily and together, creat groups and sub groups of related items.
3. Lay out Phase. On a large sheet of paper, try to come up with an arrangement that best represent your collective understanding of the interrelationship and connections among groupings.
4. Linking phase: Use lines with arrows to connect and shows the relationship between connected items. Write a word or short phrase by each arrow to specify the relationship.
5. Finalising the concept map: Give a title, creative and constructive by using colors, fronts, shapes, border thickness.

Exemplars of Topic/Concept Map on Different Subjects

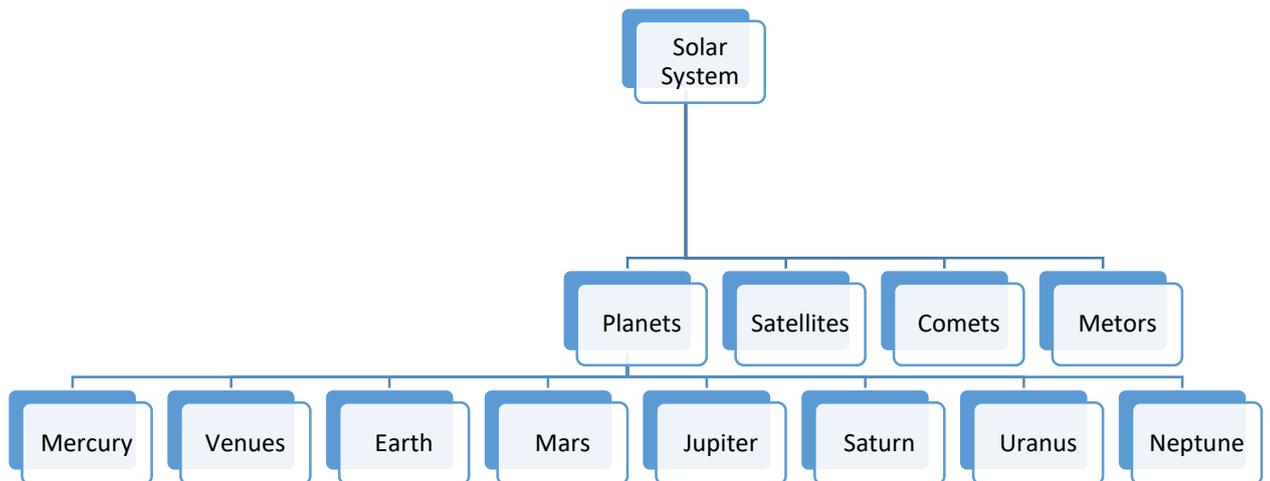
Science



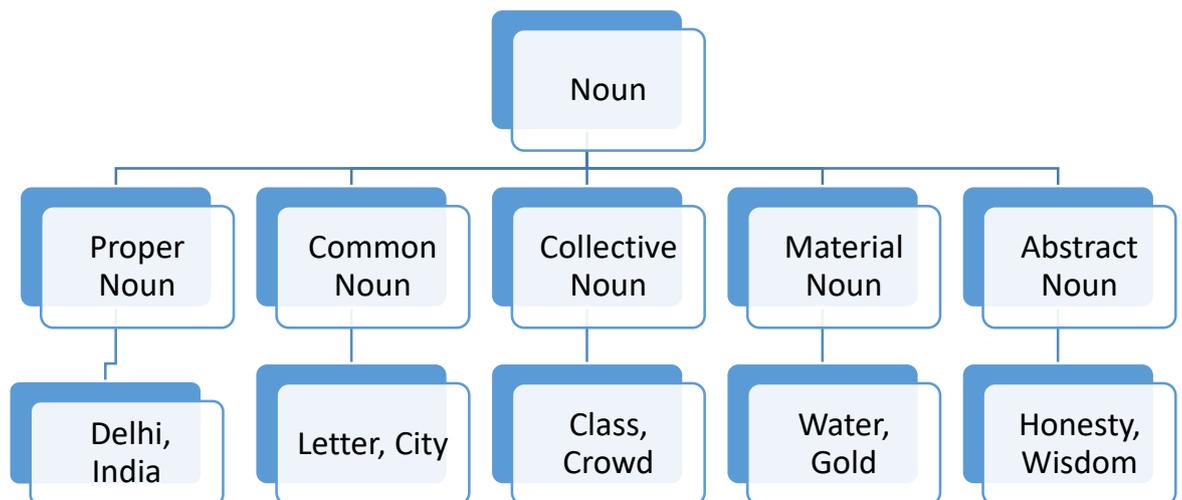
Science Example - Modes of respiration

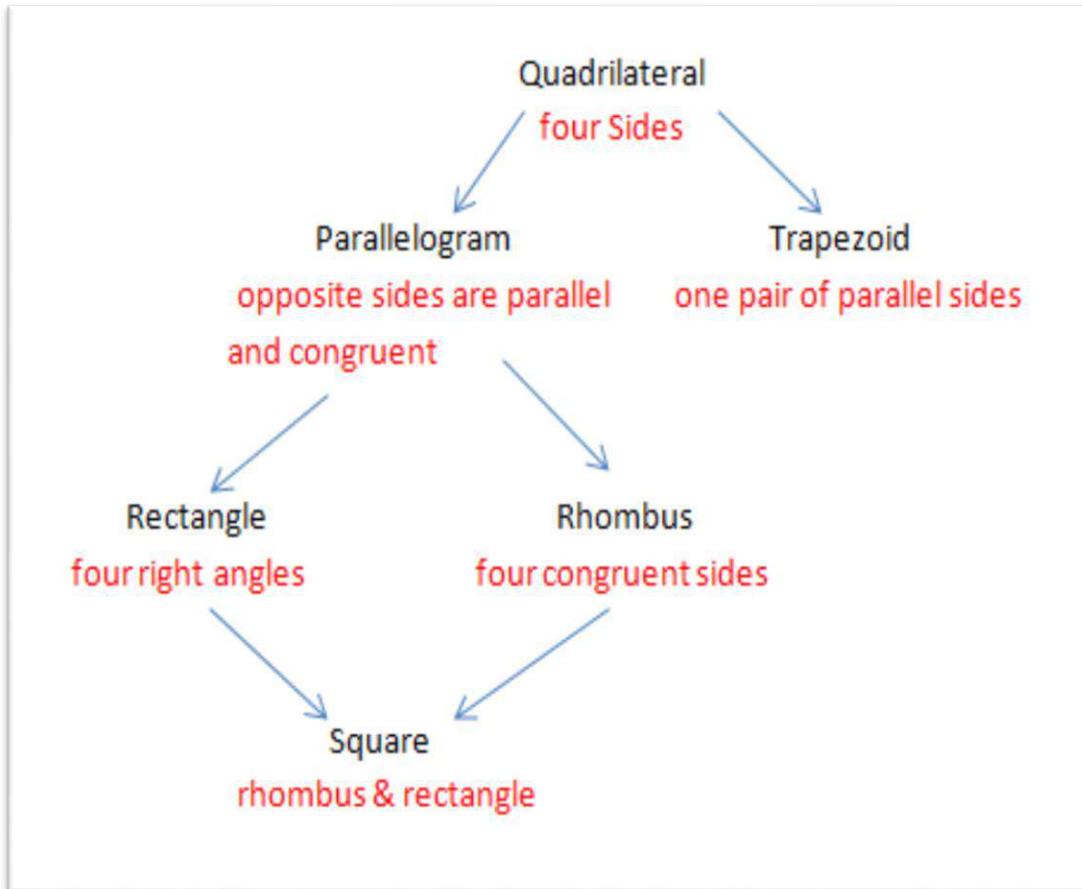


Social Science

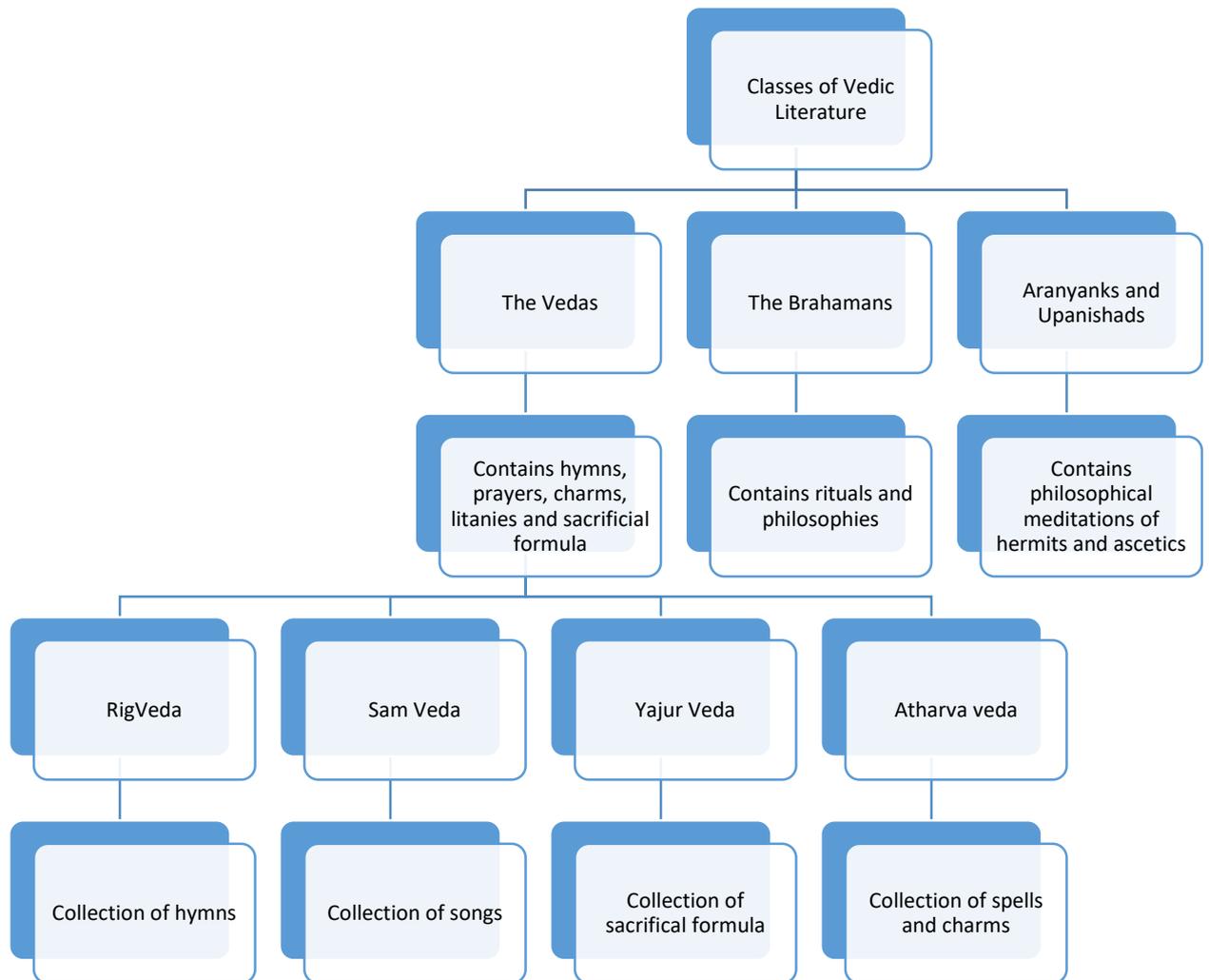


Language: Grammar





History



Story Map in English

Story Title: The Friendly Mongoose

Beginning: A farmer, his wife and their small child lived in a village. There was also a baby Mongoose in the house who they believed would be their son's companion and friend in future. One day the farmer and his wife went out leaving the child alone with the Mongoose.

-----**Middle:**
The farmer's wife returned home from the market carrying a heavy basket. She found the Mongoose an entrance of the house with blood on his face and paws. She jumped to the conclusion that it was her son's blood, and the Mongoose was the guilty one.

-----**End:**
The farmer's wife was blind with rage and with all her strength brought down the heavy basket full of groceries on the blood-smeared Mongoose and ran inside to the child cradles. The baby was first asleep but the floor laid a black snack torn and bleeding. She said Oh! You killed the snack! What have I done? After that, she realized and cried by touching the Mongoose who lay dead and still, unaware of her sobbing.

Appendix-2
REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
B.Ed.

OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

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

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

Learning points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching-learning materials	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses & reactions		
	Introductory /Engagement phase			
	Presentation phase Explorartion,Explanation and elaboration			
	Evaluation phase			

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

Signature of Institution Supervisor

Signature of Student Teacher

APPENDIX-3

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022 FORMAT FOR LESSON NOTES B.Ed

FORMAT FOR LESSON NOTES

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

1. Learning Outcomes:
2. Learning Objectives:
3. Learning Points:
4. Learning Process/Strategies:
5. Learning Resources:
6. Description of Learning Activities:
7. Assessment Strategies:
8. Home work/Assignments:

Signature of the Student Teacher

Signature of the Supervisor/ Mentor Teacher

REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR
UNIT PLAN TEMPLATE

Title of the Unit: Subject: Grade/Class : Total no. of Lessons:		Title and Publisher of the Text Book:				
Division of Unit to lessons :		Rationale:				
Unit Questions : Unit Objectives: Previous Knowledge / Experiences :						
Lessons	Concepts	Key Questions	Learning Objectives	Learning Strategies	Learning Resources	Assessment Strategies/ Techniques
Remarks if any						

Signature of the Student Teacher

**Signature of the cooperating
school Head/Mentor**

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Achievement Test
B.Ed

1. Name of the Student Teacher:

2. Roll No with(Arts) :

3. Name and Address of the School:

4. Date of Conducting Tests:

5. Achievement Test in (Subject-1/Subject-2)
 - A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
 - B) Administration and Interpretation of the Result

6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Signature of the Student Teacher

APPENDIX-6

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
CLASSROOM OBSERVATION RECORD OF PEERS
B.Ed

Name of cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Pedagogy Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

Steps	Learning Points	Teacher Initiatives and Learning Process	Suggested Alternative/Additonal Activities	Reasons for Suggested Alternative/Additonal Activities
Introduction (Engage)				
Presentation				
Evaluation				
Any other significant observation				

Signature of Peer Teacher

Signature of Supervisor/Cooperating teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
FORMAT FOR ACTION RESEARCH
B.Ed

1. Personal Information:

2. Name and address of Cooperating School:
3. Name of the Student Teacher:
4. Roll No with Science /Arts:

Body of the Action Research Report

1. Title of the Action Research:
2. Analysis and Description of the Action Research Problem:
3. Objectives and Action Hypothesis:
4. Designing Intervention/s
5. Implementing Intervention/s
6. Evaluating Intervention/s
7. Analysis of the Result
8. Reflection and Decision
9. References
10. Appendix

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

**RECORDS ON SCHOOL SITE
B.Ed**

Name of the Student Teacher : Roll No :

1. Name of the School:
2. Historical Background and context of the School(Vision, mission and objectives, growth etc)
3. Infrastructural facilities in the school (both quantitative and qualitative descriptions):
 - a) Classroom
 - b) Hostel
 - c) Library
 - d) Laboratory(Subject, ICT other)
 - e) Games and Sports
 - f) Playground
 - g) Toilets (boys and girls)
 - h) Any other
4. Number of students: (Class wise, Category wise and gender wise):
5. Number of teachers: (Subject, Gender, Qualification and Experience):

Signature of Head of School

Signature of the Student Teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
REPORT ON LEARNING RESOURCES
B.Ed

Name of the School:

Name of the Student Teacher:

Roll No(Arts or Science):

Classes allotted in the school:

Method Subject: PC-1/PC-2

List of Teaching Aids Developed and Used during teaching to be given in following format.

Date	Topic	Name and description of the resources used	Self developed/ Procured	When & how it is used	Signature of mentor/cooperating teacher

Signature of Head of School

Signature of the Student Teacher

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
INTERNSHIP IN TEACHING
Student Teaching Profile

Name of the Cooperating JNV:

Class: Subject:

Topic:

Period:

Date:

Name of the Student Teacher:
with Arts/ Science:Name of the Course: **B.Ed** Roll No

Name of Supervisor/Mentor Teachers:

SI No	Aspects/ Criteria	Rating: Very Poor to Excellent (1-10)									
1	Lesson Planning: (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioural terms, appropriate learning resources/methods are identified)	1	2	3	4	5	6	7	8	9	10
2	Introducing Lesson: (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										
3	Presentation of Topic: (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching)										
4	Participation of Students: (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers)										
5	Classroom Management: (Equal opportunity to all students, reinforcement for continuous participation, management of student activity)										
6	Assessment: (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students)										
7	Overall Personality: (Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										

Signature of Supervisor/Mentor Teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Reaction Anticipation Guide and Reflection Template

Signature of the student teacher

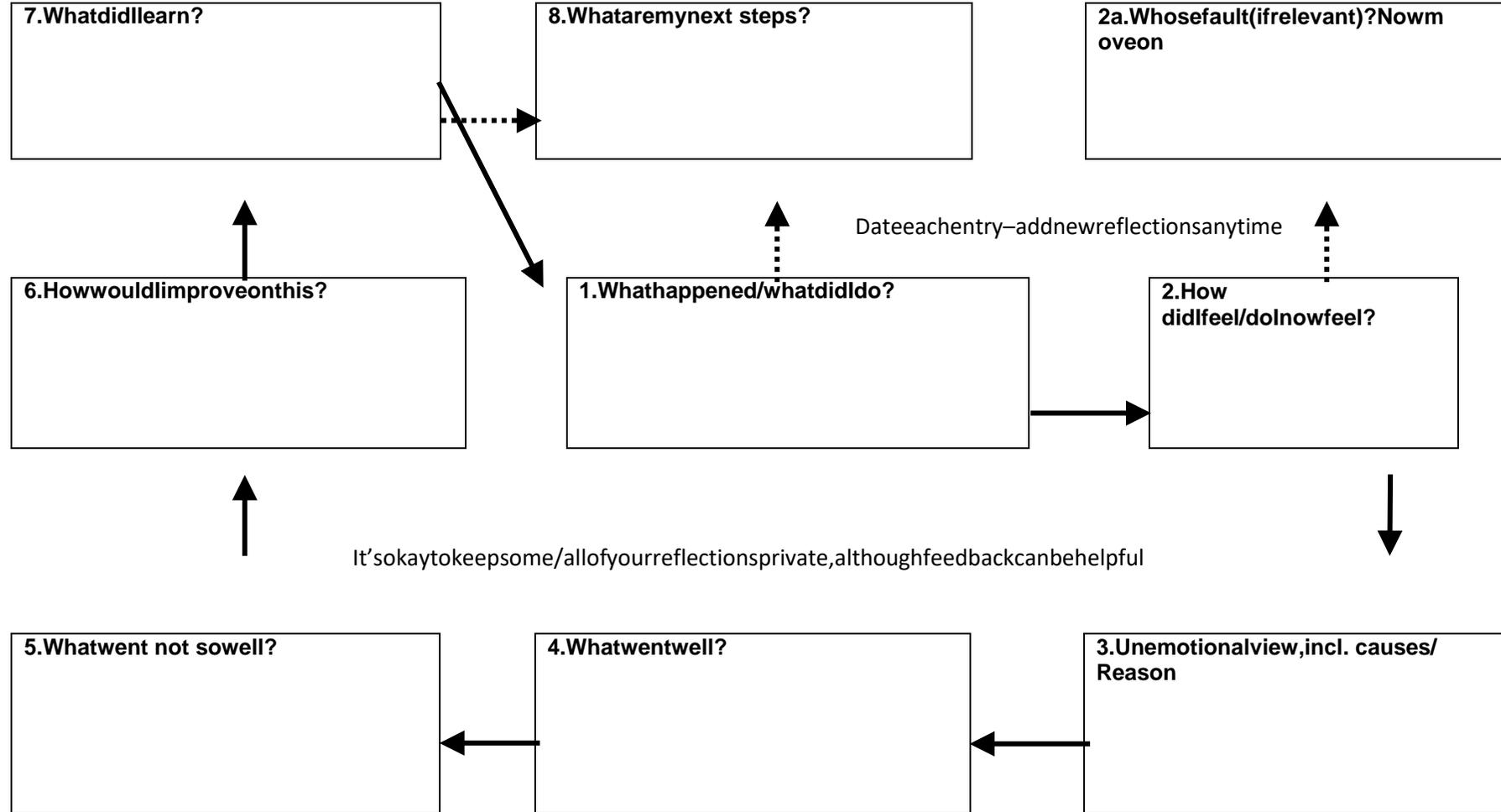
To be completed before teaching in classroom (Anticipation) Plan made for Teaching	Topic decided for Teaching with key points and sub-points	To be completed after teaching (Reaction) Your experience about teaching (both positive and negative)
<ul style="list-style-type: none"> • Reaction On basis of your experience write down what you have learned from this lesson? • What changes you will make for the next lesson? • What type of support you needed (if any): • Issues Faced: • Reflection on applying Theory into Practice: 		

The Reflective Diary Template

Name of the Student/Teacher _____
 Name of the School _____ Date and

Time of Entry:

No. of Practice Teaching Demonstrated:



Reflective diary/journal–supplementary sheet

reflectionstage: _____	<u>date/ time</u>ofentry
-------------------------------	---------------------------------

reflectionstage: _____	<u>date/time</u> ofentry
-------------------------------	---------------------------------

- eachstageisoptional– seekfeedbackwherehelpful
- dateeachentry– addnewthoughtslater
- usehequicknotestemplateforeachissue/event
- usesupplementarysheetsasnecessary
- Youcanusedifferentcolouredtext,e.g.red:priority,green:positiveetc.
- Trytofocusonthingsyoucanchangeandacceptthoseyoucannot.

APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the Principal:

Name of the School:

Name of the Course: **B.Ed**

Roll No	Name of the Student Teacher	1* (2)	2** (3)	3*** (2)	4**** (3)	Total (10)

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022. Please specify the course i.e.B.Ed

1*-Personal characteristics in terms of punctuality, initiatives, self confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2**-Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.

3***-School work, arrangement of classes, laboratory, library work etc.

4****-Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal with Seal

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
Assessment Report by Institute Supervisor

 Name of the Institute Supervisor:

Name of the Course: **B.Ed**

Sl No	Roll No	Name of the Student-Teachers	Name of the school	Pedagogy Subject	No of lesson observed	Total (20)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

NB: This form is to be handed over in sealed cover along with all student teaching profile to the Coordinator, Internship in Teaching, RIE, Bhubaneswar.

Signature of the Institute Supervisor

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
INTERSHIP-IN TEACHING

Supervision and Monitoring Report of B.Ed.

Name of the JNV

Name of the Institute Supervisor.....

Period of Supervision From.....To.....

Details of Monitoring and Supervision

Name of the Student	Class and Roll No. (Arts/Science)	Pedagogy Subjects	Programme in different activities								
			Unit plan	No of Observation of regular teachers classess	No. of lessons completed	No. of peer lesson observation completed	Achievement Test Report	Learning resources Report	Action Research	School site and activities	Remarks
1	2	3	4	5	6	7	8	9	10	11	12
1											
2											
3											
4											
5											
6											

N. B.: Please submit one copy to the programme Coordinator after your visit.

Signature of the Supervisor(s)

Regional Institute of Education, Bhubaneswar
Final Internship Reflection

Name of the Student Teacher _____

Roll No _____

These reflection questions ask you to connect your learning experience to key competencies of

Experiential learning.

•Reflection, Critical Analysis, and Synthesis

•Opportunities for students to take initiative, make decisions, and be accountable for the results

•Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically

•Designed learning experiences that include the possibility to learn from natural consequences, mistakes, and successes

To support your reflections with concrete examples make reference to your weekly journal and

feedback from mentors/ supervisors, and feel free to reference achievements, challenges, and observations. Your response to each prompt should be 250--500 words.

1. Please evaluate ways in which you achieved or struggled with each of the learning goals you set in your proposal.
2. If you were to continue the experience, what learning goals would you set now and what strategies would you use to achieve them?
3. What contributions did you make through this activity? What did you do that seemed to be effective and what personal strengths did you discover?
4. Identify and describe an example of a different decision or action you could have made and discuss the potential impact of such a change. What areas for personal improvement did you find through the experience?
5. How has this experience affected your development as a student and emerging professional, and how might it influence your approach to academics, work, and career in the future?

Your feedback on your internship site will help us continue to provide interns with high quality experiences.

1. Please describe your experience of the site. In what ways has it been positive or negative?

Why?

2. Would you recommend this site for future interns? Why or why not?

Appendix-16
Regional Institute of Education, Bhubaneswar-751022
Activity Schedule for Internship
From 29th October 2021 to 18th February 2022

Sl No	Name of Activity	Schedule
1.	Reporting to the cooperating JNVs	9.11.2021
2.	Collecting time table and consultation with cooperating teacher	10.11.2021
3.	Maintaining reflective diary	From 10.11.2021
4.	Observation of classes of regular teachers	From 12.11.2021
5.	Development of unit plan	From 12.11.2021
6.	Taking regular classes	From 19.11.2021
7.	Peer observation	From 19.11.2021
8.	Selecting action research problem	Fourth week of November 2021
9.	Completion of peer observation classes	30.11.2021
10.	Completion of at least 10 lessons in both subjects	4.12.2021
11.	Completion of 30 lessons in each pedagogy subject	22.12.2021
12.	Development and finalisation of student assessment/Achievement test	First week of January 2022
13.	Administration of student assessment	Second week of January 2022
14.	Action research interventions	Second week week of January 2022
15.	Completion of action research and reflection	25.1.2022
16.	Completion of 50 lessons in each pedagogy subjects	25.1.2022
17.	Completion of 60 lessons in each pedagogy subject(with 10 lesson notes each)	10.2.2022
18.	Completion of school observation process	12.2.2022
19.	Counter signature of Principals on all records	12-14February 2022
20.	Relieving order from the Principals	17-18 February 2022
21.	Reporting back to the Institute	20.02.2022
22.	All records to be submitted to the Coordinators.	On or before 10 am of 21.2.2022
23.	Post internship conference and reflection sessions	21-24 February 2022

Coordinators, Internship-in-Teaching

APPENDIX-17

REGIONAL INSTITUTE OF EDUCATION (NCERT) BHUBANESWAR-751022
Conference of Two Year B.Ed. Programme from 29.10.2021 to 6.11.2021
For Student Teachers (29.10.2021 to 6.11.2021)
For Cooperating Schools and Student Teachers (03.11.2021)

For Student Teachers (29.10.2021 to 6.11.2021)			
DAY 1- Date : 29.10.2021(Friday)			
Time	Theme	Venue	Facilitators
2.30 pm- 5.00pm	Registration	OA	DEE/DE
	Inauguration Field Engagement activities of RIE for Teacher Development		Principal, Dean(I),Dean (R) Prof. H.K.Senapati Head, DE, DESSH, DESM, DEE Coordinators
DAY 2-Date : 01.11.2021(Monday)			
9.30 am – 11.30 am	Concept and Purpose of Field Engagement: Internship Activities of School Internship	OA	Prof. I. P. Gowramma Prof L. Behera Rapporteurs: Pratyush R Sahoo , Raj Kishore Roul
11.45 – 1.00 pm	Unit Plan and Content Analysis	OA	Dr. Dhanya Krishnan Dr. Swteta Sandilya Rapporteurs: Ms P.Aribam,Ms B.Senapati,Sabyasachi Das, Niharika Panda
2.00pm -3.30 pm	Lesson Plan, Lesson Notes and Concept Map	OA	Prof M.Goswami Dr D Krishnan Dr Upasana Ray Mrs K.Priya Dr P.K.Gupta Rapporteurs: Ms Sonali S Sahoo and Maruti Kumar Tripathy
3.45 pm-5.30 pm	Group Activity on Preparation of Unit plan, Lesson Plan Lesson Notes and Concept Map	OA	Dr. Dhanya Krishnan Dr Upasana Ray Mrs K.Priya Dr P.K.Gupta Rapporteurs: Ms Sonali S Sahoo and Maruti Kumar Tripathy
DAY 3(02.11.2021,Tuesday)			
9.30am- 11.15am	ICT Integration in Pedagogy	OA	Prof R.K.Mohalik Prof S.P.Mishra Rapporteurs: Pratima Aribam, Dr Sweta Sandilya
11.30 am to 1.00 pm	Group activity on preparation of ICT integrated Lesson	OA	Dr Upasana Ray Rupa Gupta Sonali S Sahoo Pramod Gupta
2.00 pm -5.30 pm	Art and Sports Integrated School Education PA & RRS	OA	Prof. P.C.Acharya Dr. R. R.Sethy Rapporteurs: Ms Maumita Som & Dr P.K Gupta

DAY 4 Date : 03.11.2021(Wednesday) Conference for Cooperating JNV Heads and Teachers			
9.30 am-10 am	Registration of Cooperating JNV Heads and Teachers(Online-google form)	New Auditorium	DE,DEE
10 am -11.30 am	Interaction with Principals and teachers of Cooperating JNVs	New Auditorium And online	Principal, Dean(I), Dean(R) Prof H.K.Senapaty Head, DE, DESSH, DESM, DEE Coordinators Rapporteurs: B.Senapati, Harichandan Kar
11.45am -1pm	Modalities of Internship and role, responsibilities	New Auditorium And online	Prof. I. P. Gowramma Prof L. Behera Rapporteurs: Niharika Panda, Saraswati Maharana
2.pm-3.30 pm	Peer/ Mentor Classroom Observation & Preparation of Learning Resources	New Auditorium	Prof. Animesh Mohapatra Dr E.Ganmei Rapporteurs: Mr Khageswar Bhati & Sabyasachi Das
3.45 pm - 5.30pm	Internship from the perspective of NEP 2020	New Auditorium	Prof. B.N.Panda Prof. L. Behera Rapporteurs: Dr Harichandan Kar Ms Saraswati Maharana
DAY-5 (6.11.2021, Saturday)			
9.30 am -10.30 am	School Profile and Organization of Activities in the School	OA	Prof I.P.Gowramma Ms Moumita Som Rapporteurs: Niharika Panda, Kalpana Priya
10.30 – 11.30 am	Student Anticipation Reflection Guide & Reflective Diary and Action Research	OA	Prof L. Behera Rapporteur: Mr P.R.Sahoo
11.45 am- 1.00pm	Assessment strategies: Assessment Profile	OA	Prof H.K. Senapaty Prof R.K.Mohalik Rapporteurs: Dr U.Ray and Sonali S Sahoo
2.00pm-3.30 pm	Creating Teacher Identity :Field engagement as a medium	OA	Shri A.Mishra Rapporteurs: Dr Shweta, Maruti Tripathy
3.45pm- 5.00pm	Reflection, group leader selection and Summing up	OA	Coordinators

(Coordinators)

(Principal)

Copy to:

(1)APC to Principal(2),Dean of Instructions(3),Heads(DE,DEE,DESM,DESSH)(4) All members (5)I/c Academic Section(6) Coordinators of BABED and BSC.BED(Internship) for information (7) office file

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
ORDER

No.3407

Date: 01.11.2021

The students of B.Ed. Third semester of this Institute for the session 2021-22 are relieved from 7.11.2021 to 20.02.2022 to enable them complete the School Internship Programme (Field Engagement-3) for their course requirements at different Jawahar Navodaya Vidyalayas (JNVs as per the list) of eastern region of the country (Bihar, Jharkhand, Odisha and West Bengal) from 10.11.2021 to 18.02.2022.

BIHAR**1. JNV Gaya-1[Jethian, Dist: Gaya, Bihar PIN -823311, Email: jnvgaya.1@gmail.com]**

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
17	Jaya Kumari	Hindi	Soc.Sc	15	Chinmaya	Bio. Sc.	Phy. Sc.
20	Kavita Kumari	Eng.	Soc.Sc	18	Dimple Kumari	Math	Phy. Sc.
26	Manish Kumar Yadav	Eng.	Soc.Sc				

2. JNV, Nalanda [Rajgir, Dist: Nalanda, Bihar, PIN – 803116, Email:jnvnalanda1@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
01	Adarsh Kumar	Eng.	Soc.Sc	09	Amrita Kumari Mishra	Bio. Sc.	Phy. Sc.
07	Astha Jaideep	Eng.	Soc.Sc	20	Gautam Kumar	Math	Phy. Sc.
12	Deepa Rani	Hindi	Soc.Sc				

3. JNV, Muzaffarpur [Kharaunadih, Patahi, Muzaffarpur Pin-843113, E-mail: jnvmuzaffarpur@gmail.com]

ARTS(3)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
30	Pankaj Kumar	Hindi	Soc.Sc	30	Mohan Mallik	Bio. Sc.	Phy. Sc.
45	Suman Kumari	Eng.	Soc.Sc	45	Subham Kumar Mishra	Math	Phy. Sc.
47	Sunny Verma	Eng.	Soc.Sc	54	Tinkal Kumari	Bio. Sc.	Phy. Sc.

4. JNV, Samastipur [Birauli, Distt- Samastipur, Bihar,PIN-848113, Email: jnvsamastipur@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
27	Mausam Kumari	Eng.	Soc.Sc	25	Madhu Mahto	Math	Phy. Sc.
29	Nirmal Kumar Nayak	Hindi	Soc.Sc	29	Md. Ekramul Haque	Math	Phy. Sc.
				48	Soni Kumari Ray	Bio. Sc.	Phy. Sc.

JHARKHAND**1. JNV,Dhanbad[Benagoria, Dist: Dhanbad, Jharkhand, PIN:828205,Email:jnvdhanbad@gmail.com]**

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
9	Bhumeswar Rajak	Eng.	Soc.Sc	02	Ajay Hembram	Math	Phy. Sc.
21	Ku Suman Chatomba	Hindi	Soc.Sc	44	Shreeti Sheet	Math	Phy. Sc.
39	Shweta Jha	Eng.	Soc.Sc				

2. JNV, Ranchi [Mesra, District Ranchi, Jharkhand, PIN -835215,Email:jnvranchi@gmail.com]

ARTS(3)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
5	Anupriya	Eng.	Soc.Sc	10	Ankita Singh	Bio. Sc.	Phy. Sc.
18	Joyoti Kiran	Hindi	Soc.Sc	22	Jharna Pradhan	Math	Phy. Sc.
28	MD Asif	Eng.	Soc.Sc	38	Rahuldev Mahato	Math	Phy. Sc.

ODISHA

1. JNV,Balasore[Bagudi,Mahumuhan,Dist-Balasore, Odisha-756045,Email:jnv.bagudi@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
6	Archita Bhuyan	Odia	Soc.Sc	19	Dipti Patel	Math	Phy. Sc.
8	Aujalya Pradhan	Eng.	Soc.Sc	32	Nabhashree Pattnaik	Math	Phy. Sc.
50	Suva Laxmi Dalai	Odia	Soc.Sc				

2. JNV, Bargarh[Paikmal, Dist- Bargarh, Odisha, PIN – 768039,Email:nvbargarh@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
04	Anitya Prakash Behera	Eng.	Soc.Sc	7	Amit Kumar Jena	Math	Phy. Sc.
10	Binidini Kar	Odia	Soc.Sc	28	Mamata Dash	Math	Phy. Sc.
				49	Subhasmita Nayak	Bio. Sc.	Phy. Sc.

3. JNV, Bhadrak[Chandimal,PO:Skpur,Dist. Bhadrak,PIN-756125,Email:jnv.bhadrak@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
16	Itishree Mahanta	Eng.	Soc.Sc	34	Pragnya paramita Parida	Bio. Sc	Phy. Sc.
22	Madhusmita Sahoo	Odia	Soc.Sc	35	Prativa Rout	Math	Phy. Sc.
				47	Sonam Barai	Math	Phy. Sc.

4. JNV, Dhenkanal[Sarang,Dist:Dhenkanal,PIN-759146,Email:jnv.dhenkanal@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
37	Shradha Panda	Eng.	Soc.Sc	13	Bishnu Bibhab Dash	Math	Phy. Sc.
51	Swarnaprava Behera	Odia	Soc.Sc	21	Jayashree Nayak	Math	Phy. Sc.
54	Upasana Tripathy	Odia	Soc.Sc				

5. JNV, Ganjam [At-Surangi, Dist: Ganjam, Odisha, PIN -761037 Email:jnvganjam2011@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
25	Mangulu Gouda	Odia	Soc.Sc	12	Barkha Nandi	Bio. Sc.	Phy. Sc.
55	Urmila Kamila	Eng	Soc.Sc	16	Debjani Gouda	Math	Phy. Sc.
				31	Mukteswar Wadaka	Math	Phy. Sc.

6. JNV, Jagatsinghpur [Sailo, Rahama, Jagatsinghpur,754140, Email:jnvjagatsinghpur@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
33	Priyambada Nayak	Eng.	Soc.Sc	17	Dibyayoti Dash	Math	Phy. Sc.
34	Pujalini Puhan	Odia	Soc.Sc	53	Tapaswini Sial	Math	Phy. Sc.
49	Susmita Behera	Odia.	Soc.Sc				

7. JNV, Jajpur [Panikoili, District Jajpur, Odisha, PIN – 755043, Email:jnvjajpurors@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
15	Giribala Dhal	Odia	Soc.Sc	5	Amarjeet Mishra	Math	Phy. Sc.
19	Kabita Dixit	Odia	Soc.Sc	27	Madhusmita Nayak	Math	Phy. Sc.
				41	Sagarika Patro	Bio. Sc.	Phy. Sc.

8. JNV, Puri[At/Po-Konark, Dist- Puri, Odisha, Pin-752111,Email:jnvkonark@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
23	Mampi Kachhuwa	Hindi	Soc.Sc	37	Pradeep Kumar Mandal	Math	Phy. Sc.
31	Parna Joydher	Eng.	Soc.Sc	43	Sangeeta Biswas	Math	Phy. Sc.
43	Sukulei Tudu	Odia	Soc.Sc				

9. JNV, Sonepur[Tarbha, District Sonepur, Odisha -767016,Email:jnvtarbha@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
41	Sonali Dutta	Eng.	Soc.Sc	4	Alibharani Sahu	Math	Phy. Sc.
46	Sunita Pradhan	Odia	Soc.Sc	40	Rudrani Naik	Bio. Sc.	Phy. Sc.
				50	Sujata Meher	Math	Phy. Sc.

WEST BENGAL

1. JNV, Bankura[Kalpathar, Distt-Bankura(W.B),Pin:722146,Email:jnv.bankura@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
38	Shreyashi Sengupta	Beng.	Soc.Sc	14	Chandrima Mandal	Bio. Sc.	Phy. Sc.
44	Sulochana Biswal	Eng.	Soc.Sc	39	Rahul Kumar Pandey	Math	Phy. Sc.
				42	Sandip Murmu	Bio. Sc.	Phy. Sc.

2. JNV, Birbhum[Gopalpur, Dist-Birbhum, WB- PIN – 731303,Email:jnvbirbhum7@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
3	Anamika Saha	Eng.	Soc.Sc	8	Amlan Das	Bio. Sc.	Phy. Sc.
52	Upali Mandi	Eng.	Soc.Sc	51	Sulochana Ghosh	Bio. Sc.	Phy. Sc.
				55	Titli Supkar	Math	Phy. Sc.

3. JNV, Burdwan[Sect- 2A, Bidhan Nagar, Durgapur, WB-713212,Email:pplbwn.wb@gmail.com]

ARTS(2)				SCIENCE(3)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
11	Chiranjeet Maji	Beng.	Soc.Sc	24	Lisha Pandey	Math	Phy. Sc.
48	Supriya Hansda	Eng.	Soc.Sc	26	Madhu Rajak	Bio. Sc.	Phy. Sc.
				36	Priti Karmakar	Bio. Sc.	Phy. Sc.

4. JNV, Nadia[Kalyani, Dist- Nadia, WB,PIN – 741235,Email:principal.jvnadia@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
2	Ali Aktar Hossain	Beng.	Soc.Sc	1	Aditi Dhali	Math	Phy. Sc.
13	Divya Rao	Eng.	Soc.Sc	6	Amisha Prasad	Bio. Sc.	Phy. Sc.
14	Doyel Ghosh	Eng.	Soc.Sc				

5. JNV, Hoogly[Dihibagnan, Dist Hooghly, WB, PIN-712613,Email:jnvhooghly2011@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
35	Rina Sharma	Hindi	Soc.Sc	3	Akash Thakur	Math	Phy. Sc.
36	Ritu Chhetri	Eng.	Soc.Sc	46	Sohini Ray	Bio. Sc.	Phy. Sc.
40	Sonali Barman	Beng.	Soc.Sc				

6. JNV, Purulia[Dabar-Balrampur, Distt-Purulia PIN -723103,jnvpurulia@gmail.com]

ARTS(3)				SCIENCE(2)			
Roll No	Name of the Students	Pedagogy School Subjects(PSS)		Roll No	Name of the Students	Pedagogy School Subjects(PSS)	
		PSS1	PSS2			PSS1	PSS2
24	Manasi Roy	Beng.	Soc.Sc	11	Ayan Pramanik	Bio. Sc	Phy. Sc.
32	Piuli Hazra	Eng.	Soc.Sc	23	Karuna Yadav	Bio. Sc.	Phy. Sc.
53	Upasna Chaudhary	Eng.	Soc.Sc				

(Dean of Instructions)

Copy to:

1. All the students of B.Ed. III Semester
2. Principals of all the NVSs mentioned in the list
3. Chief Warden and Wardens, Gopabandhu/ Ramanujam/ Homi Bhaba Hostel/ Ashutosh Hostel for information and request to deduct their mess bills of students for the internship period
4. Heads (DE, DESSH, DESM, DEE)
5. Administrative Officer
6. APC (P) for information of Principal
7. I/c Academic Section for record
8. SO, C& W/Security supervisor
9. Coordinators Internship (B.Sc. B.Ed and BA.B. Ed) for information
10. Office copy



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