



Regional Institute of Education Bhubaneswar, Odisha

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop Sessions for effective communication**
- 2. Simulated Session for Practicing communication in different situations**
- 3. Participation in institutional activities as anchor, discussant or rapporteur**
- 4. Classroom teaching learning situation along with teacher and peer feedback**

1. Workshop sessions for effective communication

Effective communication is promoted among students through course-related activities and different workshop sessions organized in the institution.

Name of the Activity: International Mother Tongue Day

Date: 21 February 2022

Details: International Mother Tongue Day is celebrated every year on 21 February. The main purpose of celebrating this day is to promote the awareness of language and cultural diversity and multilingualism all across the world. 21 February was known as 'Shaheed Dibash and after the declaration of UNESCO, it has been known as International Mother Language Day. The date, 21 February was chosen to commemorate the martyrs who sacrificed their lives to uphold the dignity of their Mother Language 'Bangla' on this very day in 1952. This was one of the rare instances in world history where people fearlessly gave up their lives for the sake of their mother language. This is the significance of the Mother Language. International Mother Language Day celebration 2022 was held in the Regional Institute of Education, Bhubaneswar on 21 February at 10.00 AM. onwards at RIE Staff Common Room, RIE. Principal, Prof. P. C. Agarwal and all the staff members participated in the programme. Sri Abasar Beuria, former ambassador was the chief guest of the programme. Several students spoke on the importance of Mother Language Day and its importance. After that, the Principal expressed his views on mother tongue and the importance of mother language day. At last, the Chief Guest Sri Abasar Beuria enlightened us on education and the mother language.

Glimpses:



Outcomes: International Mother Language Day, observed on February 21st annually, serves as a global platform to advocate for linguistic diversity and cultural heritage. It highlights the significance of preserving and safeguarding mother tongues, particularly those facing the threat of extinction. By celebrating the myriad languages worldwide, it fosters a deeper understanding of diverse cultures, nurturing mutual respect and tolerance among different linguistic communities. Moreover, the day underscores the pivotal role of native languages in education and literacy, advocating their inclusion in educational systems to improve learning outcomes. It prompts governments and organizations to enact policies supporting language preservation and encourages communities to host cultural events and educational programs, reinforcing the importance of languages in shaping our collective identity and heritage. Ultimately, International Mother Language Day is a powerful reminder of the intrinsic value of linguistic diversity and the need to cherish and protect languages as vital components of our global tapestry of cultures.

Name of the Activity: All Indian Children's Educational Audio Video Festival

Date: 30.08.2021

Details: Regional Institute of Education, Bhubaneswar celebrated the All Indian Children's Educational Audio Video Festival on 30.08.2021 by online mode.



Outcomes: All India Children's Educational Audio Video Festival (AICEAVF) and ICT Mela is one of the major children's educational audio-video programme festivals of India, organised by Central Institute of Educational Technology (CIET), NCERT, Delhi. This event is being organized to promote creative expression amongst educational media professionals, teacher educators, trainee teachers, teachers and students. Originally, it was started by CIET and State Institute of Educational Technology (SIETs) together and it has emerged as India's major educational programme festival. As the best audio, video, new media, and ICT programmes are showcased, discussed, recognized, appreciated, and awarded, such events contribute in the longer run towards enhancing the quality learning of the children. This year due to COVID-19, the festival and ICT Mela were held online mode.

Name of the Activity: Reading and Reflecting on Texts

Objectives: 1. Develop proficiency in reading and responding to written texts. Examine and appreciate authentic literary and non-literary texts. Develop study and reference skills

2. Reflect on the ideas expressed in the texts.

3. Plan, draft, edit and present a piece of writing related to their understanding of a text.

Details: A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners, one of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organize debates/discussions around the 'ideas'. The given texts could be excerpts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme can select 10-15 books available in their library for teaching the course in the light of its objectives listed below. The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

Outcomes: Reading and reflecting on texts serve as catalysts for multifaceted growth. They deepen understanding, foster critical thinking, and nurture empathy, broadening perspectives and enhancing communication skills. This practice fuels personal growth by inspiring introspection

and emotional resonance while fueling creativity and providing stress relief. More than just a pursuit of knowledge, it cultivates a culture of continuous learning, contributing to intellectual and emotional enrichment, making it a cornerstone of personal development and understanding of the world.

Name of the Activity: Communication and Expository Writing

Rationale: This course is intended to enhance the ability of learners to listen, converse, speak, present, explain and exposit ideas in groups and before an audience. The course aims to create effective professionals by integrating various communication skills and through an exposure to various skills.

Objectives: Enhance listening, viewing, and speaking skills while promoting reading proficiency. Gain insights into communication processes and concepts, fostering familiarity with expository writing techniques.

TransActivity Mode: This course will be transacted /facilitated through participatory approaches such as- workshop, seminar by students, and group work. Different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation-cum-discussion mode.

Outcomes: Communication and expository writing yield a spectrum of impactful outcomes. They serve as conduits for clarity, ensuring ideas are comprehensible and unambiguous. Moreover, these mediums are educational tools, disseminating knowledge across diverse subjects while wielding persuasive prowess, influencing opinions, and motivating Activity through compelling arguments. Simultaneously, they function as repositories of information, nurturing critical thinking by prompting analysis and evaluation. Proficient communication skills not only bolster professional growth but also wield profound societal influence, shaping cultural norms and fostering change. Most significantly, engaging in these forms of expression catalyzes personal growth, empowering individuals to voice thoughts, advocate beliefs, and contribute meaningfully to societal evolution.

Name of the Activity: Planning and Organisation of Field Work-With-Community for students

Date: 02.04.2022

Details: Planning and Organisation of Field Work-With-Community for B.Sc. B.Ed. students of 8th Semester.

Glimpses:



Outcomes: The activities cover a wide range of topics, including gender equity, environment pollution, HIV-AIDS, and population education. hygiene of the community, primary education and remedial teaching, utilization of community resources for school education, educational awareness, RTE Act 2009, yoga, physical exercise, games, and sports, Sharma dana (cleaning drive), rallies on social issues, and cultural programs based on social issues and problems. To ensure the successful execution of the WWC program, a training orientation meeting takes place where all faculty members, address the trainees and clarify their queries regarding the program. Students go on a survey in the local community, conduct awareness programs, and display Nukkad Natak. Rally in the village, Poster and Banner display, First-aid training, and orientation on health and hygiene are a few activities that are organized. Students sensitize people on various issues of society under the guidance of the coordinator and other faculty members. In this process, they get sensitized.

2. Stimulated sessions for practicing communication in different situations.

Name of the Activity: Quiz competition

Date: 29.01.2020

Objectives: To promote knowledge, skills, and healthy competition among participants.

Details: Quizzes encourage participants to acquire knowledge across various subjects or specific areas of interest. It promotes active learning and often motivates individuals to delve deeper into a topic to prepare for the competition.

Glimpses:



Outcomes: Participating in quiz competitions offers students a platform to acquire knowledge, refine skills, build confidence, and develop important qualities that contribute to their academic and personal growth.

Name of the Activity: Mother Language Day

Date: 21. 02. 2020

Objectives: To promote the awareness of language, cultural diversity, and multilingualism all across the world.

Details: Mother Language Day, celebrated on February 21st, is a day dedicated to promoting linguistic and cultural diversity. It's an opportunity to recognize the importance of preserving and celebrating one's mother tongue or native language. The day was established by UNESCO to honor linguistic diversity and encourage people to safeguard and promote their mother languages, as they are crucial components of cultural identity and heritage. It's a time to celebrate the beauty, richness, and diversity of languages around the world.

Glimpse:



Mother Language Day Celebration at regional Institute of Education, Bhubaneswar #RIEBBSR #ICTStudiobbsr #NCERT



Outcomes: Mother Language Day has various outcomes and impacts, aimed at promoting linguistic diversity and celebrating the importance of mother tongues. Some of the key outcomes include the preservation of Languages, Cultural Preservation, Education and literacy, Promotion of Multilingualism, Cultural Exchange and Understanding. Overall, Mother Language Day serves as a reminder of the importance of languages in shaping our cultural identity and encourages efforts to preserve, protect, and celebrate linguistic diversity worldwide.

Name of the Activity: Hindi Divas

Date: 14 September

Objectives: To promote and propagate the use of Hindi across India.

Details: Hindi Divas' or 'Hindi Day' is celebrated on September 14 every year in India. It commemorates the adoption of Hindi written in Devanagari script as the official language of India by the Constituent Assembly on this day in 1949. Hindi, one of the most widely spoken languages in India, holds significant cultural and historical importance in the country.

Glimpse:



Photo Gallery » Hindi Divas



Outcomes: The celebration of Hindi Divas can lead to several outcomes, impacting individuals, society, and the promotion of the Hindi language and this day serves as a platform to celebrate and appreciate the richness of the Hindi language and its cultural significance, while also encouraging its use, preservation, and continued growth.

Name of the Activity: Essay & Extempore Speech on The Literary Competition 2020 in all Language

Date: 24 February 2020

Objectives: The objective of the Literary Competition is to celebrate linguistic diversity, foster cross-cultural exchange, nurture talents, and promote global citizenship through literature. This is achieved by enhancing language skills, fostering cultural appreciation, and creating a vibrant, learning-focused environment for participants.

Details: The Literary Competition stands as a vibrant celebration of language, culture, and literature, fostering an environment that champions diversity and talent. Through its platform, it not only cultivates linguistic prowess and cultural appreciation but also serves as a nexus for global citizens, nurturing confidence, communication, and understanding among diverse communities. Embracing various languages and literary traditions, this competition acts as a catalyst, enriching individuals while promoting the invaluable essence of literature in our interconnected world.

Glimpses:





1.3.1 supporting notices



5. In-charge, Academic Section for circulation among the students.
6. Administrative Officer
7. Institute Notice Boards
8. Office copy

12/5)

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

NOTICE

**PROGRAMME FOR SOCIAL SCIENCE ASSOCIATION ACTIVITIES
COMPETITIONS – 2022**

The Social Science Association Activities Competitions will be held as per the following schedule.

12.05.2022

10:30 AM to 11:30 AM :- Essay Competition :- Topic : **Should Religion be Separated from Politics?**
(Not more than 400 words)

11:30 AM to 12:30 AM :- Extempore Speech :- Topic : **Topic will be announced on the spot**

13.05.2022

10:30 AM to 11:30 AM :- Debate :- Topic : **Should Physical Education be made
Compulsory in Schools**

11:30 AM to 12:30 PM :- Collage Competition :- Topic : **War and Peace**

Students can register their names directly to the coordinators for different competitions.

VENUE FOR THE COMPETITION:

Essay Competition	: Room No. OA (English & Hindi)
Extempore Competition	: Room No. 116 (English) & 118 (Hindi)
Debate Competition	: Room No. 116 (English) & 118 (Hindi)
Collage Competition	: Room No. 101

This issues with the approval of the Principal.

Ketaki
11/05/22
(Dr. Kalinga Ketaki)
Coordinator

Social Science Association Activities

Copy to :

1. PA to Principal for kind information of the Principal
2. Dean of Instruction
3. Dean of Research
4. All Heads of the Departments (DE/DEE/DESSH/DESM) for circulation.
5. In-charge, Academic Section for circulation among the students.
6. Administrative Officer
7. Institute Notice Boards
8. Office copy

Circulated
12/5/22

Regional Institute of Education, Bhubaneswar



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3. Participating in institutional activities as anchor, discussant or rapporteur

Name of the Activity: Celebration of National Science Day

Date: 28.02.2022.

Objectives: It aims to instill scientific curiosity, particularly among the youth, fostering rational thinking and accessibility in science education.

Details: It was carried out during this year on 28th February 2022 along with activities to engage and inspire students with science and technology for National Science Week. On this occasion Prof. Venkata Rao, Head of Community Medicine, SOA University was the chief guest, who has done a tremendous amount of work in the epidemiological study of Covid-19 and vaccine trials in our state. He addressed students and faculties on COVID-19 prevention and its epidemiological studies.

Glimpses:





Outcomes: National Science Day yields a spectrum of impacts, enhancing public awareness of scientific breakthroughs, fostering critical thinking, and amplifying interest in science education. It celebrates scientific achievements, inspires innovation, potentially influences policy, and cultivates a vibrant scientific community, ultimately nurturing a more informed and curious society, poised for scientific growth and progress.

Name of the Activity: Annual Athletic Meet

Date: 16 to 17th February 2022

Objectives: The sports meet aims to foster a positive sporting culture by promoting fair competition, skill development, and ethical behavior. It serves as a platform to unite communities, celebrate athleticism, and inspire healthy lifestyles while recognizing talent and providing opportunities for growth.

Details: The 57th Annual Athletic Meet of the Institute was held on dt.16.02.2022 and dt.17.02.2022 in the Institute Playground. Olympian Athlete from Odisha Anuradha Biswal had been invited as the Chief Guest. Competitions in individual category as well as in group category was held. Winners were given away medals by the Chief Guest and other dignitaries present there. The jubilation and enthusiasm among students led to the successful completion of the 57th Annual Athletic Meet.

Glimpses:





Outcomes: The annual sports meet yields enhanced skills and techniques for athletes, honed through competitive engagement. It unites diverse communities, schools, or organizations, fostering a sense of collective pride and unity through shared athletic celebrations. Additionally, it serves as a platform for recognizing and nurturing talented athletes, offering opportunities for their further growth and success in sports. Ultimately, it strives to create an inclusive environment that encourages excellence, camaraderie, and personal development through sports participation.

Name of the Activity: Cultural Festival

Date: 12 & 13th 2022

Details: The Cultural Days are colorful programs of the Institute where students get the opportunity to participate in various cultural activities like Rangoli, Flower Decoration, Art Exhibitions, Music, Dance, Instruments, etc. Competitions and group category was made and these were evaluated by the faculty members of the Institutes.

Glimpses:



Outcomes: Cultural festivals weave a vibrant tapestry of community enrichment, fostering a multitude of outcomes. They stand as guardians of heritage, preserving traditions and cultural identities for posterity. Beyond this, these gatherings serve as catalysts for community unity, transcending barriers and fostering social cohesion through shared experiences. Their impact extends to the economic realm, breathing life into local economies, stimulating growth through increased tourism and commercial activity. Simultaneously, festivals become vibrant showcases of diversity, exhibiting varied art forms, cuisines, and customs, nurturing cross-cultural understanding and appreciation. They nurture creativity by providing platforms for artists and craftsmen, while also serving as hubs for education, enlightening attendees about different cultures and histories, nurturing global awareness and tolerance. Above all, these celebrations evoke joy, creating moments of shared happiness and cultural vibrancy that enrich the very fabric of a community.

Name of the Activity: Extension Lecture Series

Details: The extension programme aimed to enlighten the students and faculty on issues of vital importance in the field of education and to provide a forum to students and staff for academic interActivity with eminent educationists. Besides, the programme helped in enriching the knowledge and understanding of trainees and faculty by way of sharing of the experiences of

the persons of eminence in the field of education. During the year, the following lectures were conducted.

Sl. No	Topic	Name of the Speaker	Venue and Date
1	Communal Harmony	Prof. Pawan Kumar Agrawal	23 th November 2021
2	Shiksha Ka Bharatiyakaran; India Cultural and Heritage	Shri. Mukul Kanitkar	29 th November 2021
3	Character Building and Holistic Personality Development	Shri Atul Kothari Shri. Deshraj Sharma Dr. Jayendrasinh Jadav	2 nd and 3 rd March 2022.
4	Educational Statistics	Prof. Dilip Kumar Dey	11 th March 2022

Glimpses & Attendance Sheets:





ATTENDANCE REGISTR

Title of the Programme: Shiksha ka Bhramiyokata: Indian Culture and Heritage (Eminent Lecture Series)

Name of the Coordinator: Prof. S.K. Dash and Dr. Kaliga Katak

Venue: New Auditorium, RIE, Bhubaneswar

Date: 29.11.2021

Sl. No.	Name of the Students	Department/ Course	Address	Signature
1.	Amit Kumar	BSc. Ed	HG Hostel	[Signature]
2.	Abhishek Mahapatra	BSc. Ed	HG Hostel	[Signature]
3.	Abhishek Singh	"	"	[Signature]
4.	Abhishek Kumar	BA - Ed	"	[Signature]
5.	Abhishek Kumar	BSc. Ed	"	[Signature]
6.	Rishi Kumar Jha	BA - Ed	HG Hostel	[Signature]
7.	Mridul Chatterjee	B.A. - Ed	HG Hostel	[Signature]
8.	Abhishek Kumar Pandey	BA Ed	HG Hostel	[Signature]
9.	Ranjit Kumar Singh	Ba Ed	HG Hostel	[Signature]
10.	Shriyanka Sekhar Das	BSc. Ed	HG Hostel	[Signature]
11.	Pritam Kumar Singh	BSc. - Ed	HG Hostel	[Signature]
12.	Ranjit Mahto	BSc. B. Ed.	HG Hostel	[Signature]
13.	Rama Das	BSc. - Ed	HG Hostel	[Signature]
14.	DHARMIDHAR PANI	BSc. - Ed	HG Hostel	[Signature]


 Signature of the Coordinator

ATTENDANCE REGISTER FOR RP:

Title of the Programme: 42 Day Workshop on Character Building and Holistic Personality Development (Extension Lecture Series)
 Name of the Coordinator: Prof. S.K. Dash and Dr. Kalpana Konki
 Venue: New Auditorium

Duration: 02.03.2022 and 03.03.2022

Sl. No.	Name of the RPs listed (Prefix name with Dr./Mr./Miss/Ms.)	Address	Signature		Coordinator's Signature	Remarks
✓ 1	ଅନୁପମ ବିହାରୀ					
✓ 2	ଦିବ୍ୟ ସାମନ୍ତ ସାମଲ					
3	ଅମିତା ପରିଡ଼ା	ଝାଟା ଗ୍ରାମ ପଞ୍ଚାୟତ, ଖୋର୍ଦ୍ଧା				
4	ସୁବ୍ରତୀନାଥ ପାଣି	୩୫, ଭୁବନେଶ୍ୱର				
5	ଲକ୍ଷ୍ମୀଧର ମହାପାତ୍ର	R.I.E, Bhubaneswar				
6	ପ୍ରଭାତୀ ଲତା ମହାପାତ୍ର	R.I.E, Bhubaneswar				
7	ଶ୍ରୀମତୀ ସୁମିତ୍ରା	R.I.E, Bhubaneswar				
8	ଡଃ. ସୁମିତ୍ରା ଲତା ମହାପାତ୍ର	R.I.E, B.B.P.				
9	ବିଜୟାଲକ୍ଷ୍ମୀ ଦାସ	R.I.E, B.B.P.				
10	ଡଃ. କୁମାରୀ ସୁମିତ୍ରା	R.I.E, B.B.P.				

Sl. No.	Name of the Students	Department Course	Address	Signature
66	Harshita Kaff	B.Sc. B.Ed (PCM)	Gyafanwala Kastel	
67	Farasi Farooq	B.Sc. B.Ed (PCM)	Gyafanwala Kastel	
71	Santwana Upadhyay	" "	" "	SL
72	Lopamudra Sonar	B.Sc. - B.Ed PCM	" "	Lopamudra
43	Smitha	B.Sc. - B.Ed PCM	" "	Smitha
90	Rishi Mahapatra	B.Sc. B.Ed PCM	Gyafanwala	Rishi
82	Priya Mondal	" "	" "	Priya
96	Sandhya Prasad	" "	" "	Sandhya
98	Reemana Khan	" "	" "	Reemana
103	Ujjwal Chakrabarty	" "	" "	Ujjwal
63	Raganya Sarkar	" "	" "	
50	Anuradha Singh	" "	" "	Anuradha
78	Nupur Chatterjee	B.Sc. B.Ed (PCM)	Gyafanwala	N.B
80	Pragnya Padhan	" "	" "	Pragnya
77	Shamshir Singh	" "	" "	Shamshir
42	Shruti Mondal	B.Sc. - B.Ed PCM	" "	SM

Signature of the Coordinator

ATTENDANCE REGISTER

Title of the Programme: Extension Lecture Series
 Name of the Coordinator: Prof. S.K. Dash
 Venue: Old Auditorium

Date: 11.03.2022

Sl. No.	Name of the Student	Course and Address	Signature of the Student	Coordinator's Signature	Remarks
1	Sweety Prasad	B-Ed 1st Year, BPHUWUWU (Sci)	Sweety Prasad		
2	Atifa Satapathy	B-Ed 1st year (Sci), BPHUWUWU	Atifa Satapathy		
3	Srijayanti Gopalan	B-Ed 1st year (Sci), BPHUWUWU	Srijayanti Gopalan		
4	Dhyanmoni Singh	B-Ed 1st year (Sci), BPHUWUWU	Dhyanmoni Singh		
5	Barsha Ranu Barua	B-Ed 1st year (Sci), BPHUWUWU	Barsha Ranu Barua		
6	Manashika S	B-Ed 1st year (Sci), BPHUWUWU	Manashika S		
7	Sujata Gouri	B-Ed 1st year (Sci), BPHUWUWU	Sujata Gouri		
8	Soudamini Rout	B-Ed 1st year (Sci), BPHUWUWU	Soudamini Rout		
9	Srismita Sharma	B-Ed 1st year (Sci), BPHUWUWU	Srismita Sharma		
10	Sakshi	B-Ed 1st year (Sci), BPHUWUWU	Sakshi		

Outcomes: Extension lecture series serve as dynamic hubs for multifaceted growth and engagement. They act as knowledge repositories, disseminating specialized insights and fostering continuous learning, thereby nurturing personal and professional development. These forums transcend mere education, sparking vibrant community engagement by encouraging dialogue and intellectual discourse. Facilitating networking and collaboration, they cultivate environments ripe for idea exchange and potential partnerships. Crucially, these lectures serve as catalysts for professional advancement, offering industry insights and advocating social responsibility. Moreover, they ignite inspiration and motivation, weaving stories and experiences that fuel individual growth, making them invaluable platforms for holistic enrichment.

Name of the Activity: Expression Series

Objectives: The specific objectives to organise expression series on eminent personalities are to promote and preserve cultural heritage of the nation and to promote literacy activities among students to enhance their thinking skills, to bring out their creative expression and to promote constitutional values.

Details: During the year, the following lectures were conducted.

Sl. No	Topic	Venue and Date
1	Expression Series on National Education Day	11 th November 2021
2	Expression Series on National Unity Day	31 st October 2021
3	Expression Series on Programme on Shiksha Ka Bharatiyakaran	31 st November 2021
4	Expression Series on National Mathematics Day	15 th February 2022
5	Expression Series on Martyrs Day	23 rd March 2022.
6	Expression Series on 130 th Birth Anniversary of Dr. B. R. Ambedkar	14 th April 2022
7	Expression Series on Constitution Day	26 th November 2021.

All the glimpses of the above series:



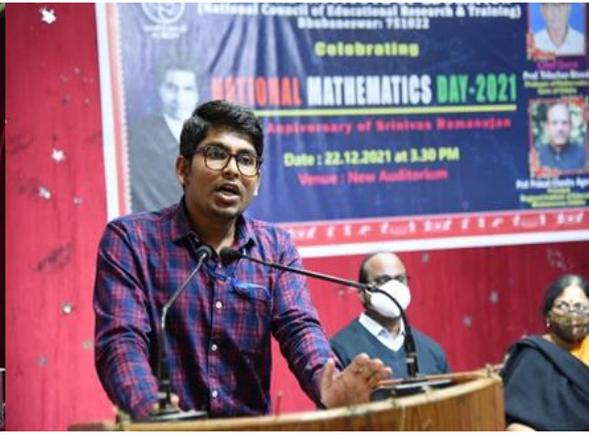
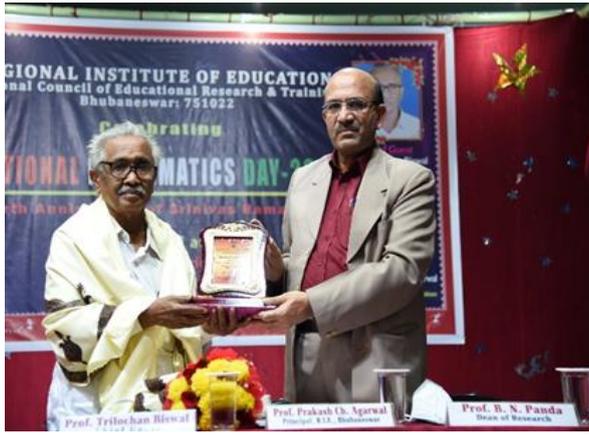


Photo Gallery » National Constitution Day-2019



Outcomes: The Expression Series yields a myriad of outcomes: it nurtures creativity, inspiring participants to explore diverse mediums and embrace imaginative thinking. Through artistic pursuits, individuals undergo personal growth, fostering self-expression and bolstering confidence. This communal endeavor unites groups, fostering collaboration and a shared sense of belonging. Moreover, it serves as a stage for acknowledging diverse talents and innovative ideas. Above all, it sparks inspiration and prompts contemplation on societal themes, emotions, and concepts, enriching both creators and audiences alike. These multifaceted outcomes collectively promote creativity, individual development, community cohesion, talent recognition, and profound introspection through the array of artistic and expressive mediums embraced within the series.

Name of the Activity: National Conference on NEP 2020: Towards Transforming Teacher Education

Date: 24 to 26th February 2022

Objectives: (1) To create a forum for teacher educators, researchers and teachers of the country for deliberation on implementation of the NEP 2020 recommendations on teacher education with reference to trends, practices and innovations and
(2) To reflect on opportunities and challenges for effective implementation of recommendations of NEP 2020 on teacher education.

Details: During the three days deliberations, one hundred papers on different themes i.e. Teacher Education: Curriculum, Pedagogy and Assessment; Teacher Education: Research, Innovation and Contextualization; Professional Development of Teachers and Teacher Educators and Teacher Education for Holistic School Education: Possibilities and Challenges were presented by researchers, practitioners and educationists in the conference. The resource persons included Director, NCERT, Vice Chancellor of Tamil Nadu Teacher Education University and experts in teacher education from different parts of the country. The conference proceedings have been prepared outlining specific strategies for quality improvement of teacher education programme of the country.

Glimpses:



Outcomes: The National Conference on NEP 2020 focused on policy discussions, curriculum redesign, technology integration, quality enhancement, stakeholder collaboration, research promotion, international insights, and proposing Activity plans to align teacher education with NEP 2020, aiming to elevate education quality through robust teacher foundations.

Name of the Activity: Organization of School Exposure and Multicultural Placement programme of B.Ed students

Date: 1st to 5th February, 2022 & 6th to 15th February, 2022.

Objectives: To expose and provide school-based experiences to student-teachers during the initial years and to orient and impact on school functioning and processes in multicultural context in selected schools.

Details: The programme comprised of two phases of activity; school exposure in the first semester and multicultural placement in the second semester. Both the school exposure and multicultural placement were further divided into three phases;

- a) Pre-conference
- b) Exposure to the schools/ Multicultural Placement, &
- c) Post- conference. For these sessions (2021-22),

Both the school exposure and multicultural placement programme was organized at Chilika, Balugan, Odisha wherein 110 students of B.Ed 1st Year students were placed at private and public schools to experience and understand the culture and its functioning of the school. The experiences gained in a contextual milieu within and outside the schools were shared by the student-teachers as part of the feedback during the post conference. In the school exposure that was held from 1st to 5th February, 2022, activities like observation, school functioning were

assigned to students by providing formats. Multicultural placement programme was held on 6th to 15th February, 2022 and activities like observation, case study, substitute teaching, school profile was assigned to students and a format was provided.

Glimpses:



Outcomes: The main intention of this activities was to develop an insight into the role of a teacher and appreciate school activities in totality. Also, this programmes enabled the pupil teachers to understand learners in different context and developed an awareness about the functioning of the school as the integral part of the community. All experiences were shared by student teachers as part of feedback for the further improvement of the programme.

Name of the Activity: Working with community for B.Sc.B.Ed. and B.A.B.Ed VIIIth Semester

Date: 5th March 2022 to 11th March 2022

Objectives: To develop an insight in to the various aspects of community participation in educational programmes and to enhance their ability to enlist community support for school and contribute for nation's development.

Details: The **Working with the Community Programme** of B.A. B.Ed. 8th Semester from 5th March 2022 to 11th March 2022 at Chilika Govt. High School, Hatabaradihi, Khurda. Total number of students 47 (33 Girls + 14 Boys). Considering the value of relationship between the school and community, Field work with community (FWC) programme is an integral part of four-year B.SC. B.Ed. Curriculum of Regional Institute of Education, Bhubaneswar. It aims at enabling the student teachers: (1) to acquaint with the factors working within the society, community i.e. knowledge of social realities; (2) develop the dignity of labor among student-teachers; (3) arouse their interest in the social and economic reconstruction of the country; (4) make the student-teacher aware with the educational problems and needs of the society; (5) prepare pre-service teachers for sustainable development and (6) develop the personality of the student-teacher through community service.

Glimpses:



Outcomes: Keeping the above objectives in front, this year's (2021-22) 8 day working with community programme for B.Sc.B.Ed. 8th semester students was organized at Badkul village of Khordha district, Odisha. The students carried-out different activities on all of the eight days. They were engaged in activities like conducting educational survey of the village (Educational, economic, cultural, etc., case-study of the families, awareness programmes on child marriage, RTE, Betipadhao, transgender, online phishing, poverty, drugs and substance abuse, etc., promoting 'Swachh Bharat campaign', etc.

Name of the Activity: Celebration of ShikshakParv

Objectives: The objectives of Shikshak Parv are to honor and recognize teachers' contributions while fostering professional development and innovation in education.

Details: Regional Institute of Education as a constituent unit of NCERT took various initiatives in celebrating the ShikshakParv. It took initiative in propagating the idea of the Honorable Prime Minister Shri Narendra Modi and the Minister of Education, Shri Dharmendra Pradhan by making arrangements to witness the conclave in the New Auditorium of the Institute by the faculty and staff of the Institute and D. M. School. An attempt was made to give wide publicity to the ShikshakParv by sending letters to three local newspapers of the state - The Sanmarg, The Times of India and The Samaj. Various Television channels were also requested to take the coverage of the Prime Minister's speech and other proceedings of the ShikshakParv. Doordarshan Odia covered the programme which was telecasted on 07.09.2021 at 07.00 PM. Other local television channels have also been requested to cover the programme till 17th of September 2021 and to propagate the idea of ShikshakParv among other stakeholders of the state. State coordinators of different states were entrusted with the responsibility of requesting the

concerned states to celebrate the ShikshakParv and to give wider publicity to the programme in their respective states. Few webinars are planned to be organized taking the themes of the ShikshakParv. An essay competition among the students was conducted in the Institute to make the students aware of the significance of the ShikshakParv. The programme schedule and the feedback form were also displayed in the Institute website and was circulated among the staff. Two webinars were organized. On the theme - Teacher: A Future Crisis Manager and Assessment in School Education. An Essay competition among students was also organized to make the students aware of the role and contribution of teachers to the society.

Glimpses:



Outcomes: Shikshak Parv outcomes: heightened teacher morale, professional growth, innovative teaching methods, and a strengthened network, fostering policy dialogue and inspiring students, all aimed at uplifting teaching standards and fostering a more supportive, innovative educational atmosphere.

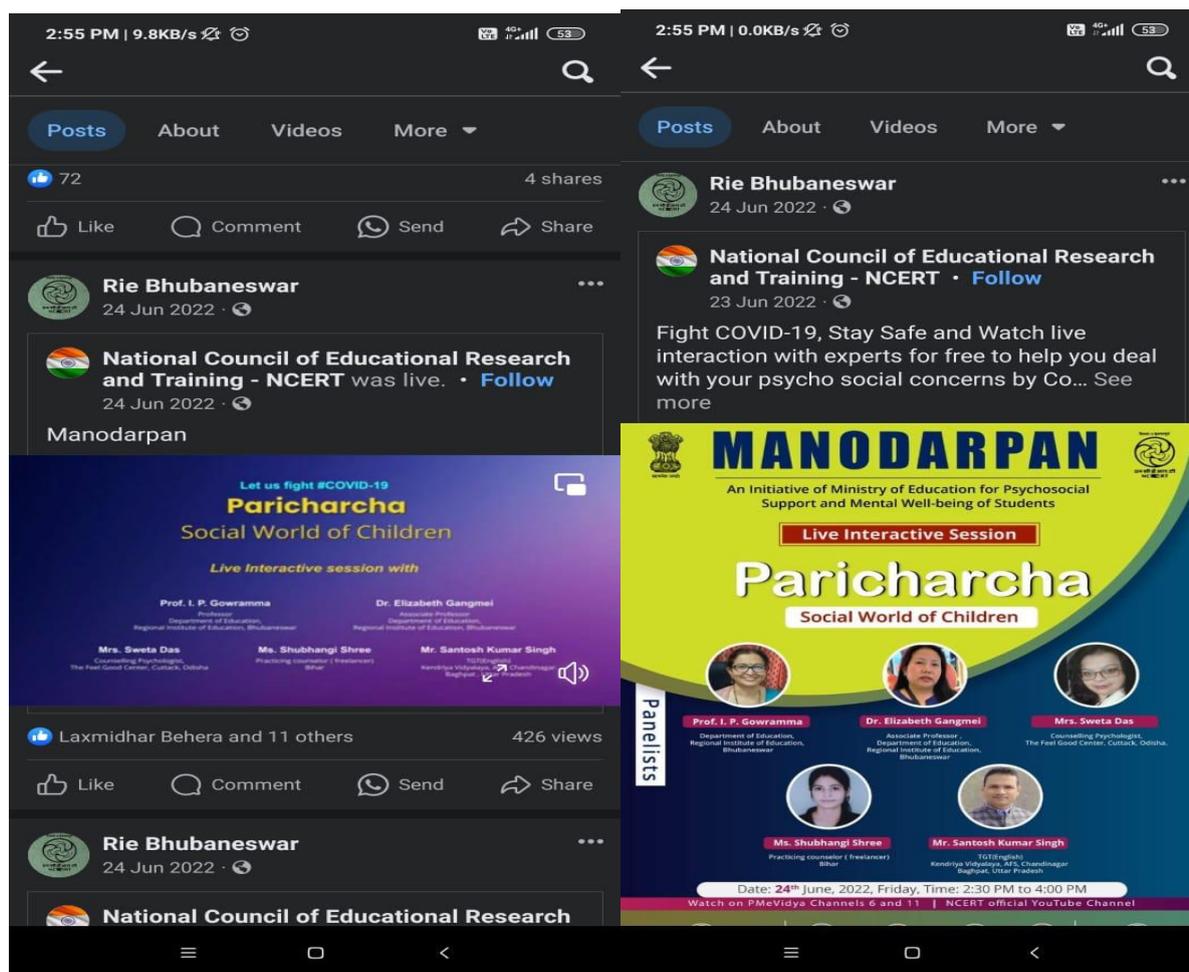
Name of the Activity: Paricharcha and Sahyog

Details: Live session organized by Manodarpan initiative of Ministry of Education, Govt. of India for Psychosocial support and mental wellbeing of students.

PARICHARCHA	
Date	Topic
28.05.2021	Care and Compassion: Sign of Strength
03.09.2021	Bringing Smiles Back to School
26.11.2021	Power of Happiness in Achieving Little Things

SAHYOG	
Date	Topic
08.04.2021	Hello Friends, I am Ready for the Exam.
29.06.2021	Tuning in with Nature: A reminder from the Pandemic.
09.08.2021	Good Health is True Wealth
10.03.2022	Tune in to your body- A must

Glimpses:



Outcomes: "Paricharcha" and "Sahyog" programs yield a spectrum of positive outcomes that significantly impact individuals and communities. Paricharcha, emphasizing discussion, enhances communication by fostering open expression and deeper comprehension of diverse perspectives, nurturing empathy and problem-solving skills. Meanwhile, Sahyog, centered on cooperation, cultivates teamwork and unity, inspiring innovation, empowerment, and community engagement through collaborative efforts. Together, these programs not only bolster personal growth by boosting self-confidence and fostering a sense of agency but also strengthen social bonds, facilitate conflict resolution, and encourage inclusive participation, contributing to holistic community development and fostering harmonious relationships across diverse spheres of engagement.

4. Classroom teaching learning situation along with teacher and peer feedback

The feedback about teaching learning and situation is collected from students and the school internship the peer observation and observation of classes of regular teachers are undertaken.

Name of the Activity: Peer Feedback on Multicultural School Exposure

Objective: Students' feedback on multicultural school exposure promotes self-awareness, empowers voices, evaluates program effectiveness, and drives continuous improvement, fostering personal growth and a supportive, empathetic school community.

Glimpse:

Regional Institute of Education, NIERT, BBSK.
Name - Sanjwal dev Course - B.Ed 2nd sem
Multicultural school Exposure
Topic - Peer feedback
Name of peer observed - Rohit Kumar Sahu.
Activity - Classroom observation of class 8 Maths
class at Saraswati Shiksha Vidyalaya.
Topic - Factorization
What skills did they use?
The peer was quick to engage the classroom, he started the class by asking name and hobby of every student of the class. He used the past knowledge of student to learn the level of them, he then tried to connect the topic to the real life application.
For example :- (i) to find zeros
(ii) common factor method.
He used reading, writing, speaking & listening skill to make the classroom more conducive to learning.

Regional Institute Of Education, Bhubaneswar

Name - Aparadhana Khadanga

Course - B.Ed. Science, 1st year, 2nd semester

Roll no - 09 Multicultural Placement Group - B

Topic - "Peer feedback on multicultural school exposure"

Name of the peer observed - Aparadhana Khadanga

Activity - The way he was introducing a concept was very unique. From giving real life examples to engaging the students by asking interesting questions, the teaching was very much fruitful. As most of the times, he taught mathematics, use of black-board was his first priority.

Problems - As communication is a very basic thing in teaching, language was the barrier as he wasn't familiar with Odia language. So he used Hindi or English to introduce some terms which the students weren't be able to understand easily.

Changes that should be implemented - Starting the topic from the most basic examples and questions; giving easy examples that can be visualised in mind by the students and using terms that can be understood by all.

Aparadhana Khadanga

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

NAME - SHRUTI GHOSH

COURSE - B.ED. 2 YEAR (2022-24)

PROGRAM - MULTICULTURAL PLACEMENT PROGRAM

Peer Assessment Sheet

Name → Suchitra Karua

Activity → Introduction to chapter 13 (SOUND) - class VIII in Govt. Girl's High School, Talcher via Demonstration and Experimentation method. The student teacher was demonstrating the concept of vibrating bodies producing sound via the use of Tuning fork and water-filled glass tumblers.

Skills used → The student teacher displayed satisfactory communication skills (oral) while explaining the activities and the concept of sound production. She also gave relatable daily life examples for a better understanding.

What did they do well → The student-teacher made use of the available resources such as Smartboard and laboratory equipment such as Tuning fork which the students were unaware about.

Improvements/ Suggestions → The student-teacher would have given examples of musical instruments specially string instruments as a part of art-integrated pedagogy.

Shruti Ghosh

What did they do well?

The peer grab the attention of every student by asking them to come ahead and solve the problem on board.

He used inductive method very well as he went from simpler problem to complex one.

He tried to involve slow learners by making them sit in front of the class.

What changes/improvements you would suggest?

Classroom can be more interactive if the peer could have used math resources.

Language should be more clear and slow, as the peer was speaking bit fast.

Outcomes: Peer feedback in multicultural exposure significantly enriches the educational

landscape by fostering a deeper understanding among students. Through diverse insights and perspectives shared within this feedback loop, communication is strengthened, enhancing dialogue and promoting better cultural comprehension. This process cultivates a culture of respect and inclusivity, nurturing mutual appreciation and understanding among peers from varying backgrounds. Ultimately, this engagement empowers students, encouraging critical thinking, empathy, and meaningful interaction that transcend cultural boundaries, contributing to a more cohesive and harmonious learning environment.

Name of the Activity: Feedback of M.Ed. Students Pre-service Teacher Education Internship

What happened/What did you do in this PTEI (Pre-service Teacher Education Internship) Programme? (within 100 words)

Student 1: In PTEI, as a group leader, I made the timetable and monitored the classes. For my classes, I prepared the lesson plans for each day before taking classes, designed a concept map and unit map, took suggestions from our professors regarding class delivery and lesson plans, and made the institute profile with my friends. And lastly, in the post-conference, I gave a short speech about the overall experience of the internship.

Student 2: prepared the unit plan, concept map and five lesson plans for teaching in B.Ed. 2nd semester. I taught the subject of PE3-Learning and Teaching, and unit-3: Meaningful and concept learning. I delivered five lesson plans, and our teacher-educators evaluated me. They gave their valuable feedback, which helped me become a better teacher-educator.

Student 3:I took up the unit from Pedagogy of English Language Teaching--CPS-1 and then took classes.

Student 4: During this internship period, I prepared both 5E and traditional model lesson plans. I delivered lessons to B.Ed students. We all helped our group leader at the time of making time table. Both ma'am and my classmates observed my class. They gave me some valuable feedback. I tried to implement their feedback in my next class. Some feedback can be practised in the long term. We prepared the institute profile as group work.

Student 5:I took classes in my pre-service teacher education internship programme. I took classes of B.Ed. Students of 1st year (group A) at Regional Institute of education. We were 12 members in the group. We made the timetable as the students were fewer, we divided them into four classes.

Student 6: Today I realized how the Internship program is integral to every professional education. I learned many more things from our internship that are essential to becoming a good teacher. In this short term, I got a chance for the first time to deliver a lecture to BEd students, which gave me immense pleasure and encouraged me to become a lifetime performer on this platform.

Student 7: Albert Einstein rightly said, "Education is not the learning of fact, but the training of the mind to think". The internship is the most essential part of any teacher education program. I prepared a proper unit and lesson plan before facing classroom teaching. I delivered five lessons to B.Ed students. I took a unit on the teaching and learning portion. I delivered the lesson mixed methods approach and different types used teaching strategies when. I delivered the lesson help with PowerPoint and used it on Blackboard. Some important point I was written on the Blackboard. During class interacted with the Students, and I asked some reflective-type questions. Students replayed the answer. The course has been more enjoyable and effective. B.Ed student matured, for what maximum Student easily catch my lecture. It allows me to apply what I have learned in actual classroom practice.

Student 8: This PTEI is an experience of the teaching-learning process and helped me develop myself professionally. The first thing I experienced was the welcome programme for all the interns, representing that we should always respect our future teachers. I have taken several classes, which the senior teachers continuously assessed and they were very much impressed with my classroom interActivities. I have also attended a seminar organized by the senior teachers on STEAM education. It was a great debate with the senior teachers. Then on the last day, we all interns organized the programme for senior teachers to thank them. Overall, it was a wonderful experience.

Student 9: I planned for the classes by discussing the syllabus and the timetable with my mentor. I had taken unit 2 of paper PE-5, knowledge and Curriculum. The unit was about knowledge construction. I made the unit plan with a concept map and divided the Department into five lessons. Accordingly, I made the lesson plan using the 5E model. I transacted the lessons according to my plan. I used various learning resources during classes. I also used different constructivist approaches to teaching-learning. I did not face any difficulty in delivering the lessons. I also participated in the seminar organized by the Department of education. I submitted the required documents there. Overall, it was a pleasant experience and I learned many professional skills during my internship. It helped me in building confidence.

Student 10: As a team leader of our group, first of all, I had to contact Gautam sir, Asst. Professor of Untkal University to clarify regarding class routine, no. of students coming and class timing as I need to inform group members too. On the first day, we had been collected data related to the institutional profile and talked to the principal and facilitator, what are the activities we needed to go through. At the beginning of my class, I started giving some instances. The second day showed photo clips, Thursday class music (Oriya traditional and modern songs) fourth and fifth-day Videos clips to make the student-teacher engagement. I tried in every class to interact with them. I followed time table strictly, and also no issues from the authority about the following timetable.

Student 11:In the pre-service internship...I got a chance to explore myself as a teacher educator...subsequently, I have learnt so many things from this programme, like managing the classroom, time, lecture, etc...

Student 12: During this pre-service, I learnt many things. On the first day of the internship, we observed the college environment, interacted with students, and reviewed their syllabi and

timetable. From the second day to the last day of the internship, we took classes and transacted the lessons. At last, we collected information about the respective Institute.

Student 13: I observed the college's environment on the first day of my internship.

Student 14: Then I went to the teacher education department, where I met all the lecturers and students and interacted with them. After that, I saw their syllabus, noted their timetable, and decided which portion I would take. The next day I started delivering my lessons. I also collected the data which are required to make the institution profile.

Student 15: Firstly, I go through the functioning of the Institute. Then, I had to prepare my lecture notes based on a lesson plan for delivering the lesson. I went through the sequence mentioned in the lesson plan during the delivery. Sometimes I used to collaborative learning approach to be more interactive. Also, I went through the academic and administrative functioning.

Student 16: At the beginning of my internship, I had chosen to take classes with B.Ed students, and I had also prepared my lesson plan and delivered one exciting lesson. But due to increasing group members, I have taken a class for B.A.B.Ed 5th sem students by consulting with group leaders. I had chosen to take social science pedagogy. On the first day of my class, the number of students was only 10. As students gradually increased, I felt excited and energetic to interact with each Student. The lessons were interactive because on- the first date, the debate cum discussion method was applied. On the second day, the demonstration method had applied. On the third day, video clips were used to engage the students. The fourth day is activities-based learning using balloons and the fifth-day speech from every Student. These are the activities I followed and enjoyed very much during my internship. I am happy and lucky to interact well with my brothers and sisters.

Student 17: On the very first day, there was a welcome program arranged for all the trainees, and then I took a lot of classes and interacted with students. Then we attended and participated in the seminar which senior faculty members organized. It was an excellent discussion. Last day of the internship, we got farewell from students and senior teachers.

Student 18: Firstly, I would like to sincerely thank all the Coordinators for providing us with the Pre- Service Teacher Education Internship Programme opportunity. It was a short internship programme but a fruitful one. I had a clear plan in my mind regarding how to proceed further. Being from an English Pedagogy background, I first managed to get the syllabus for B.Ed English Pedagogy from my juniors. I considered two important factors. Firstly, I wanted that I should be done with my five-lesson plan. Along with that, I even chose a unit which was important for their Second Semester Exam. It helped both of us.

Student 19: I had taught B.Sc.B.Ed students teachers(bio pedagogy concern)...they are excellent students. they cooperated with me... the classroom Activity was very good... although I was very nervous on the first day, day by day, nervousness was removed.

Student 20: I do/happened the following things.

- I enjoyed the full internship
- I got the opportunity to explore myself
- I delivered lectures to BEd students with high-level energy.
- I used ICT during my lecture delivery.
- First time I faced different challenges in teaching andragogy.

Student 21: I faced some challenges in managing our group (as a mentor)

- First, I Would like to thank Elizabeth, ma'am, for being an excellent and enthusiastic guide for all of us now when I'll describe my internship experience. Overall it was good. I learnt many things from my supervisor as he guided us on teaching in class and presenting the topic before the students. He was always generous in sharing his enormous knowledge with all the teacher educators in this internship programme. In this internship, I taught B.A., B.Ed.
- Student. It was very informative a developing my way of teaching. I gained confidence while teaching them and got to know their views. It gives me a chance to re-live my integrated study: a great experience.

Student 22: First, I was assigned Pre- A service Teacher Education Internship at our institution Regional Institute of Education. According to time table and stream, I had taken the B.Ed social science pedagogy unit I. the first day of my class. I enjoyed it because the students were very interactive. Then I started teaching deliver a lecture as well as board work. Also, I raised a few questions related to the topic and gave them a free opportunity to share their ideas. Most of the students shared what they wanted to say.2nd the day of the class, I started my class with a story highly related to the topic, and all the students could understand the story's moral. Then I slowly proceeded to the topic.3rd as well as 4th periods. I started with PowerPoint Presentation

- when we went to the Institute, and the faculties and the students welcomed us firmly. The environment of the Institute is peaceful and much more pleasant and soothing. Then they allotted us some classes to take and allowed us to choose our selected own topics to teach. When I took my 1st class students from distant places, they introduced themselves and said their experiences with the pandemic and how they suffered. Then
- I proceeded with my introduction and started my topic, Educational Psychology. In the middle of my teaching delivery, my team member assessed me, so I had to give much more emphasis and much more. Their faculty also assessed my teaching delivery. It is amazing and a life experience. I will remember it at the end of my life. I enjoyed it a lot.
- I prepared a lesson plan using the 5 E model. I prepared notes for myself to teach before I went to teach in the classroom.

Student 23: First, I Would like to thank Elizabeth, ma'am, for being a wonderful and enthusiastic guide for all of us now when I'll describe my internship experience. Overall it was good. I have learnt many things from my supervisor as he guides us on how to teach in class and how to present the topic before the students. He was always generous in sharing his enormous knowledge with all the teacher educators in this internship programme. In this internship, I taught B.A., B.Ed. Student. It was very informative a developing my way of teaching. First, we go to the Institute of the teacher education department, Utkal University, on dt-07-09-21. There were fewer students on the first day of my class. I had done my internship both in online and offline courses. But due to the cooperation of Goutam sir ...My internship went well, also. The students were very

cooperative and very interactive. I tried my best to make my teaching meaningful. I presented the PowerPoint presentation and some infographic videos during my teaching. So overall, my internship went very well. I learnt many things and also developed my knowledge.

Student: 24: As I was selected for Ramadevi Women's University, we went there. The facilities were very supportive there. They welcomed us and introduced us to the students, and then we decided on the subjects we would teach. After that, we take five classes in our subjects. I chose the pedagogy of social science. I was very happy because this is the portion I want to discuss with the B.Ed. students about the aim of teaching social science and the methods and approaches we use to teach social science. So basically, I tried every day to influence the pupil-teacher about not only teaching the students about the facts or information we have in social science but also to clear the concept and make social science an exciting subject for the students so that it will not be like a burden and boredom for the students. The students were cooperative, making the teaching-learning process interesting, and I had a great time there. I learned many things from this internship: how to manage the class, use andragogy to teach pedagogy and make lesson notes. We even attended a seminar there. And at the last day of our internship, we had a farewell with the students and the professor and shared our experiences.

- Pre - Service internship is a process to develop the teacher's potential level. During the internship, I do the institutional profile of this institution. I am teaching a B.Ed student. The students are excellent and cooperative. During teaching, I apply many methods to them to engage.
- During the internship, I delivered lessons to B.ed 2nd yr students. Apart from that, I was involved in seminar presentations. Through this internship, I got a chance to experience classroom situations and tried to engage all the students in different activities in a joyful and challenging way. The student participation and coordination were good, and I got guidance and cooperation from every stakeholder of Ramadebi University. I gained many good experiences.
- I was placed in RIE BBSR and the group leader for group B. I took 5 classes in total. I took classes in BSC. B.Ed. 4th semester.
- Paper I opted for:- PE 6 - Creating an Inclusive Classroom
- Unit:- 2 Understanding Diversity for the inclusive classroom
- I prepared lesson notes and delivered classes

How did you feel?

- While exploring new things during the internship, I enjoyed the whole process...Especially after taking the classes, when I saw the satisfactory smile on students' faces, that they completely understood and appreciated the class, those moments were so satisfactory for me. And I felt that satisfActivity and happiness after each class 😊
- I have been more confident and motivated to teach adult students in the classroom. I have gained more experience in improving my teaching style in future.

- I was elated and much more experienced.
- With each passing day of the internship, I felt better. I enjoyed this period, mainly when I delivered my lessons. With time I became confident. After observing my class, one of my friends suggested I slow the speed of talking during class and in my next class, I tried to do that. This brought improvement to me.
- I felt happy and enjoyable .it built my confidence that the teaching-learning process was very good. The students were so cooperative and supportive.so I was not like a burden but like a process for my learning and development.
- I feel fortunate myself for getting a chance to act as a lecturer before the same.
- I was feeling very good, and I learned many things, like controlling my emotions. I was feeling a teacher educator.
- Good, full of energy, completely charged, and more responsible towards my work.
- It was a pleasant and positive experience.
- I felt excited and anxious before visiting Utkal University, DDCE, because of dealing with adult students. As days went slowly and gradually, interActivity with the B.Ed student teacher and mine was amazing, which was unexpected. I felt that this internship had improved the intern's personal relationship and a little leadership quality, although before, it was hidden.
- Excellent
- I felt fortunate that I got that opportunity. At Rama devi women's University, they conducted the welcome meeting on the first day and farewell meeting after completing the internship. That was a great feeling.
- It was a very nice feeling as it provided me with actual classroom experiences, developed many skills, and helped me get new ideas from students.
- This teaching institute is different from the school scenario. The students are very knowledgeable here, so I must have more profound content knowledge. Because without content knowledge, I cannot tackle and handle the students' questions or doubts.
- Yes, it was a great experience as a teacher educator. I did enjoy my interactive class with activities, as it made it possible to make understanding more Student feasible. The class promotes collaborative learning and allows students to learn through activities. Students are very comparative with classroom situations.
- I feel happy, confident, positive, and energetic.
- Shifting from a Teacher Trainee to Teacher Educator was an excellent feeling.
- On the first day of my internship, I was feeling very nervous....so that class had not gone properly...but day by day, it was going to be good ...but I became interested when the full internship was finished...when our confidence level reached pick, an apprenticeship was stopped...now I feel it would be good to have more than 5 lessons.
- It was my first chance to teach adult students. So I felt thrilled. After completing my internship, I think I can teach B.Ed students.
- It was beautiful to gain so much knowledge in this internship programme.
- I felt amazing and I got lots of experiences.

- I felt good and got much more experience.
- It was a good experience.
- I felt excited, and it was a good experience as I gained a lot from this programme.
- First, I felt nervous. Then I enjoyed my internship due to the students' cooperation.
- I felt lucky to be a motivator for the pupil-teacher in teaching social science. Everyday after the class, I had a smile on my face. I never felt tired; whenever I gave the pupil-teacher some new information, I felt satisfied. I even feel bad because the internship was only for a short period of 10 days. On the first day, I was scared that some students were seniors in age from me and I thought maybe I would not be able to teach them, but by how they behaved with me, I felt very comfortable, and we learned many things together.
- I feel more confident and have potential.
- It was a good feeling.
- I felt motivated to teach more.

Unemotional Views, including causes regarding how you performed in your internship?

- The first day I went to the class, I took the last period, so the students were tired they did not want to study. They were hungry too, they were not willing to participate in the classroom, and they were waiting for class to end, so I had to finish my class in 30 minutes because of lack of time still they cooperated with me.
- Sometimes it is seen that the Student's behaviour was not satisfactory during the absence of Teachers.
- Sometimes, Student's performance was very aggressive because they weren't ready to accept our message.
- The all-classroom teaching-learning process is because a teacher should control their emotions.
- NA
- no issues.
- Sometimes students behave like children while taking the class with the help of ICT
- I do not have any unemotional view regarding this.
- I haven't faced any unemotional situations.
- I don't have any unemotional opinions in my class.
- Nothing
- It was a journey full of experience, but somewhere I felt something was not going correctly. I won't like to mention that particular person, but she was somewhere dominating other group members. She took continuous 1st period and that too in Seminar Room. The seminar room was in good condition for showing PPT, and somewhere it was helpful for the Teacher Educator also.....
- It was challenging to argue with students during the class observation of one of my colleagues because the students' attitude was slightly aggressive toward her.

- No, I don't get my unemotional response.
- There are so many students, and the class gave me only 45 min. I enjoyed those classes when giving my lessons. I would be very thankful if our internship were a prolonged duration.
- I would have learned more if the duration of the internship had been more
- Offline classes are better than online classes. Because in offline classes, we can interact well, but in online classes, sometimes no one responds.
- I didn't get the chance to be part of the co-curricular activities of students. They only focused and talked to us about the syllabus and teaching but not about the psychomotor development of students. We were interested in attending the Ganpati puja festival, but they did not allow or invite us.
- If the internship duration was more, it might have been better.

What did you learn?

Knowing the students' needs is essential before taking classes.

- To be confident and interactive while taking classes. Getting students' responses is important.
- A good plan/preparation before class helps take classes successfully.
 - I have learned to deal with adult students. Getting positive feedback from senior teacher-educators and students encourages me to teach better. Some areas (like enhancing the content knowledge and activities-based teaching) have been identified for improving to be an effective teacher-educator.
 - Class management, time adjustments during class, and how to implement my prepared lesson plan in the classroom.
 - I learnt many concepts and topics I had forgotten and learned how to manage the class. I know how to teach in a democratic way, choose a topic for discussion, present the concept on time, and complete the lesson plan.
 - Perhaps it would be more perfect to say that than teaching. I learnt much more things in both theoretical and practical manners.
 - I have learned so many things. During class, I am dealing student different types of questions. Build my confidence level and improve my communication skill etc.
 - How to work professionally, deal with each issue academically n, interact with the students and faculties, etc.
 - Classroom management, andragogy and its use. Implementing different strategies. Professional attitude.
 - The leading group, collaborative learning, neutral gender, implying democratic relations, being on time, cooperative work, friendship, and professionalism.
 - This internship has been an excellent and rewarding experience. There has been a lot I have learnt from my work. The importance of time management skills and self-

motivation.

- I learnt many things that
- The difference between the application of pedagogy and andragogy practically.
- The classroom management skills
- The patience
- I learned teaching-learning skills, classroom management skills etc.
- I learnt many things, such as how to tackle the students' random questions. How can I apply my presence of mind at that time? How many lecture note is important for transacting the lessons?
- I believe activities-based teaching is beneficial for students who aren't interested in reading but can learn quickly through the activities. I learn classroom management of inclusive classes, which is very important as a teacher educator.
- 1, Need and situation demand with current example.
- 2, Student as a tool of innovative teaching method.
- Arranges a democratic classroom environment.
- I learned different activities, teaching strategies, assessment processes etc
- I learn how to deal with adult learners and handle different classroom situations.
- Bio pedagogy (methods in biology)

1. How to teach the adult student
2. How to motivate adult student
3. How to collect rich content
4. How a B.Ed college function
5. How to present PPT
6. How to communicate with the administration
7. How to lead or manage your group (as group mentor)
8. How to prepare mind mapping.

How do you teach the pupil-teacher by engaging them in your teaching and learning to promote class discussion?

- I learned management of the classroom.
- How to manage timetable, disciplines, punctuality, and method of teaching with andragogy
- I learned that to teach adult learners. I need to expand my knowledge on any topic and become an expert.
- I learned how to teach the student teacher, interact in the classroom environment, and deliver my views to them.
- I learnt many things: how to manage a class and develop our confidence and teaching methods.
- I learnt some positive attitudes there, like the faculty member there were kind, generous and supportive, and they didn't have egos even when they were at that post, so I learnt generosity. I learnt how to be patient and calm even when there is pressure. I learn how to manage the classroom.
- I learn cooperative ways during teaching. I develop my self-confidence. Learn the potential and flexibility of a teacher.
- I learned many things during that period, like how to manage classes and what kind of reinforcement is required when required. Overall, I learned the classroom experience.
- Professional development and how to engage adult learners.

What went well?

From preparing for the classes to delivering the classes successfully, the whole process went so well.

- Getting encouragement by asking various questions from students during the teaching-learning process.
- Motivated by senior teacher-educators.
- Gaining knowledge as professional development.
- Students' interActivity.
- My students asked me questions that showed interest in my teaching-learning strategies. This encouraged me to try something new strategy in the next class.
- The classes went well. The teaching-learning process was good. The discussion in the classroom went well. I presented my lesson plan accordingly, which was also completed on time.
- Everything was fine. All the facilities members were beneficial and cooperative. They guide us positively.
- The student responded very well.
- Everything and even the overall experience.
- My planning and strategies. All the classes went as per my plan.

- Cooperative work, Peder assessment, group work, following timetable, preparing a lesson plan.
- Everything was fine...especially the faculties were very cooperative.
- I completed my internship well. I enjoyed my teaching, and it was an interactive and exciting experience.
- The coordination and cooperation of lectures and students towards me went well.
- The lecture note kept me confident while delivering the lesson.
- This is the 1st time I am greeting to teach BA.B.E.d 5th semester general class and an inclusive classroom. I enjoy my class and learn many things from students based on different examples and sharing opinions. All the lessons I enjoy. The moment of classroom teaching experience also always carries in my heart forever.
- Everything was going well.
 - The classes went well, and I was able to come up with my creative work making the courses interactive and engaging.
 - The teaching went well and it was well coordinated and pupil teachers were cooperative.
 - Classroom interActivity went well.
 - To teach adult students, the students responded well.
 - The teaching was well and the students were cooperative during the teaching programme.
 - Everything was sent well. The training process went well due to the cooperation of our coordinator.
 - The teaching-learning process went well. I used to plan daily what I would do in one hour, which went well. Whatever I used to plan, I made sure that it was completed within one hour and that all my teaching objectives were achieved .my relationship with the students was good. I had a good bonding with them and they were friendly with me. The faculty member whose subject I was teaching was so supportive and caring that my relationship with her was also good and she used to praise me.
- Teacher flexibility and cooperation toward students.
- Lesson deliberation and seminar participation all went well.
- Every class went well. Students were responsive and interactive.