

2.4.3

COMPETENCY OF EFFECTIVE COMMUNICATION IS DEVELOPED IN STUDENTS THROUGH SEVERAL ACTIVITIES

Sl. No.	Competency of effective communication is developed in students through several activities	Page
1	Workshop Sessions for effective communication	01-42
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3	Participation in institutional activities as anchor, discussant or rapporteur	49-54
4	Classroom teaching learning situation along with teacher and peer feedback	55-69

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NCERT

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

1. WORKSHOP SESSIONS FOR EFFECTIVE COMMUNICATION

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

Course Related Activities as transacted through Syllabus of different Programme

Sl. No.	Programme	Component
1.	B.Sc. B.Ed.	AECC 1 Communicative English
		CPS 2 Language across curriculum
		EPC 2 Learning to function as a teacher
		EPC 7 Reading and Reflecting on Texts
2.	B.A. B.Ed.	AECC 1 Communicative English
		CPS 2 Language across curriculum
		EPC 2 Learning to function as a teacher
		EPC 7 Reading and Reflecting on Texts
3.	B.Ed.	CPS 2 Pedagogy of Language Subjects
		EPC 1 Learning to function as a teacher
		EPC 3 Reading and Reflecting on Texts

LANGUAGE ACROSS CURRICULUM

Objectives

The course will enable the student teachers to;

- Understand the language background of students.
- Understand the nature of classroom discourse.
- Understand the nature and need of communication skills including reading and writing

Unit I: Concerns for Language in Curriculum

- Varied language contexts of the learners: dialect, regional varieties and standard language
- Understanding multilingualism in the classroom: challenges and strategies
- Home language and school language

Unit II: Language and Curriculum Transaction

- Classroom Discourse: strategies for using oral language in the classroom
- Discussion as an approach for learning: mode (participatory, interactive, collaborative)
- Questioning and classroom discussion-importance and relationship

Unit III: Developing Communication Competencies: Reading and Writing

- Reading school texts (Language, social science, science, mathematics): expository texts vs. narrative texts; transactional text vs. reflective texts.
- Reading strategies — scanning, skimming and reading for extracting information
- Forms of Writing: note taking, note making, summarizing; writing with purpose
- Analyzing students' reading and writing; developing reading and writing competencies

ABILITY ENHANCEMENT COMPULSORY COURSES

SEMESTER-I

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-I)

COMMUNICATIVE ENGLISH -I

Objectives: At the end of the course the students are expected to:

- understand the basics of communication
- distinguish between the types of communication and their applications
- observe the various uses of communication
- differentiate between verbal and non-verbal communications
- identify the barriers to communications

Unit-I: Introduction

1. Communication: meaning and nature

2. Types of communication

- Horizontal
- Vertical
- Interpersonal
- Grapevine

Unit-II: Language of Communication

1. Verbal: spoken and written

2. Non-verbal

- Proxemics
- Kinesics
- Haptics
- Chronemics
- Paralinguistic

Unit-III: Barriers to communication

- Semantic
- Physical
- Physiological
- Cultural
- Organizational
- Personal
- Perceptual
- Socio-psychological

Overcoming barriers to communication

- Importance of Communication
- Communicative English

Unit-IV:

Transactional Strategies:

- Lecture, group interaction, material review and presentation, etc.

SEMESTER-II

ABILITY ENHANCEMENT COMPULSORY COURSE(AECC) -II

COMMUNICATIVE ENGLISH - II

Contact Hours: 4 per week

Cr. 4

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: At the end of the course students are expected to be able to use English effectively in their communication.

Unit-I : Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit-II : Writing Part I

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor

Unit-III: Writing Part II

- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit-IV: Language functions in listening and conversation; grammar in context

Section- A

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Using functions in conversation contexts

Section B

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Subject-Verb agreement
5. Use of Preposition
6. Common Errors in English Usage.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

EPC 2 LAERNING
TO MFUNCTION AS
A TEACHER

Marks-50

(Internal)

Contact Hours- 4hrs.

per week

Objectives

The course will enable the student teachers to;

- Develop an ability to engage students in various activities as per the emerging demands in the classroom.
- Develop self-confidence and skill to engage learners and meet their diverse needs.
- The following process based skills essential for secondary schools to be taken up.
- Content analysis
- Content organization through concept mapping
- Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources
- Use of ICT
- Critical thinking and reflection,
- Managing diversity
- Contextualization

EPC 7: Reading and Reflecting on Texts

Introduction

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.

Objectives

The course will enable the student teachers to;

- Develop proficiency in reading and responding to written texts.
- Examine and appreciate authentic literary and non-literary texts.
- Develop study and reference skills
- Reflect on the ideas expressed in the texts.
- Plan, draft, edit and present a piece of writing related to their understanding of a text.

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Unit I: Stories and Excerpts from Narratives (any one or more)

- How I Taught My Grandmother to Read and other Stories-
Sudha Murthy-Puffin. Books, 2004
- Tales from the Indian Jungle-Kenneth Anderson- Rupa& Co.
2001
- Tales of the Open Road- Ruskin Bond- Penguin UK-2006
- Encounters with Animals- Gerald Durrel-Penguin-2012

Excerpts from the following:

- The Diary of a Young Girl: Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- 'I have a Dream' Texts of speech delivered on Aug 28, 1963-

Martin Luther King (Text and You tube version available.)

Unit II: Essays /Excerpts from Literary Texts (any one or two)

□□ *The Elephant, the Tiger and the Cellphone*-ShashiTharoor, Penguin, India.

□□ *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.

□□ *Running in the Family*- Michael Ontage, Bloomsbury, London.

□□ *Interpreter of Maladies* – (Title Story)–JhumpaLahari, Mariner Books.

Unit III: Essays /Excerpts from Educational and Scientific Texts (Choose any three)

□□ *Medium of education* (The selected works of Gandhi- Vol.6), Navajeevan Publication.

□□ *A Brief History of Time*- Stephen Hawking, Random House.

□□ *Fall of a Sparrow*- Salim Ali, Oxford.

□□ *Education and world peace. In Social responsibility*, (Krishnamurti, J.) Krishnamurti Foundation.

□□ *National curriculum framework – 2005. NCERT*

□□ *Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.*

□□ *RTE Act, 2009*

B.Ed.

CPS1: Language across the Curriculum

Introduction

The role of languages across the curriculum is being increasingly recognized. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is ipso facto a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. No matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence

classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.

This course is visualized to create sensitivity to the language diversity that exists in the classrooms; understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help student-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area as well as to develop critical reading comprehension in the content areas, informational reading and developing writing in specific content areas with familiarity of different registers.

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The course will enable the student teachers to;

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- Understand the nature of classroom discourse.
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Unit I: Concerns for Language in Curriculum

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- Reading strategies — scanning, skimming and reading for extracting information
- Forms of Writing: note taking, note making, summarizing; writing with purpose
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EPC-1 Learning to Function as a Teacher

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education &

also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning.

Objectives

The course will enable the student teachers to;

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

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

- Critical thinking and reflection
- Class room management
- Managing diversity
- Contextualization
- Observation
- Communication
- Organization of group activity/project
- Assessing learner and giving feedback
- Facilitating learning
- Core teaching competencies:

a. Introducing the lesson

b. Questioning in the class

c. Explaining and illustrating

d. Encouraging and appreciating students (Verbal and non verbal)

e. Stimulus Variation

f. Using Blackboard /white board/ smart board

g. Using learning resources and ICT

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

EPC 3: Reading and Reflecting on Texts

Introduction

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Objectives

The course will enable the student teachers to;

- Develop proficiency in reading and responding to written texts.
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- Reflect on the ideas expressed in the texts.
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Guidelines for Assessment

Sl No	Activity	Marks
1	Narrating any one story selected from Unit 1 in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed	10
2	Converting any one situation from the text specified under Unit 1 into a dialogue followed by role-playing	10
3	Interpretation of the text, reflecting on the key ideas exposed in the texts specified under Unit 2 and preparing a write up based on any one text	10
4	Reflection on the ideas expressed in the selected essays/ excerpts specified under Unit 3	10
5	Seminars and open forum for discussion based on themes related to selected texts from Unit 3	10
Total		50

EPC 6: Understanding the Self

Introduction

What is self? Is self the experience of internal talk? What characterizes “self-ness”? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above queries and similar questions trigger the exploration and need to understand the ‘self’. Indulging in self-exploration and self-queries is an important exercise for clarity of identity. Developing an understanding of the ‘self’ is essential for an individual to utilize the optimal potential for the benefit of one’s own self as well for the society. As an integral member of the society an individual have various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of

one's own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students. This course provides opportunity to the student teachers to gain an understanding about their own 'self' both as an individual and as a student-teacher.

Objectives

The course will enable the student teachers to;

- Gain an understanding of the central concepts in defining 'self' and 'identity'
- Reflect critically on factors that shape the understanding of 'self'
- Build an understanding about themselves , i.e. the development of self as a person as well as a teacher
- Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher
- Develop effective communication skills including the ability to listen, observe etc.
- Build resilience to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings
- Appreciate the critical role of teachers in promoting 'self' and students' well-being.

Theme I: Understanding of Self

- Reflections and critical analysis of one's own 'self' and identity
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self' and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

Theme II: Development of Professional Self and Ethics

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and effort in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings

- Understanding the role of teacher as facilitator and partner in well-being among learners

Theme III: Role of Teacher in Developing Understanding of Self among Learners

- Creating a situation opportunity/context in reflecting on one’s own childhood and adolescent years of growing-up for learners
- Facilitating awareness about identity among learners through reflective practices
- Developing skills of effective listening, accepting, positive regard, understanding body languages among the learners.

Mode of Transaction:

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, group interactions, film reviews to help explore one’s self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories children raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

Guidelines for assessment

Sl.No	Activities	Marks
1	Exploring the ‘known’ and ‘unknown ’self in relation to what one and others know about one self and what others do not know (group activity)	5
2	Reflecting , recording and sharing of critical moments in one’s life (individual activity and presentations)	10

TC1: Self-Development

Rationale:

The aim of this tool course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious on-going reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- Reflective discussions on a movie/documentary on relevant issues
- Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- Organization of activities for self-expression (exhibiting strengths and abilities)
- Providing feedback on their reflective journals/diaries
- Practicing yoga and meditation for physical and mental well- being

Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Objectives:

- To enable the students understand that “development of self” is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.

- To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being .

COURSE THEMES:

Theme 1: Understanding the Self

Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting Situations

Theme 3: Developing 'Self' in harmony with nature

Theme 4: Developing 'Self' as a professional (Teacher Educator)

Theme 5: Self and Social Responsibilities

Theme 6: Self and Mental and Physical Well –being

MODE: WORKSHOP, GROUP DISCUSSION, FIELD VISITS

Theme 1: Understanding the Self

Objective

Objectives of the activities is to help students to develop cognitive skills such as

- Developing self-awareness about one's abilities and opportunities to develop self independent thinking, critical thinking and creative thinking, decision making, problem solving and goal setting
- Developing objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies

Activities

- i. SWOT analysis – an exercise to identify Strengths, Weaknesses, Opportunity and Threats
- ii. Use of Johari's Window to know one's perception about self and others
- iii. "Who am I" Self concept
- iv. Inspirational Readings

Theme 2: Self-management in stressful/emotional (sad as well happy)/conflicting situations

Objective

Objective of this activity is to make student recognize the affective resources of self understanding to be understood both as assets such as feelings of love, joy, appreciation, affection, happiness, and threats or limiting factors such as emotions like fear, anger, jealousy etc. in their professionalism.

Activity

Following exercises may be organised in the workshop for inner observation for self-knowing while in stress or in emotions and to develop skills of self-management

- Identification of anyone of the above situations (stressful/emotional-sad as well happy/conflicting) by the students*

- Reflect on it*
- Share with the group on how it was managed/resolved*

This activity will help students learn about various ways of managing/ resolving critical situations in life. The focus may be the school context.

Theme 3: Developing ‘Self’ in harmony with nature

Objective

The objective is to acquaint students on 24

- Maintaining harmony in existence and co-existence between nature and self;
- Dependence of Self on the Nature for the very life;
- Inter-dependence of people for comfortable living;
- Responsibility of self towards conservation, protection and nurturing plant and animal life.
- Understanding human roots in the divinity to awaken oneself to Truth, Beauty and Goodness both inside and outside.

Activities

- i. Observation of nature during nature walk,
- ii. Reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness
- iii. Sharing personal experiences

Theme 4: Developing ‘Self ‘as professional (Teacher Educator)

Self - Critical awareness about one’s abilities and assets in different contexts of professional life and limitations in terms of knowledge, attitudes, skills and values which may be reviewed or developed while teaching different subjects (Science, Social Science, Mathematics, Languages etc.) or while dealing with other curricular components or classroom situations.

Objective

The objective of this activity is to develop awareness among students in following aspects of their professional endeavors

- Adequacy of subject matter knowledge, professional skills, and effective communication to the students.
- One’s attitudes towards students, teaching, teaching material, interest in teaching subject and one’s aptitude in developing interest in learning among students and in tapping their abilities to realize the values identified in the subject matter.

- Suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
- Involvement in teamwork with colleagues, head of the institution, parents of learners and management for holistic development of the learners.

Activity: Self-reflection and documentation

The students will be asked to

- i. interact with an eminent educationist in the neighborhood
- ii. read a book of an eminent educationist
- iii. observe the effective teacher in the classroom
- iv. interview an effective teacher

On the basis of the above the students will-

- Identify the characteristics, values, attitudes of the teacher and reflect upon self with respect to the same.
- Priorities the characteristics, values, attitudes of an effective teacher and will try to develop through practice in real life situation to become a professional.
- Reflect upon self and document the experiences.

Theme 5: Self and Social Responsibilities

This will help in the development of social responsibilities among the learners to enrich human resources and self-esteem; realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity. **Objective**

While conducting the group discussion the students will be able to develop

- Responsibility of self towards other human beings in the family, society, and people across the globe
- Critical awareness of the biases based on gender, caste, class, language, religion, nation, region etc.
- Critical understanding of the basic realities of the man- made divisions due to political, historical and social forces over the time-scale.
- Understanding of the basic realities of cultural differences across the time-scale and across the globe

Activities

i. ***Group discussion:*** The focus of the discussion will be on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills while dealing with different groups of learners belonging to different social contexts/situation.

The students will be informed about the topics of discussion in advance so that they share their views and experiences. The duration of discussion may be 2 hours.

ii. ***Field Visit:*** Visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups. Before field visit students need to be oriented (½ day) on what they are supposed to do in the field.

During the visits, the students will discuss pertinent issues with these groups and prepare report to discuss and share with other students. This will help students to experience their transformations in different contexts

Discussion/presentation in the groups may be kept in the beginning of Semester II.

Theme 6: Self, Mental and Physical Well –being

Objective

- Maintaining physical, mental and spiritual health to perform the roles efficiently
- Achieving self-realization

Activity

Regular practice of yoga and meditation during the semesters

- Locally available yoga expert can provide yoga and meditation practices.
- Students should discuss how yoga practice helped in physical, mental and spiritual health.

Evaluation of Self-development:

During transaction of this course through workshop mode, student teachers will be asked to develop **PORTFOLIO** with following documents. Students are required to submit Portfolio in the prescribed format with all evidences.

1. Documentation of the Critical thinking practices; Creative thinking practices; Decision making practices; and Problem solving practices
2. Documentation of their reflection on feelings and attitude change on the observations during visits to the slums/migrant groups/institution or NGO's working with disadvantaged groups of children. Team work done by them out of empathy.

3. Documentation of stressed or emotionally loaded situations where in self-observation helped to build resilience.
4. Documentation of the realities felt during ‘nature walks’ and ‘nature’ observations.
5. Documentation of the difficulties faced in maintaining ‘let come’ and ‘let go’ attitude and the ability to experience the spells of silence and its outcomes.
6. Identification and documentation of one’s assets and limitations as well as one’s opportunities and difficulties in the participated context.
7. Documentation of the ways of dealing with conflicts in inter-personal relations at varied contexts.
8. Documentation of the effective communication skills with enriched understanding in relation to students, their parents, colleagues, authorities and outsiders.
9. Documentation of participation where in habitual thoughts, attitudes and actions were dealt to be free of them to give place for right thinking and righteous living.
10. Documentation of critical understanding of the biographies of the great thinkers and educationists.
11. Documentation of the rich contributions of the great people.

Note: The **PORTFOLIO** will be assessed by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

M.ED TC2: 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:

- To develop listening and viewing skills
- To improve the speaking skills
- To promote the reading skills
- To gain insight and reflect on the concept and process of communication.
- To familiarize with expository writing

Transaction 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.

Listening / Viewing Skills

Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language Lab.

Suggested Activities:

Students can listen to -

- Sounds of relevant languages.
- Patterns of stress and intonation
- Self-recording while practicing pronunciation
- Speeches of famous personalities
- Keynote addresses in seminars

Students can View-

- Phonetic symbols
- Videos on sound production and articulation
- Poetry recitation videos
- Videos on conversation
- Videos on group discussions and can observe body language.
- Making listening notes
- Completing worksheets on listening tasks
- Developing criteria for analysis of listening skills
- Consulting pronunciation dictionaries
- Presentations
- Students can observe Anchors in programmes

- Observing unstructured conversation

Speaking Skills

These skills can be practiced in seminar rooms/language lab.

Suggested activities:

Students can practice-

- Sounds of English
- Stress and intonation patterns
- Recitation of poems

Students can-

- Participate in conversations (Situations to be provided)
- Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level
- Analyze of speech styles
- Analyze of presentations
- Make presentations
- Involved in mock Interview
- Anchoring programmes in the institute

Reading Skills

Students can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

Suggested activities:

Students can read

- Editorials in newspapers on a regular basis
- Articles in newspapers and magazines
- Research papers in journals
- Book reviews, film reviews and art reviews in newspapers and magazines
- E-books, online journals
- Subject related reference books

Students can be involved in-

- Note making tasks on reading and summarizing what is read.
- Discourse analysis (to be integrated with reading, speaking and writing skills)

PURPOSE AND PROCESS OF COMMUNICATION

To understand the purpose and process of communication students can be involved in-

- Individual and group assignment on a chosen topic of communication and presenting using any ICT tool
- Brainstorming on pertinent issues in education and analyze the elements/process of communication in the discussion.
- Critical Reflection on communication strategies in any literary work of local/national /international significance and presentation in the seminar.
- Panel discussion on different themes; peer assessment on their communication skills

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EXPOSITORY WRITING

The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: Informational, Opinion, Narration and Argument.

Suggested Tasks

□□ Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.

- Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events, well-chosen details, and well-structured event sequences
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Semester Break Tasks-

- Visit to a school/college/UG course and deliver a presentation in a class on any of the topics of relevance and sharing of the communication techniques used in the presentation in a seminar.
- Identification of any one teacher with good communication skills; Case study of communication strategies adopted

Mode of Assessment: Assignments can be given during semester break and they can be submitted for assessment.

INTERNSHIP IN TEACHER EDUCATION INSTITUTION

Credits: 4 Max. marks: 100

Duration: 3 - 4 Weeks Internal: 100

RATIONALE

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

Course Objectives

The course is designed to enable the prospective teacher educators to

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

Organization

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

Activities

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

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.

Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.

Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained

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

Undertake assessment of training need through an interview with practicing teachers

Observe and analyze an in-service teacher education programme

- Review the TLM developed / the report of an in-service teacher education

Evaluation and Scheme of Assessment

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

Area Marks

1. Pre-service Teacher Education

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

60 marks

2. In-service Teacher Education

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

40 marks Total 100

- Observation of pedagogic practices of a teacher educator in pre-service teacher education context
- Professional journey of a teacher educator – a case study

Stimulated sessions for practicing communication in different situations.

B.Sc. B.Ed.

ABILITY ENHANCEMENT COMPULSORY COURSES

SEMESTER-I

Ability Enhancement Compulsory Course (AECC-I)

Communicative English

Contact Hour per Week : 4 per weeks

Credits : 4

Examination duration : 3 Hours

Maximum marks : 100 (Terminal-80,Sessional-20)

Objectives: At the end of the course the students are expected to:

Understand the basics of communication

Distinguish between the types of communications and their applications

Observe the various uses of communications

Differentiate between verbal and non-verbal communications

Identify the barriers to communications

Unit 1 : Introduction

1. Meaning, nature of communication.

2. Types of communication

- Horizontal
- Vertical
- Interpersonal
- Grapevine

Unit 2: Language of Communication

1. Verbal: spoken and written

2. Non-verbal:

- Proxemics
- Kinesics
- Haptics

- Chronemics
- Paralinguistics

Unit 3: Barriers to communication

1. Semantic
 2. Physical
 3. Physiological
 4. Cultural
 5. Organization
 6. Personal
 7. Perceptual
 8. Socio-psychological
- 20

RIE (NCERT), 4 Year Integ. B.Sc. B.Ed. Syllabus

Unit 4 : Overcoming barriers to communication

- Importance of Communication
- Communicative English

Transactinal Strategies:

Lecture, group interaction, material review and presentation, etc.

Reference Books:

Communicative books 1 and 2 – Sanghita Sen (Foundation / Cambridge UP)

Written and spoken communication in English – Universities Press; First Edition (2007)

Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle.

Business Communication, Orient BlackSwan, 2012.

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25-fVGhlc3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

EPC-2 Learning to Function as a Teacher

Introduction

Teaching is a purposeful process of facilitating learning which involves the students/ learners in an interaction to enhance their potentialities to become self-learners. The secondary school is a crucial stage in the educational hierarchy as it prepares the learners for higher education & also for the world of work. Teacher in the present day has to be conversant with managing diversity and contextuality in the classroom. Hence student teachers need orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. Student teachers need to be oriented on processes like critical thinking, observation, communication and use of resources for effective functioning. 276

RIE (NCERT), 4 Year Integ. B.Sc. B.Ed. Syllabus

Objectives

The course will enable the student teachers to;

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

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

- o Content analysis
- o Content organization through concept mapping
- o Core teaching process: Introducing the lesson, Questioning, Explaining, illustrating with examples, Reinforcement (Verbal and non verbal), Stimulus Variation, Using Blackboard /white board/ smart board and using learning resources
- o Use of ICT
- o Critical thinking and reflection,
- o Managing diversity
- o Contextualization
- o Organization of group activity/project

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

Course: B. Sc. B. Ed.

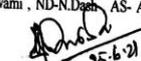
Regional Institute of Education (NCERT), Bhubaneswar
Time Table , Session-2021-2022

Semester I

Period	1	2	3	4		5	6	7	8	
Day / Time→	9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM– 11:45 AM	11:45 AM– 12:40 PM	12:40 PM - 1:40 PM	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM	4:25 PM – 5:20 PM	
MONDAY	Practical Session - Labs Chemistry (Gr. A)(PR)/Physics (Gr. B)(MG) Botany (Gr. E)(CR)/ Zoology (Gr. F)(SS) Maths (Gr. C) - 137 (AP)		Chemistry: LT-1(AC)		L U N C H	Physics: LT- 1(SKD) Botany:LT- 3(SKM)	Maths: LT- 1(AKS) Zoology:43(SS)	Education: LT-1	AECC I: OA	
TUESDAY	Practical Session - Labs Chemistry (Gr. B)(AC) /Physics(Gr. C)(ND)/ Botany (Gr. F) (SD)/ Zoology (Gr. E)(SC) Maths (Gr. A) – 137(AP)		Physics: LT-1(MG) Botany: LT- 3(MKS)			AECC I: OA	Education: LT-1	Chemistry: LT-1(BM)	Maths: LT- 1(AP) Zoology:LT- 2(SC)	
WEDNESDAY	Practical Session - Labs Chemistry (Gr. C)(BM) / Botany (Gr. D)(SKM) Maths (Gr. B) - 137 (AP/SKP) / ICT(Gr. A, E, F): CAC2		Education: LT-1	AECC I: OA		Chemistry: LT-1(BM)	Physics: LT- 1(ND) Botany:LT- 3(SKM)	Practical Session - Lab Chemistry (Gr. F) (SP)		
THURSDAY	Practical Session - Labs Chemistry (Gr. E)(PM) / Physics (Gr. A)(AS)/ Zoology (Gr. D)(SC)		Chemistry: LT-4(AP)			Physics: LT- 1(AS) Botany:LT- 3(CR)	Maths: LT- 2(SKP) Zoology: LT1(SS)	Self Study	Self Study	
FRIDAY	Practical Session - Labs Chemistry (Gr. D)(AP) / ICT(Gr. B, C, D): CAC2		Maths: LT-3(SKP) Zoology:LT1(DLD)			Self Study	Education: LT-4	Self Study	AECC I: OA	

SKP: S.Kapoor , AKS: Arup Ku Saha , AP: Annapurna panda , PP: Prasanta parida, MS:M.K.Satapathy , CR:CH.A.Ramulu , SM: Sangram keshori Mohanty , SD: Shilpi dhali , BM: Bishnupad Mohanty , PM: Priyabrata mukhi, SP: Subhasis pati , AP: Amarchand parida , AC: Apramita chand , PR: Pravati panda, SKD- S.K.Dash , MG – M.Goswami , ND-N.Dash , AS- A.Satapathy, JR- J.Rout, DD: Dhanalaxmi dash , AKM: Animesh kumar Mohapatra , SS: Shilpa sethi , SC – Sejuti chowdhury


Convenor, Time Table Committee


HEAD, DESM

B.A B.Ed.

ABILITY ENHANCEMENT COMPULSORY COURSES

SEMESTER-I

ABILITY ENHANCEMENT COMPULSORY COURSE (AECC-I)

COMMUNICATIVE ENGLISH -I

Contact Hours: 4 per week

Cr. 4

Exam Duration: 3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks, Sessional : 20 Marks

Objectives: At the end of the course the students are expected to :

- understand the Basics of communication
- distinguish between the types of communication and their applications
- observe the various uses of communication
- differentiate between verbal and non-verbal communications
- identify the barriers to communications

Unit-I: Introduction

1. Communication :meaning and nature

2. Types of communication

- Horizontal
- Vertical
- Interpersonal
- Grapevine

Unit-II: Language of Communication

1. Verbal: spoken and written

2. Non-verbal

- Proxemics
- Kinesics
- Haptics
- Chronemics

- Paralinguistics

Unit-III: Barriers to communication

- Semantic
- Physical
- Physiological
- Cultural
- Organizational
- Personal
- Perceptual
- Socio-psychological

Overcoming barriers to communication

- Importance of Communication
- Communicative English

Unit-IV:

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

Suggested books:

- Communicative English: 1 and 2 – Sanghita Sen (Foundation / Cambridge UP)
- Written and spoken communication in English – Universities Press; First edition (2007)
- Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle.
- Business Communication, Orient BlackSwan. 2012
-

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fVGh1b3J5LnBkZg%3D%3D&cidReset=true&cidReq=MBA563>

SEMESTER-II

ABILITY ENHANCEMENT COMPULSORY COURSE(AECC) -II

COMMUNICATIVE ENGLISH - II

Contact Hours: 4 per week

Cr. 4

Exam Duration: :3 Hours

Maximum Marks: 100

Term End Exam : 80 Marks

Sessional : 20 Marks

Objectives: At the end of the course students are expected to be able to use English effectively in their communication.

Unit-I : Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit-II : Writing Part I

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor

Unit-III: Writing Part II

- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit-IV: Language functions in listening and conversation; grammar in context

Section- A

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Using functions in conversation contexts

Section B

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Subject-Verb agreement
5. Use of Preposition
6. Common Errors in English Usage.

Transactinal Strategies:

- Lecture, group interaction, material review and presentation, etc.

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Regional Institute of Education (NCERT), Bhubaneswar
Time Table, Session-2021-2022

Course: **B. A. B. Ed.**

Semester I

Period	1	2	3	4	5	6	7	8	9	10	
Day / Time →	8:05 AM – 9:00 AM	9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM – 11:45 AM	11:45 AM – 12:40 PM	12:40 PM – 1:40 PM	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM	4:25 PM – 5:20 PM	5:20 PM – 6:15 PM
MONDAY	History (PA)	English(DB) Geo (AS)	Eco (RD)	Edn	Pol. Sc.(KK)	L U N C H	Hindi (DD) Odia (ID) Bengali (SD)	Geo (SB)	Geo (SB)	AECC : OA (SRS)	Self Study
TUESDAY	Pol Sc.(KK)	Pol Sc. (KK)	Hist: (PA)	Eco. (RD)	Eng(SRS) Hindi (DD) Odia (ID) Bengali (SD)		AECC : OA (DB)	Eng(H)(SRS) Geo(H)(AS)	Edn:CAC-2		Geo(SB)
WEDNESDAY	Eco(RD)	Eco(RD)	Eng(DB) Geo(H)(AS)	Education	AECC (KP/DB)		Eng(KP) Hindi (DD) Odia (ID) Bengali(SD)	Geo(SB)	Edn	Hist:(PA)	Self Study
THURSDAY	Geo (SB)	Hist: (PA)	Pol Sc.(KK)	Eco: (RD)	Eng(DB) Hindi (DD) Odia (ID) Bengali(SD)		Geo (AS)	Edn	Geo(SB)	Pol. Sc(KK)	Self Study
FRIDAY	Hindi (DD) Odia (ID) Bengali(SD)	Eng(KP) Hindi (DD) Odia (ID) Bengali(SD)	Pol Sc.(KK)	Hist: (PA)	Hist: (PA)		Geo(H) (AS)	Eng(DB) Geo(H) (AS)	Eco: (RD)	AECC (KP)	Self Study

SRS: Prof. Sandhyarani Sahoo
PA: Prof. Pritish Acharya
KP: Kumar Parag

RD: Prof. Ritanjali Dash
SB: Dr. Sonalee Biswal
SM: Swagatika Mishra

SD: Ms. Shampa Das
ID: Dr. Itishree Dash

KK: Dr. Kalinga Ketaki
AS: Ms. Abhra Singh

DB: Dr. Debabrata Bagui
DD: Dipti Diga

PR Sahoo
25/06/21
1/2 Convener, Time Table Committee

Prabhu
25.06.2021
Head DESSH

Regional Institute of Education (NCERT), Bhubaneswar
Time Table, Session-2021-2022

Course: **B. A. B. Ed.**

Semester II

Period	1	2	3	4	5	6	7	8	
Day / Time →	9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM – 11:45 AM	11:45 AM – 12:40 PM	12:40 PM – 1:40 PM	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM	4:25 PM – 5:20 PM
MONDAY	English(DB) Geo (AS)	English Hindi (DD) Odia (ID) Bengali (SD)	Hist. (PA)	Education	L U N C H	Eco: (RD)	Geo (SB)	Education	Pol. Sc. (KK)
TUESDAY	Geo (AS)	Hist: (PA)	Pol. Sc. (KK)	Eng(SRS) Hindi (DD) Odia (ID) Bengali (SD)		English(DB) Geo (AS)	AECC 2	Edn	AECC
WEDNESDAY	Eng(SRS) Hindi (DD) Odia (ID) Bengali (SD)	Pol. Sc. (KK)	English(DB) Geo (SB)	AECC 2		Geo(SB)	Eco. (RD)	Edn	Hist:(PA)
THURSDAY	Eco. (RD)	Hist:(PA)	Edn	Eng(DB) Hindi (DD) Odia (ID) Bengali(SD)		English(DB) Geo (AS)	Edn	Pol. Sc(KK)	Geo(SB)
FRIDAY	Hist:(PA)	Eng(DB) Hindi (DD) Odia (ID) Bengali(SD)	Pol. Sc(KK)	Edn		Geo(SB)	Eng(DB) Geo(H) (AS)	Edn	Eco. (RD)

SRS: Prof. Sandhyarani Sahoo
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AS: Ms. Abhra Singh

DB: Dr. Debabrata Bagui
DD: Dipti Diga

PR Sahoo
25/06/21
1/2 Convener, Time Table Committee

Prabhu
25.06.2021
Head DESSH

M.Ed.

TC1: Self-Development

Teaching hours: 2 block periods in workshop mode Credit: 1

Marks: 25 (Internal Assessment)

Rationale:

The aim of this tool course is to help students in developing understanding about themselves and developing their selves as a professional, through conscious on-going reflection. The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable students to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for the students to develop sensitivity toward issues like gender biases, children with special needs (intellectual and physical), disadvantaged groups to make class inclusive. At the same time, they will develop problem-solving skills to deal with these issues.

During the course, regular physical education classes including practice of yoga and meditation will be organised to make students physically and mentally fit. Yoga and meditation enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and meditation, and will learn to use in different contexts.

The following methodologies for the transaction of the course could be used in interactive sessions:

- o Students sharing their experiences in a group based on observation, case studies, field visits, readings, etc.
- o Reflective discussions on a movie/documentary on relevant issues
- o Discussion on how to imbibe teacher qualities and nurture his/her self as a teacher
- o Organization of activities for self-expression (exhibiting strengths and abilities)
- o Providing feedback on their reflective journals/diaries
- o Practicing yoga and meditation for physical and mental well- being

Note: The course would be transacted through workshop mode by more than one faculty members and/or external experts, wherever required.

Objectives:

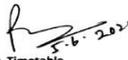
- To enable the students understand that “development of self” is a resource to exercise their professionalism.
- To make them realize that one is responsible as a person and as a teacher for the integrated development of oneself and the learners: physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
- To help them develop sensitivity towards social-cultural diversities crucial in making teaching–learning environment conducive/congenial to the learner.
- To demonstrate sensitivity with respect to gender biases and other social disparities in the classroom, and practice inclusiveness in the classroom. To help them in achieving mental and physical well-being

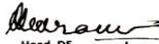
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REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
Timetable (2021-22)
M.Ed 1st Semester

Period	1	2	3	4	5	6	7	8	
Day / Time	9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM – 11:45 AM	11:45 AM – 12:40 PM	12:40 PM – 1:40 PM	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM	4:25 PM – 5:20 PM
MONDAY		PC-1 Introduction to Education Studies (RM)	TEC-1 Teacher Education (HKS)	PC-3 History and Political Economy (PG)	L		Self Study	PC-2 Psychology of Learning and Development (EG)	
TUESDAY	PC-1 Introduction to Education Studies (RS)	PC-3 History and Political Economy (SP) (SPM)	TC-2 Communication & Expository writing (RM)		U		Self Study		
WEDNESDAY	PC-1 Introduction to Education Studies (LB)	PC-2 Psychology of Learning and Development (IPG)	TEC-1 Teacher Education (BNP)	Self Study	N			PC-2 Psychology of Learning and Development (EG)	
THURSDAY	Self Study	PC-3 History and Political Economy (DK)	TEC-1 Teacher Education (PCA)	PC-1 Introduction to Education Studies (SPM)	C		Self Development (EG)		
FRIDAY		PC-3 History and Political Economy (LB)	TEC-1 Teacher Education (HKS)	PC-2 Psychology of Learning and Development (IPG)	H				

RM-R. Mohalik, RS-R. Sethy, BNP-B.N.Panda, EG-E. Gangmei, HKS- H. K. Senapathy, IPG- I. P. Gowramma, LB-L. Behera, UR-U. Roy, SP-S. Poddar


I/c. Timetable

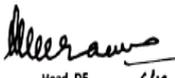

Head, DE 6/12/21

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
Timetable (2021-22)
M.ED Sem- II

Time/Day	9.00-9.55 AM	9.55-10.50 AM	10.50 AM-11.40 PM	11.40AM-12.40PM	12:40 PM-1:40 PM	1.40-2.35PM	2.35-3.30PM	3.30-4.25PM	4.25-5.20PM
Mon		RME (RM)	TE-II (HKS)	PE (PG)	L		Internship-PTE (EG)		Dissertation Guidance (Respective Guide)
Tue	PE (RS)	TE-II	Self study	RME (PCA)	U		Self study		Dissertation Guidance (Respective Guide)
Wed	PE (LB)	SE-1 (IPG)	RME (BNP)		N		Self study	SE-1 (EG)	Dissertation Guidance (Respective Guide)
Thu		SE-I (DK)	TE-II (BNP)	Self study	C		Internship-ITE (RM)		Dissertation Guidance (Respective Guide)
Friday	PE (RS)	TE-II (LB)	RME (HKS)	SE-I (IPG)	H				Dissertation Seminar

BNP-BN Panda, EG-E. Gangmei, HKS- H K Senapathy, IPG- I P Gowramma, LB-L. Behera, DK-Dhanya Krishna, RM-R. Mohalik, RS-R. Sethy, PG-Pramod Gupta


I/c. Timetable


Head, DE 6/12/21

Regional Institute of Education (NCERT), Bhubaneswar
Timetable (2021-22)
M. Ed- 3rd Semester

Period	1	2	3	4	5	6	7	8
Day / Time	9:00 AM – 9:55 AM	9:55 AM – 10:50 AM	10:50 AM – 11:45 AM	11:45 AM – 12:40 PM	12:40 PM – 1:40 PM	1:40 PM – 2:35 PM	2:35 PM – 3:30 PM	3:30 PM – 4:25 PM
MONDAY		PC-5 Sociology of Education (IPG)		TC-4 Advanced Research Methods in Education (LB)	L	Self Study	Secondary Education-II (DK)	Dissertation Guidance (Respective Guide)
TUESDAY		PC-5 Sociology of Education (IPG)	PC-6 Curriculum Studies (EG)	TC-4 Advanced Research Methods in Education (PCA)	U		Secondary Education-II (BNP)	Dissertation Guidance (Respective Guide)
WEDNESDAY		TC-4 Advanced Research Methods in Education (HKS)	PC-5 Sociology of Education (UR)	PC-6 Curriculum Studies (EG)	N	Self Study	Self Study	Dissertation Guidance (Respective Guide)
THURSDAY		Secondary Education-II (LB)	TC-4 Advanced Research Methods in Education (BNP)	PC-6 Curriculum Studies (RS)	C	Self Study		Dissertation Guidance (Respective Guide)
FRIDAY	Secondary Education-II (UR)		TC-4 Advanced Research Methods in Education (RM)	PC-5 Sociology of Education (SPM)	H		PC-6 Curriculum Studies (RS)	Dissertation Seminar (All Faculty DE)

BNP-BN Panda, EG-E. Gangmei, HKS- H K Senapathy, IPG- I P Gowamma, LB-L. Behera, DK-Dhanya Krishna, RM-R. Mohalik, RS-R. Sethy, UR-Upasana Roy, PG-Pramod Gupta

P. S. 6-2021
V/c, Timetable

Deeraw
Head, DE 25/06/21

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
Timetable (2021-22)
M.ED Sem- IV

Time	9.00-9.55 AM	9.55-10.50 AM	10.50 AM-11.40 PM	11.45AM-12.40PM	12:40 PM-1:40 PM	1.40-2.35PM	2.35-3.30PM	3.30-4.25PM	4.25-5.20PM
Day									
Mon		LPSS (IPG)	Self study	EP (LB)	L		LPSS (DK)	FET-CBCS (MS)	Dissertation Guidance (Respective Guide)
Tue		LPSS (IPG)	CTPD (EG)	AIE (HKS)	U	EP (SM)	AIE (BNP)	FET-CBCS (RG)	Dissertation Guidance (Respective Guide)
Wed		AIE (HKS)	EP (SM)	CTPD (EG)	N	Self study		FET-CBCS (DK)	Dissertation Guidance (Respective Guide)
Thu		EP (LB)	AIE (BNP)	CTPD (RS)	C		EAM (UR)	FET-CBCS (HKS)	Self study
Friday	EAM (UR)	ELS (MS)	Academic Writing RM		H	ELS (HK)	CTPD (RS)	Dissertation Seminar	

RM-R. Mohalik, RS-R. Sethy, BNP-BN Panda, EG-E. Gangmei, HKS- H K Senapathy, IPG- I P Gowamma, LB-L. Behera, UR-U. Roy,

P. S. 6-2021
V/c, Timetable

Deeraw
Head, DE 6/12/21

2.SIMULATED SITUATION FOR PRACTICING COMMUNICATION IN DIFFERENT SITUATION

In the teacher education Programme the papers like the following provide scope for practicing communication.

1. M.Ed. Dissertation and Internship activities ,
2. B.Ed. Skill classes
3. B. Sc.B. Ed. and B.A.B. Ed. Skill Classes.

SAMPLE OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCING A LESSON

NAME OF THE STUDENT TEACHER

ROLE NO

TOPIC

CLASS

NAME OF THE SUPERVISOR

DATE

TIME DURATION

TEACH

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

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

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





Search

Posts

Reels



Ictstudio Bbsr is with Tanushree Pal and 5 others.



29 Jan 2020 · 🌐

Quiz Competition on The Constitution of India at Regional Institute of Education, Bhubaneswar.

#RIEBBSR #ICTStudiobbbsr #NCERT



👍 You, Sunil Kumar and 85 others

1 share



Ictstudio Bbsr is with Aroti Tudu and 6 others.

21 Feb 2020 · 🌐

Mother Language Day Celebration at regional Institute of Education, Bhubaneswar [#RIEBBSR](#) [#ICTStudiobbbsr](#) [#NCERT](#)





Ictstudio Bbsr is with Binay Kumar and 2 others.

Feb 24, 2020 · 🌐

Essay & Extempore Speech on The Literary Competition 2020 in all Languages at #RIE Bhubaneswar #ICTSTUDIOBBSR #NCERT





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

12/5/22

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 M.
12/5/22

Regional Institute of Education, Bhubaneswar



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Acrobat



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3.PARTICIPATING IN INSTITUTIONAL ACTIVITIES AS ANCHOR, DISCUSSANT OR RAPORTEUR

Celebration of National Science day

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 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 trial in our state. He addressed over students and faculties on Covid - 19 prevention and its epidemiological studies.

Literary Competitions in four languages – English, Hindi, Odia and Bengali were held in the Institute on dt.14.02.2022 and. 15.02.2022. Competitions in Essay, Debate, Extempore and Recitations were held during these two days where a large number of students took part. Results were announced on the spot.

Annual Athletic Meet: 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.

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

Extension Lecture Series

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 interaction 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 Bhartiyakaran; 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
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Expression Series

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. 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.

Photo Gallery » National Constitution Day-2019



Photo Gallery » Hindi Divas



National Conference on NEP 2020: Towards Transforming Teacher Education

The objectives of the Conference were: (i) 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. During the three day 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.

Organization of School Exposure and Multicultural Placement programme of B.Ed students

The objectives of the programme were 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. 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, Balugoan, 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. The main intention of this activities was to develop an insight into the role of a teacher and appreciate school activities in totality. Multicultural placement programme was held on 6th to 15th February, 2022 and activities like observation, case study, substitute teaching, school profile were assigned to students and a format was provided. This enabled them 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.

Working with community for B.Sc.B.Ed. and BA B.Ed VIIIth Semester

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. The objective is 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. 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. 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.

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)

Celebration of ShikshakParv

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 was 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.

Paricharcha and Sahyog- Live session organized by Manodarpan initiative of Ministry of Education, Govt. of India for Psycho social 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

4. CLASSROOM TEACHING LEARNING SITUATION ALONG WITH TEACHER AND PEER FEEDBACK

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

Regional Institute of Education, NCERT, BBSR
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 vidyamanidin.
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 - Abadhana 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 - Apurva Anurag

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.

Abadhana Khadanga

What did they do well?

The teacher 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 teacher could have used math resources

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

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

NAME - SHRUTI GHOSH

COURSE - B.Ed. 2YEAR (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

FEEDBACK

M.Ed. Students

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

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.

I 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.

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

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.

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.

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.

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 Student, 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.

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 interactions. 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.

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.

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.

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...

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.

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

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.

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.

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.

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.

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.

I had taught BSc.b.ed students teachers(bio pedagogy concern)...they are excellent students..they cooperated with me... the classroom transaction was very good... although I was very nervous on the first day, day by day, nervousness was removed.

I do/happened the following things.

1. I enjoyed the full internship
2. I got the opportunity to explore myself
3. I delivered lectures to BEd students with high-level energy.
4. I used ICT during my lecture delivery.
5. First time I faced different challenges in teaching andragogy.
6. 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.
- 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.
- 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.

- 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 satisfaction 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, interaction 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 confidences. 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' interaction.
- 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, Ed 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 interaction was gone 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.