

## **2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship**

### **1. Formulating learning objectives**



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

## 1. Formulating learning objectives

In skill based micro teaching classes the discussion is held on preparing learning objectives. The handbook of school internship and programme guidelines during multicultural placement clearly describe the strategies of writing and assessing learning objectives. The portion from the guideline is given below.

### LESSON PLAN FORMAT

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

## Descriptions of terminologies

<b>Major concepts/Learning points</b>	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form. The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example, in Biology class (VII) in the topic Vegetative Propagation (Unit-Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> <li>1. Reproduction in plants takes place through sexual and asexual method</li> <li>2. Asexual production is a process by which new plants are obtained without the production of seeds</li> <li>3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation</li> <li>4. The new plants resemble their parent plant in all characteristics</li> </ol>
<b>Learning objectives</b>	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <p>Taxonomy categories      Sample verbs for stating learning outcomes</p> <p>Remembering      Recognise,recall,name,match,label,select,reproduce,state</p> <p>Understanding      Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate,relate</p> <p>Applying      Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differentiate ,infer etc.</p> <p>Analysing      Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.</p> <p>Evaluating      Appraise,assess,compare,conclude,contrast,criticize,evaluate,judge,justify,support etc.</p> <p>Creating      Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,reorganise,revise,re write etc.</p>
<b>Previous knowledge</b>	<p>The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.</p>
<b>Learning resources</b>	<p>The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.</p>
<b>Learning process</b>	<p>The process skills that are intended to be developed in learning tasks and activities such as observing,measuring,classifying ,experimenting,demonstaring,analysing needs to be specified. The process may be focussing combination of different strategies. The</p>

	strategies may vary subject to subject
<b>Teacher Initiatives</b>	Teacher plays multiple roles in facilitating learning-connecting to prior knowledge, inquiring, demonstrating, explaining, giving examples and analogies, giving tasks to perform wherever required, forming groups and assigning tasks to perform, identifying alternative strategies or explanations to clarify misconceptions.
<b>Student learning processes and activities</b>	Students response in term of cognitive processes such as observing, inferring, interpreting, relating, hypothesizing, classifying, verifying, generalising, predicting, analysing etc. takes place while engaged in activities ,experimentation, discussion and contextualised situations. This may also focus on doubts or questions on concept
<b>Continuous assessment</b>	The teacher assesses learning after every concept or group of concepts. This may be through oral questions, or through some tasks given to students to perform. The activities and group discussions of certain problem solving tasks are also covered under continuous assessment. The strategies may be observations, open-ended questions covering the concepts/learning points.
<b>Introduction (Engage)</b>	Connecting to prior knowledge, drawing upon the daily experiences, engaging learners in contextual situation, problem situations, issues, narration, activity or experiment and /or use of ICT resources that lead to inquiry and exploration. The activities at this stage capture the learner's attention, stimulate their thinking and help to assess the prior knowledge.
<b>Development (Explore, Explain)</b>	Learning takes place through exploring or working on a given problem or task. Teacher facilitates by providing guidance o those who require assistance in solving problems or performing the tasks.  Teacher explains using examples, analogies and resource materials whenever required. Learners are also encouraged to explain their concepts in their own words, ask for evidence and clarifications of their explanation and listen critically to others explanation
<b>Application (Extend)</b>	This covers providing new situations/questions/problems where in the students can apply the concepts learnt in order to solve the given problems, derive new examples. The teachers guided activities are mostly withdrawn here and learner work independently or in groups.
<b>Review/Evaluation/Closure of the Lesson</b>	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarized, and misconception if any are identified.
<b>Assignment</b>	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

The pre conference schedule of the multicultural placement and school internship has scope for sessions on lesson planning and framing objectives.

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR  
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**NOTICE** Date: 29.10.2021

Pre-Internship Conference of B.Ed. Semester-III students would be organized from 29<sup>th</sup> October 2021 to 6<sup>th</sup> November, 2021. In this context, inauguration of pre-internship conference is scheduled on 29<sup>th</sup> October, 2021 at 3pm in the Old Auditorium of the Institute. All faculty members are invited to participate in the programme.

This issues with the approval of the competent authority.

*Dr. Dhanya Krishnan & Prof. L.D. Behera*  
(Programme Coordinators)

*Start sharp at 3:30 complete*  
*There is a meeting at 3:30 for all faculty. We have try to do it online if possible.*

*Circulate pl.*  
*Here - Muraw 29/10/21*

Copy to

1. APC (P) for information
2. Dean (I)
3. Dean (R)
4. All Heads for circulation among faculty members
5. Librarian
6. ICT Studio for necessary arrangement
7. Notice Boards for information to students

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

**DESSH** Date : 28.10.2021

The inauguration of the Pre-Internship Orientation Programme for B.A. B.Ed., Semester - VII students will be held on 29<sup>th</sup> October 2021 at 11.30 AM in the New Auditorium. The students of B.A. B.Ed., Semester-VII will have to report in the New Auditorium at 11.00 AM positively. Faculty members are requested to attend the programme.

This issues with the approval of the competent authority.

*Ketaki*  
28/10/21  
Dr. Kalinga Ketaki  
Co-ordinator

Copy to :

1. P.A. to Principal
2. Hostel Warden, Homibhaba Hostel & Notice Board
3. Hostel Warden, Ramanujan Hostel & Notice Board
4. Institute's Notice Boards
5. Office Copy

**Regional Institute of Education (NCERT), Bhubaneswar**

**NOTICE**

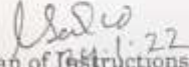
No. 14

Date: 24-01-2022

It is being notified that the Pre-Conference Orientation for School Exposure - Multicultural Placement for B.Ed (First Year), B.A. B.Ed (Third Year) and B.Sc B.Ed (Third Year) will be conducted online on 27.01.2022 and 28.01.2022.

The Multicultural Placement for B.A. B.Ed and B.Sc B.Ed students will be conducted online from 01.02.2022 to 12.02.2022, and from 01.02.2022 to 15.02.2022 for B.Ed students.

This has the approval of the competent authority.

  
Dean of Instructions

Copy to :

01. PA to the Principal for information of Principal
02. Dean of Research
03. All Heads of Department (DESSH/DESM/DE & DEE)
04. Administrative Officer
05. In-Charge, Academic Section
06. In-Charge, Accounts Section
07. Students concerned through Group Email / WhatsApp
08. Notice Board
09. Programme File (All 3 programmes)



**Regional Institute of Education (NCERT), Bhubaneswar**

**NOTICE**

No.

No - 16  
Date : 24-01-2022

The students of Third Year B.A. B.Ed. are directed to join the online Pre-Conference Orientation on 27.1.22 and 28.1.22, and the online Multicultural Placement Programme in the following schools in rotation from 1.2.22 to 12.2.22.

School - 1 : Govt. High School, P.O. Balugaon, District: Khurda. PIN: 752030

School - 2 : Kendriya Vidyalaya No-1, Bhoi Nagar, Unit-IX, Bhubaneswar. PIN: 751022

School - 3 : KISS, Bhubaneswar. PIN: 751024

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

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

## 2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship

## 2. Content Mapping



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## 2. Content Mapping

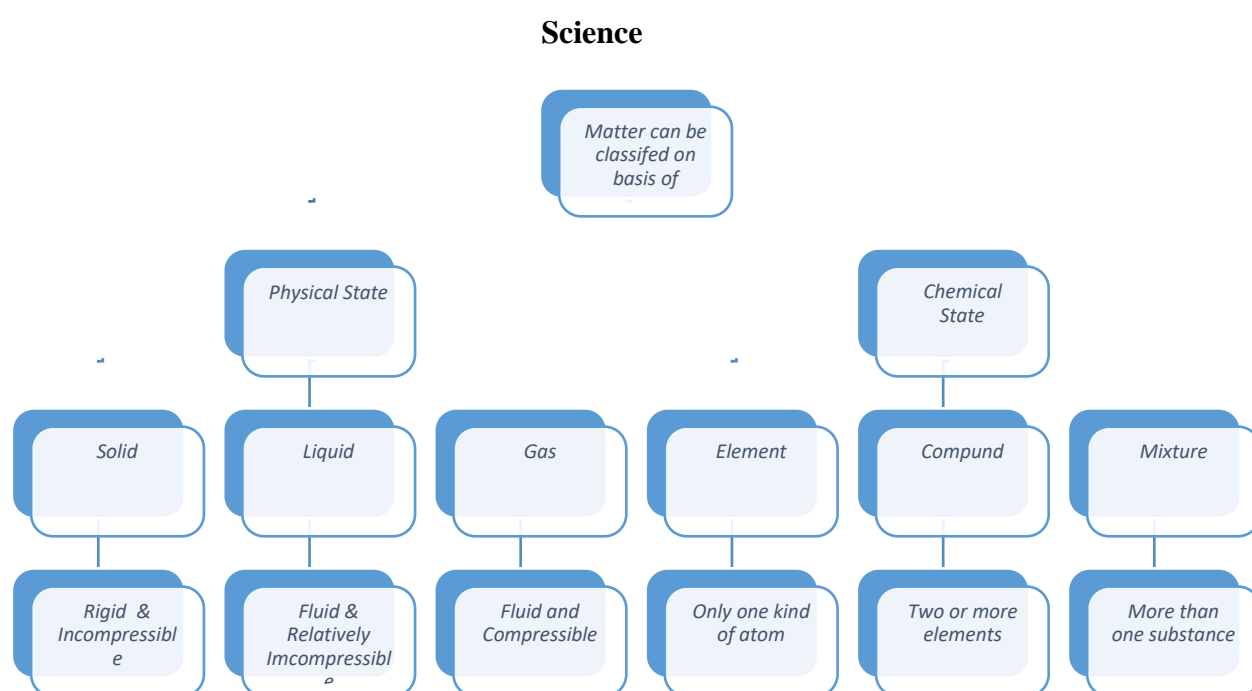
The first step to plan lesson is analyzing the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching learning, teacher needs to develop holistic understanding of content. Understanding of content will be better by analyzing contents. Content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

Adequate exposure during skill, classes and pre conferences are made for development of concept maps by students. The guidelines of internship and handbook provided to student teachers clearly describes the strategies of content mapping including concept map.

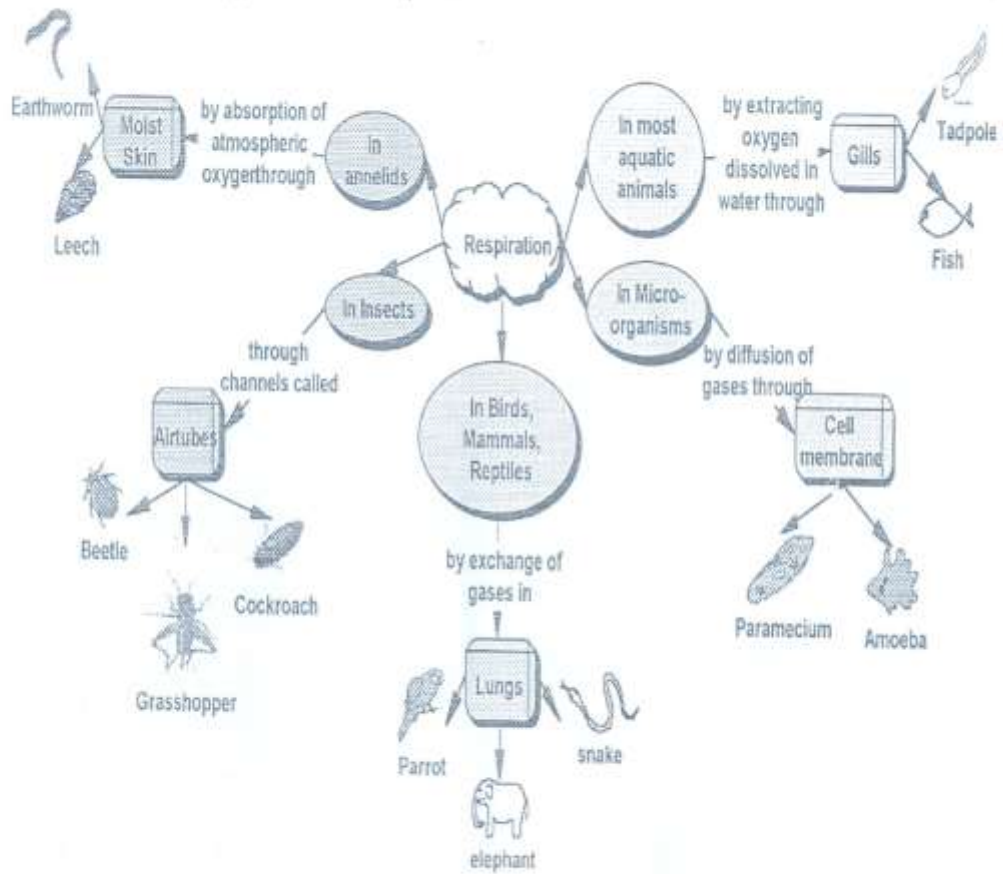
The steps of developing concept map are given below.

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

### Exemplars of Topic/Content Mapping in Different Subjects



### Science Example - Modes of respiration



### Social Science

Solar System

Planets

Satellites

Comets

Meteoroids

Mercury

Venus

Earth

Mars

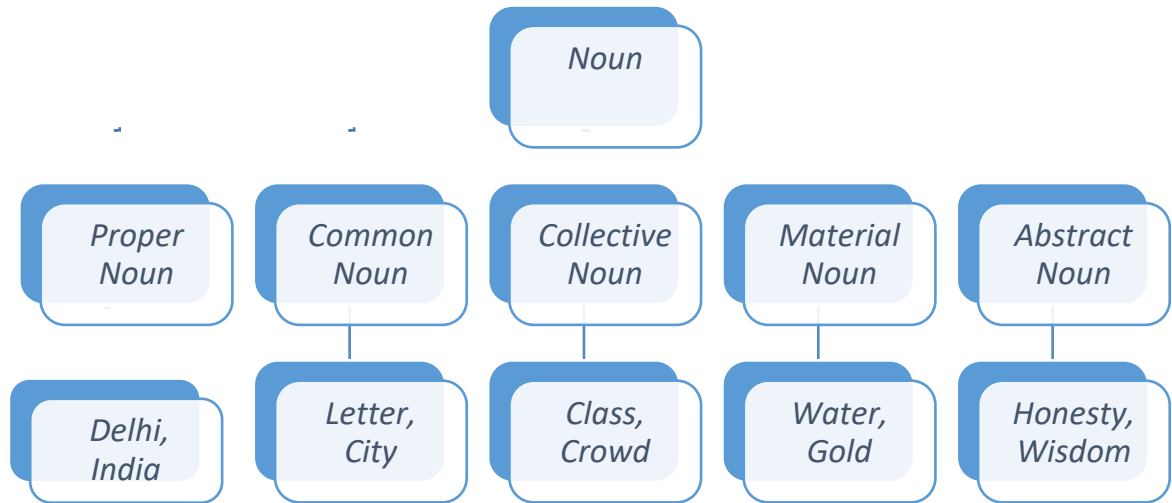
Jupiter

Saturn

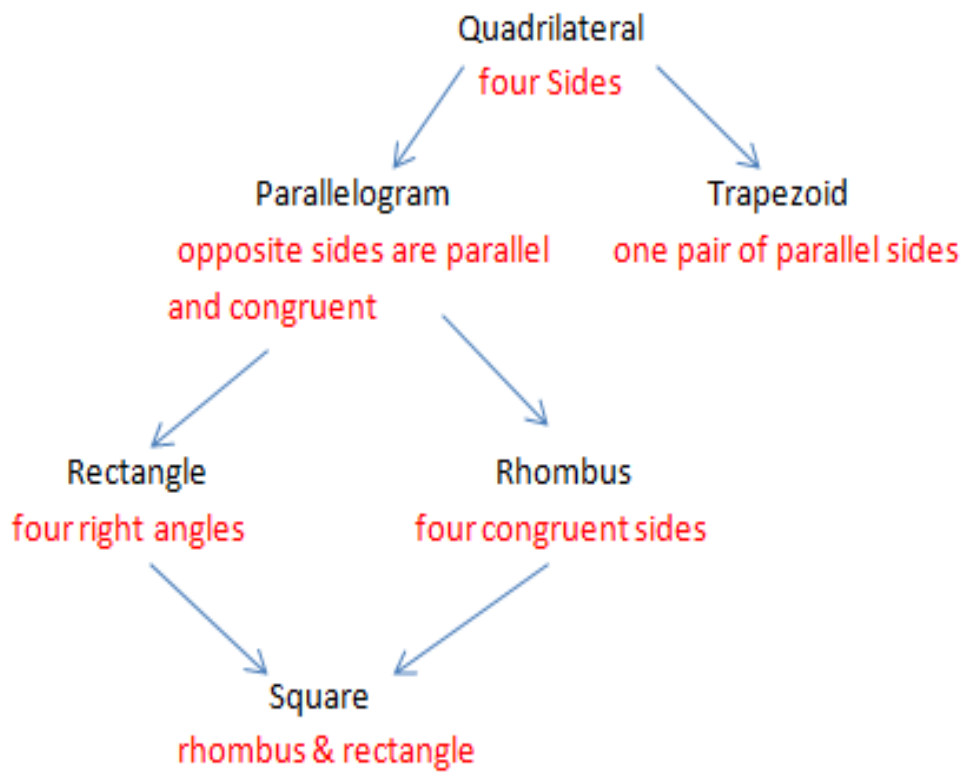
Uranus

Neptune

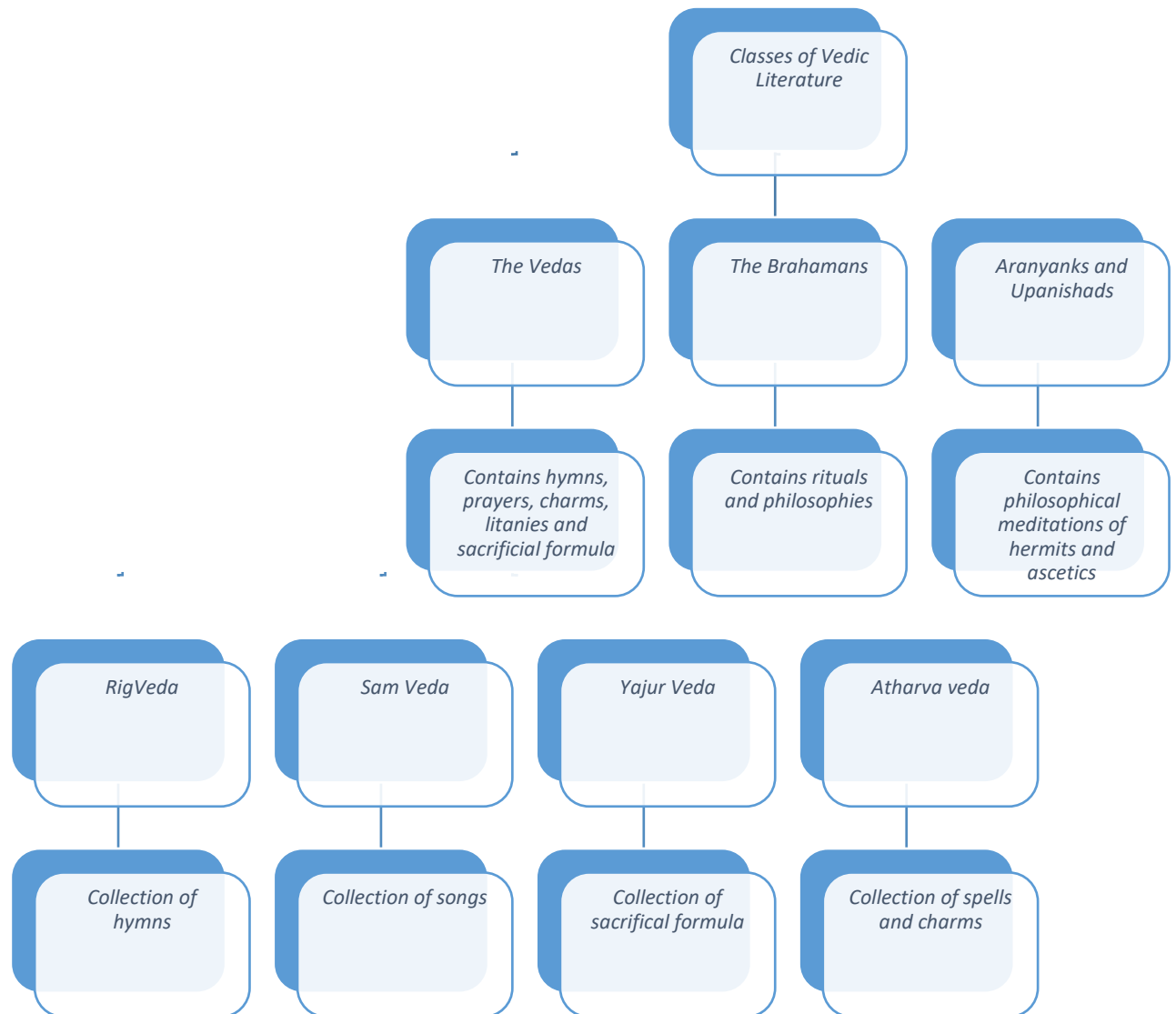
## Language: Grammar



## Mathematics



## History



### Story Map in English

#### Story Title: The Friendly Mongoose

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

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

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

**2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship**

**3. Lesson Planning /Individualized Education Plan**



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### 3. Lesson Planning /Individualized Education Plan

The student teachers are oriented on development of Unit Plans and lesson plans.

**Development of unit plan:** A student teacher has to prepare two unit plans in each pedagogy. Unit plans consist of concepts and learning goals that are taught over a period and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning. A unit plan overarches all daily lesson plans with connections among key topics, concepts, skills, and desired outcomes. All the following elements should be considered when developing a unit plan: objectives, Main topic or topics, that unite lessons within the unit, academic goals and desired outcomes, Cross-curricular connections, Methods to make the learning relevant throughout the unit, an understanding of students' current knowledge, strategies, assessments for before, during, and after lessons and the overall unit. The activity carries 10 marks (5 in each pedagogy) .

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

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

The format of the lesson plan and lesson note are placed below.

## LESSON PLAN FORMAT

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

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

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

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

Signature of the Student Teacher  
Teacher

Signature of the Supervisor/ Mentor

The students based on case study and action researches develop IEP during multicultural placement. The lesson plan is contextualized as per individual needs of students.



**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR**

School Exposure-Multi-Cultural Placement Programme

B.A. B.Ed. Semester VI – 2022

**Activity IV :Lesson Plan Format**

Date:		Prepare a Concept map on the lesson / topic (the concept map may be prepared in additional sheet and appended before the lesson plan)	Unit:
Class:			Subject:
Time:			Topic:
Period:			
Learning Points:			
Learning Objectives:			
Pre requisites/Previous Knowledge:			
Learning Resources: (What, When to be used and How to be used)			
Learning Processes (Strategies):			

<b>Learning outcome</b>	<b>Sequential Learning Activities including Black Board Work</b>				
	<ul style="list-style-type: none"><li>• Engagement</li><li>• Exploration</li><li>• Explanation</li><li>• Elaboration</li><li>• Evaluation</li></ul>	Or	<ul style="list-style-type: none"><li>• Introduction</li><li>• Presentation (Summarization)</li><li>• Evaluation</li></ul>	Or	<ul style="list-style-type: none"><li>• Observations of authentic situations</li><li>• Interpretation construction</li><li>• Contextualization</li><li>• Cognitive apprenticeship</li><li>• Collaboration</li><li>• Multiple interpretation</li><li>• Multiple manifestations</li></ul>

**Specify how your plan will be contextualized on children of different school contexts i.e. introduction, examples, time, learning resources, assessment etc.**

**2.4.2 Students go through a set of activities as preparatory to school based practice teaching and internship**

### **3. Lesson Planning /Individualized Education Plan**



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BHUBANESWAR-751022  
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#### 4. Identifying varied learning abilities

Each individual student is unique and the student teachers identify varied learning abilities of students by conducting case studies and action researches. The formats used are as follows.

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

**Case study :** A student teacher in a group has to conduct a case study of institution / school or student. The format prepared is suggestive and student teachers can add more points if needed. Activity carried 10 marks.(During Multicultural Placement)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR  
Multi Cultural Placement  
ACTIVITY- V: CASE STUDY

- 1 Name of the Student Teacher \_\_\_\_\_
- 2 Roll No: \_\_\_\_\_ Arts/ Science \_\_\_\_\_
- 3 Name and Address of the School: \_\_\_\_\_
- 4 Name of the Cluster: \_\_\_\_\_

#### A) IDENTIFICATION DATA

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

#### B) RECORDING OF THE PROBLEM AND SOLUTION

1. Description of the problem
2. Nature of the Problem: curricular, other curricular (Example - attendance, health, recreation, playing, speaking, writing, listening etc.)
3. Reasons emerged out of investigation:

Date of birth: 12.03.1999

Age: 10 yrs

Sex: Male

Languages known: Bengali and Hindi

Education: no formal education

Section II: Demographic data

Fathers name: Biplav Ghosh

Teacher

Father's occupation: Engineer

Mother's name: Jonaki Ghosh

*rief history,  
r activities  
ed in school*

Mother's occupation: Engineer

Address: xxxxxx

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

- 1. Personal Information:**
- Name and address of Cooperating School:
- Name of the Student Teacher:
- Roll No with Science /Arts:

**Body of the Action Research Report**

- Title of the Action Research:
- Analysis and Description of the Action Research Problem:
- Objectives and Action Hypothesis:
- Designing Intervention/s
- Implementing Intervention/s
- Evaluating Intervention/s
- Analysis of the Result
- Reflection and Decision
- References
- Appendix

Signature of the Student Teacher  
Teacher

Signature of the Supervisor/ Head

## **5. Dealing with student Diversity in Classroom**

The skill classes during the 1<sup>st</sup> semester B.Ed. and 5<sup>th</sup> semester of Integrated programme have adequate scope for dealing with diversity in classroom. The paper on creating inclusive classroom develops the knowledge and competencies in understanding and implementing inclusive practices by learning about diversities. The students during the last few sessions have visited Chetana Institute for their exposure in incisive education.



**JEWELS INTERNATIONAL**  
**(CHETANA INSTITUTE FOR THE MENTALLY HANDICAPPED)**

A/3, Institutional Area, Near Hotel Swosti Premium, P.O.-R.R.L. Campus, Bhubaneswar-751013,  
Phone : 0674-2301675, Fax : 0674-2300649, E-mail : jewelsinternational@yahoo.com  
Website : www.chetana-jewelsinternational.org

Ref No. : *16* / A. *20* / 3 20

Date: 28.4.26

**The HOD, Education**  
Regional Institute of Education  
Bhubaneswar

"Jewels International" is a Charitable Organization registered under the Society Registration Act of 1860, Govt. of India, and is located at Bhubaneswar, Capital of Odisha. It is committed to providing Special Education, Vocational Training, and Rehabilitation Services to Persons with Disability with a focus on the Persons with Intellectual Disability. The Organization is working sincerely for the last three decades to improve the quality of life of Persons with Disabilities and their Families in the State of Odisha. It has planned to extend services to the 'Treated Mentally III' through Halfway Homes and Rehabilitation Centres in the near future.

Jewels International has established "Chetana Institute for the Empowerment of Persons with Intellectual Disability" with a Mission to establish and support new Special Schools, Vocational Training Centers, and Sheltered Workshops for the Persons with Intellectually Disability in the State of Odisha, India. The Organization is also providing services to the Persons with Developmental Disabilities through Community Based Rehabilitation Programme with a focus on Rural, Tribal and Slum Population. Promotion of Self-Help Groups of Persons with Disability and their Families and Micro-financing is also part of the Vocational Rehabilitation Programme.

During the last six sessions (2017-18 to 2022-23) the Institute has collaboration with Regional Institute of Education, NCERT Bhubaneswar in the following areas.

1. The student teachers of different programs i.e. Integrated B.Sc.BEd., B.A.BEd. and B.Ed. visit our Institute for their exposure to learn about learner diversity.
2. M.Ed. students (Prospective teacher educators) and Diploma in Guidance and Counseling students of RIE, Bhubaneswar visits our Institute for their exposure in the area of teacher education with respect to diversity and inclusion.
3. There is visit of faculty members of RIE, Bhubaneswar to our Institute and faculty of our Institute to RIE Bhubaneswar for interaction and examination related activities.

During their visit and interaction, the students get opportunities to interact with school students as well as students of teacher education Programme of our Institute to develop their sensitivity about inclusive education.

With Warm regards

  
(Principal)  
Principal  
JICIMH  
Bhubaneswar-13

## Semester-II Credits-2

Total Marks:50(Internal:15 External: 35)

Contact Hours: 3hours per week

### Introduction

The diversity in society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly, the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is an effort with an intention to develop a mindset in the teacher which results in accepting 'all' children in the class as his/her responsibility. This is a small beginning to a teacher towards a major shift towards change in the system and society. With this course it is expected that the teacher will understand student who is 'different' in the class as 'unique' who needs the input and attention like other students. The modalities of transaction will include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centers), viewing relevant documentaries and films, critical analysis and reflections

### Objectives

The course will enable the student teachers to;

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization

## 6. Visualizing different learning activities according to student needs

- i. Remedial class and evening study are the important part of every JNV. Most of the time during our stay in the school we have assigned for the remedial classes and supervision duty during the evening study. It was really a great experience for all of us because at that time students ask us the doubts not only related to our subjects but also any of the subjects. As a teacher we have to clear that doubts of the students so we help each other in doing that like if any doubt occurs related to arts subject then the pupil teacher from the arts background come and solve that doubt of the students.



- ii. **Dance and Drama practice:** - It was a new experience for all of us as no one from our group was good in dance or drama. But we did that successfully by helping one another. Even we have helped the students in performing folk dance like Santali and sambalpuri. We have helped the students in practicing drama and that group got the first position in district level drama competition.

- iii. **Management of different Programs:** - In different important dates like Independence Day, Ganesh puja, teacher's day etc. Students perform various things like dance, drama. In those programs we worked as managers who helped the students to manage the programs.



- iv. **Nukkad natak practice:** - There were many topics like malaria prevention, Save trees etc. In which we helped the students to perform Nukkad natak.







JNV Saraikala. Activities by Internee as per Student Needs





**Smart class**



**Identification of acid/base experiment**



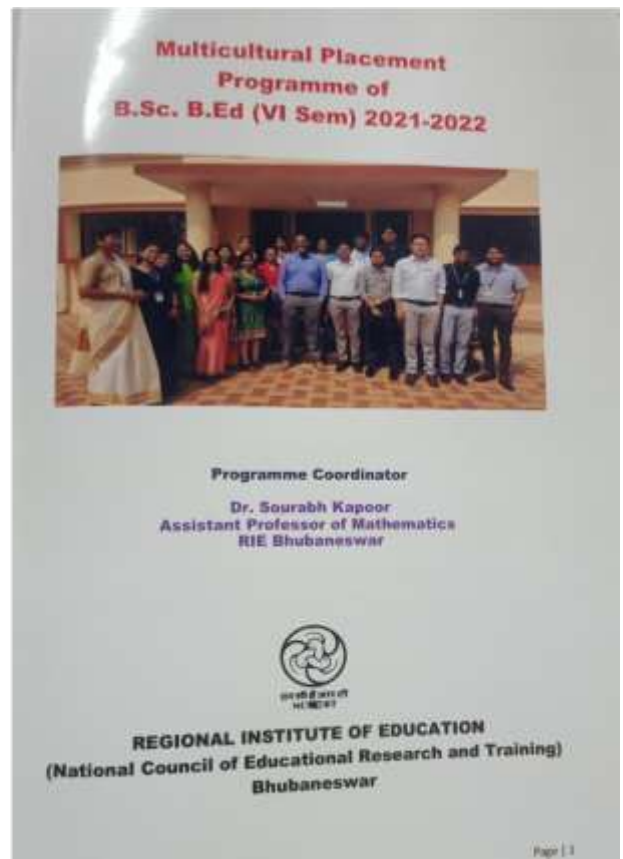
**Demonstration method**



**Interaction with students**

## 7. Addressing Inclusiveness

### Multicultural placement reports



**REGIONAL INSTITUTE OF EDUCATION (NCERT),  
BHUBANESWAR**  
**Guidelines for Online School Exposure & Multi-  
Cultural Placement Programme of  
B.Ed. 1<sup>st</sup> Year, B.A. B. Ed & B.Sc. B.Ed 3<sup>rd</sup> year Student Teachers**  
Session: 2021-2022  
Duration: 27<sup>th</sup> January to 15<sup>th</sup> February, 2022 for B.Ed 1<sup>st</sup> Year and  
27<sup>th</sup> January to 12<sup>th</sup> February, 2022 for B.A.B. Ed & B.Sc. B.Ed 3<sup>rd</sup>  
Year  
Venue: Chilika & Bhubaneswar Odisha

**Introduction**

Teacher's skills and competencies are important factors in the effectiveness of teaching and therefore pupil learning. The National Curriculum Framework (NCF, 2005) while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge formation of dispositions and values, and development of practice under the best norms (NEP 2020). The curricula of teacher education institutions need to be designed to provide for the acquisition of these skills by student teachers. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners to discover their talents, realize their physical and intellectual potentialities to the fullest and to develop character, desirable social and human values to function as responsible citizens. The TEIs need to be restructured and there is a need of raise its standards and restore integrity, credibility, efficacy and high quality of teacher education system (NEP 2020). The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system - as guide

**Date wise group rotation for School Exposure-cum-Multicultural Placement(2021-22)**

Duration	Date	Date	Date
Dates	29 Jan-01Feb	02 Feb-05 Feb	06-09 Feb
Group/ Schools	<b>Group - A</b> D.M School <b>Group -B</b> BJEM-II, Bhubaneswar <b>Supervisor Name</b> 1.Prof. M.Gowaawmi 2.Dr. Amarchand Parida 3.Dr. Sangram K. Mohanty	<b>Group - E</b> D.M School <b>Group -F</b> BJEM-II, Bhubaneswar <b>Supervisor Name</b> 1.Dr. Dhania Krishnan 2.Dr. Nitali Dash 3.Prasant Kumar Parida	<b>Group - C</b> D.M School <b>Group -D</b> BJEM-II, Bhubaneswar <b>Supervisor Name</b> 1.Prof. S.K. Dash 2.Dr. Upanna Ray 3.Dr. Subhasis Pat
	<b>Group -C</b> Govt. Ashram School Nayapalli Middle School <b>Group -D</b> KISS, Patia <b>Supervisor Name</b> 1.Dr. A.K.Sahu 2.Dr. Bishwapada Mohanty 3.Ms. Moumita Sora	<b>Group -A</b> Govt. Ashram School Nayapalli Middle School <b>Group -B</b> KISS, Patia <b>Supervisor Name</b> 1.Prof.M.K. Satpathy 2.Dr. Priyabrata Mukhi 3.Ms. Sarawati Maharana	<b>Group -E</b> Govt. Ashram School Nayapalli Middle School <b>Group -F</b> KISS, Patia <b>Supervisor Name</b> 1.Dr. S. Kapoor 2.Dr. Jyeshtha Reza 3.Ms. Sejati Chowdhury
	<b>Group - E</b> Govt.Girls UPS Balugaon <b>Group-F</b> Govt UPS Balugaon <b>Supervisor Name</b> 1.Prof. A.K. Mohapatra 2.Dr. Avishek Satpathy 3.Ms. Silpa Sethi	<b>Group - C</b> Govt.Girls UPS Balugaon <b>Group-D</b> Govt UPS Balugaon <b>Supervisor Name</b> 1.Prof. C.H. A. Ramulu 2.Dr. Arnapurna Panda 3.Dr. Harichandan Kar	<b>Group - A</b> Govt.Girls UPS Balugaon <b>Group-B</b> Govt UPS Balugaon <b>Supervisor Name</b> 1.Prof D.L. Dahi 2.Dr. Apramita Chand 3.Dr. Hishree Dash

**Merit list 2 year B.Sc. B.Ed. 1<sup>st</sup> year List of Students for school Exposure-cum-Multicultural Placement(2021-22)**

GROUP NAME	PCM STUDENTS		CBZ STUDENTS	
	ROLL NO.	ROLL NO.	ROLL NO.	NAME
A	17	DIBYA JYOTI RAI (8917332001)	051	AMEESH TIWARI (8249138274)
	18	MAMATA YADAV	055	ARANDOTA DEB
	29	POOJA DASH	057	ANKITA NAYAK
	33	RUSHA SHUR	066	GAYATRI GOURI
	34	SHAMIK GHOSH	067	HIMANSHU CHANDRA
	35	SHAMTA ROY	070	JYOTI GUPTA
	38	SHREYA MAHATO	080	PRIYANKA MISHRA
	47	SWAGATKA SAMANTARAY	101	RITIK KUMAR
			94	SUKANYA BEHERA
			64	DIPANWITA PAUL
B	1	ANANYA KARMAKAR	68	SAFFRINIA JUNE THANGHEW
	2	ANJALI	77	POOJA KUMARI
	10	BANDANA SHAW	87	SAPANI SASHITA DEVI
	21	NAJINI TABASSUM	89	SHATARUPA SHAKTIMAYEE
	22	NEELANANDA DAY (8336077415)	90	SHIVANI KUMARI
	28	SHRUTI SINGH	91	SHREYA SEN
	48	TANU PRIYA	95	SWARNAPRABA SAHOO
			98	THANLIAM THORISANA DEVI
			51	ABINASH NAIK
			52	ADITI ANVITA
C	5	ARINDAM HALDAR	72	MANISHA SONKAR (6291080780)
	6	ARNAB DUTTA	74	NANDINEE SAMKAR
	15	KADE MARDI	84	RESHKA HORI
	23	NIBEDYA NIRANJAN NAYAK	102	ALKA SHARMA
	27	PARTHA SARTHI DASH	103	SPRIHA BARAGI
	31	RAJKUMAR PADHY	104	SRESHTI DEBNATH
	40	SHUBHAM SUBUDHI	105	SULAGNA DAS
	41	SIDDHARTHA BEHARA	54	AMRITA KUMBHAR
			56	ANJALI SINGH
	D	3	ANJALI KUMARI	
4		ANKITA KUMARI		

7	ARPITA ABHILIPSA	58	ANSIKA PAROIA
8	AYUSHEE SINHA (9874063905)	62	C.NEHA SHARMA
17	KHYATI SINGH	69	JUHI RANI BARAD
19	MEGHNA NANDI	75	PARVATI SHREE HEMBRICHA
37	SHRABANI BARDHAN	78	PRAJYANI DIKSHIT
43	SIMRAN SINGH	96	SWECHHA KUMARI
		99	UMA KUMARI
9	BALRAM BIHARI	71	MANISH KUMAR CHALIMAN
13	JAYANT RITURAJ (7250886893)	79	PRASANTA KUMBHAKAR
14	KABIR SRIVASTAVA	83	PRIYANSHU KUMAR
16	KHROD CHANDRA SABAR	83	REYA KHATUN
24	NIKHIL KUMAR	88	SATYARANJAN SETHI
26	NIRMAL CHANDRA PRUSTI	92	SOURAV KUMAR SARKAR
32	RITESH KUMAR SINGH	101	SHALINI
36	SHEKHAR MANDAL	59	Astha Pradha
11	BIKASH SUNAR	61	BHARATI SHARMA (7908076714)
20	MIHIR DATTA	65	ESHA BISWAS
25	NIMA TAMANG	73	MUSKAN TIPIYA
28	PEMA RENCHEN SHERPA	76	PAULAMI DAS
30	PRIYANSHU TALUKDAR	82	REETIKA RUTUPARNA
45	SUPRATAM CHETIA	93	SUDESHNA PANIGRAHI
46	SUVENDU SAMANTARAY	100	VIDISHA KISKU
49	VIKASH SARWAN		
50	ZIPPY ZIJNYASA		

**8. Assessing Students learning**

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

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

**Counter signature by the Head of school with seal  
Teacher**

**Signature of the Student**

\*Student

\*Assessment

\*Record

Handwritten signature and date: 25/12/19



Jawahar Navodaya Vidyalaya  
(Bankura)  
2018-19

Time :- 3 hours



M.M. - 80

Instructions

- A) The question paper has 30 questions in all. All questions are compulsory.
- B) Marks are indicated against each question.
- C) Questions from serial number 1 to 8 are very short answer type questions. Each question carrying one mark.
- D) Questions from serial number 9 to 20 are 3 mark questions. Answer of these questions should not exceed 80 words each.
- E) Questions from serial number 21 to 28 are 5 mark questions. Answer of these questions should not exceed 120 words.
- F) Question number 29 and 30 are map questions 3 mark each from History and Geography respectively. After completion, attach the map inside your answer book.

1. From where was the slave trade started by French merchants?
2. According to the Indus water treaty (1960), India can use how much percentage (%) of total water carried by Indus.
3. What is the latitude extent of India?
4. What would have happened in South Africa if the black majority had decided to take revenge on the whites for all

their oppression and exploitation?

05. In which year did the second strike begin in Poland?
06. In which state of India has the highest consumption of chemical fertilizers?
07. Highlight the three laws enforced by Napoleon of mondanise France?
08. Who were Soviets? Describe their roles in the revolution.

OR

Describe the impacts of economic crisis of 1923 on Germany.

09. Analyse the economic condition of Russia before 1905.

OR

How were women perceived in Nazi Germany? Explain.

10. Name one east flowing and west flowing peninsular river. Explain any two points of distinction between them.
11. Highlight any three points of significance of geographical location of India.
12. Distinguish between folding and faulting.
13. Suggest any three measures to check river pollution.
14. What are the values embedded in the preamble of the India constitution?



15. What do you understand by the "broader meaning of democracy"?
16. 'Employment structure is characterised by self-employment in the primary sector'. Explain the statement.
17. Describe the condition of the farm labourers.
18. Describe the conditions of France before the French revolution.
19. Explain any five steps taken by the Bolsheviks to make Russia a socialist society.

OR

How was Nazi propaganda successfully in creating hatred for Jews? Explain.

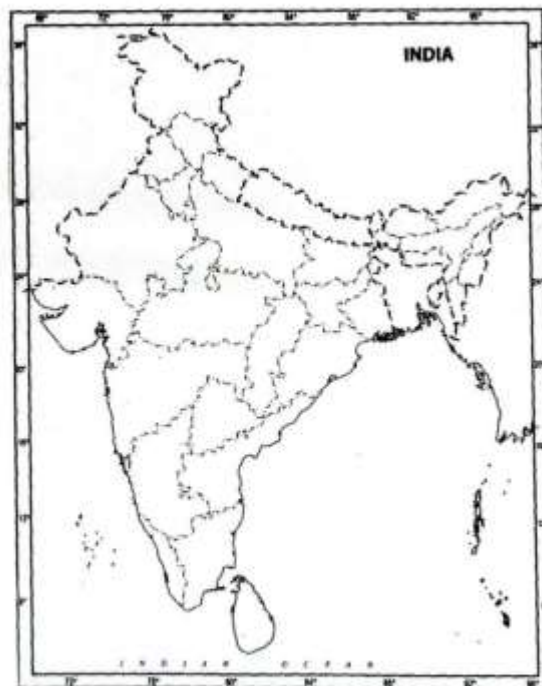
20. "India has a strategic importance of central location in entire Asia". Support this statement with five arguments.
21. Why do we need a constitution? Describe any three main functions of the constitution.
22. What shortcomings do you see in the democratic system in India? List any five.
23. Why is human capital considered superior to other resources like land and physical capital? Name the factors that affect the quality of population. Explain how these factors help in human capital formation.

24. "When the skilled manpower is not physically fit for work, there will be less of national productivity and bring the situation of global burden of disease". In the light of statement, explain the role of health in human capital formation.

25. Explain any five efforts which can be made to increase non-farming production activities in villages.

26. On the given political outline map of India, locate and label the following with appropriate symbols:-

- i) state having maximum common boundaries with Bangladesh
- ii) Anaimudi hill.
- iii) Chilka lake.



## DESIGN OF QUESTION PAPER 2018-19

### CLASS - IX

TIME - 3 HOURS

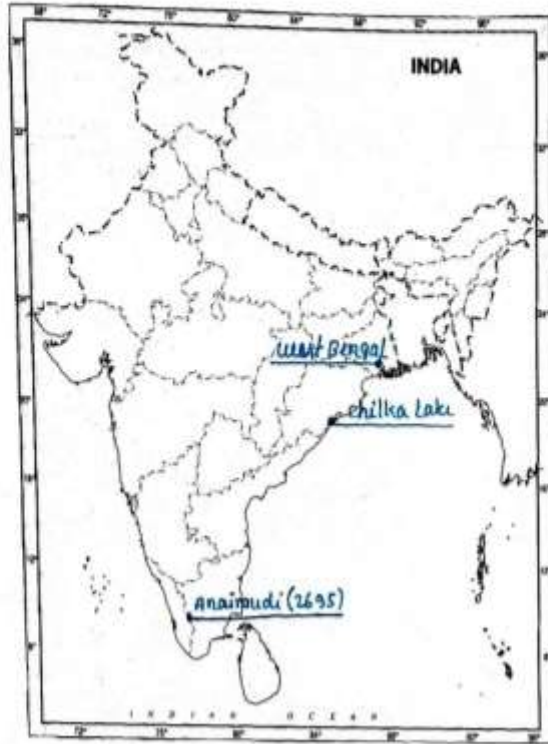
SUBJECT - SOCIAL SCIENCE

MARKS - 80

S. No.	Typology of questions	Very short Answer (VSA) (1 mark)	Short Answer-I (SA) (3 marks)	Long Answer (LA) (5 marks)	Total Marks	% weightage
01.	Remembering:-(Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories, identify, define or recall information).	1	2	2	17	20%
02.	Understanding:-(Comprehension to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase or interpret information).	2	1	1	10	17%
03.	Application:-(Use abstract information to concrete situation, to apply knowledge to new situation, use given content to interpret, a situation provide an example or, solve a problem).	1	3	2	20	26%
04.	High order thinking skill:-(classify, compare, contrast or differentiate between different pieces of information, organise and integrate unique pieces of information from a variety of sources).	2	2	2	18	20%
05.	Creating, Evaluation and multi evaluating evolution and multi disciplinary:-(generation of new ideas, product or ways of viewing things, Appraise, Judge, and justify the value of worth of a decision, or outcomes or to predict outcomes based on values).	-	3	-	9	10%
06.	MAP	-	2	-	6	7%
	TOTAL	6x1=6	13x3=39	7x5=35	80	100%

\* one question of 3 marks will be included to assess the values of inherent in the text.

29)



Jawahar Navodaya Vidyalaya, Bankura  
Periodic Written Test -1

Session: 2018-19

class - IX

Full marks - 80

Subject - Social Science

SL. NO	LEARNER'S NAME	OBTAIN	MARKS
01	PRANATI PRATIHAR	53	
02	SUBHAJIT BISWAS	63	
03	TINA MUKHERJEE	35	
04	GIANESH MAJATA	42	
05	ARNAB CHAKRABORTY	66	
06	RANA PAL	ABSENT	
07	RIYAN KALBARTA	58	
08	ANIMESH MONDAL	31	
09	SHANKHARJIT MONDAL	56	
10	AMITESH SIKDAR	35	
11	TANIYA DAS	46	
12	SHIPRA KHANNA	45	
13	SWAGATA LOHAR	45	
14	GIUTAMI CHATTERJEE	43	
15	AKASH BAURI	62	
16	AGNIK DEY	70	
17	SUSMITA KHAN	38	
18	SAGHEN BESRA	39	
19	SUDIP GIRAI	00	
20	SUDIPA BAURI	27	
21	NEHA KUMARI	35	
22	ALOK KUMAR	58	
23	SAKSHI SHARMA	48	
24	VIKASH KUMAR	54	
25	PRANTAL KUMAR	58	
26	SURBHI SHARMA	51	
27	PANKAJ KUMAR	50	
28	RANBHIR KUMAR	53	
29	SWEETY KUMARI	50	
30	PRIYA KUMARI	54	
31	ADITI KUMARI	30	
32	CHANDANI KUMAR	30	
33	BALMIKI KUMAR	48	
34	VISHAL KUMAR TEUI	54	
35	RAMESH ANANT ROUSHAN	69	
36	NAVNEET KUMAR	66	
37	PRIYANKA KUMARI	30	
38	SACHIN KUMAR	51	
39	VISHAL KUMAR	51	
40	VIVEK KACHHAP	59	
41	KHUSHI KUMARI	48	
42	UPENDRA OROON	30	
43	ANUT KUMAR	32	
44	SUBODH KUMAR	42	
		SUB. AVE. →	45.91

  
Signature student teacher

  
Exam I/c

  
Signature of Principal  
Principal  
Jawahar Navodaya Vidyalaya  
Kalpathar, Bankura (W.B.)

  
Signature of Mentor Teacher



9. Mobilizing various learning resources

## Mobilizing relevant and varied learning recourses





# BIO-PARK





**RESOURCE ROOM:Interaction with Prof S.K.Dash by Bed Students of 2021-23  
Session)**





10. Evolving ICT based learning situations

<https://gowriip.in/2022/06/08/blended-learning/>



## Video Resources



<https://gowriip.in/video-resources/>

## Lesson Plan on Vegetative Propagation

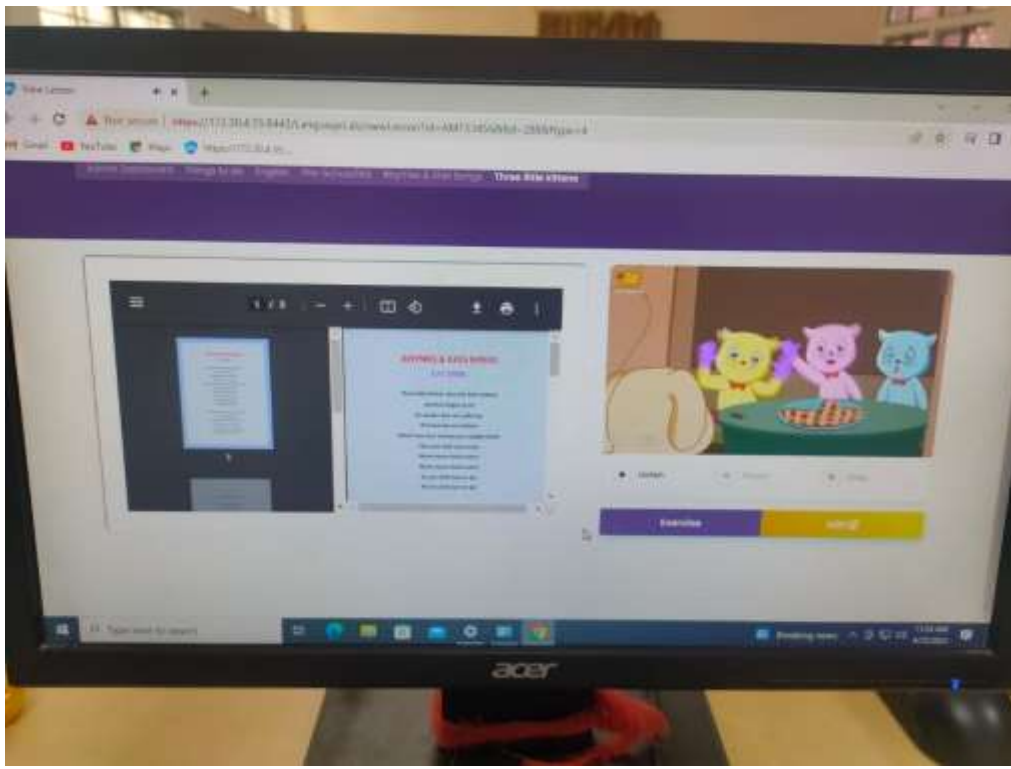
Date:	--	Concept Map on Lesson / Topic	Unit:	Reproduction in Plants
Class:	VII		Subject:	Biology
Time:	45 minutes		Topic:	Vegetative Propagation
Period:	--			
<b>Major concepts/Learning Points:</b>				
<ul style="list-style-type: none"><li>▪ Plants reproduce through both sexual and asexual methods</li><li>▪ Asexual reproduction is a process by which new plants are obtained without seeds</li><li>▪ Vegetative propagation, budding, spore formation and fragmentation are the different types of asexual reproduction</li><li>▪ Vegetative propagation is a method of asexual reproduction in which new plants are formed from vegetative parts of the plant like root, stem and leaf.</li><li>▪ The new plants produced through vegetative propagation resemble the parent plant in all respects</li></ul>				
<b>Learning Objectives:</b>				
<ul style="list-style-type: none"><li>▪ Give examples of plants that reproduce without seeds</li></ul>				

<https://gowriip.in/text-resources/lesson-plan-on-vegetative-propagation/>



<https://www.learningportal.gowriip.in/>









## 11. Exposure to Indian Braille/Indian Languages/Community Engagement

The Institution caters to states of the eastern and north eastern region. Students from different languages admit here. As the Institution is residential the hostel life helps in exposure to Indian languages .



**Student Teachers visit to schools for Vidyalay Impaired and developing knowledge about Braille**

**Exposure to Indian Languages  
Hindi Workshop 22 Feb 2022**





**Celebration of Mother Language Day(21.02.2022)**



**Community Engagement**

**<https://youtu.be/eDsZ7G1whio>**

R.I.E Bhubaneswar B.Sc/B.Ed 2018-2022 batch



