

LEARNING TO FUNCTION AS A TEACHER

INTERNSHIP HANDBOOK-2021

For

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME



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NCERT

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

BHUBANESWAR-751022

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About the Handbook

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

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

Coordinators

RIE, Bhubaneswar

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1. Introduction

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

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

The curricula of teacher training institutions are designed to provide for the acquisition of these skills by student teachers. The National Curriculum Framework (NCF), 2005 while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. For this, it must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character, desirable social and human values to function as responsible citizens. The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The NCTE Regulations, 2009 attempted to broaden the scope of practice -teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the student teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement'. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes. As per the regulations

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

2. Objectives of Internship

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

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and resources to be used at each stage and for each purpose.
- Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress. Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations. Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.

- Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.
- Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.
- Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.
- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.

3. Learning to Function as a Teacher

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

Field Engagement: School Exposure

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

Field Engagement: Multi-cultural Placement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers. While submitting the records the student teacher is required to submit the report activity wise. For example, a student teacher has to submit separate report on each activity. The weightage to different components of internship shall be assigned as presented in the following table.

Different activities and weightage of mark Distribution

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

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

5.1 Role of Student-Teacher:

All the Student Teacher must:

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

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

5.2 Role of Principal of Cooperating JNVs:

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

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

5.3 Role of the Mentor/Cooperating Teachers:

The Mentor/Cooperating Teachers are requested to:

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

5.3 Role of the Institute Supervisors:

The Institute Supervisors are requested to:

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

LESSON PLAN FORMAT

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

LESSON PLAN FORMAT

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

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:				
Phases of the lesson	Teacher Initiatives	Student activities	learning	Continuous assessment/Black board work/ use of other resources
OBSERVATIONS				
INTERPRETATION CONSTRUCTION				
CONTEXTULIZATION				
COGNITIVE APPRENTICESHIP				
COLLABORATION				
MULTIPLE INTERPRETATION				
MULTIPLE MANIFESTATIONS				
Homework/Assignment				

Descriptions of terminologies

Major concepts/Learning points	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form. The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example, in Biology class (VII) in the topic Vegetative Propagation (Unit-Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> 1. Reproduction in plants takes place through sexual and asexual method 2. Asexual production is a process by which new plants are obtained without the production of seeds 3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation 4. The new plants resemble their parent plant in all characteristics 														
Learning objectives	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <table border="1" data-bbox="242 689 1490 1249"> <thead> <tr> <th data-bbox="242 689 580 745">Taxonomy categories</th> <th data-bbox="580 689 1490 745">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="242 745 580 801">Remembering</td> <td data-bbox="580 745 1490 801">Recognise, recall, name, match, label, select, reproduce, state</td> </tr> <tr> <td data-bbox="242 801 580 891">Understanding</td> <td data-bbox="580 801 1490 891">Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate</td> </tr> <tr> <td data-bbox="242 891 580 981">Applying</td> <td data-bbox="580 891 1490 981">Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.</td> </tr> <tr> <td data-bbox="242 981 580 1070">Analysing</td> <td data-bbox="580 981 1490 1070">Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.</td> </tr> <tr> <td data-bbox="242 1070 580 1160">Evaluating</td> <td data-bbox="580 1070 1490 1160">Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.</td> </tr> <tr> <td data-bbox="242 1160 580 1249">Creating</td> <td data-bbox="580 1160 1490 1249">Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise, recall, name, match, label, select, reproduce, state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate	Applying	Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.	Analysing	Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.	Evaluating	Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.	Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.
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Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.														
Previous knowledge	The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.														
Learning resources	The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.														
Learning process	The process skills that are intended to be developed in learning tasks and activities such as observing, measuring, classifying ,experimenting, demonstrating, analysing needs to be specified. The process may be focussing combination of different strategies. The strategies may vary subject to subject														
Teacher Initiatives	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.														
Student learning processes and activities	Students response in term of cognitive processes such as observing, inferring, interpreting, relating, hypothesising, classifying, verifying, generalising, predicting, analysing etc. takes place while engaged in activities ,experimentation, discussion and contextualised situations. This may also focus on doubts or questions on concept														
Continuous assessment	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.
Introduction (Engage)	Connecting to prior knowledge, drawing upon the daily experiences, engaging learners in contextual situation, problem situations, issues, narration, activity or experiment and /or use of ICT resources that lead to inquiry and exploration. The activities at this stage capture the learner's attention, stimulate their thinking and help to assess the prior knowledge.
Development (Explore, Explain)	Learning takes place through exploring or working on a given problem or task. Teacher facilitates by providing guidance o those who require assistance in solving problems or performing the tasks. Teacher explains using examples, analogies and resource materials whenever required. Learners are also encouraged to explain their concepts in their own words, ask for evidence and clarifications of their explanation and listen critically to others explanation
Application (Extend)	This covers providing new situations/questions/problems where in the students can apply the concepts learnt in order to solve the given problems, derive new examples. The teachers guided activities are mostly withdrawn here and learner work independently or in groups.
Review/Evaluation/Closure of the Lesson	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarised, and misconception if any are identified.
Assignment	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

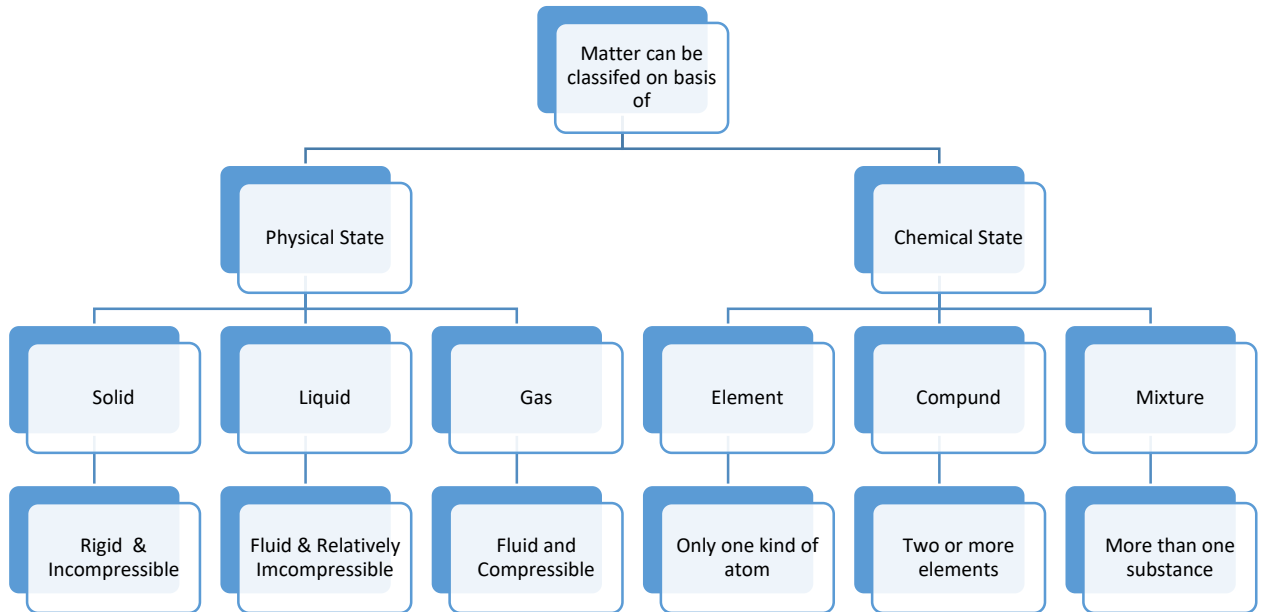
The first step to plan lesson is analyze the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching , teacher needs to develop wholistic understanding of content. Understanding of content will be better by analysing contents. Content analyssi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

The steps of developing concept map are given below.

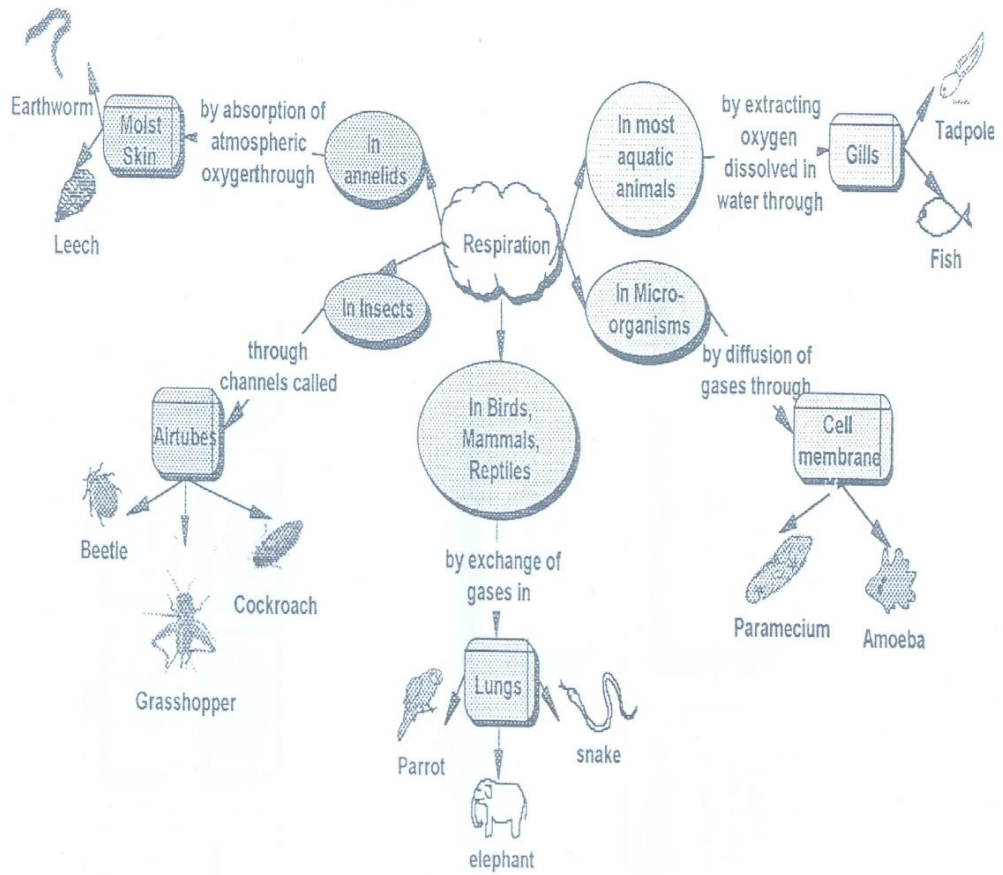
1. Reading intensively to identify major and minor ideas/ concepts and sub concepts. This can be done by using a pen for identifying major ideas and pencil for identifying the minor ideas.
2. Organising phase: Spread out your concepts on a flat surface so that all can be read easily and together, creat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

Exemplars of Topic/Concept Map on Different Subjects

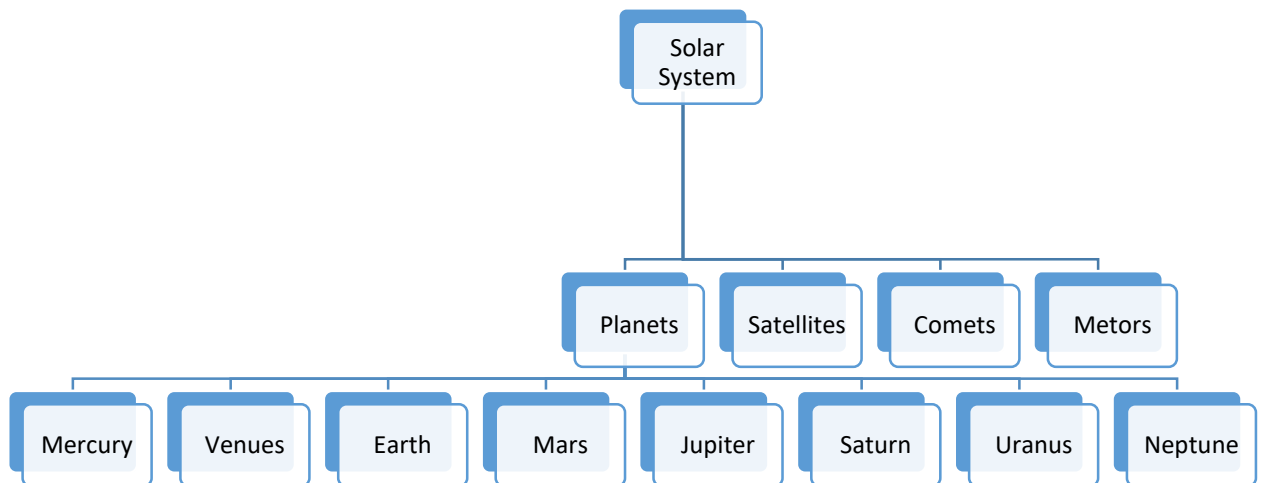
Science



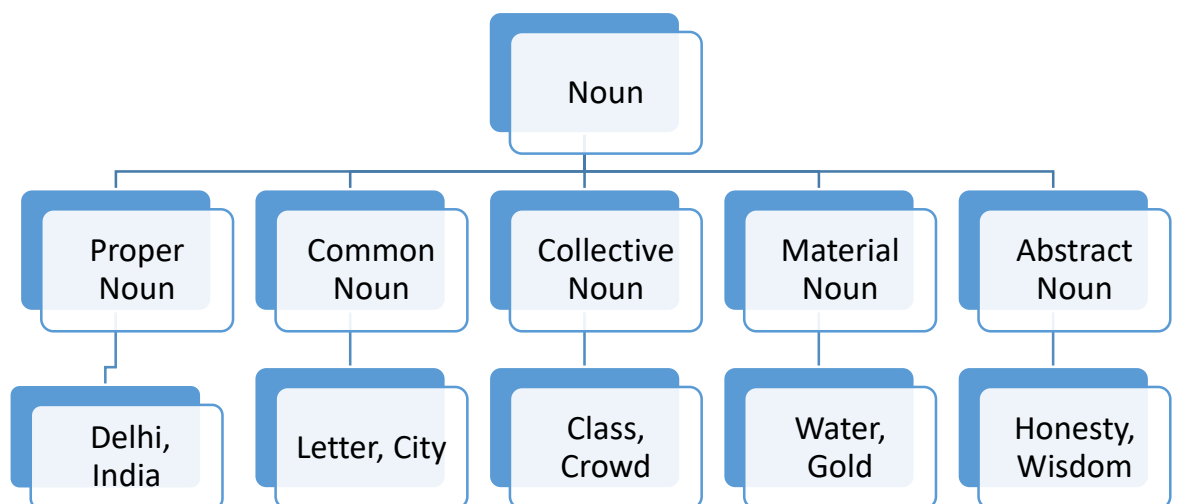
Science Example - Modes of respiration

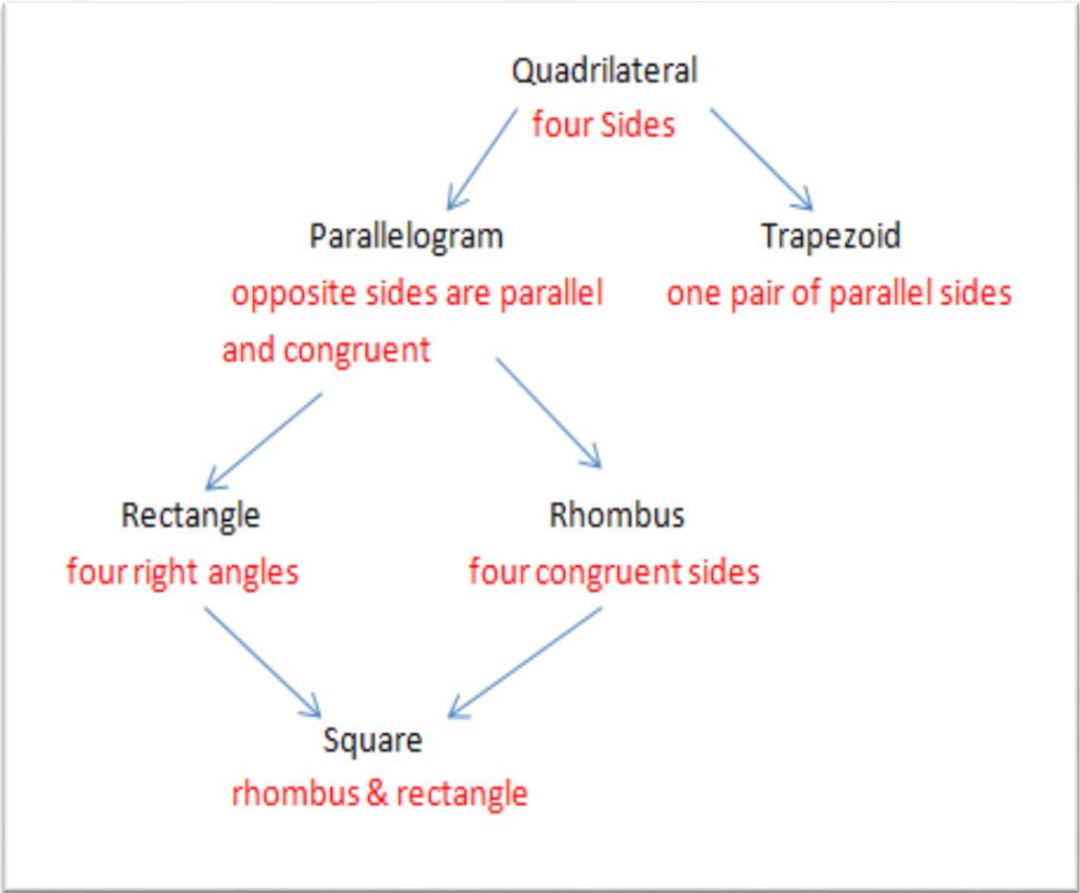


Social Science

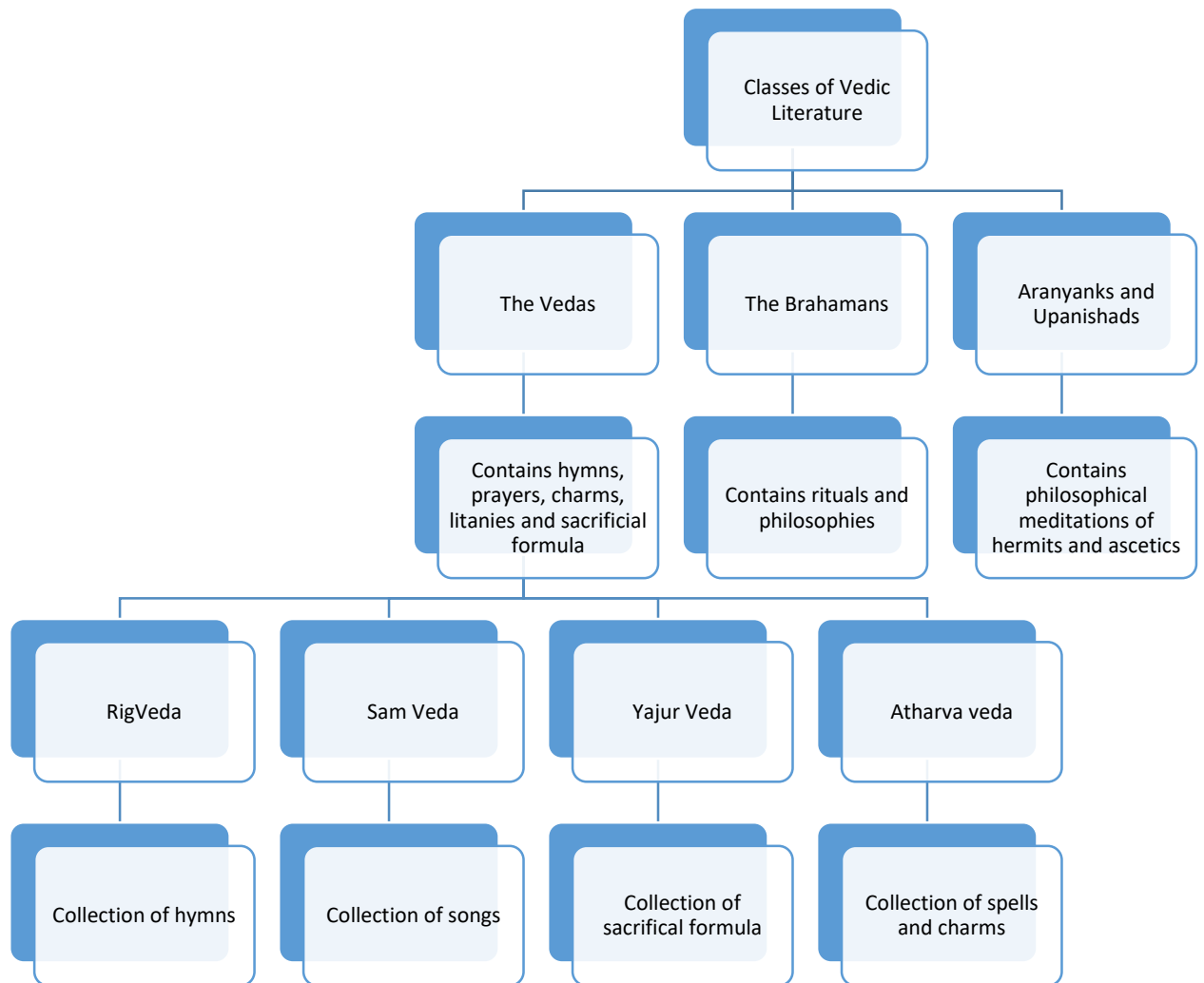


Language: Grammar





History



Story Map in English

Story Title: The Friendly Mongoose

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

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

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

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

OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

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

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

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

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

Signature of Institution Supervisor

Signature of Student Teacher

APPENDIX-3

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

FORMAT FOR LESSON NOTES

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

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

Signature of the Student Teacher

Signature of the Supervisor/ Mentor Teacher

REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR
UNIT PLAN TEMPLATE

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

Signature of the Student Teacher

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

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

1. Name of the Student Teacher:

2. Roll No with(Arts) :

3. Name and Address of the School:

4. Date of Conducting Tests:

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

6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Signature of the Student Teacher

APPENDIX-6

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

Name of cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Pedagogy Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

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

Signature of Peer Teacher

Signature of Supervisor/Cooperating teacher

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

1. Personal Information:

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

Body of the Action Research Report

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

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

**RECORDS ON SCHOOL SITE
B.Ed**

Name of the Student Teacher : Roll No :

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

Signature of Head of School

Signature of the Student Teacher

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

Name of the School:

Name of the Student Teacher:

Roll No(Arts or Science):

Classes allotted in the school:

Method Subject: PC-1/PC-2

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

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

Signature of Head of School

Signature of the Student Teacher

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

Name of the Cooperating JNV:

Class: Subject:

Topic:

Period:

Date:

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

Name of Supervisor/Mentor Teachers:

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

Signature of Supervisor/Mentor Teacher

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

Signature of the student teacher

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

The Reflective Diary Template

Name of the Student/Teacher _____

Name of the School _____ Date and

Time of Entry:

No. of Practice Teaching Demonstrated:

7. What did I learn?

8. What are my next steps?

2a. Whose fault (if relevant)? Now move on

6. How would I improve on this?

1. What happened/what did I do?

2. How did I feel/did I now feel?

Date each entry – add new reflections anytime

It's okay to keep some/all of your reflections private, although feedback can be helpful

5. What went not so well?

4. What went well?

3. Unemotional view, incl. causes/Reason

Reflective diary/journal–supplementary sheet

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

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

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

APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the Principal:

Name of the School:

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

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

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

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

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

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

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

Name and Signature of the Principal with Seal

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

 Name of the Institute Supervisor:

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

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

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

Signature of the Institute Supervisor

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

Supervision and Monitoring Report of B.Ed.

Name of the JNV

Name of the Institute Supervisor.....

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

Details of Monitoring and Supervision

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

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

Signature of the Supervisor(s)

Regional Institute of Education, Bhubaneswar
Final Internship Reflection

Name of the Student Teacher _____

Roll No _____

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

•Reflection, Critical Analysis, and Synthesis

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

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

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

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

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

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

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

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

Why?

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

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

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

Coordinators, Internship-in-Teaching

APPENDIX-17

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

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

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

(Coordinators)

(Principal)

Copy to:

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

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
ORDER

No.3407

Date: 01.11.2021

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

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

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

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

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

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

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

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

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

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

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

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

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

ODISHA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WEST BENGAL

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

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

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

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

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

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

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

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

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

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

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

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

(Dean of Instructions)

Copy to:

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



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