

**School Exposure –Cum- Multicultural placement Programme
of
B.Ed 2020-2021**



NCERT

Programme Coordinator

Dr. Elizabeth Gangmei
Associate Prof in Education, RIE, Bhubaneswar

Overall Coordinator

Prof. Gowramma. I.P
Head, Dept. of Education, RIE, Bhubaneswar

REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
Bhubaneswar
March, 2021

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ACKNOWLEDGEMENT

The insightful learning experience gained through this programme entitled, “*School Exposure – Cum- Multicultural placement Programme*” is an outcome of RIE, BHUBANESWAR, NCERT PAC programme Number (17:23) of the sessions 2020-2021. This programme activities at different phases has given an opportunity to the pre-service teacher’s mentors and student- teachers an interaction with children in the actual classroom and bridged the gap between theory and practices. In this context, I take the opportunity to first and foremost acknowledge the constant support, help and guidance of our Principal, Prof. P.C. Agarwal. Thanks goes to Prof. Gowramma. I.P, overall coordinator of the Programme for her vision, guidance and patience in working for this programme. We would like to thank Dean of instruction, Prof Sandhya Rani Sahoo, Dean of Research, Prof B.N. Panda, Prof M.K. Satapathy Head DEE, Head DESM, Prof Animesh Mohapatra, Prof Ritanjali Dash, Head DESH for their valuable support and advice to complete the task successfully. Heartfelt thanks to Prof Laxmidhar Behera, Prof Rmakanta Mohalik, Dr. Rasmirekha Sethy, for extending guidance and mentorship during the programme.

Taking this opportunity, I also extend sincere gratitude towards all the Principals, Coordinators, teacher-in charges, teachers of the eleven schools that were part of the exposure programme. Mentoring for the program and constant assistance to the students during the program was done by my colleagues, Dr. Upasanna Ray, Shri. Amlesh Kumar, Ms. Priyanka Kishore, I acknowledge their help and concerns which led to the successful completion of the program. I express thanks to staff of DEE, ICT Studio, CAC Lab, C & W section and DE for their timely help and cooperation.

A word of thanks goes to JRF of the Institute, Mr. Pratyusha Ranjan Sahoo, Ms. Bhabani Senapati, Ms. Aribam Pratima Devi, Ms. Manali Sarkar, Ms. Sonali Suparna Sahoo for their constant cooperation and support.

Elizabeth Gangmei

Programme Coordinator



**INTRODUCTORY FOR SCHOOL EXPOSURE CUM
MULTICULTURAL PROGRAMME**

Guidelines for School Exposure (Multi-Cultural Placement) Programme of Two Year B.Ed. 1st Year Student Teachers: 2021-2022

Duration: 10th March to 23rd March 2021

Venue: Bhubaneswar, Odisha

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 mentors (NEP 2021). The curricula of teacher training 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 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 TEIs need to be restructured and there is a need to raise its standards and restore integrity, credibility, efficacy and high quality of the teacher education system (NEP 2021). 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. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society". We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties and the second is exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs.

There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

India is a culturally plural country and prospective secondary school teacher preparation programmes need to focus on addressing diversity in the classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different types of schools; such as urban schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures, teaching learning process adopted in different types of school etc.

Learning to Function as a Teacher

In EPC-I(Learning to Function as a Teacher) in the 1st semester, the student teachers know about the process based skills essential for secondary schools. The skills focused were critical thinking and reflection, Classroom management, managing diversity, Contextualization, Observation, Communication, Organization of group activity/project, assessing learner and giving feedback and Facilitating learning. The core teaching learning processes emphasized were. *Introducing the lesson, questioning in the class, Explaining and illustration. 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 neighbourhood and development of insight into the role of a teacher and learner as a preliminary exposure activity the student teachers have to experience school activities. The student teachers will engage in reflection and sharing sessions. The reflection reports need to be submitted by student teachers highlighting the school objectives, processes and their reflection.

Field Engagement: Multi-cultural Placement

In order to provide school exposure in various cultural backgrounds of the society to the student-teachers, they are placed in different type schools on rotation during the second semester. During their placement in these schools they are required to conduct certain activities/ assignments. These activities are (i) learning of the teaching-learning process through observation of lessons

taught by regular teachers in the school. (ii) observation and collection of data about school's 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. **Fifty Marks** are allotted for the above assignments that are internally evaluated as a part of the university requirement

Details of Academic Work of the Student-Teachers during Multicultural Placement

Programme:

1. **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 them. This activity carries 10 Marks. These are to be submitted for evaluation in the institute.
2. **Observation of School Processes:** A student-teacher has to observe day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly. The report needs to focus on critical reflection of the pupil teacher on school sites and activities of different types of schools i.e. rural/urban tribal, residential etc. This activity carries 5 Marks.
3. **Substitute Teaching:** During the programme student teacher has to take five substitutes /arrangement classes in actual classroom situations and report his/her experiences and reflection. The activity aims at enhancing the confidence level of prospective teachers in handling classes/students. This activity carries 10 Marks.
4. **Unit and Lesson Planning:** A student teacher has to prepare two unit plans (one in each pedagogy), two lesson plans in each pedagogy paper as per the format developed. In the lesson plan concept map needs to be appended. While preparing lesson plan special care has to be taken to develop plans on different subjects of the pedagogy paper. The student teachers have to develop a constructivist lesson plan i.e. following ICON and 5 E Models. The lesson plan must reflect details of proposed learning teaching materials/resources. The focus will be laid on contextualizing the plan(unit/lesson)

relating to school culture/context. The activity carries 15 (10 for lesson plan and 5 unit plan) marks.

5. **Case study:** A student teacher in a group has to conduct a case study of an institution/school or student. The format prepared is suggestive and student teachers can add more points if needed. The activity carries 10 marks.

Note: As the assignments/ activities mentioned are to be conducted during the multi-cultural placement in the cooperating schools, the documents/ reports are to be submitted to the Coordinator of the Programme of the institute on the day of post-school experience conference/workshop. All the documents/ reports will be evaluated by a group of faculty members constituted for the purpose.

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

A) **Student-Teacher:** All the Student-Teachers must:

- Report to the Head of the School before the school assembly on the first day of the multicultural placement programme.
- Put a signature in the attendance register twice every day before the school assembly and before the last bell goes. Request the institute supervisor to counter sign the attendance.
- Seek cooperation from cooperating teachers and supervisors wherever you face difficulty particularly for collection of relevant information on school sites, case study, preparation of learning teaching aids etc.
- 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.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teacher's/ institute supervisors. Get approval from the Head of school and institute supervisors before carrying out the activities.
- Carry out the activities planned by you for school students according to your approved plans and all the assignments must be completed during the multi-cultural placement programme.
- Be polite and keep a 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.
- While observing school processes and regular teacher's classes think that these are for your learning experiences rather than changing the school system during placement.
- Maintain regularity, punctuality and devotion to duty in the school. Be properly dressed and look like a teacher before the students.
- Consult the cooperating teachers institute supervisors more frequently for carrying out the activities in the school. There must be a phase end meeting of student-teachers, cooperating teachers and supervisors to assess the progress and for guidance.
- Use a diary to record your experiences everyday on activities in different types of school and your participation.
- Based on your experiences, submit feedback for improvement of the programme.

B) Role of Principal/ Heads of Cooperating School:

The Head of School of the cooperating schools are kindly requested to:

- Introduce the student-teachers to the students and staff of your school in the assembly on the first day.
- 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 your school.
- Countersign on the attendance register maintained by the Group-leader/ Cooperating teacher of the school.
- See all facilities and provisions are made available to the student teachers to carry out their assignments in the school without disturbing regular functioning of the school.
- Grant leaves to the student-teachers in very special circumstances only.
- Assign other duties to them that are performed by the regular teacher of the school.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student-teachers at the end of school experience programme.
- Write your comments/ remarks/ suggestions for improvements of the programme in a separate sheet of paper and send it to us.

C) Role of the Cooperating Teachers:

The Cooperating Teachers are requested to:

- Help student-teachers to prepare a plan of activities/ assignments to be conducted by them in school.
- Guide student-teachers in carrying out the activities in school smoothly.
- Give feedback continuously to the student-teachers for their improvement in their teaching and other curricular activities.
- Countersign in the assignments/reports of the student teachers on completion of activities
- Discuss with trainees the progress, difficulties faced and experience gained by them.

D) Role of the Institute Supervisors: The Institute Supervisors are requested to:

- Go through the plan of activities/ assignments of the student-teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Guide the student-teachers in preparing reports on different activities.
- 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.
- Discuss with programme Coordinators about your experiences and suggest for improvement of programme.

**School Exposure –Cum- Multicultural
placement Programme of B.Ed**

2 DAYS ORIENTATION

8th -9th MARCH'2021



Day 1: 8th march'2021 (forenoon)

Orientation started at 10:15 am dated the 8th March'2021: Dr. Elizabeth Gangmei (Associate Professor) and coordinator of the programme start welcoming the dignitaries and students for the orientation and gave an overview of the programme and introduced the dignitaries on the dais. The Dignitaries were:

- Prof. P.C. Agarwal (Principal RIE, Bhubaneswar)
- Prof. Sandhya Rani sahuo (Dean Instruction, RIE Bhubaneswar)
- Prof, B.N. Panda (Dean Research, RIE, Bhubaneswar)
- Prof. Gowamma. I.P. (Head of Department, Education and overall coordinator of Multicultural Placement programme of 3 Courses)
- Prof. L. D. Behera (Professor, Dept. of Education)

Prof. Laxmidhar Behera was the next to speak. He extended his welcome to all the students and then explained about the teacher training program and the exposure to schools in precise detail. He further elaborated the process of placement as per the pedagogical preferences.

Prof. Gowamma I.P. extended on the talk by focusing on the importance of online classes and how they will play an important part in the orientation part as well as during the school exposures.

The next to speak was Prof. B.N. Panda. He explained the essence of the whole programme. He compared it with programmes run by other institutes and mentioned how RIE Bhubaneswar was the first to conduct the programme. He continued the need for combining school exposure and multicultural programmes for the session of 2020-2022. He gave students some handy tips for school exposure and put wit and a sense of humour into the session.

The next to continue the session was Prof. Sandhya Rani Sahoo. She too warmly welcomed all the students and talked about the importance of the program. She wished the students based on all their endeavors.

Principal, Prof. P.C. Agarwal in his very first interaction with the batch of 2020-2022 motivated them to become the very best. He discussed the objectives of the Institute and the need for quality modern and professional teachers who can take on the very rural threshold as well as the techno-suave schools in their stride. He spoke of the expectations that come with being a student of a prestigious institute like RIE, Bhubaneswar.

Culminating the session, with vote of thanks was Dr. Gangmei herself. She announced the start of the two-day orientation and the two -week school exposure and multi-cultural programme.

Day 1: 8th march'2021 (afternoon)

Prof. L.D. Behera took the first session, who spoke of the importance in regular class. He guided students on the preparation of the report and explained 4 of the important activities to be conducted during lockdown.

- Observance of a regular teacher.
- Taking substitute classes if needed and if available.
- Preparation of Unit plan.
- School observation and collection and compiling information as profile of the schools.

He continued to explain this topic by taking some examples of schools and added his own personal experience.

The second session was to give the online interaction of the school principals and teacher in-charges with the students. The session was coordinated by Mr. Pratyush Sahoo and Ms. Aribam Pratima Devi (JRF's Dept. of Education).

- Dr. A. K. Khatua (Principal of KV no 2): He talked about KVS and the teachers he discussed about the online classes which are being held because of the pandemic. He also discussed the process of online admission then expanded his talk with the importance of RTE Right to education (1st -8th class) which came into proceeding with RTE ACT 2009. He summed up his talk with warm wishes for the students.



- Pratap Kumar Rath (Principal Open Learning Systems): He explained the teaching learning system of his school by elaborating on the things which they provide in their school to differently

abled students. He discussed about their students that how they developed confidence in them how they are modifying their personality



- Barada Prasad (Principal): He discussed his school and students and he continued his speech by talking about their strength of class academic performances. He further discussed the things which they provide to the students. He also talked about the online classes and the timing of classes. He discussed all the activities which they held in their school, such as
- Minal Rath (Incharge of the programme from Venkateswar English Medium School): She discussed their teaching learning system and also mentioned that their school in one of the oldest school of the Bhubaneshwar.



The session of the day was closed by Dr. Upasana Ray. She discussed the needs and responsibilities of school exposure and gave some tips to the students which will help them in School Exposure

The third part of the session was taken by Dr. PL Negi (Deputy Librarian, RIE Bhubansewar, NCERT). She pointed on the visit to the school libraries as being an important part of the programme. She also discussed the importance of libraries in the schools and other educational institutes. She enriched her talk by explaining the way to collect relevant information regarding the library.



The First day was summed up by Dr. E. Gangmei by answering the queries regarding report writing and profile building. Thus the first day of the ten days came to an end with a word of thanks.

Day 2: 9th March 2021

The first session was facilitated by Prof. I. P. Gowramma, Head, Dept of Education and Overall Coordinator of School Exposure cum Multicultural Placement Programme and Dr. Upasana Ray, Faculty Dept of Education and mentored on how to interact with the school teachers and students.

This was followed by online interaction with Principals/ Headmaster/Teacher incharge of the cooperating schools. Here the main focus was letting the student-teachers get familiar with the schools in terms of; its location, infrastructure, strength student in the school, number of teachers etc. In this sessions, the cooperating school teachers clarify the doubts or queries of the students. Overall the online presentation and interaction was very meaningful and useful.

The first session of the second half was conducted by Dr. Upasana Ray. In this session, the main focus was on substitute teaching- one of the important activities during School Exposure-cum-Multicultural Programme. Firstly, the resource persons give an explanation of the need and significance of Substitute teaching with some examples of real classroom situations. Then, according to the format of substitute teaching which was already prepared by the institution, it has been discussed vividly. It was explained to the students that they have to prepare a report on the basis of the given format. The first part of the format is for general information and for the second part they need to use separate sheets. First is 'Area' where they will write the specific name of the activity in a substitute class. In the Second stage they will write about the process of method of the activity descriptively. Third stage they have to explain about the specific outcome of that particular activity and the last stage will discuss about the specific experiences during substitute teaching.



Prof. B.N. Panda Dean Research, spoke on the pros and cons of exposure to schools and said that it was the backbone to the internship program that would follow. He not only cheered up the students, but also with his kind words motivated them to achieve milestones.

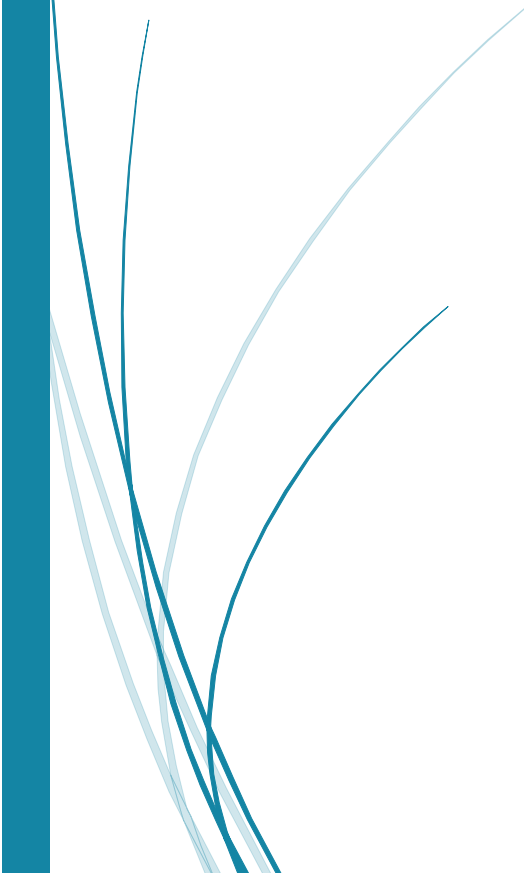
The second half of the session was taken by Prof. Laxmidhar Bahera, Amalesh Kumar and Manali Sarkar. Main focus of the session was to explain the role and responsibilities of personnel involved during School Exposure-cum-Multicultural Programme. In this session, how the student teachers will adjust themselves in an actual school situation, what kind of challenges they are going to face, how they will tackle such situations, being a student teacher how they should behave, what they should do and what they shouldn't in any professional circumstances, what are the responsibilities they have to take up in these days during multicultural programme, was explained by the resource persons with appropriate examples and real life experiences.

Schedule of the orientation:

Venue- New Auditorium, RIE, Bhubaneswar

| Date- 08th March, 2021 | | |
|-------------------------------|---|---|
| Time | Programme Focus | Facilitator (s) |
| 9-10 am | Registration | Students and coordinators |
| 10-11:00am | Inauguration | Principal, Dean of Instruction, Dean of Research, Head DE, Head DEE, Head DESSH, Head DESM, Coordinators, and Mentors |
| TEA BREAK | | |
| 11:30-12:30 | Objectives and Importance of School Exposure-Cum-Multicultural Placement Programme | Prof. I P Gowramma & Dr. Elizabeth Gangmei |
| 12:30-1:00 | Possibility of Lesson Plan for school of Various cultures. | Dr. Upasana Ray & Bhabani Senapati |
| BREAK FOR LUNCH | | |
| 2:00-2:30 | Role and Responsibilities of Personnel involved | Prof. Laxmidhar Behera, Amlesh Kumar & Manali Sarkar |
| 2:30-3:00 | Classroom observation | |
| 3:00-4:00 | Online Interaction with school authorities | All Students & RP Pratyusha R. Sahoo & Aribam P. Devi & ET Cell |
| 4:00-5:00 | School Profile: Library Resources | Dr. P. L. Negi |
| Date- 09th March, 2021 | | |
| 09:30-10:30am | Activities during School Exposure-Cum-Multicultural Programme (Lesson Plan) | Prof I.P.Gowramma Dr. Upasana Ray, Amlesh Kumar |
| TEA BREAK | | |
| 11:00am-12:30pm | Online Interaction with school authorities | All Students & RP Aribam P. Devi & Pratyusha R. Sahoo & ET Cell |
| 12:30-1:00pm | Activities during School Exposure-Cum-Multicultural Programme | Prof. B. N. Panda |
| BREAK FOR LUNCH | | |
| 2:00-2:30pm | Alternative activities for Multicultural Placement Programme: A Discussion | Dr. Upasana Ray, Bhabani Senapati & Sonali S. Sahoo |
| 2:30:4:00pm | Activities during School Exposure-Cum-Multicultural Programme (Substitute Teaching) | Prof. Laxmidhar Behera, & Manali Sarkar |
| 3:00-4:00pm | Activities during School Exposure-Cum-Multicultural Programme | |
| 4:00-4:30pm | Group formation and distribution of responsibilities | Bhabani Senapati & Sonali S. Sahoo |
| 4:30-5:00 | Concluding session | Dr. Elizabeth Gangmei Programme Coordinator |

School Exposure-Cum-Multicultural Placement Programme in the Cooperating schools/institute/organization (10th to 23rd March, 2021)



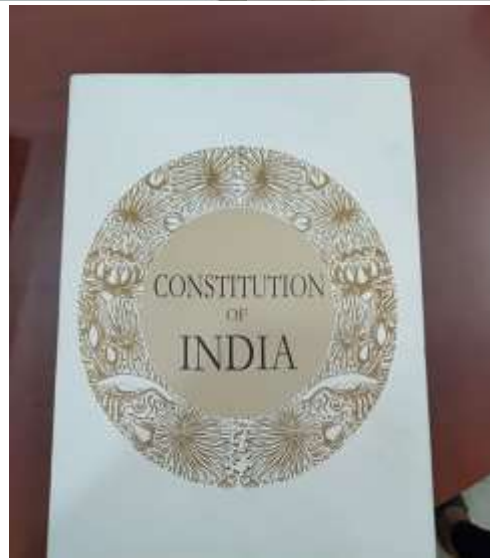
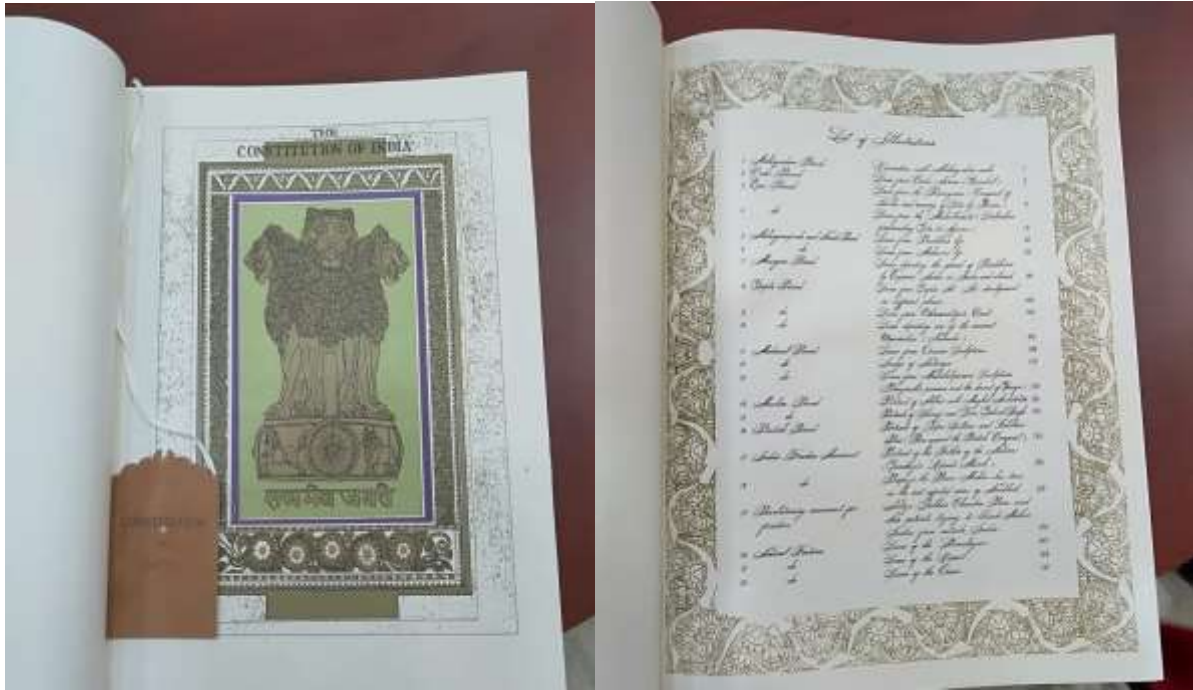
DAY 3: 10.03.2021... Visit to schools started

SAI INTERNATIONAL





SAINIK SCHOOL





UNIT 1 BOYS HIGH SCHOOL



UNIT 1 GIRLS HIGH SCHOOL



CAPITAL HIGH SCHOOL UNIT 2



CAPITOL HIGH SCHOOL UNIT 3



BAKSHI JAGABANDHU ENGLISH MEDIUM



**ALI YAVAR JUNG NATIONAL INSTITUTE OF HEARING AND SPEECH
DISABILITIES**





KENDRIYA VIYALAYA NO 2



OPEN LEARNING SYSTEM



VENKATESHWAR ENGLISH MEDIUM SCHOOL



Date wise group rotation for School Exposure-cum-Multicultural Placement (2020-21)

| Groups | School Name | 10.3.2021-14.3.2021 | 15.3.2021-18.3.2021 | 19.3.2021-22.3.2021 |
|----------------|----------------------------|-------------------------------------|------------------------------------|-------------------------------------|
| (A,B,C) | OLS | | | |
| | Venkateswar E.M. | A-OLS | B-OLS | C-OLS |
| | Sainik School, Bhubaneswar | B- Venkateswar E.M. & Sainik School | C-Venkateswar E.M. & Sainik School | A- Venkateswar E.M. & Sainik School |
| | Capital H.S. Unit-3 | C-Capital H.S. Unit-3 | A-Capital HS Unit-3 | B-Capital HS Unit-3 |

| Groups | School Name | 10.3.2021-14.3.2021 | 15.3.2021-18.3.2021 | 19.3.2021-22.3.2021 |
|----------------|--------------------|----------------------------|----------------------------|----------------------------|
| (D,E,F) | AYJNISHD | | | |
| | SAI | D- AYJNISHD | E- AYJNISHD | F- AYJNISHD |
| | Unit-2 G.H.S. | E-SAI | F-SAI | D-SAI |
| | Unit-1 G.H.S. | F- Unit-2 G.H.S. | D- Unit-1 G.H.S. | E- Unit-2 G.H.S. |

| Groups | School Name | 10.3.2021-14.3.2021 | 15.3.2021-18.3.2021 | 15.3.2021-18.3.2021 |
|----------------|--------------------------|-----------------------------|-----------------------------|-----------------------------|
| (G,H,I) | BJEM | | | |
| | KV-2 | G-BJEM | H-BJEM | I-BJEM |
| | Boys High School, Unit-1 | H-KV2 | I-KV-2 | G-KV2 |
| | | I- Boys High School, Unit-1 | G- Boys High School, Unit-1 | H- Boys High School, Unit-1 |

Mentor List: 2 Year B.Ed. 1st Year List of Students for School Exposure-cum-Multicultural Placement (2020-21)

Group – A: Mentor- Prof. B. N. Panda, Aribam Pratima Devi

{Leader: Ali Aktar Hossain (7319558811), Amarjeet Mishra (7008049354)}

| Arts | | Science | |
|---------|-----------------------|---------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 1 | Adarsh Kumar | 1 | Aditi Dhali |
| 2 | Ali Aktar Hossain | 2 | Ajay Hembram |
| 3 | Anamika Saha | 3 | Akash Thakur |
| 4 | Anitya Prakash Behera | 4 | Alibharani Sahu |
| 5 | Anupriya | 5 | Amarjeet Mishra |
| 6 | Archita Bhuyan | 6 | Amisha Prasad |

Group – B: Mentor- Prof. Gowramma I. P., Bhabani Senapati

{Leader: Aujalya Pradhan (9348085485), Amrita Kumari Mishra (7993287761)}

| Arts | | Science | |
|---------|----------------------|---------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 7 | Astha Jaideep | 7 | Amit Kumar Jena |
| 8 | Aujalya Pradhan | 8 | Amlan Das |
| 9 | Bhumeswar Rajak | 9 | Amrita Kumari Mishra |
| 10 | Binodini Kar | 10 | Ankita Singh |

| | | | |
|----|-----------------|----|---------------|
| 11 | Chiranjeet Maji | 11 | Ayan Pramanik |
| 12 | Deepa Rani | 12 | Barkha Nandi |

Group – C: Mentor- Prof. S. P. Mishra, Dr. Pramod Kumar Gupta

{Leader: Doyel Ghosh (8918815863), Bishnu Bibhab Dash (7008425079)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 13 | Divya Rao | 13 | Bishnu Bibhab Dash |
| 14 | Doyel Ghosh | 14 | Chandrima Mondal |
| 15 | Giribala Dhal | 15 | Chinmaya |
| 16 | Itishree Mohanta | 16 | Debajani Gouda |
| 17 | Jaya Kumari | 17 | Dibyajyoti Dash |
| 18 | Jyoti Kiran | 18 | Dimple Kumari |

Group – D: Mentor- Prof. Ramakanta Mohalik, Sonali Suparna Sahoo

{Leader: Madhusmita Sahoo (9078014801), Lisha Pandey (7908903576)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 19 | Kabita Dixit | 19 | Dipti Patel |
| 20 | Kavita Kumari | 20 | Gautam Kumar |
| 21 | Ku Suman Chatomba | 21 | Jayashree Nayak |
| 22 | Madhusmita Sahoo | 22 | Jharna Pradhan |
| 23 | Mampi Kachhuwa | 23 | Karuna Yadav |
| 24 | Manasi Roy | 24 | Lisha Pandey |

Group – E: Mentor- Prof. Laxmidhar Behera, Manali Sarkar

{Leader: Manish Kumar Yadav (8601582776), Madhusmita Nayak (9114049553)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 25 | Mangulu Gouda | 25 | Madhu Mahto |
| 26 | Manish Kumar Yadav | 26 | Madhu Rajak |
| 27 | Mausam Kumari | 27 | Mahusmita Nayak |

| | | | |
|----|--------------------|----|------------------|
| 28 | MD Asif | 28 | Mamata Dash |
| 29 | Nirmal Kumar Nayak | 29 | MD Ekramul Haque |
| 30 | Pankaj Kumar | 30 | Mohan Mallik |

Group – F: Mentor- Dr. Rasmirekha Sethy, Priyanka Kishore

{Leader: Ritu Chhetri (6265261925), Mukteswar Wadaka (7077896920)}

| Arts | | Science | |
|-------------|----------------------|----------------|------------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 31 | Parna Joydher | 31 | Mukteswar Wadaka |
| 32 | Piuly Hazra | 32 | Nabhashree Pattanaik |
| 33 | Priyambada Nayak | 34 | Prajna Paramita Parida |
| 34 | Pujalini Puhan | 35 | Prativa Rout |
| 35 | Rina Sharma | 36 | Priti Karmakar |
| 36 | Ritu Chhetri | 37 | Prodeep Kumar Mondal |

Group – G: Mentor- Dr. Elizabeth Gangmei, Pratyusha Ranjan Sahoo

{Leader: Shweta Jha (6307542691), Sagarika Patro (8093286468)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 37 | Shradha Panda | 38 | Rahul Dev Mahato |
| 38 | Shreyashi Sengupta | 39 | Rahul Kumar Pandey |
| 39 | Shweta Jha | 40 | Rudrani Naik |
| 40 | Sonali Barman | 41 | Sagarika Patro |
| 41 | Sonali Dutta | 42 | Sandip Murmu |
| 42 | Sudhanshu Kumar | 43 | Sangeeta Biswas |

Group – H :. Mentor- Dr. Elizabeth Gangmei, Dr. Upasana Ray

{Leader: Sunny Verma (8271732643), Sonam Barai (7978765906)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 43 | Sukulei Tudu | 44 | Shreeti Sheet |
| 44 | Sulochana Biswal | 45 | Shubham Kumar Mishra |
| 45 | Suman Kumari | 46 | Sohini Ray |

| | | | |
|----|----------------|----|------------------|
| 46 | Sunita Pradhan | 47 | Sonam Barai |
| 47 | Sunny Verma | 48 | Soni Kumari Ray |
| 48 | Supriya Hansda | 49 | Subhasmita Nayak |

Group – I: Mentor- Mr. Amlesh Kumar, Ms. Srimayee Poddar

{Leader: Urmila Kamila (8637267234), Sujata Meher (8457965677)}

| Arts | | Science | |
|-------------|----------------------|----------------|----------------------|
| Roll No | Name of the students | Roll No | Name of the students |
| 49 | Susmita Behera | 50 | Sujata Meher |
| 50 | Suva Laxmi Dalai | 51 | Sulochana Ghosh |
| 51 | Swarnaprava Behera | 52 | Tabish Kamal |
| 52 | Upali Mandi | 53 | Tapaswani Sial |
| 53 | Upasana Chaudhary | 54 | Tinkal Kumari |
| 54 | Upasana Tripathy | 55 | Titli Supakar |
| 55 | Urmila Kamila | | |

*Post-Conference School Exposure-Cum-Multicultural Placement Programme
for B.Ed 2020-2022*



The post-conference was held on the 23rd March'2021 bringing a closure to the two week long teaching-learning field work. Keeping up with the tradition that RIE Bhubaneswar has made with constructivist philosophical approach of reflecting the post conference programme conducted.

The programme was anchor by Bhabani Senapati, JRF, Dept. of Education, sketching the essence with which the culmination is brought. Dr. Gangmei, Coordinator of the programme in brief summarized the two week of school visits, school processing, observation by regular teachers, dealing into substitution classes and identifying cases.

The first phase was the presentation of the reflection by the students and the next phase was the closure of the event. Principal, Professor P. C. Agarwal, mentioned that all the school have high expectations with the students of RIE. He appreciated all the presentations. Dean of Instruction Sandhya Rani Sahoo, referred to the program must have been a very good example for the internship programme would follow in the up-coming semester. She appreciated the hard work and dedication and mentioned that these are good review. Professor Animesh Kumar Mohapatra told about the difference the students might have felt at the time when they re-entered the classroom as a teacher. There must have been instant connection there with the students remembering their days of school. Dean of research B.N. Panda pointed out all the hard work he saw in the presentation put forth by students. He also emphasized that there must be proper synchronization among the groups and team members for the successful completion of an endeavor. The same reflected in the works of the students.

Professor I.P. gowamma mam expressed her genuine happiness on hearing about the experience of students. She felt that though they have been put into fast forward gear due to circumstances it is satisfying to see how students are able to handle the pressure well.

Student-teachers group presentations through PPT is given as follows:

GROUP A



TAKE AWAY

The work of the teacher is not just associated with academics, it is concerned with curricular, extra-curricular activities.

The administration of the school is very important where all the teachers need to cooperate for the easy functioning of the school, being a part of the admission is worth it.

Non-teaching staffs have an important role. They deserve a lot of respect.

GROUP B

GROUP – B

GROUP LEADERS:

1. Amrita Kumari Mishra
2. Aujalaya Pradhan

GROUP MEMBERS:

| | |
|--------------------|--------------------|
| 1. Barkha Nandi | 6. Astha Jaideep |
| 2. Ankita Singh | 7. Chiranjeev Maji |
| 3. Amit Kumar Jena | 8. Bhumeswar Rajak |
| 4. Amlan Das | 9. Deepa Rani |
| 5. Ayan Pramanik | 10. Binodini Kar |



TAKE AWAY

TAKEAWAY

1. Ability of managing the class effectively.
1. How to deliver the content effectively and the ability to teach as per the understanding of the learners.
1. How to deal with specially abled kids and the qualities needed to do so. For example: Patience, Care and Love.
4. We all are same, difference is only in the way we think and walk.
4. How to organize events and competitions in a school.
4. The ability to work together in groups and effectively using each and everyone's strength.
4. Beautiful memories that will last lifelong.

GROUP C

PRESENTED BY-GROUP C

MENTOR NAME-
PROF. S. P. MISHRA
DR. PRAMOD KUMAR GUPTA

ARTS-
DOYEL GHOSH (LEADER)
DIVYA RAO
GIRIBALA DHAL
ITISHREE MOHANTA
JAYA KUMARI
JYOTI KIRAN

SCIENCE-
BISHNU BIBHAB DASH (LEADER)
CHANDRIMA MONDAL
CHINMAYA
DEBAJANI GOUDA
DIBYAJYOTI DASH
DIMPLE KUMARI

GTO GROUND



TAKE AWAY

- Class management
- Personality development
- Strengthen our teaching skills
- Build confidence
- Dignity of the individual

GROUP D

ARTS

GROUP MEMBERS

- 1 MADHUSMITA SAHOO (22) (LEADER)
- 2 KABITA DIXIT (19)
- 3 SUMAN CHHATOMBA (21)
- 4 MAMPI KACHHUNA (23)
- 5 MANASI ROY(24)
- 6 KAVITA KUMARI (20)

SCIENCE

GROUP MEMBERS

- 1 LISHA PANDEY (24) (LEADER)
- 2 DIPTI PATEL (19)
- 3 GAUTAM KUMAR (20)
- 4 JAYASHREE NAYAK (21)
- 5 JHARNA PRADHAN (22)
- 6 KARUNA YADAV (23)

CLASSROOM OBSERVATION



SISTER BRANCHES OF SAI INTERNATIONAL



SAI ANGAN

- PLAY SCHOOL
- NURSERY TO STD. 3

SRS

- SAI INTERNATIONAL RESIDENTIAL SCHOOL
- COMPLETE RESIDENTIAL

TAKE AWAY

- 01**
 - ✓ PATIENCE, LOVE & CARE
 - ✓ EXPERIENTIAL LEARNING
- 02**
 - ✓ ART INTEGRATED LEARNING
 - ✓ SKILL BASED LEARNING
- 03**
 - ✓ CONNECTING GUARDIANS AND SCHOOL
 - ✓ COLLABORATIVE CLASSROOM

GROUP E

GROUP - E
Mentors: Prof. Laxmidhar Behera, Manali Sarkar
MEMBERS:

- MANGULU GOUDA
- MANISH KUMAR YADAV
- MD. ASIF
- NIRMAL KUMAR NAYAK
- MADHU MAHTO
- MADHU RAJAK
- MAMATA DASH
- MD. EKRAMUL HAQUE
- MOHAN MALLIK
- MAUSAM KUMARI
- PANKAJ KUMAR
- MADHUSMITA NAYAK



TAKE AWAY

- Get acquainted with school process.
- Experience of conduction classroom activities
- The school activities with different cultural set up
- Special Sign Language
- Art integrated leaning.
- Team work and bonding among members.

GROUP F

GROUP - F

Mentors- Dr. Rasmirekha Sethy and Priyanka Kishore

ARTS

- RITU CHHETRI
- PIJULY HAZRA
- PUJALINI PUHAN
- RINA SHARMA
- PRIYAMBADA NAYAK
- PARNA JOYDHER

SCIENCE

- MUKTESWAR WADAKA
- NABHASHREE PATTANAİK
- PRAJNA PARAMITA PARIDA
- PRATIVA ROUT
- PRITI KARMAKAR
- PRODEEP KUMAR MONDAL

Co-curricular activities

- ✓ Sports.
- ✓ Annual function.
- ✓ Vocational.
- ✓ Engineering works.
- ✓ Self defence.
- ✓ Eco club.
- ✓ Scout.
- ✓ NCC
- ✓ Speech/debate competition.
- ✓ Red cross.



TAKE AWAY

- ❑ Proper way of moulding a Mentee.
- ❑ Imparting Moral and Cultural values in the students.
- ❑ Taking responsibilities .
- ❑ Every single student in the Class is important and act as a resource.
- ❑ Respecting student potential.
- ❑ Diversity is an opportunity for life learning process.

GROUP G

// PRESENTED BY- "GROUP - G"

GROUP MENTOR'S-

- ❑ DR. ELIZABETH GANGMEI
- ❑ PRATYUSHA RANJAN SAHOO

- Shradha Panda
- Shreyashi Sengupta
- Shweta Jha
- Sonali Barman
- Sonali Dutta
- Rahul Dev Mahato
- Rahul Kumar Pandey
- Rudrani Naik
- Sagarika Patro
- Sandip Murmu
- Sangeeta Biswas



SUBSTITUTE TEACHING



PHYSICS LABORATORY



BIOLOGY LABORATORY



CHEMISTRY LABORATORY



ENGLISH LABORATORY

TAKE AWAY

- ❑ Learned how to make a lesson plan, unit plan.
- ❑ Overcame stage fear and buildup self confidence.
- ❑ Personality development.
- ❑ Patience and Discipline.
- ❑ Intellectual and emotional growth.
- ❑ Learned how to interact with teachers.

GROUP H



TAKE AWAY

Learned about the amount of energy and effort required in teaching process. Not only do we as teachers have to prepare before every class but also keep up the same level of energy in each session even if we are teaching the same topic.

GROUP I

**SCHOOL EXPOSURE CUM
MULTICULTURAL PLACEMENT**

Mentors – Amlesh Kumar & Srimoyee Poddar

**PRESENTED BY -
Group I**

| | |
|-----------------------|----------------------|
| 1. Sujata Meher | 2. Sulochana Ghosh |
| 3. Titli Supakar | 4. Tinkal kumari |
| 5. Tapaswani Sial | 6. Urmila Kamila |
| 7. Upasana Tripathy | 8. Upasana Chaudhary |
| 9. Swarnaprava Behera | 10. Susmita Behera |
| 11. Unali Mandi | 12. Suva Laxmi Dalai |

PAINTING




SINGER- BARNALI HOTA




MUSIC



OBSERVATION



SUBSTITUTE TEACHING



TAKE AWAY

- Overcome language barrier.
- Reduction of fear and ignorance.
- Development self confidence.
- Got the experience of different sectors either it is a private or govt. sector.
- Realisation of the hardships of a teacher.



Appendix: A (Observation of Regular Teacher)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: 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/Behaviorist.

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 Exploration, Explanation and elaboration | | | |
| | Evaluation phase | | | |

- Reflection and feedback of student-teacher

Signature of Institution Supervisor

Signature of Student-Teacher

Appendix B (School Profile)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity-II Record on School Processes and Day to day School Activities

Name of the Student teacher.....

Stream.....Roll No..... Duration of Placement.....

1. Name of the Multicultural Placement Cluster :

2. Name of the School :

3. Background of the School
[History, objectives, Management etc.] :

4. Infrastructural facilities in the School

a. Classroom :

b. Library :

c. Laboratory :

d. Games & Sports :

e. Playground :

f. Toilets (Boys & Girl) :

g. Staff common room :

h. Any other :

5. No. of Students :

(Class wise & Gender wise)

6. No. of Teachers :

(Subject wise & Gender wise)

7. Curricular & Other Curricular :

activities organized in the school in

An academic session

8. Events & features in :

Morning assembly and the role you
Played in it.

9. State the regional, national and
International days observed in the school :

10. List out your participation in school
Activities (Curricular and other curricular)

During multicultural placement:

11. Efforts to encourage multiculturalism
and cultural diversities :

12. Brief analysis/comparison of three types of school:

(Prepare a brief report on strengths of students, how the type of management, cultural set up
etc has influenced the school management/activities etc.)

Signature of the Student-Teacher

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

Appendix C (Substitute Teaching)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

ACTIVITY- III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION

1. Name of the Student Teacher: _____

2. Roll No: _____ **Class: Arts/ Science** _____

3. Name and Address of the School: _____

4. Date of Substitute Teaching: _____

5. Subject Taught: _____ **PC1/2:** _____

6. Topic:

7. Substitute Activities Conducted in Class: (Give detail report about the substitute activities/ teaching) (Use Separate Sheet)

(i) **Area (Specification of the Activity):**

(ii) **Process/ Method of Activity conducted (Details):**

(iii) **Outcome of the activity (Specific):**

(iv) **Specific experiences/Incidences during substitute teaching**

**Signature of Institution
Supervisor**

Signature of Student-Teacher

Each trainee has to conduct/ deliver five substitute teaching activities related to both the pedagogy courses.

Appendix D (Lesson Plan)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

ACTIVITY- IV: Lesson Plan

Activity-IV(B)

LESSON PLAN FORMAT

| | | | | |
|---|---|--|---|---|
| Date | <i>Prepare a Concept map on the lesson topic the concept map may be prepared in additional sheet and appended before the lesson plan</i> | Unit | | |
| Class | | Subject | | |
| Time | | Topic | | |
| Period | | | | |
| Learning Points: Learning Objectives: Pre-requisites/Previous Knowledge: Learning Resources(What, Where to be used and how to be used) Learning Processes (Strategies): | | | | |
| Learning outcome | Sequential Learning Activities including Black Board Work | | | |
| | <ul style="list-style-type: none">• ENGAGEMENT• EXPLORATION• EXPLANATION• ELABORATION• EVALUATION | <table border="1" style="width: 100%;"><tr><td style="width: 50%;"><ul style="list-style-type: none">• INTRODUCTION• PRESENTATION<li style="text-align: center;"><i>Summarisation</i>• EVALUATION</td><td style="width: 50%;"><ul style="list-style-type: none">• OBSERVATIONS of authentic situations• INTERPRETATION CONSTRUCTION• CONTEXTUALIZATION• COGNITIVE APPRENTICESHIP• COLLABORATION• MULTIPLE INTERPRETATION• MULTIPLE MANIFESTATIONS</td></tr></table> | <ul style="list-style-type: none">• INTRODUCTION• PRESENTATION<li style="text-align: center;"><i>Summarisation</i>• EVALUATION | <ul style="list-style-type: none">• OBSERVATIONS of authentic situations• INTERPRETATION CONSTRUCTION• CONTEXTUALIZATION• COGNITIVE APPRENTICESHIP• COLLABORATION• MULTIPLE INTERPRETATION• MULTIPLE MANIFESTATIONS |
| <ul style="list-style-type: none">• INTRODUCTION• PRESENTATION<li style="text-align: center;"><i>Summarisation</i>• EVALUATION | <ul style="list-style-type: none">• OBSERVATIONS of authentic situations• INTERPRETATION CONSTRUCTION• CONTEXTUALIZATION• COGNITIVE APPRENTICESHIP• COLLABORATION• MULTIPLE INTERPRETATION• MULTIPLE MANIFESTATIONS | | | |
| <small>Specify how your plan will be contextualised on children of different school contexts i.e. introduction, examples, time, learning resources, assessment etc.</small> | | | | |

Appendix E (Case Study)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure (Multi Cultural Placement) Programme

B.Ed. I Year (Second Semester)

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:
4. Strengths of the student:
5. Intervention taken:
6. Result:

Signature of Institution

Signature of Student-Teacher

Supervisor

[The student teachers may prepare case study report of schools focusing vision and mission, brief history, students enrolment, human and material resources, curricular and other curricular activities innovation/success stories strengths and challenges and future directions. The information collected in school process report may be helpful for adaption]

Minutes of meeting held on 18th February, 2021 in relation to school exposure and multicultural placement programme:

A Meeting was held in the Chamber of Head, DE and overall coordinator of Multicultural placement programme (BSc.B.Ed. B.Ed & B.A.B.Ed) of RIE, Bhubaneswar on 18/02/2021 at 3.30pm to discuss the following agenda:

1. When to start the programme
2. Budget in relation to the financial year

The following members were present in the Meeting:

Prof. I.P. Gowamma, Head DE & Overall coordinator of Multicultural placement programme

Prof. Ritanjali Das Head, DESSH

Prof. D.L. Dash- Prof, DESM- BSc.B.Ed Coordinator

Dr. Parag, Associate Prof, DESSH- B.A.B.Ed Coordinator

Dr. E. Gangmei- B.Ed Coordinator

The Meeting started with a briefing of last meeting's minutes ((28/10/2020) and based on these the financial sanction for each course/programme was initiated and taken. In addition, during the last meeting there was a discussion on the possibility of undertaking the programme due to the Pandemic (COVID-19). In continuation to that there was a discussion during the meeting (18/02/2021) on how to start the activities of Multicultural placement programme for the three course for this session, and at the same time in practical situation an access to schools is a concern at the present juncture as schools are yet to function in full swing. All these matters were elaborated in detail and after which the members had a consensus on taking approval for starting the activities after March 2021. Hence carryover of the programme along with allocated budget to the next financial year seemed to be appropriate. The meeting ended with a words of thanks by the overall coordinator of the programme.

Overall Coordinator

Multicultural Placement Programme, RIE, BBSR

