



आञ्चलिक शिक्षा प्रविष्ठान, भुवनेश्वर
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
Regional Institute of Education, Bhubaneswar

A Constituent Unit of NCERT, New Delhi
Under Ministry of Education, Govt. of India



1.3.3 Curricular experiences provided to students to derive professionally relevant understanding

The curriculum provides multiple options for students to engage in activities and assess their competencies and skills. The assessment guidelines for some of the courses of the different programmes are given herein.


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1.3.3. Professionally relevant understanding with the curricular experiences – All the courses give various curricular experiences to students. A few examples are given in the following table for M Ed and B Ed programmes.

Master of Education (M.Ed.)	Professional Development	Competencies and Skills	Curricular Experiences
Semester I	1. Self Development (p.35-43) 2. Communication & Expository Writing (p.44-47)	<ul style="list-style-type: none"> • Personality development • Communication • Writing skill 	-Students share their experiences in a group based on observation, case studies, field visits, readings -Reflective discussions on a movie/documentary on relevant issues, SWOT analysis, Johari's window -interact with an eminent educationist, interview effective teachers -Providing feedback on their reflective journals/diaries -Practicing yoga and meditation for physical and mental well-being -Workshop is organized in the language lab to provide exposure to listening and viewing skills.
Semester II	1. Research Methods in Education (p.55-59) 2. Internship in Teacher Education Institution (p.75-77) 3. Dissertation work (p.77-79)	<ul style="list-style-type: none"> • Investigation skill • Problem solving • Organisational skill • Academic writing 	-Development of a Research Proposal on an identified research problem. -Identification of variables of a research study and classification of them based on types and level of measurement. -Critical analysis of a research report/thesis. -Under the guidance of a mentor teacher educator, undertake

			<p>planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.</p> <p>-Observe and analyse an in-service teacher education programme</p>
Semester III	<p>1. Advance Research Methodology in Education (p.80-83)</p> <p>2. Internship in Thematic Specialization (p.108-109)</p> <p>Educational administration and management (p 108) / Curriculum, Pedagogy and Assessment Practices (p.110-112) / Educational Technology and ICT (p.113-115) / Internship in Inclusive Education</p>	<ul style="list-style-type: none"> • Statistical calculation • Leadership • Curriculum framing • Technological skill • Empathy 	<p>-Preparing a research design for a study by considering the objectives and research tools.</p> <p>-Critical analysis of two research papers (One for qualitative research and one for quantitative research).</p> <p>-study the structural and functional setup of management in school for elementary/secondary education state government.</p> <p>-Experience of curriculum making process at elementary/secondary stage through document analysis and interview with the concerned.</p> <p>-Interview textbook writers to understand the intricacies and challenges in textbook preparation at elementary/secondary stage -</p> <p>Preparing an institutional profile with reflections on the experiences gained</p> <p>-Case study on innovative programmes</p> <p>-Reporting on innovativeness in</p>

	(p.116-117)		<p>pedagogic and assessment practices</p> <ul style="list-style-type: none"> -Evaluate a standalone RLO, e-content using the specified criteria - Enroll for a MOOC course of interest and of minimum three weeks duration. - On completion of the course review and evaluate the course content, design and delivery -Completing free e-learning course. review and evaluate the course content, design and delivery
Semester IV	<ol style="list-style-type: none"> 1. Academic Writing (p.182-184)\ 2. Dissertation Activity (p.184) 	<ul style="list-style-type: none"> • Reading and writing skill • Problem solving skill 	<ul style="list-style-type: none"> -Developing creative writing skills among learners through Journalistic Writing and Expository Writing, Creative Writing, report writing, Professional Writing. -Write up on chapterisation along with rationale for the proposed chapterisation. -Data Analysis, and concluding Interpretation, Conclusion, Educational Implication, Recommendation and summary.
<p>https://riebbs.ac.in/images/documents/m.ed-2yr-final.pdf</p>			

2 Year Bachelor of Education (B.Ed.)	Compulsory Skill Development Programme	Skills developed	Curricular Experiences
Semester I	1. Learning to Function as a Teacher (p.68-69) 2. Understanding ICT and its Application (p.69-74) 3. School Exposure (p.75-76)	<ul style="list-style-type: none"> • Leadership skill • Communication skill • Skill in ICT • E-content development • Observation • Critical Analysis • Note making • Reporting 	<ul style="list-style-type: none"> - Provided orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship. - Students oriented through practical activities to foster critical thinking, observation, communication and use of resources for effective functioning as a teacher. -Analysis of ICT in authentic and alternative assessment. -Explore the social, economic, and ethical issues associated with the use of ICT. - Explorations of various ICTs for project based/problem based constructivist learning environment. - Exploration of various digital technologies (hardware and software) for creating resources and enhance learning experiences

			<p>for all types of learners (including differently abled).</p> <ul style="list-style-type: none"> - Analysis of school textbook and identify suitable ICT for teaching learning. - Developing ICT integrated lesson plan in any school subject. - Surfing and collecting OER materials relating to school education. - Developing e-portfolio and rubrics and conduction of achievement test of students. -Experience and analyse the school activities in totality. - Analysis of the functioning of the school and its relation with the neighbourhood. - Develop an insight into the role of a teacher and learner.
Semester II	<ol style="list-style-type: none"> 1. Reading and Reflecting on Texts (p.127-130) 2. School Exposure (Multicultural Placement) (p.130-132) 	<ul style="list-style-type: none"> • Reading and writing skill • Practical situation assessment • Lesson plan developing • Observation skill 	<ul style="list-style-type: none"> - Examination and appreciation of authentic literary and non-literary texts. -Students reflect on the ideas expressed in the texts. - Narration of any one story in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed. -Students convert any one

			<p>situation into a dialogue followed by role-playing.</p> <ul style="list-style-type: none"> - Interpretation of a given text, reflecting on the key ideas exposed in the texts and preparing a write-up. -Participation in Seminars and open forum for discussion based on themes related to selected texts. - Students Observes 10 lessons 5 in each method delivered by regular Teachers, -Observation of day-to-day school activities and preparation of comprehensive report on functioning of school. - Availing at least 5 substitute teaching opportunities in actual school situation. -Developing 4 lessons (two lessons in each method subject) and use of learning materials/ teaching aids and one unit plan. - Undertaking a case study of student/ institute and reporting.
Semester III	<ol style="list-style-type: none"> 1. Library Resources (p.140-144) 2. Internship (p.144- 	<ul style="list-style-type: none"> • Reading skill • Organisational skill 	<ul style="list-style-type: none"> -Students perform practical activities such as classification, locating and

	<p>155)</p> <p>3. Arts in education (p 137-140)</p>	<ul style="list-style-type: none"> • Anlysis • Appreciation • Creating • Expression 	<p>arrangement of books.</p> <p>-Review of any one book and one article.</p> <p>- Observation report on a school library,</p> <p>- Demonstration and criticism classes by student teachers.</p> <p>- Unit Plan, Lesson Plan, Record of School Profile</p> <p>-Conduct action research</p> <p>-Tracking students' progress</p> <p>-Creation of TLMs</p> <p>-Students create and present on any one art form.</p> <p>- analysis of textbook to find out integration of art forms.</p> <p>- Students prepare a lesson incorporating one or more artistic expression.</p> <p>-Documentation of any one heritage art form and Write up on life and work of any one artist (local or national).</p>
Semester IV	<p>1. Understanding the Self (p.176-181)</p> <p>2. Health Yoga and Physical Education (p.181-187)</p> <p>3. ICT Practicum (p.187-189)</p> <p>4. Working with Community (p.189-193)</p>	<ul style="list-style-type: none"> • Personality development • Health management • Skills in ICT • Inter-personal skill • Communication • Interpersonal • Intrapersonal 	<p>- Exploring the 'known' and 'unknown 'self in relation to what one and others know about one self and what others do not know</p> <p>- Reflecting , recording and sharing of critical moments in one's life</p> <p>- Reflections on critical</p>

		<ul style="list-style-type: none"> • Social skills • Reporting 	<p>moments in the lives of peers</p> <ul style="list-style-type: none"> - Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis) - Group activities involving community participation - Group discussion/assignment/project work on any one health issue. -Performing physical fitness activities - Report on any health/yoga/sports activity conducted in a school/Preparing a write up on any international sport event - Preparing a document using word / PPT - Create a documentary file, Design a project using e portfolio - Develop an e-content and share it using blog/Wikipedia/word press/YouTube - Create a data base for student management system - Micro planning of a school community relationship - Survey of community resources for participation in scholastic and co-scholastic activities of a school
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		<p>educational survey of a slum area</p> <ul style="list-style-type: none"> -Report on social customs, traditions and superstition -Survey of a village/town with at least 20 households in order to study the socio-economic and educational status of the villager -Study of wastage and stagnation in local primary schools - Organization of campus beautification programme -Cleanliness drives in the community and awareness about its needs -Developing healthy food habits among the community members -Training of community in some simple vocations for self-employment -Action research on local problems in consultation with the community - Training of community in first aid
https://riebbs.ac.in/images/documents/B-Ed-2year-cbcs.pdf		

4 Year Integrated Bachelor of Education (B.A./ B.Sc. - B.Ed.)	Compulsory Skill Development Programme	Skills developed	Curricular Experiences
Semester I	<ul style="list-style-type: none"> • Communicative English (p.19-20) • Understanding ICT and its Application (241-244) • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Communication skill • ICT skill • Measuring • Documenting • Analysing • Recording 	<p>-Observe the various uses of communications and identify the barriers to communications</p> <p>-Students explore the verbal and non-verbal communication.</p> <p>-Students participate in Lecture, group interaction, material review and presentation, etc.</p> <p>Analysis of ICT in authentic and alternative assessment.</p> <p>-Explore the social, economic, and ethical issues associated with the use of ICT.</p> <p>- Explorations of various ICTs for project based/problem based constructivist learning environment.</p> <p>- Exploration of various digital technologies (hardware and software) for creating resources and enhance learning experiences for all types of learners (including differently abled).</p> <p>-Subject Practical</p>
Semester II	<ul style="list-style-type: none"> • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Subject specific skills 	Subject Practical

Semester III	<ul style="list-style-type: none"> • Environmental Studies (p.20-22) • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Environmental awareness 	<p>-Students explore and analysis the environmental issues through role play, discussion, debate concerning</p> <p>-Specially designed strategies for cleanings; “Swachh Bharat Abhiyan”</p> <p>-Role of Education, Education for Sustainable Development</p> <p>-Climate Change and Green Lifestyle</p> <p>-Text book evaluation for the context on Environmental issues</p> <p>-Visit to Nature Park, Environmentally Sensitive Areas</p> <p>-Subject Practical</p>
Semester IV	<ul style="list-style-type: none"> • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Subject specific skills 	<p>-Subject Practical</p>
Semester V	<ul style="list-style-type: none"> • Learning to Function as a Teacher (275-276) • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Practical teaching skills • Organisational skill 	<p>Provided orientation and reflection on different activities and strategies to be employed during engagement with the field particularly for preparing them for the internship.</p> <p>- Students oriented through practical activities to foster critical thinking, observation, communication and use of resources for effective functioning as a teacher.</p> <p>-Subject Practical</p>
Semester VI	<ul style="list-style-type: none"> • Multicultural Placement 	<ul style="list-style-type: none"> • Practical 	<p>- Students Observes 10 lessons 5</p>

	<p>(287-288)</p> <ul style="list-style-type: none"> • Subject Practical (B.Sc. B.Ed) • CBCS (p 220 - 234) 	<p>situation assessment</p> <ul style="list-style-type: none"> • Lesson plan developing • Observation skill 	<p>in each method delivered by regular Teachers,</p> <ul style="list-style-type: none"> -Observation of day-to-day school activities and preparation of comprehensive report on functioning of school. - Availing at least 5 substitute teaching opportunities in actual school situation. -Developing 4 lessons (two lessons in each method subject) and use of learning materials/ teaching aids and one unit plan. - Undertaking a case study of student/ institute and reporting. -Subject Practical -The ability of the students enhanced through choice based courses and various practical activities
Semester VII	<ul style="list-style-type: none"> • Internship (294-304) • Arts in Education (291-293) • ICT Practicum (293-294) 	<ul style="list-style-type: none"> • Technological skill • Aesthetic skill Organisational skill 	<ul style="list-style-type: none"> - Demonstration and criticism classes by student teachers. - Unit Plan, Lesson Plan, Record of School Profile -Conduct action research -Tracking students' progress -Creation of TLMs -Students create and present on any one art form. - analysis of textbook to find out integration of art forms. - Students prepare a lesson incorporating one or more

			<p>artistic expression.</p> <ul style="list-style-type: none"> -Documentation of any one heritage art form and Write up on life and work of any one artist (local or national). - Preparing a document using word / PPT - Create a documentary file, Design a project using e portfolio - Develop an e-content and share it using blog/Wikipedia/word press/YouTube
Semester VIII	<ul style="list-style-type: none"> • Understanding Self (305-309) • Health, Yoga and Physical Education (309-312) • Reading and Reflecting on Texts (312-314) • Community Work (316-316) • Subject Practical (B.Sc. B.Ed) 	<ul style="list-style-type: none"> • Personality development • Health management • Skills in ICT • Inter-personal skill 	<ul style="list-style-type: none"> - Exploring the ‘known’ and ‘unknown ’self in relation to what one and others know about one self and what others do not know - Reflecting , recording and sharing of critical moments in one’s life - Reflections on critical moments in the lives of peers - Exploring one’s strengths, weaknesses, opportunities and threats (SWOT analysis) - Group activities involving community participation - Group discussion/assignment/project work on any one health issue. -Performing physical fitness activities

		<ul style="list-style-type: none"> - Report on any health/yoga/sports activity conducted in a school/Preparing a write up on any international sport event - Examination and appreciation of authentic literary and non-literary texts. -Students reflect on the ideas expressed in the texts. - Narration of any one story in own words; writing the summary of the story, extrapolation of the story; discussion on the ideas expressed. -Students convert any one situation into a dialogue followed by role-playing. - Interpretation of a given text, reflecting on the key ideas exposed in the texts and preparing a write-up. -Participation in Seminars and open forum for discussion based on themes related to selected texts. Survey of community resources for participation in scholastic and co-scholastic activities of a school educational survey of a slum area -Report on social customs, traditions and superstition -Survey of a village/town with at
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			<p>least 20 households in order to study the socio-economic and educational status of the villager</p> <p>-Study of wastage and stagnation in local primary schools</p> <p>Organization of campus beautification programme</p> <p>-Cleanliness drives in the community and awareness about its needs</p> <p>-Developing healthy food habits among the community members</p> <p>-Training of community in some simple vocations for self-employment</p> <p>-Action research on local problems in consultation with the community</p> <p>- Training of community in first aid -Subject practical</p>
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