DEVELOPMENT OF HANDBOOK ON FIELD ENGAGEMENT IN PRE-SERVICE TEACHER EDUCATION

(Report of the PAC Programme)

Programme Coordinator

Dr. Laxmidhar Behera, Professor

REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

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The Handbook will be utilised by the state for orientation of teacher educators at elementary and secondary level. Suggestions for its improvement are welcome.

Dr. Laxmidhar Behera
Coordinator

CONTENT

Sl. No.	Content	Page No.
1.	Team Members	ii
	Acknowledgement	iii
	Content	iv-v
	1.0 Conceptual Framework of Field Engagement	**1-17**
	1.1 Introduction	1-2
	1.2 Field Engagement in Teacher Education Programme	2
	1.2.1 Need for Field Engagement in Teacher Education Programs	2-4
	1.2.2 Importance of Field Engagement in Pre-Service Teacher Education Programme	4-5
	1.2.3 Benefits of Field Engagement	5-6
	1.2.4 Objectives of Field Engagement in Pre-Service Teacher Education	6-7
	1.2.5 Modalities of Field Engagement	7
	1.2.6 Attributes associated with Field Engagement	8
	1.3 Field Engagement in the Teacher Education Programmes in Odisha	8
	1.3.1 Field Engagement in Theory Papers	8-9
	1.3.2 Field Engagement in School Internship	9-12
	1.3.3 Field Engagement in Community Activities	13-14
	1.4 Regulatory Framework for Field Engagement	14-16
	References	17
	2.0 School Internship	**18-38**
	2.1 Introduction	18
	2.2 Objectives	18-19
	2.3 Operational/Organizational Frame	19-20
	2.3.1 Pre-internship	20
	2.3.1.1 School Exposure	20-22
	2.3.1.2 Multicultural Placements	22-25
	2.3.2 During-internship	25-26
	2.3.2.1 Engagement in Teaching Learning	26-28
	2.3.2.2 Formation of Internship Committee	28-29

	2.3.3 Pre-internship	30-31
	2.3.4 During Internship	31-36
	2.3.5 Post-Internship	37-38
	3.0 Fieldwork with Community	**39-59**
	3.1 Introduction	40-42
	3.2 Objectives of Fieldwork with Community	42-43
	3.3 Organization of Fieldwork with Community	43
	3.3.1 Formation of committee for Fieldwork with Community	43-44
	3.3.2 Understanding the Structure and Function of Community, School and Interdependence	44-45
	3.3.3 Working with the community for community development	45-46
	3.3.4 Using Community Resources for benefit of school	46-47
	3.4 Suggested Community Related Activities	47-54
	3.5 Planning and Organization of Fieldwork with Community	54-56
	3.6 Assessment of Community work	56
	3.6.1 Need for Assessment	56
	3.6.2 Process of assessment	56-57
	3.6.3 Presentation of reports (Individual/Group)	58
	3.6.4 Evaluation of Reports submitted by the student teachers	58
	3.6.5 Modes of assessment-Mark/Grade	58
	3.7 CONCLUSION	58
	Reference	59
	3.8 APPENDICES	60-114

1.0 CONCEPTUAL FRAMEWORK OF FIELD ENGAGEMENT

Structure

1.1 Introduction

1.2 Field Engagement in Teacher Education Programme

1.2.1 Need for Field Engagement in Teacher Education Programs

1.2.2 Importance of Field Engagement in Pre-Service Teacher Education Programme

1.2.3 Benefits of Field Engagement

1.2.4 Objectives of Field Engagement in Pre-Service Teacher Education

1.2.5 Modalities of Field Engagement

1.2.6 Attributes associated with Field Engagement

1.3 Field Engagement in the Teacher Education Programmes in Odisha

1.3.1 Field Engagement in Theory Papers

1.3.2 Field Engagement in School Internship

1.3.3 Field Engagement in Community Activities

1.4 Regulatory Framework for Field Engagement

References

1.1 Introduction

Field engagement is an important component of the most of the professional education programmes like social work, law, business administration, medical science, and engineering. Pre-service teacher education programme, being a professional education programme, requires field engagement along with theoretical learning on the part of its learners/stakeholders. Pre-service teacher education programme (which is also called initial teacher education programme) is intended to prepare future teachers. It is designed to train/educate a target group of candidates (who are called 'student-teachers' or 'prospective teachers' or 'would-be-teachers') for teaching profession who are not currently in teaching profession. While the curricula for any pre-service teacher education programme has three distinct yet interrelated components i.e. Theory, Practicum and Field Engagement, usually the major focus is on the first two aspects. The 'Theory' part occupies the major space of the curricular programme with clear content specifications with which the teacher educators are familiar and major chunk of available time for the course is spent on transaction of this part in the specified formal classroom transactions. In the 'Practicum' section of the curriculum, the student-teachers are expected to conduct activities like classroom teaching with systematic planning, development and use of assessment

tools, preparation of resource materials for teaching and learning. In most of the teacher education curricula, 'Field Engagement' component lacks clarity and hence implementation is quite subjective and very often remains neglected. Through this document, an attempt has been made to clarify the curricular importance of 'Field Engagement' in the pre-service teacher education programme in Odisha with tangible proposals of activities to be conducted in this area to attain the objectives of the curriculum comprehensively.

1.2 Field Engagement in Teacher Education Programme

Field engagement is an integral part of any teacher education programme be it elementary level teacher education programme or secondary level teacher education programme or professional development programme. In field engagement of a pre-service teacher education programme, the student-teachers are engaged in different kinds of practical tasks or activities relating to teaching profession in a supervised condition. Through field engagement, the student-teachers understand school processes, participate in school activities, and internalize the school related ethics, values and norms. Field engagement provides the student-teachers many exposures for their professional and personal growth. Field engagement is a kind of planned and supervised practical or field-based tasks performed by the student-teachers in order to develop their professional qualities, competencies and values. It provides the student-teachers the opportunities to make critical reflections about educational setting and process, and help them to establish their position in the setting as the teachers. Field engagement includes the engagement of student-teachers in a series of both inside and outside classroom activities like classroom teaching, tutoring, remedial classes, co-curricular activities, working with parents and community people.

1.2.1 Need for Field Engagement in Teacher Education Programs: Any education programme, be it school education, tertiary education or professional education, has a strong theoretical core supported by practicum courses. It is a common practice to focus more on theory components with less importance to the practical components. Such a practice eventually compels the learners to adopt more rote practices impairing their understanding and higher cognitive, affective and psychomotor developments. To obviate such practices, the learners need to be exposed to the real-life situations to strengthen their classroom learning for the reasons as discussed below.

- ***Meaningful/ Situated Learning*:** A learner becomes motivated to learn more when the learning becomes more meaningful to him/her. Further, as constructivists confirm, each learner has unique ways of learning which may be completely different from that of another in the same group or class. Learning becomes meaningful for the learner, particularly a young learner when he/she is exposed to the real-life situation or to the environment familiar to him/her enabling the learner to meaningfully link the concepts learnt from the books or from classroom discussion. Such a learning, called *situated learning* is essential to develop meaningful learning (Lave, 2019).

- ***Situated Learning in Teacher Education Programme*:** For a student teacher it is important to have knowledge of the real situations of learning of students reading in schools, both elementary and secondary to promote meaningful learning. In this context, field engagements assume vital importance for the student teachers in any teacher education programme. In any teacher education programme, student teachers are groomed to become teachers, either in elementary or in secondary schools. In order to become effective teachers after the completion of their teacher education courses, they need to have direct experience of the situations in which the learners in schools learn. The learning environments in schools, the home backgrounds of the learners in schools and the socio-cultural milieu of the society in which the schools function have profound impact on the degree of meaningfulness of the learning acquisition of the learners. The student teachers need to have intimate and direct exposure to such situations to encourage situated learning effectively**.**

- ***Field Engagement for Meaningful Learning*:** As discussed above, the real-life situations which impacts the extent and quality of learning experiences of a learner are of profound importance to the teacher and more so to the student teachers. In this context the field engagements of a student teacher in any teacher education programme is considered essential as this experience would help student teachers understand and identify the elements in the learner's immediate environment that impact the quality of his/her learning.

  Field engagement or field experience provides the first-hand experience to the student-teachers regarding their teaching learning. Field engagement is required for the student-teachers, because, it helps them to connect or translate their theoretical learning into practical field of work or real work situations. For example, a student-

teacher does not get holistic learning on teaching when he/she is provided only theoretical knowledge on teaching, rather, he/she gets holistic learning on teaching when he/she is engaged in teaching or practices teaching along with getting theoretical knowledge on teaching. The student-teachers don't get the adequate experience about the school system when they are theoretically told about school system, rather, they get adequate experience about school system when they are allowed to observe and directly experience the school practices along with theoretical orientations on school system. While theoretical knowledge defines a situation, field engagement provides direct experiences regarding doing different tasks or activities relating to the same situation. In any educational context, only theoretical knowledge isn't enough to make someone master in the context, rather, the theoretical knowledge must be connected to field engagement in the context in order to make him/her master in the context.

- ***Variants of Field Engagement in Teacher Education:*** Field engagement has many variants or alternative concepts/terminologies like field exposure, field experience, field activity, fieldwork, field placement, field education, etc. There are also many kindred concepts of field engagement like practicum, apprenticeship, training, etc. Though hands-on-activity or experience is a key concern in the cases like practicum, apprenticeship and training, but those differ in some thematic points in one way or others. In practicum, the participants are involved in hands-on-activity normally for a short time and they are not engaged necessarily as full-time workers for completing a task or assignment. In apprenticeship, someone acquires a rigorous training on a job or trade for relatively a longer period and in most cases, a payment is made for such training. Training is a kind of task or hands-on-activity, which helps to increase the performance of someone in an area of work or profession. Practicum, apprenticeship, training, etc. require different kinds or forms of field engagement.

1.2.2 Importance of Field Engagement in Pre-Service Teacher Education Programme: Field engagement occupies an important position in the context of designing and implementing curriculum, selecting and using pedagogical techniques, adopting evaluation patterns and many other aspects of a teacher education programme. During the field engagement, the student-teachers practice and acquire diverse range of competencies, skills and values which help them to be teacher in real educational set up. The quality of a teacher education programme is largely enhanced by the nature and extent of the field

engagement provided to the student teachers enrolled in the programme. Properly designed and implemented field engagement-based activities of a teacher education programme enhance the standard of the programme.

Among the current concerns of teacher education as observed in the National Curriculum Framework for Teacher Education, one of the important concerns is that the theory courses of teacher education programmes have "no clear link with practical work and ground realities" (NCTE, 2009, p.12) implying that the course components of the teacher education courses have little concern for the real-life contexts.

The research has shown that many teachers consider their field-based experiences as the most important part of their education preparation programme (McIntyre, Byrd, and Foxx, 1996). It has been established that designing and planning exemplary field experiences for education programme candidates is essential for retaining teachers on the job (Gold, 1996). It has been observed that field-based experiences offer trainee-teachers the opportunity to observe and work with real students, teachers, and curriculum in natural settings (Huling, 1997). Field experiences provide pre-service teachers with the opportunity to develop their pedagogical skills, anchor their developing beliefs and put theory into practice in order to prepare them for future teaching jobs (Kauffman, 1992; Puckett and Anderson, 2002).

1.2.3 Benefits of Field Engagement: The student-teachers get many benefits out of field engagement for their professional career and personal life. Among several benefits the student teachers acquire from their field engagements, some prominent advantages are that the field engagement:

- Enriches the experiences of the student-teachers regarding practical world of teaching learning.
- Provides a kind of feedback to the student-teachers regarding their professional preparation and orientation. It has significant role for redefining and refining the skills and competencies of the student-teachers.
- Enhances the self-confidence and willpower of the student-teachers in respect of joining and succeeding in the teaching profession.
- Plays significant role for creating competent, committed and dynamic teachers for teaching profession.

- Develops a sense of positive attitude and belongingness among student-teachers towards their profession of education.
- Provides opportunities to practice and/or internalize the life skills associated with teaching profession like critical and creative thinking, decision making, problem solving, dedication towards work, accountability towards work.
- Helps the student-teachers to understand and respect the multiple contexts and features of schooling or education.
- Helps the student-teachers to be acquainted with the diversities of educational setting and understand and perform their role as teachers in different settings.
- Promotes among the student-teachers the individual competency in one hand and team spirit in another hand for achieving their targets.
- Helps to develop the sense of collaboration and cooperation with others besides developing individual excellence in their professional pursuits.
- Promotes experiential and hence authentic and contextual learning among the student teachers.

1.2.4 Objectives of Field Engagement in Pre-Service Teacher Education: Field engagement provides on-site hands-on-experiences to the student-teachers which contribute for their holistic change and development in respect of becoming professionals in the arena of teaching. There are certain specific objectives that are achieved by student-teachers through field engagement. Field engagement helps the student-teachers to achieve these specific objectives:

i. To understand the roles of different personnel and their roles associated with the academic, resource and management of the school system.

ii. To be conscious of their own rights and duties as teachers with respect to their students, school, community/ society and state.

iii. To understand and be involved in different co-curricular or other activities of the school like school assembly, games and sports, cultural activities and school functions, debates and discussion.

iv. To understand and be engaged in different community-based activities like community survey, community awareness programme, community mobilization programme, etc. for benefit of both school and community.

v. To be involved in using the community resources like community library, community ground, community hall, etc. for the benefit of school, and using the school resources like school auditorium, school ground, school furniture, etc. for the benefit of community.

vi. To participate in different outreach programmes of school like parental mobilization for education of their children, motivating the socio-economically neglected children for education, maintaining the gender/ caste/class/ religious unity in society.

vii. To develop practical life skills associated with a profession like managerial skills, adjustment, co-operation, fellow feeling attitude, ability for healthy criticism.

viii. To develop situational/authentic/contextual learning competencies, skills and attitudes for becoming effective teachers.

1.2.5 Modalities of Field Engagement: Field engagement in teacher education may be done through different field-based activities or modes. Some common modalities used for field engagement in teacher education are given below:

- Practical or practicum in teaching
- Observing the issues associated with learning and education in the real-life situation
- Interviewing the parents and community members
- Case studies on educational problems
- Conducting action research on field-based concerns
- Group work or group projects
- Individual work or individual projects
- Field based presentations and discussions
- Preparing anecdotes
- Managing and organizing field activities
- Participation in socio-cultural activities
- Taking action for mitigating field-based problems

1.2.6 Attributes associated with Field Engagement: Through field engagement, student-teachers acquire a number of attributes which help them to enter into teaching profession, survive and be successful in the teaching profession. Field engagement promotes the wholesome personality of student-teachers. Some common but basic attributes that are acquired or developed through field engagement and that are required for becoming effective teachers are given below:

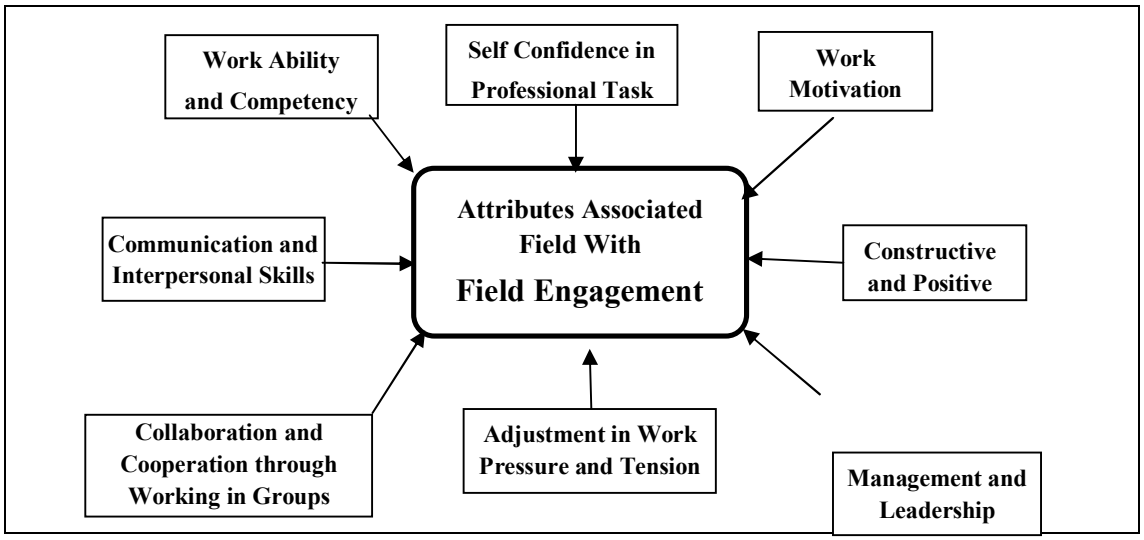

Fig.1 *- Attributes Associated with Field Engagement*

1.3 Field Engagement in the Teacher Education Programmes in Odisha

There are two major teacher education programme in Odisha for perspective teachers in the schools viz., 2-year Diploma in Elementary Education (D.El.Ed.) and 2-year Bachelor in Education (B.Ed.) programmes. Besides, a 3-year integrated B.Ed.& M.Ed. programme is also provided by several universities in the state. In all these three programmes, there are two prominent sections: Theory Papers and School Internship. Besides the activities proposed to be conducted in these two sections, field engagement in terms of co-curricular activities and community activities have been inbuilt in the programme which are briefly highlighted below. It is to be noted that field engagement is intended for contextualizing the theoretical concepts taught in the classroom and further to gather experience from the real-life activities to enrich and for furtherance of the teaching learning process.

1.3.1 Field Engagement in Theory Papers: Each theory paper in all the teacher education programme has two components for assessment: External and Internal. Both in

D.El.Ed. and B.Ed. programmes the relative loads on the two components are 80 percent (External) and 20 percent (Internal). The internal assessment is based entirely on the tasks assigned to each student teacher based on the contents discussed in the unit. These are 'Suggested Activities and Tasks' in D.El.Ed. programme, 'Tasks and Assignments' in B.Ed. programme and 'Sessional Work' in Integrated B.Ed. & M.Ed. programme, usually placed at the end of the content units in each theory paper. Majority of tasks for internal assessment require field-based activities. Examples of a few such assignments are:

- ✓ Survey of a community and working out strategies for mobilization of resources available in the community for improvement of school practices.
- ✓ Case study of the educational programmes and activities of an early child education center like Anganwadis.
- ✓ Observation of education of children from slums, migrant children and other children in difficult situations and documenting experiences.
- ✓ Preparation of a report on problems faced by any one category of CWSN in and out of classroom/school and strategies adopted by the teachers and school to address those problems.

A teacher educator teaching a particular theory paper has a lot of scope for planning such activities relevant to the theoretical inputs and can engage the student teachers in field-based activities in a meaningful way.

Every student teacher has to choose at least one (in a Paper of 50 marks) or two (in a Paper of 100 marks) such assignments and submit those for internal assessment. The scope for field engagement in these activities is quite immense and need to be conducted with imagination and care.

1.3.2 Field Engagement in School Internship: During the course of a teacher education programme, student-teachers are engaged in teaching in a school along with many other activities in the school for a sustained period of time, and this is designated as school internship or internship in school. During school internship the student-teachers are engaged in different kinds of activities of the school which help to contribute to the holistic development of the students of the school as well as school system as a whole.

The school internship programme is usually conducted in three phases during each year of the two-year teacher education programme be it elementary or secondary:

a. ***Pre-Internship or Preparatory Phase*** for school internship programme. During this period all types of preparatory activities are conducted which includes visiting the school and informally observing various activities of the school, observing demonstration lessons delivered by the teacher educators, delivering criticism lessons by each student teacher.

b. ***School Internship Phase***: Two major types of activities are conducted during this period – Delivering required number of Practice lessons as per curricular provision and Conducting several *School-based activities.*

c. ***Post-Internship Phase***: After the completion of the school internship programme, assessment of the performance of the student teachers both by supervising teacher educators and peers and display of resource materials developed during the internship period are usually conducted.

During school internship, the conduct of various school-based activities provides enough scope for purposive field engagement where the school and its environment in totality is considered as the field for engagement. Mainly, two types of field engagement activities can be conducted – i) School-based Curricular Activities, and ii) School-based Co-curricular Activities.

i. ***School-based Curricular Activities*****:** While delivering practice lessons in the school, the student teachers are to perform several activities like a regular teacher of the school. In order to develop a comprehensive understanding of the regular process of teaching learning in the school, and to develop competences and skills to perform teaching learning-based tasks, a student-teacher needs to be engaged in these activities:

- Observing the lesson delivery and other academic activities of the regular teachers of the school.
- Observing the lesson delivery and other academic activities of the peers.
- Preparing the lesson plan/learning plan based on the requirement of the class/school.

- Delivering/ transacting the lessons in different class contexts like small size class, large size class, multi grade class, inclusive class, multi-cultural class, etc.
- Talking adjustment class like a regular school with on-the-spot planning.
- Pre and post lesson delivery discussion and feedback for evaluating the effectiveness of the lesson.
- Developing and using different learning resources/teaching learning aids (including ICT resources/aids) preparation, handling and use for benefit of students and school.
- Using the existing resources of the school for teaching and learning purposes like the use of school library, science laboratory, science club, play field, school garden.
- Participating in school based assessment activities which includes tasks or activities like preparation and administration of achievement tests, preparation and administration of diagnostic tests, assignment preparation, term paper preparation, preparation and administration of other assessment tools.
- Participating in preparation and use of different kinds of school based records like cumulative record, anecdotal record, attendance record, performance record/result sheet, stock register, etc.
- Participating in preparation of academic calendar (annual and monthly), scheme of lessons, unit plan, scheme of evaluation, time table preparation, duty assignment.
- Organizing school based guidance and counselling services for students, parents, fellow colleagues and others.
- Conducting school-based action researches and case study to address different issues of the school like learning problem of students, adjustment issues of students, pedagogical issues, curriculum issues, school management issues, infrastructure issues and others.
- Close observation of functioning of several activities of the school like management of mid-day meal, functioning of different management bodies in

the school like School Management Committee (SMC), Parent Teacher Association (PTA), Mother Teacher Association (MTA).

- Participating in management and administration of the school through taking part in academic related meetings, academic discussions and debates, coordinating seminar/symposium/ competition, taking part in hostel related matters, etc.

ii. ***School-based Co-curricular Activities***: Besides engaged in the teaching learning related activities in the school, a teacher has to perform many other duties and responsibilities like organizing games, sports, cultural events, leading students to participate in art, craft and gardening work; leading the students to participate in community-based tasks. Therefore, besides gathering experience in teaching learning related activities, the student-teachers need be engaged in several other activities of school during their school internship some of which are:

- Organizing school assembly and prayer, and engaging the students to perform the roles of the organizers/speakers/ presenters of the thought of the day, new paper heading in the assembly and prayer.
- Organizing games (both indoor and outdoor games), sports, yoga, pranayama, exercises and the related activities.
- Active participation in the conducting school functions and cultural activities like annual day celebration, celebration of birth day/ birth anniversary of great men and women, celebration of national festivals, national days, national programmes.
- Cleaning and beautifications of school campus, school gardening, maintenance of better hygiene in the school campus, etc.
- Organizing art and craft work, music, dance (folk dance and classical dance), theatre, drama, fancy dress and related activities.
- Organizing cultural activities like recitation of poems, elocution competitions, storytelling, writing stories and collecting folk tales, poetry writing, preparation of magazine/journal, debate, discussion, quiz, competitions, extempore speech, etc.

- Organizing visit to cultural centres, planetarium, museum and historic places.

1.3.3 Field Engagement in Community Activities: The student teachers getting familiarity with the community resources and socio-cultural activities of the community has two major objectives. First, the school fulfils the communities needs for basic education and hence reflects the educational aspirations of the community members with which the student teachers need to become aware intimately. Secondly, early education especially school education of a child is closely linked to the home and community practices which makes early school learning more contextual and hence meaningful for the learner. The student teachers need to have close experience of such community and family activities and practices preferably during school internship programmes. Some examples of such activities are:

- Informal discussions with parents and community members on different issues related to education of their children.
- Conduct community-based practicums, projects, surveys and researches.
- Conducting joint meeting among school personnel and community people and accordingly work jointly to achieve their mutual targets.
- Mobilizing parents and other community members for school enrolment and retention drives.
- Exploring community services and resources for school improvement and enriching teaching learning activities.
- Mobilizing parents and other community members for school enrolment and retention drives.
- Participating and organizing community literacy and social education campaigns.
- Participating in community different activities, celebrations and programmes to explore possibilities of improving educational activities of children and community members.
- Organizing campaigns like drive for cleaning the environment, community hygiene maintenance activities, campaign for proper use of drinking water.
- Conducting drives for enrolling drop outs and out of school children of the community in school.

- Organizing rallies, exhibition, cultural shows for removal of social problems like corruption, casteism, gender discrimination, regionalism, religious dogmas, unemployment, poverty.

There has been a specific provision for 'Community Activities' within the purview of 'School Internship' in the curriculum for the B.Ed. (Secondary) Programme, 2015 of Odisha which is worth mentioning here.

Community Activities (*As per the provision in the 2Year B.Ed. (Secondary) Programme of Odisha, 2015*) carrying 50 marks (20 in 1st.year + 30 in 2nd.Year) (Under 'School Internship')

- Organization and participation in any community awareness building programme, and preparation of report :10marks
- Conducting any community activity like plantation, mass safai, public utility services(road repair, cleaning water sources, and public places etc.), blood donation camp, health check up and submission of a report: 10marks
- Survey of community resources and their utilization in school improvement: 10marks
- Survey and mobilization of out of school children in the community and preparation of a report: 20marks

1.4 Regulatory Framework for Field Engagement

National Council for Teacher Education (NCTE), the apex regulatory authority for teacher education in India from time to time, prepares regulations and guidelines for maintaining standard in teacher education at different levels (elementary level teacher education, secondary level teacher education, etc.) in the country. Since field engagement is an important component of any teacher education programme, NCTE has outlined the need and scope for field engagement for student teachers in different teacher education programmes.

Field Engagement Component in the Norms and Standards for Bachelor of Education (B.Ed.) Programme of National Council for Teacher Education (NCTE) Regulation 2014

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussion on reflective journals, observation of children, and interactions with the community in multiple socio-

cultural environments.

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ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components.

a) Tasks and Assignments that run through all the courses.
b) School Internship.
c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse need of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (class VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Field Engagement Component in the Norms and Standards for Diploma in Elementary Education (D.El.Ed.) Programme of the **National Council for Teacher Education** (**NCTE**) **Regulation 2014:**

4.1 Curriculum

The D. El. Ed. Programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with the National Curriculum Framework for Teacher Education, while contextualizing it for the state or region concerned. ICT, gender, yoga education, and disability/inclusive education shall form integral part of the D. El. Ed. curriculum.

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a) Practicum

Field Engagement courses shall be designed to give opportunities to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education.

b) School Internship

The D. El. Ed. programme shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the two years. Students shall be equipped to cater to needs of diverse learners in schools. The programme shall include visits to innovative centres of pedagogy and learning, innovative schools, educational resource centres, teaching-learning centres. School Internship would include stipulations in the RTE on the duties of the teacher and community engagement. The School Internship programme shall have the following components:

A minimum of 20 weeks of internship in schools during the course of which 4 weeks would be dedicated to classroom observations, etc. during the first year; second year of school internship will be for minimum period of 16 weeks in the elementary classes, including primary and upper primary.

c) The institution shall have easy access to sufficient number of recognized elementary schools for field work and practice teaching related activities of student teachers. It is desirable that it has an attached primary/elementary school of its own. The institution shall furnish undertaking from the schools willing to provide facilities for practice teaching.

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2.0 SCHOOL INTERNSHIP PROGRAMME

2.0 School Internship

2.1 Introduction
2.2 Objectives
2.3 Operational/Organizational Frame
2.3.1 Pre-internship
2.3.1.1 School Exposure
2.3.1.2 Multicultural Placements
2.3.2 During-internship
2.3.2.1 Engagement in Teaching Learning
2.3.2.2 Formation of Internship Committee
2.3.3 Pre-internship
2.3.4 During Internship
2.3.5 Post-Internship

2.0 SCHOOL INTERNSHIP

2.1 Introduction

In the Pre-service Teacher Education (TE) programme School Internship (SI) is regarded as an important & vital component. As a part of the board curricular area of "Engagement with the Field" or Field Engagement (FE) it is designed to develop a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. It provides the Students Teachers (STs) a platform to apply the theoretical knowledge understanding, techniques methods and approaches in actual classroom situation. It enables them gain intensive experience in teaching, planning preparing in structural support materials, performing other school activities that a regular teacher is expected to do. It gives them many hands on experiences to become effective teachers. Overall, after completion of the School Internship a (TE) student teacher would be ready to take up the responsibilities of a teacher independently.

2.2 Objectives

On completion of School Internship, the Student Teachers shall:

- Develop professional capacities and sensibilities through sustained engagement with learners in school contexts.

- Equip themselves with required skills and competencies to cater to diverse needs of the learners.
- Develop necessary insights for working in multicultural contexts in school.
- Apply the theoretical understanding, developed in perspective and pedagogic courses, in real life situation.
- Internalize and appreciate the role of the teacher - as a facilitator of learning. Classroom manager, resource mobilizer and manager, innovator, evaluator of learner performance, planner and organizer of other curricular activities, mentor and counsellor of children, service provider for the community and parents and developer and evaluator of curriculum, textbooks and other TLMs.

2.3 Operational/Organizational Framework

The School Internship would be undertaken in three distinct phrases namely Pre-internship, During-internship and Post- internship. The following operational guidelines shall be adhered to in course of conduct of the School Internship.

- All internship activities shall be completed within minimum duration of 20 weeks for Two-year B.Ed./D.El.Ed. Programme. During first year four weeks and during second year sixteen weeks shall be devoted for these activities.
- The Pre-internship activities shall include initial School Exposure programme and Multicultural placement of Student Teachers in different schools before they undertake During-internship activities.
- The During-internship activities shall include transaction of Teaching Learning activities and Other-school activities in which the Student Teachers shall be actively engaged throughout under the supervision of Mentor Teachers and Teachers Educators.
- The Post-internship activities shall include presentation of reports/reflections by each student teacher (Intern) on his/her internship experiences, exhibition of teaching aids, feedback from the co-operative schools, activity records etc. which shall be undertaken in the Teacher Education Institutions.
- For each phase of internship activities there shall be a well-planned orientation of the Student Teachers by the faculty. Besides, the heads and the Mentor Teachers of the co-operative schools shall be interacted/consulted with regard to modalities of

implementation/organization of the School-internship activities during Pre- internship and During- internship periods.

- An internship committee shall be formed in his teacher education institution under the Chairmanship of the head of the Institution to plan an organized School- internship in a systematic and meaningful manner. This committee shall include two faculty members as coordinators and all other faculty members of the Institute as members. The coordinator(s) shall conveyed the meeting of the committee in consultation with the head to discuss the details of the calendar activities to be undertaken During-internship.
- The committee shall develop/workout/prepare different formats to collect responses from the Student Teachers in different activities undertaken.
- The committee are select the cooperating schools for organization of internship activities by the Student Teaches and allot them accordingly to these schools in consultation with their heads and Mentor Teachers.
- The committee shall prepare a supervision schedule for the faculty members who would supervise the internship activities in these schools.
- The assessment of internship performance of the Student Teachers shall be done jointly by the faculty, Mentor Teachers and these school heads. The details of criteria of such assessment shall be determine by the internship committee.

2.3.1 Pre-internship:

2.3.1.1 School Exposure:

One must have the experience of the situation and context where one is expected to work. A teacher is ultimately concerned with school environment, classroom practices, learning situations, social context and the trend of learning out comes of students in the school. Hence, in any teacher education programme, school exposure is an important Pre- internship component, which ought to take place at the initial stage of internship programme.

Before undertaking During-internship activities (placed in school for the actual teaching in internship) each Student Teacher is required to gain firsthand experiences about the schools in totality – physical infrastructure, resources (human and material), the stake holders working for the development of the school, the personnel associated with school management and planning etc.- as a place of formal learning. For this purpose, there is a mandatory provision of initial School Exposure programme for the Student Teachers studying B.Ed. course.

Objectives:

On completion of this programme, the Student Teachers shall:

- Acquaint themselves with available infrastructure and facilities in the schools and classrooms.
- Observe daily activities of the schools (curricular, other curricular and management etc.)
- Acquaint themselves with the curricular contents of different grades.
- Experience classroom teaching learning processes, pedagogy interventions, day-to-day school administration/ management and school community interface and collaborative practices.
- Understand the roles and responsibilities of the teachers for curricular, other curricular, co-curricular and administration related activities.
- Interact with students, teachers, and SMC/SMDC members and other stakeholders and understand their roles in school activities.
- Develop comprehensive idea about a complete school situation.

Based on aforesaid objectives of the programme the Student Teachers are to be instructed to perform the spelt out activities/tasks and submit reports (dimension wise) on the activities through their mentor to the head of the Teacher Education institution for internal assessment.

Duration: Two weeks

Programme Details:

For organizing the programme effectively, the following sequential activities shall be undertaken.

Preparation: Three-days

- Organization of one-day interaction and sharing with the school heads and teachers - on the objectives and designing of the programme and their cooperation and feedback.

- Organization of two-day orientation of the Student Teachers on the objectives, modalities, reporting and sharing of School Exposure experiences and allotment of schools.

The Internship committee of the institute is to work out the mechanism for monitoring the programme and providing onsite support.

School Visit/Exposure: Eight-days

The Student Teachers shall visit the allotted schools and make systematic observation of different aspects of the schools and their functioning, and record the details of their observation in the prescribed formats (Appendices attached at last section) so developed and supplied by the internship committee of the Teacher Education institute. In other words, they need to prepare a complete profile of the schools they are attached to.

Post Exposure Sharing: One-day (At the TEI)

- Presentation of the prepared reports on different aspects of observation.
- Sharing of observation experiences and feedback.

Assessment :

- The observation reports and, presentation and sharing shall be internally evaluated by the faculty as per the following :

Reports and Activities	Marks
Report on School Infrastructure and Physical Facilities	10
Report on Academic Support	10
Report on Other Curricular Activities	10
Report on Functioning of SMC/SMDC, PTA, MTA	10
Presentation and Sharing of Overall Report	10
Total	**50**

2.3.1.2 Multicultural Placements:

The Student – teachers need to experience the variety of school context and functioning in order to enable them meet the professional needs of the regular teachers. A comprehensive

understating of various school contexts and their functioning shall enable them to develop a rational approach towards the profession they are going to settle/ adopt.

Objectives:

On completion of this programme the Student-teachers shall:

- Experience the multicultural dimensions in and across different type of schools (Govt., Non-govt., Rural-urban, Tribal-non-tribal, Coeducation-girls, English-Odia medium schools) in respect of availability of physical infrastructure, human resource (Academic and Non-academic) and management support system.
- Envision a functional school for facilitating all round development of the learners and the quality learning in terms of :
    - Organizing other curricular activities e.g. Sports, Games, Dance, Music, Drama etc.
    - Organizing teaching learning process in classroom and developing meaningful strategies.
    - Identify effective teaching learning resources.
    - Integrating ICT in classroom transaction.
    - Ensuring effective classroom management and students participation.
    - Drawing realistic plan and programme for institutional development.
    - Preparing annual calendar of activities for the school.
    - Using experiences for growth of professional confidential excellence.

Duration: Two weeks

Programme Details:

For organizing the programme effectively the following sequential activities shall be undertaken.

Preparation: Two-days

- Orientation of the Student Teachers on the purpose, modalities of organizing the programme and the mode of reporting observation experiences.
- Allotment of schools where they are to be placed in for the programme.
- Sharing of supervision time schedule for the supervision of the programme and providing onsite support.
- Sharing of observation schedule with the Student Teachers for preparing their observation reports.
- Allotment of supervisory personnel to different schools.

Multicultural Placement : Eight-days

The Student Teachers shall observe the functioning of the schools from different cultural setup and develop critical reflection about different activities of these schools. They will involve themselves in the school activities, interact with the regular teachers, head of the school, and other stake holders they happen to meet in the school. They observe classes of regular teachers and record their observations on each aspect of classroom teaching learning. They experience real classroom teaching being substitute teachers. They undertake case studies on specific problems of the children. They prepare observation reports on each of the observed activities/functions of the schools.

Post Placement Sharing: Two days (At the TEI)

- Presentation of the prepared reports on different aspects of observation.
- Sharing of observation experiences and feedback.

Assessment :

Sl. No.	Reports & Activities	Marks
1	Observation of lessons delivered by the regular teachers (at least 10 lessons – 5 in each method subject) and reporting on the transaction process as per the Observation Schedule.	10
2	Observation of the activities of the visited schools on a particular day as per their routine and preparation of a report	05

3	Taking arrangement classes as assigned (at least 05) and reporting experiences.	10
4	Identification of a case (problem child, underachiever, irregular attender etc.) and preparation of a case study report	10
5	Observation of staff relation (teacher-teacher; teacher – headmaster, headmaster / teacher – other support staff) and preparation of a report.	05
6	Preparation of a report on the process of the learner-evaluation and opinion of the teachers and Heads of the school.	10
	Total	**50**

2.3.2 During-internship:

Every Student Teacher, attached to a school for the programme, is required to undertake such activities as are assigned to him/her by the Head of the school in all school related activities-curricular and other curricular.

Under curricular activities he/she shall:

- Make pre-lesson discussion with the mentor teacher/faculty.
- Prepare and deliver practice lessons in his/her method subjects at Upper-primary and Secondary classes (Classes VI – X). Each Student Teacher shall deliver 60 (Sixty) lessons (30 lesson in each method subject) excluding the criticism lesson. Out of 60 (Sixty) lessons 30% (18 lessons) shall be delivered in the Upper-primary classes (Classes VI – VIII) and remaining 70% (42 lessons) lessons in the Secondary classes (Classes IX – X). Care should be taken to ensure that there will be ICT integration in at least 05 (Five) lessons in each pedagogy subject.
- Make post lesson discussion with the mentor teacher/faculty and peers.
- Work with the regular Science teacher in organizing practicum and maintenance of Science laboratory **(meant for only science students)**.
- Observe 05 (Five) peer – lessons and record the performance of the peer student Teachers with authentication by the concern Supervisor/Mentor Teacher.

- Teach/engage himself/herself in classroom teaching as a substitute teacher when required.
- Prepare and administer diagnostic tests on the students and identify their learning difficulties.
- Prepare unit tests on respective pedagogy subject both for Upper-primary and Secondary levels.
- Prepare scheme of lessons in any subject for any class.

Under other curricular activities he/she shall :

- Attend school assembly regularly.
- Participate in school science exhibition, science fair, science club/nature study club/eco club activities, campus cleaning and beautification activities along with all other activities of school that takes place during the internship period and perform the duties as a regular teacher.
- Maintain the records, prepare the reports on teaching, observation, assessment, activities organize by the student teacher, school infrastructure facilities etc.
- Undertake action research.
- Participate in school games and sport activities.
- Participate in literary and recreational activities of the school.
- Participate in blood donation camp organize in school.
- Attend the meeting of the SMC/SMDC if held in the school during internship period.
- Prepare a report on maintenance of register and records by the school.
- Prepare a detailed report on school activities organized by the student teachers during internship.

2.3.2.1 Engagement in Teaching Learning:

During this, phase of internship the Student Teachers

While organizing School Internship, it is expected that the TEIs consider the guiding principles, role, and responsibilities of State Education Department.

Guiding Principles

Based on the guidelines issued by NCTE (2016) on School Internship, it is advisable to follow the following principles while planning and organizing internship.

- Out of the total of 20 weeks of internship, for four weeks the STs will involve in activities like school visit, classroom observation, individual and group assignments etc. Out of the 16 weeks of full time school internship, two weeks shall be for community work, and the rest be divided equally between practice teaching and all school based activities.

- The STs shall undertake all such tasks as performed by regular teachers of the school under the guidance of MTs and Principal. In addition, they ought to be provided opportunities to observe, participate and contribute in all activities of the school both in school curricular and co-curricular activities and out of school activities.

- Some competent and willing teachers of 'internship schools' could be designated as 'Mentor Teachers' (MTs). In an academic session, 3-4 STs could be attached to an MT depending on her/his subject specialization. The TEI will orient the MTs prior to the commencement of the internship.

- Provide opportunities to the STs to gain experience of working in diverse contexts-urban, rural and tribal areas as well as government and private schools.

- The internship schools may be treated as lab schools and they are to be available to the TEIs throughout the year for observation, experimentation, interaction, information gathering, etc.

- School internship will be a joint responsibility of the Teacher Education Regulator at the Central level, State Education Departments, Affiliating Bodies. TEIs and Internship schools. All these are expected to function in a coordinated manner with pre-defined and suitably demarcated responsibilities.

- The assessment of STs performance during internship shall be done jointly by the TEs, MTs and School Principals. The TEIs will make the guidelines for evaluation available to the schools.

Roles and Responsibilities of State Education Department

The guidelines issued by NCTE(2016) on School Internship has clearly indicated the roles and responsibilities of State Education Department at the State level as well as District level. They are as follows.

State level:

- Maintain database of TEIs in the State.
- Workout the requirement of Internship Schools @10 schools per 100 STs and 5 schools per 50 STs.
- Formulate internship policy of the state and issue guidelines for the District Education authorities concerning identification and monitoring of internship schools.
- Compile monitoring reports received from the districts and forward the consolidated report to the NCTE.

District level:

- Prepare internship calendar in consultation with affiliating bodies.
- Allocate internship schools to TEIs in the district.
- Monitor internship periodically and send reports to the state headquarters.

2.3.2 Formation of Internship Committee

(i) Importance of the committee - In any programme the planning phase matters the most. Head of the institute being the leader in organizing any academic activity, will take initiative to form a committee to conduct this most crucial component of the teacher preparation programme. It is better to have two faculty members as coordinators and all the faculty of the institute as members in the committee Principal being the chairperson. Under the constant support and guidance of the chairperson the coordinators and members own the programme. This committee has to be formed as part of the organizational structure of the institute. The coordinators have to organize a meeting with the chairperson and all the members soon after the admission by taking number of students and their details as much as possible.

(ii) Roles and responsibilities of the members - The coordinators take the major role in interacting with the students and orienting them about the school internship programme, the timing, duration and other important information. In consultation with the members, the coordinators have to map the local schools and maintain the data base. As and when there comes

a chance the coordinators and the members have to visit the schools and build rapport with the administrators. Once the school administrators are convinced of the intentions of the internship they open the opportunities for the students to be part of their school for the required number of days. Once the consent of the heads of schools are granted, the schools can be shortlisted for internship depending on the number of STs and the permission of each school for engaging them.

(iii) Preparation of the formats - Based on the activities to be performed during the internship, formats are to be prepared in consultation with the members or in a workshop mode. The previous year experience and a fresh thought has to go into the formats every year in order to make the formats self-explanatory, user friendly and precise. It is better to circulate these formats developed/adapted/improvised to all the members for suggestion. After it is thus finalized, this may be uploaded in the institute website for wider viewing and reachability to students online.

(iv) Selection and allotment of schools - Usually 4 to 6 student teachers will be accommodated in each school. However, the number varies depending on the size and structure of the school. While grouping, care has to be taken to put student teachers based on gender, subjects, language and other essential criterion deemed to be beneficial to the school and the STs. When the grouping is done, this may be communicated to the schools with all the background details of the STs who are going to be placed in the school. The heads of the school will have to be given some time to peruse the list and respond based on their requirement.

(v) Schedule of Teacher Educators - As a next step names of student teachers with their allotted schools have to be prepared in a table form with all the details like gender of the ST, teaching subject, telephone number and days of placement. The table would include the name of teacher educator (TE/institute supervisor) who would be going to the school with the group along with date and time. Student teachers can get the formats and performance indicators clarified with the TEs. In addition to the institute supervisor the group will also have one or two mentor teachers (MTs) from the respective schools those who are experienced in guiding students for better performance. Format for evaluation and the table to consolidate the grades/marks would be finalized to be briefed to the TEs and the mentor teachers. (Members, responsibilities, preparation for internship, mode of conduct of internship- face to face, print material/online, selection and allotment of schools, schedule of institute supervisors, consolidation of internship performance, etc.)

2.3.3 Pre-internship

(a) Initial school exposure with multicultural placement (studying school processes and resources, observing classes, taking classes, reporting, etc.)- Before the STs are placed in school for the actual teaching in internship it is important that they get exposed to the school in totality as a place of formal learning. This exposure should provide them ample scope to identify themselves with the process and feel that they enjoy the environment. This opportunity may be given to STs as soon as they get admission in the teacher education programme. The exposure visit may last for a week at least in two different types of school.

(b) Preparation for internship

i. *Orientation of Student teachers on school internship*- An orientation programme would be organized by the institute to brief the STs on all the activities to be performed, their conduct during the placement in school and rules to be followed while attached to the school. (See Appendix-18)

ii. *Role of stakeholders* (TEs,MTs/subject teachers, School Heads and peers) – There is involvement of several personnel like teacher educators (TE /institute supervisor), mentor teacher (MT or subject teacher in the school), school heads and peers in this exercise of school internship. Clarity on each one's role to themselves and also to the STs will be made clear during pre-internship. This helps the STs to have clear expectations from the people involved in the internship.

iii. *Interaction with participating School Heads* (Pre-internship conference- Participants, contents of conference, Concept and regulatory framework, activities to be conducted by STs including practicum related activities, use of social networking for intra and inter group communication, assessment of performance, management issues, etc.) – There will be a pre-internship conference wherein all the heads of the schools and mentor teachers will be invited for two days to engage them in discussion on the different activities the STs are taking up in their school. The schedule will be prepared in advance and the committee members share the sessions to initiate discussion on conducting each activity with the STs and the invited school personnel. All the formats will be discussed in detail, mandatory requirement that has to be completed within the stipulated time will be described and given in as a framework. Mentor teachers and heads of the schools will be briefed on assessment as their assessment is an important part of internship assessment. Rules to be followed while in school will be given clearly to the STs along

with admissible leave and guidelines regarding permission to leave the school in case of emergency. (Refer Appendix-18)

iv. *Scheduling of internship* (STs and TEs) – The number of days will be divided into four phases depending on the convenience and activities to be completed. There are set activities to be initiated and completed within each quarter. The time frame for each activity, the rationale for completing each within the quarter will be informed to all those engaging in the programme. (See Appendix-17)

2.3.4 During Internship

As you know 'During Internship' is the Second Phase of School Internship. After the student teachers are well prepared during Pre-internship, they go to schools for classroom transaction/teaching, involvement in other activities of the school and be a part and parcel of the school like a regular teacher from the first bell till the last bell and sometimes even outside the school. This phase has two major activities. They are, engagement in teaching learning and engagement in other activities of the school. Let us try to understand about each one of them.

(a) Engagement in teaching - learning

Basic responsibility of any teacher is to teach and help children to learn. Learning can occur in several ways. Every teacher has to see that teaching results in learning as per the objectives of the lesson delivered. The Teacher Educators (TEs) and the Mentor Teachers (MTs) will have to take the responsibility of preparing the student teachers as efficient future teachers. Several tasks to be carried out in this regard as per the syllabus of two year B.Ed. Programme (Govt.of Odisha, 2015) are described from *i to xvii.*

i. ***Introducing oneself in the School Assembly and collecting the School Time-Table:*** On first day of internship, all the STs stand in front of the students and introduce themselves to the children and staff of the school. Later they meet the teacher who is in charge of the time table and take a copy of the same. Further, they meet the MTs and find out their specific classes for teaching purpose.

ii. ***Selection of units for teaching*:** On day one in the school, the STs meet the MTs and collect the units that are required to be taught by them within the given time. In consultation with the MTs, these units are divided into lessons to be delivered and prepare a schedule of their own depending on the school time table.

iii. ***Identifying relevant school resources:*** Every Student Teacher (ST) has to make a survey of usable instructional resources available in the school for classroom transaction depending on the subjects and units they teach. They may be listed by them. This gives an idea to the STs as well as TEs regarding availability of functional resources that can be indicated in the lesson plan and used in the class. If appropriate resources are available, STs can save time and effort in preparing Teaching Learning Materials(TLM).

iv. ***iv. Visits to Educational Sites****:* Community is an important teaching- learning resource. There are many locations, buildings and processes of the community that can be used for teaching- learning of children. STs and TEs under the guidance of MTs may survey the nearby places and select the one which can be used for teaching. This not only develops belongingness of the learners to the place but also feel proud of their community and try to preserve them.

v. ***Pre lesson discussion****:* There is a minimum of 20 lessons to be delivered by each ST in each method subject excluding criticism lesson. Out of these 12 lessons will be delivered in classes VI to VIII and 28 lessons in classes IX and X. After dividing the units into lessons and identifying resources, the STs draft their lesson plans the way they are taught in the methods class and discuss with the MTs and TEs (whenever possible) before delivery of lessons in the class. The MTs and TEs can also have group discussion along with the peers and look into correctness of stating the objectives, sequencing of concepts, content and activities, appropriateness of TLMs, mode of evaluation of the lesson and assignments given and so on. In the beginning, the pre-lesson discussion will always be in detail. This helps the STs in preparing a detailed lesson plan and developing TLMs. They will also have a clear picture of the lessons that they are going to deliver.

vi. ***Finalization of the lesson plan and preparing/procuring of TLMs:*** Based on the pre-lesson discussion the ST prepares the final lesson plan to be executed in the class. As TLMs are necessary depending on the content, ST procures them either from the available resources or prepares on her/his own. Enough care must be taken to see that they are appropriate to the lesson and elicit learner participation. At the end of the internship, all the TLMs prepared by the STs may be preserved for reference of future STs.

vii. ***Approval of the lesson plan and TLMs:*** Prior to entering into the class, it is necessary that the detailed lesson plan written by the STs on the lines of pre-lesson discussion is approved by the MTs and TEs (whenever available). This ensures smooth classroom transaction and correctness of the content.

viii. ***Delivery of lessons:*** After the approval of the lesson plan, the STs deliver the lessons in the presence of MTs and TEs (whenever available). Copies of lesson plans and Classroom Observation Schedule are given to MT and TE who come to observe the class. STs will have to take care to see that they go as far as possible, as per the lesson plan. While dealing with the lesson, they have to see that they don't make mistakes with regard to content, respect every child, give opportunities to as many children as possible to participate in the classroom transaction, avoid discouraging children, respect individual differences and manage the class well, sticking to the time. At the end of the lesson they have to see whether the objectives of the lessons are achieved and if not analyse the reasons for not achieving the objectives. Every ST will write the Reflective Journal, reflecting on the classes delivered by her/him. This will help in improving the lesson delivery.

ix. ***Post lesson discussion:*** This is also known as feedback session. After the delivery of the lesson the STs along with the peers who observed the class, meet the MTs and TEs (whenever available) and discuss the lesson delivered. The main objective of this is to find out what went right, what went wrong and why and how to improve ones teaching. The post lesson discussion will have to be held as far as possible soon after the lesson delivery or at least at the end of the day and of course before writing the next lesson plan. But in some cases it is held in Teacher Education Institutions after each spell of ten days of internship. It is required to be attended by all the STs for sharing their experiences. Though it is a time consuming activity, it actually helps the ST in improving the lesson delivery. This discussion also guides peers in their teaching.

x. ***Peer observation****:* There is a minimum five lessons to be observed by peers in each method subject. Peers sit in the class, observe the lesson of their peer ST, sometimes help the ST in classroom management and so on, but they don't intervene during the transaction. Their objective is to learn by observing. They understand the classroom process, write the Peer Observation Diary for every class they observed, get it signed by the MTs/TEs, discuss the lesson during post lesson discussion without hurting the

ST who delivered the lesson and try to give suggestions for improving the teaching. This indirectly helps the peers in improving their teaching by taking dos and don'ts from others classes.

xi. ***Writing Reflective Journal:*** After the lesson delivery every lesson and conduct of activities, the STs have to reflect on the extent of success of the lesson or conduct of the activities. They have to examine to what extent they have been able to achieve the objectives of their lesson or the activity, what went right and what went wrong and how to improve. They have to come out with suggestions for their improvement. All these are to be written in the Reflective Journal, make a presentation during Post-internship and submit to the Internship committee for further action.

xii. ***Taking adjustment/arrangement classes:*** These are the classes which are taken by the STs without making preparation for teaching. These classes are those which fall vacant due to non availability of the teacher for various reasons, especially while on leave or on duty outside. These classes are not a part of their regular teaching class and are not counted under teaching class. STs have to engage the children during the period with purposeful educational activities. To some extent they may be entertaining also. These classes help the STs to familiarize themselves with the students, take decision to handle classes with short notice and feel stress free as there are no other teachers in the class. But sometimes, these classes create more problems than the planned classes.

xiii. ***Involvement in Examinations****:* Examination is an important academic function of the school. Student teachers are many times taken as members of the examination committee and involved in various tasks of the committee- preparing examination time table, supervision schedule, collecting question papers, getting the copies of the question papers ready, making seating arrangements of the students, during examination keeping room-wise question papers and answer sheet packets ready for handing over to the invigilators, collecting attendance sheet and answer scripts from every room and at the end, handing over the answer scripts along with a copy of the question paper to the teachers for valuation. Participation in these activities provides hands on experience to the STs in school processes.

xiv. ***Invigilation duty:*** During the time of examination the STs are expected to perform invigilation duty. They along with the regular teacher perform the tasks expected of an invigilator and observe closely how examination is conducted.

xv. ***Correction of Answer Scripts:*** After the STs receive the Answer Scripts of their subject, they are required to prepare an answer key and marking scheme and value the scripts fairly and uniformly on time. There should not be any differences between the papers in their valuation. Wherever possible, positive remarks may be written in the margin for improvement of the learner performance.

xvi. ***Distributing the Answer scripts to the students in the class:*** After the answer scripts are valued, they are to be shown to the students. In the beginning, STs may address the whole class on their general performance, pick the common mistakes made by the students without naming them and try to get the correct answers from the students. Declare the Answer key and marking scheme. Distribute the Answer scripts to the students. Let them look into it based on the discussion held. This kind of transparency and clarity will avoid confusion and dissatisfaction among the students.

xvii. ***Maintaining Records:*** As a part of internship, STs are expected to maintain some records related to academic activities of their classes. They have to prepare Scheme of Lessons in any one subject to any one class as taught by their TEs. They also have to administer diagnostic tests to the students of any one class in one of their method subjects and identify the learning difficulties of the learners. This is to be followed by taking up Action Research and preparing a report. In some cases even Case Study may be taken up to go deep into the problem of the learner/ school/ community and arrive at conclusions. These are to be conducted based on the discussion in the theory paper. All these records/reports are to be submitted to the Teacher Education Institutes during Post Internship after being signed by the concerned MTs and TEs.

(b) Engagement in other activities of the school

During internship the STs will not just involve in teaching but also involve themselves in other activities of the school. This provides them experience of being a full time teacher and helps them to understand about organizing these activities and their importance in the life of a learner. The activities may change from school to school depending on their resources and support. As per the syllabus of two year B.Ed. Programme (Govt. of Odisha,2015), during internship, the STs are expected to organize and participate in Club activities, School Assembly, Campus beautification, Awareness campaigns, Protection of Environment, Blood donation camp, Literary and cultural activities, Games and sports, Meetings of SMC/SMDC, Liaison with parents, community and authorities and school functions. They are also required to prepare a

report on maintenance of Registers and Records by the school. At the end of the second phase of the internship, STs have to prepare a detailed report on 'School Activities Organized' by them and submit it during Post Internship. For the successful conduct of each of the above activities, the STs have to plan, execute, follow-up and report. Though the specificity of the activities differ, general features of conduct of these are discussed from i to iv below.

i. ***Planning:*** For the smooth conduct of any activity one has to plan well. There is a saying which says, 'well planned is half done'. Therefore, the beginning of the planning is done with formulation of a committee which consists of MTs, STs, TEs and students. This committee is entrusted with the task of organizing the activity by sharing the responsibility. Let them list the objectives of the activity, phases/levels, time frame, finance, mode of conduct, responsibility of every member of the committee and so on. If any preparations are to be made, they must be done well in advance.

ii. ***Execution:*** On the day of the activity, the members of the committee will discharge their responsibilities as and when it comes without any confusion. Monitoring is done by one member selected by the committee. Every effort must be done for smooth conduct of the activity as planned.

iii. ***Follow-up:*** After the completion of the activity, the committee will meet again and discuss about its conduct. Pick the positive as well as negative aspects and give suggestions for improvement, when it is conducted next time.

iv. ***Reporting:*** Finally, a report about organization and participation in the activity be written by the STs, duly signed by the MTs and TEs and submitted to the Internship Committee during post-internship.

Thus 'During Internship', the STs are busy in engaging themselves in teaching-learning and organizing and participating in other activities of the school. Let us discuss about Post-Internship.

2.3.5 Post-Internship

The post internship is organized in the Institute just after completion of internship in teaching programme. The following activities shall be organized in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Some of the video clippings of lesson delivering developed earlier during internship will be shown for critical reflection
- Inviting feedback from cooperating schools'/mentor teachers/HM/Principal/institute faculty

(a) ***Submission of Internship Records-*** As the records/report will be one of the basis for evaluation of the student-teacher performance during the internship, records submission will be mandatory. At the same time, submission of records will enable them to keep records in a sequential/systematic manner and help in reflection of the task performed by preparation of records. Thus, the following records need to be submitted in the institute

- Lesson plans/ Unit plans – the report must comprise of unit plans of pedagogy subject as per the format developed which focuses on contextualizing the plan(unit/lesson) relating to school culture/context.
- School profile: infrastructure; Social Science Laboratory - comprehensive report highlighting status of infrastructural facilities available and usable/used in the school. library, co-scholastic activities, games and sports, functioning of laboratory, school morning assembly. The report also 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.
- Record of Participation/organization of school activities- all activities organized in the school as per the calendar and specifically during the internship phase.
- Record of observation of peer teaching- proceeding of observation teaching/classroom learning teaching process of regular teachers. This can be recorded systematically if a format is provided. Student-teacher can be encourage to include anecdote and innovative practices observed. It is

preferable if the observation report is in pedagogy subject taught by regular teacher.

- Record of observation of class of regular teacher/mentor teacher-
- Report of action research- report of action research undertaken during the internship
- Assessment record- this will comprised of achievement test taken on the lesson plan/classroom transaction undertaken in the particular subject and units completed during the internship phase, which will depict a mutual benefit of pupils and student teacher
- Reflective Journal- a report encompassing learning experiences which indicate exploring, examining & understanding one's feelings, thinking, to deepen learning

(b) Post Internship Conference

The post internship conference basically comprises of feedback and experience sharing including showcasing on the innovative practices undertaken by STs. Thus, it will comprise of the following dimensions:

i. Reflection by Student Teachers (STs), TEs on various aspects of internship-

ii. Sharing of experiences and practices

iii. Feedback from participating school teachers/MTs, School Heads, STs and TEs for improving internship programme.

(c) Exhibition and Evaluation of TLMs prepared and used by the STs- exhibition of a selected TLMs used in their classroom transaction during internship phase

(d) Presentation of Reflective Journals- sharing about their experience and learning

(e) Creating instructional resource centres/corners at the institute as well as in the participating schools- with experience gained during internship and innovative resources used during internship, a resource corner can be created by the initiative of STs

3.0 FIELD WORK WITH COMMUNITY

3.0 Fieldwork with Community

3.1 Introduction

3.2 Objectives of Fieldwork with Community

3.3 Organization of Fieldwork with Community

3.3.1 Formation of committee for Fieldwork with Community

3.3.2 Understanding the Structure and Function of Community, School and Interdependence

3.3.3 Working with the community for community development

3.3.4 Using Community Resources for benefit of school

3.4 Suggested Community Related Activities

a) Community Surveys
b) Awareness Programmes
c) Health and Hygiene
d) Protection and Preservation of environment
e) Physical Exercise and Yoga
f) Cleaning of Community
g) Blood Donation Camps
h) Community Skill Development
i) School Survey
j) Mobilization of Out of School/ dropout children

3.5 Planning and Organization of Fieldwork with Community.

3.6 Assessment of Community work

3.6.1 Need for Assessment

3.6.2 Process of assessment

3.6.3 Development and finalization of tools

3.6.4 Presentation of reports (Individual/Group)

3.6.5 Evaluation of Reports submitted by the student teachers

3.6.6 Modes of Assessment-Mark/Grade

3.7 CONCLUSION

3.8 APPENDICES

3.1 INTRODUCTION

Fieldwork refers to any component of the curriculum that involves leaving the classroom and learning through first-hand experience. Most instructors/pedagogues incorporate fieldwork to help students understand the need, principles, integrate knowledge with skill, build community skills, and work with peers and instructors in alternate settings. Field-based experiences are a central tenant of global teacher education, in which pre-service teachers' transition from theory to practice (Ball and Cohen, 1999).

The curriculum for pre-service teacher education, based on the NCFTE-2009, has given a special attention to **fieldwork with community or working with community.** Community is a group of people living together due to geographical or physical conditions. Community generally provides concrete, noticeable and existing resources, which are extremely rich, meaningful and interesting to observe and learn. All the learners come from the community with their rich experiences, skills knowledge and the processes taking place. The good relationship between the school and the community; and students' participation in community work is an essential portion in pre-service teacher education curriculum. A mutual exchange of resources and sharing of facilities between the school and the community is a priority area as per NCF 2005. The channel for communication should be made free to facilitate cooperation and collaboration between the two institutions. It is imperative to feel that it is not enough for a child to know theoretically how a market or a factory functions, but the child should have first-hand-experience or at least an acquaintance about the functioning of these institutions. Community work is a planned process to mobilize communities to use their own social structures and resources to address their own problems and achieve their own objectives. Community-based learning is a learning strategy that integrates meaningful community engagement with instruction and reflection to enrich the learning experience with a greater emphasis on reciprocal learning and reflection. It is a pedagogical approach that is based on the premise that the most profound learning often comes from experience that is supported by guidance, providing context, basic understanding and intellectual analysis.

Realizing the fact, various initiatives of the Government have targeted to bring reforms in educational management. The programmes like DPEP, SSA, Lokshala Project etc., have not only shown immense concern for community participation but also have conceived mechanism to ensure assimilation. The mechanism conceived under various programmes and policies tend to focus on the fact that the school, particularly the teachers, should take the leadership role in bringing community closer to the school. This can be evident from the role supposed to be

played by the teachers in the formation of SMC, SMDC, PTA and MTA; and organization of the meetings of these associations.

The National Policy on Education (1986) has clearly spelt out that "Local Communities through appropriate bodies will be assigned a major role in the programme of school improvement". Thus, community involvement and participation in the management of education becomes essential as a key determinant of the quality of implementation of school programmes.

It is well said that school is a miniature community. Though community and school are complementary to each other as regards to the all kinds of development of two institutions, but there is a big gap between the community and the school. Unless the gap is bridged up, least scope is left for the up gradation of a tender process in teaching learning. Mutual exchange and sharing of resources as well as facilities between the two is essential for national development. School prepares responsible citizens for national development may be doctors, engineers, administrators and teachers. A teacher takes the responsibility for community development. Hence, pupil-teachers (trainee teachers) must be involved in various field activities with community to develop an understanding of community welfare. The student-teachers need to have knowledge and awareness about the community and the interdependence between school and community. Considering the value of relationship between school and community, the pre-service teacher education curriculum (B.Ed. curriculum) has provision for fieldwork with community. The programme aims at enhancing their ability to enlist community support for school and contribute for national development. The programme aims at acquainting them with social realities, developing dignity of labour among them and preparing them for sustainable development.

Teacher education has to become more accommodative to the emerging demands from the school system as well as community setup. As visualized in the Position Paper on National Focus Group on Teacher Education for Curriculum Renewal , it has to prepare teachers for a dual role of encouraging, supportive and humane facilitator and skill developer in teaching-learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and inculcate desirable social and human values to function as responsible citizens; and, an active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal needs and personal needs of

learners, keeping in view the experience gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

It aims to generate and communicate new insights with a view to affecting change. It develops within an individual equity, ownership, social interaction leadership and positivity towards the society. So, as Community work is practical approach to social life, it is being carried out by trust on one's own ability for improvement.

In pursuance of the NCTE Regulations 2014 and its norms and standards, the Government of Odisha in the School and Mass Education Department decided to enhance the duration of the existing B.Ed. programme from one year to two years with effect from the academic session 2015-16 vide their Notification No. 11908 / SME dated 12.06.2015. In the curriculum for two-year B.Ed. programme, the emphasis was given to reduce the gap between theory and practice; eliminate mismatch between teacher education curriculum and school realities; and incorporate multimodal strategies for effective continuous and comprehensive assessment of the performance of the student-teachers. Besides, various modes of learning engagement have been prescribed in the curriculum. Among these modes, experiential learning is a vital one in which the student-teacher is required to be exposed and engaged in various kinds of learning experience.

3.2 Objectives of Fieldwork with Community

Fieldwork with community is designed to provide the student with an opportunity for a practical, "real world" experience for the purpose of developing direct leadership, programming, and administrative skills sufficient for entry into a professional career.

On the completion of Fieldwork with community, student-teachers shall:

i. Develop in student teachers an insight in to various aspects of functioning of community and to enhance their ability to enlist community support for school and contribute for national development

ii. Make the community aware of the importance of education, schooling, health and hygiene, food habits, religious practices, social taboos, gender equality etc.

iii. Be acquainted with the social dynamics and active groups of the community.

iv. Arouse interest in community people for social and economic reconstruction of the nation.

v. Make them aware with the social, cultural and educational problems and needs of the society.

vi. Enable them for preparing youth of the community for sustainable development.

vii. Develop the social and leadership quality through community service

viii. Have an insight into the Food habits, Dress, Festivals and Pujas of community people

ix. Create among the rural masses awareness about the ill system of the society such as casteism, religious faith, social tattoos and superstitions.

x. Gain knowledge and competence in working with individuals and groups in a structured program setting.

xi. Provide opportunities to develop leadership in all activities of the community.

xii. Demonstrate analytical and research abilities through development of tools, collection of data, analyses and draw trends and conclusions.

xiii. Prepare written reports on the basis of study conducted in the communities.

3.3 Organization of Fieldwork with Community

3.3.1 Formation of committee for Fieldwork with Community

A steering committee at the institution level should be formed to plan, execute and assess the fieldwork with community. The duration of the fieldwork with community should be for in a year.

Members of the Committee:

- **The Coordinator (Teacher/Faculty Member):** The Head/Co-ordinator/Principal/ Academic Head of the Institute would assign the duty to a faculty member as the coordinator of the Fieldwork with Community.
- **Peer Team:** Two/three faculty members of the institute would be assigned the duty as member of peer-team for fieldwork with community.
- **Group Leaders (Student-Teachers):** If more than one group, separate group leaders would be selected. There should be equal representation from the gents and ladies. A few

active and supportive members may be co-opted in the committee for accomplished the planned fieldwork effectively.

- **Fieldwork Groups:** Groups would be formed with 5-8 student-teachers for the fieldwork with community.
- Proper notification would be made on formation of committee/groups.

Objectives of the Committee

- Select a community for the work easily accessible to the institute.
- Select work to be done for community work.
- Chalk out the detail modalities of programme, including selection of venues, planning and organization of camp and daily routine are also fixed by the committee.
- Designing a program/community work to meet internal and external goals in detail.
- Carrying out the programme in a planned way.
- Preparation of report on completion of the programme by individuals/groups.
- Getting feedback from the community members, teachers and peer-team.
- Assessment of the reports and assigning scores/grades with reference to the guidelines prescribed in the syllabus.

3.3.2 Understanding the Structure and Function of Community, School and Interdependence

School is the social institute where consciously designed learning experiences are provided with the objectives of achieving social aim at large, over a period. Schools, parents, and the community members should work together to promote the health, wellbeing, and learning of all students. When schools actively involve parents and engage community resources, they are able to respond more effectively to the health-related needs of students.

For the attainment of quality education, there is the need for the community in which school is situated to work in collaboration and harmony with the school not only in the upbringing and welfare of pupils but must go beyond that to offer support in the provision and maintenance of the school infrastructure as well as playing a critical supporting role in the effective management and administration of the school.

Improving the school-community relationship is a key because both bodies are interdependent and failure on the part of either body to play its role can lead to a collapse of the education system with its consequent effect on the society as a whole.

Fieldwork with Community is one of the activities, in which the students of B.Ed. are involved along with Work Experience, Physical Education, and Aesthetic Education. Because it exposes them to the actualities of life that help them develop the skills they would require while interacting with the community in future. Engaging the students-teachers in community provides the opportunity to become active members of their community and has a positive impact on society at large. It enables such students to acquire life-skills and knowledge. The benefits would be three dimensional such as (1) Psychological- increases overall life satisfaction and helps them feel good about themselves because they are in helping others (2) Social- engages students with the community, creates special bonds with the population being served, and increases social awareness and responsibility; and (3) Cognitive- helps student-teachers enhance their personal knowledge, gather new experiences, and develop better interpersonal communication skills.

In fieldwork with community, the institute as well as the student-teachers collaborate with different organizations and places in varied environments like working with the underprivileged sections of the society, mentally challenged children, environment centres for tree plantation, old age homes etc. Street plays can be organised on themes to educate the community like gender issues, cleanliness and sanitation. The entire programme would be designed to sensitize student-teachers about the needs of society and their role to realise as a teacher. Besides, the programme may include rally, poster and banner display; theme based cultural programme, community survey, interview, action research, case study, participant observation, dissemination of success stories, interaction with community members etc.

3.3.3 Working with the community for community development

Working with community means one has to learn how to work with community members. It is a way of socializing with an unknown community (rural); a process of learning something new from the community - about its customs and traditions and of course about its ways of living. Community work is an integral part of B.Ed. curriculum. The teacher education institution collaborates with different organizations and places students in varied environments like working with the underprivileged sections of the society, mentally challenged children, environment centres for tree plantation, old age homes etc. Street plays may be organised on

themes to educate the community like gender issues, cleanliness and sanitation are encouraged. Sanitation, cleaning construction of roads disposal of garbage's propagating national, social environmental values, guiding people for better medical facilities and make use of other welfare organisations/ Institutions. The whole experience is designed to sensitize student teachers to the needs of society and their role as a teacher.

The purpose behind this activity to sensitize pupil teachers towards their responsibilities towards community, society and nation as a teacher, as a citizen and to develop habit of community services from the very beginning of professional life. Generally, it includes activities like taking care of cleanliness and sanitation, making people aware about various essential social concepts and government provisions, health camps. This activity creates healthy relationship between community and student teachers, which promotes cooperation and mutual dependence.

3.3.4 Using Community Resources for benefit of school

Taking students on field visits or using community resources in their classes is not a new idea for teachers. Curriculum reform in school subjects calls for a new look at using community resources. The national standards in science and mathematics suggest that good programs require access to the world beyond the classroom so that students will see the relevance and usefulness of science and mathematics both in and out of school. Changing the educational experiences of student teachers by moving beyond the classroom walls can diversify the array of learning opportunities and connect school lessons with daily life and real problems. Even the social study subjects like geography, civics; economics lies in the community and in the textbooks in the classroom.

Away from the structure of the classroom, many characteristics of constructivism, a key idea in the current reforms, clearly emerge. For example, imagine the interactions that occur as a small group of students experiments with an interactive museum exhibit. They talk about what they see and what they know, relating what they are doing in the museum to what they have learned in and out of class. They experience, create, and solve problems together. Social discourse and direct experience help them construct an understanding of the phenomenon. The exhibit puts constructivism in action.

Teachers always face the task of pulling together the diverse understandings their students bring to the classroom. The use of community resources provides a shared memory for the class. For example, going on a field trip is only part of the total experience. As students and teachers talk

about the trip and think about it after it is over, they are building shared understanding. The event becomes part of the common knowledge of the class and can be referred to in subsequent lessons. What was learned is, thus, reinforced and extended in later discussions as the teacher refers to field observations.

The richness of the region's resources is apparent from the number and diversities. Imagination and creativity in using community resources can help students connect school science and mathematics and social science with applications in the community, as well as helping students better learn basic concepts. Children learn science and mathematics from many sources, in a range of different ways, and for a variety of purposes. Taking students to a science museum or out onto the school grounds, exposing them to innovative materials, or inviting guests who can give unique insights are a few ways to increase their learning experiences.

Historical places, community halls, zoological and botanical parks, laboratory, museum, places reach with ancient sculptures, planetarium, community resource persons, indigenous people and related resources.

3.4 SUGGESTED COMMUNITY RELATED ACTIVITIES

For community outreach programme- Blood Donation Camp, Nature Study Camp, Awareness Campaign on various issues of social and environmental problems, Superstitions, Mass Literacy, Adult Literacy, meeting with community leader etc. are to be arranged for the wellbeing of the common people. The suggested community related activities are mentioned below:

a) School and Community Surveys

Conducting community survey is one of the important work to be done during fieldwork with community. Community survey includes collection of systematic, organized and structured information about the community. Intention behind this survey is to know the structure and function of community in a detailed and closer way. It tries to find out various needs, demands, issues and problems of community, their reasons and suggestive measures. It also helps to identify and analyses roles and responsibility of community towards school and vice versa. A successful community survey provides insights into what different stakeholders (parent, student, teaching staff member, non-teaching staff member, community member, etc.) view about some events, practices, policies, interventions, provisions etc. and they give prescriptive solutions if required for improvement i.e., strengths and opportunities for improvement. These focus areas

should include a diverse array of themes: classroom instruction, student activities and extracurricular, school leadership, etc.

Some Suggestive Community Surveys

- Food habits/Balanced Diet.
- Health care and Sanitation of community
- Confronting diseases and their remedies.
- Occasion/ Vocation of people.
- Economic/ Financial status.
- Educational status of the community
- Awareness of Parents regarding RTE Act, 2009
- Drugs and drug abuse.
- Agriculture/ crops grown/ seeds, irrigation facilities.
- Utilization of Central Govt. / UNESCO/ UNICEF/ World Bank funded projects and their benefits.
- Family structure, population awareness.
- Issues related to protections, prevention, and conservation of natural resources.
- Children with special needs and helping them.
- Gender equality and population education
- Status of Elementary Schools :A Case Study .
- Community Resources for School Education.
- Utilization of School Resources by the community

The tools and procedures for making community surveys:

- Observation Schedule
- Inventory to know the strengths and weaknesses of the community
- Survey (Questionnaire, Rating Scale, **and Open-ended Questions etc.) &** closed ended.
- Interview with stakeholders
- Focus group discussion
- Community mapping
- Action researches oriented surveys

b) Awareness Programmes

Awareness programmes are intended to create awareness regarding various social stigmas, taboos, blind believes; make people aware about various government provisions, schemes and facilities. Awareness on changing perceptions towards various newly introduced concepts, controlling and maintaining the population growth in the family, awareness regarding benefits of education, basic values they will get out of education, awareness regarding chronic diseases like HIV-AIDS, Corona and other diseases. Other awareness programmes can be organised such as Swachha Bharat Aviyan, Swachhta Hi Seva, Swachhta Pakhwada, Electoral Literacy, Traffic Safety, Human Rights Awareness Campaigns, campus cleaning, beautification and plantation, community participation, Fight against social evils etc.

c) Health and Hygiene

It creates awareness on developing positive and healthy habits and attitude towards health, sanitation and cleanliness. The objectives of health and hygiene programme are to sensitize on various diseases, disease prevention strategies, vaccination, healthy eating habit etc. Moreover, these activities should be especially focused on improving self-implemented preventive measures among the community members and on enhancing knowledge on disease transmission. The community awareness raising activities aim to strengthen the effective prevention practices implemented by the residents of the community and increased the likelihood that they would seek appropriate treatment.

The health and hygiene campaigns can be organized through the activities such as:

- Water, Sanitation and Hygiene (WASH) in Schools (UNICEF)
- Role play
- Short skits
- Street Drama (*Nukkad Natak*)
- Musical Drama
- Campaign including awareness banners and posters.

d) Protection and Preservations of environment

Plantation, preparing posters promoting the concept of 4-R (Reduce, Reuse, Recycle and Recover) can be adapted by the student-teachers. The objectives of this programme are to conserve natural resources and environment and to protect the existing natural environment.

Mass Cleaning Programme should be done collectively by all the student-teachers of B.Ed. with a feeling of oneness among them so that healthy practice of cleaning with healthy environment concept is developed for all. Beautification programmes within the campus as well as outside are to be organized on the special days like 'Environment Day'; 'Forest week' and such others.

Regular awareness camps/ activities, celebration of World Environment Day/ Week/ Month, Educational Camps for rural and illiterate people regarding benefits of protecting environment, planting more and more trees, saving system for rain water, completely ban the use of Plastic Bags worldwide. So teaching and educating people, to have a deeper sight into correlations between their behavior and the fitness of the environment.

e) Physical Exercise and Yoga

These programmes are organized to understand the importance of physical education in human life, to realise practice yoga for peaceful and harmonious living, acquire knowledge about recreation, health and safety education, create awareness on different aspects of health and fitness; and understand the diet modification in the treatment of under-weight and obesity.

Yoga helps in increasing our body awareness, helps in relieving stress, helps in reducing muscle tension, strain as well as inflammation, helps in building attention and concentration, calms our nervous system. Such important benefits of yoga in our mental health have made it a more important tool to be practiced every day. Yoga should be practiced along with the community people everyday morning for at least one hour. The may be prepared for the purpose so that they will continue yoga regularly.

Yoga practice and its benefits can be communicated to the community members through banners and pictures of yoga postures, and video on yoga practices.

Strategies for Yoga Education/Physical Education Programmes in schools/community

- Objective: Knowledge and Practices
- Duration: 1 hour everyday morning
- Contents to be covered: Importance of physical Fitness, importance of Yoga/Physical Training for physical Fitness and mental health, scientific view of yoga, yoga and personality development etc.(through lectures) Yoga (daily),

- Activities: Celebration of yoga week and organizing various Competitions correlated to importance of yoga in human life.

f) Cleaning of Community.

The physical environment and cleanliness of a school facility significantly affect the health and well-being of children. A strategic approach known as Water, Sanitation and Hygiene Education (WASH) in Schools (prescribed by UNICEF) helps fulfil children's rights to health, education and participation. As we know poor sanitation, water scarcity, poor water quality and inappropriate hygiene condition are disastrous for infants and young children. It is a major cause of mortality for children under five. These conditions are also detrimental to the health of school children, who spend long hours in schools. WASH in Schools not only promotes hygiene and increases access to quality education but also supports national and local interventions to establish equitable, sustainable access to safe water and basic sanitation services in schools.

For interventions, stimulating discussion and creativity for the development of sustainable WASH in Schools programmes, the B.Ed pupil-teachers should adapt different programmes to the practical realities of the school and its surrounding community. The programmes such as:

- Self-cleaning and maintaining hygiene
- Cleaning the surrounding with community members by doing Nukkad Natak, Dance and Drama, showing Videos and short skits.
- National campaign- Swachh Bharat: Swachh Vidyalaya (UNICEF-India)/ Clean India: Clean Schools
- Technical components include drinking water, hand washing, toilet and soap facilities in the school compound for use by children and teachers.
- WASH in Schools initiatives will need to be built: teachers, community members, School Management Committee (SMCs), NGOs, Community Based Organizations (CBOs) and education administrators.
- Separate toilets for boys and girls.
- Daily hand-washing with soap before mid-day meal

g) Blood Donation Camps

Voluntary Blood Donation Camp in the community by the student-teachers of B.Ed. should be organised to encourage the youth to donate blood as we are suffering from a perennial shortage of blood. Donors will be encouraged to visit blood banks. The side effect of blood donation and the benefits of blood donation should be communicated to people through videos, campaigns, banners etc.

h) Community Skill Development

Skill building assistance includes training and supports services to help individuals actively participate at school, work, volunteer opportunities, community settings, or to learn social skills they may need to support themselves or to get around in the community. Skill building assistance is for individuals who are developmentally disabled, with the goal of promoting personal independence in their daily lives.

Skills development is a primary means of enabling young people to make a smooth transition to work. It is a comprehensive approach required to integrate young women and men in the labour market, including relevant and quality skills training, labour market information, career guidance and employment services, recognition of prior learning, and incorporating entrepreneurship with training. These skills may include:

- Foundation skills include, literacy, numeracy, ability to learn, reasoning and problem-solving. These types of skills are needed for work everywhere, in all contexts and cultures, in both formal and informal economies.
- Vocational and professional skills include carpentry, tailoring, weaving, metal work, bamboo basket making, radio repairs, two-wheel motor mechanics, shoemaking etc. Professional skills may include physiotherapy and computer technology.
- Core life skills include how to relate to customers, how to present oneself, learning how to learn, effective listening and communication, creative thinking and problem-solving, personal management and discipline, interpersonal and social skills, the ability to network and work in a team, and work ethics.
- Community Skills Development Program provides training such as: Basic Fire Fighting, First Aid, Soft Skill Training etc.

i) Community and School Survey

Community and School survey by the student-teachers of B.Ed. are to be done for quality assessment. School and Community Survey provide both an overview and a comparison of the views of the whole school community. This survey consists of number of questions addressing whole school issues, which are answered by pupils, parents, teachers, support staff and community members. The survey report includes an extensive written report, a tabulated analysis of responses to all questions, a diagrammatic analysis of every question, a transcript of any comments.

The surveys can be conducted by using various tools such as: Field notes, Check List, Questionnaire, Interview Schedules, Focus Group Discussion etc.

FIELD NOTES

Chapter: Physical Resource Management

School's Name: ……...…

Date:…….Day: 1st/2nd……..

Description Of Activities	Reflection/Analysis	Future Action
Who, what, when, where, why, how	Own meanings and exploration	Future plan to bring improvement
Today I have observed furniture in the class rooms.	To provide furniture in Govt. schools is the responsibility of the education department. Therefore Government is responsible for the negligence.	A letter can be written to the concerned education authorities to provide more furniture in the school.
There is insufficient furniture in the school. Some students' chairs are broken.	Therefore Government is responsible for the negligence.	Damaged furniture can be repaired through SMC fund.
Due to insufficient furniture, some students are compelled to sit on the broken chairs.	Management should take action to repair the damaged furniture.	

j) Mobilisation of Out of School/ dropout children

Community mobilization as a process whereby a group of people are transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process. In other words, it can be viewed as a process which begins a dialogue among members of the community to determine who, what, and how issues are decided, and also to provide an avenue for everyone to participate in decisions that affect their lives.

Mobilising out of school children is an important task included in the community work assignment of student-teachers in B.Ed. training programme. Mobilising out of school children activity should begin with identification of those children in the community. This challenge can be addressed by mainstreaming the out of school children. This can be done by encouraging parents and communities to send their children to school. Through different activities, Role play, Musical drama, short skits showing the importance of education and providing remedial education to out of school children is the basic of this community programme.

It is the community that creates an environment conducive to the desire of education. It strengthens the innate desire in parents for education and transforms it into reality by enabling parents to send their children to school.

3.5 Planning and Organization of Fieldwork with Community

Detailed planning of the whole programme is essential at the Teacher Education Institute level .Some important steps are mentioned below.

- Formation of steering committee at the institute level
- Plan of action
- Selection of the community
- Organization and execution of camp

Flow chart of the plan of action for the fieldwork with community.

Selection of school and community (Mode-field visit)

↓

Contact with the School & the villages
- School head & the staff of the school
- Community functionaries – VRS, SMC

Mode – Frequent Advocating meeting on their assistance for the programme.

↓

Finalisation of plan of activities and camp organization at the school and the villages Mode –

Field visiting and meeting the community members

- Preparation and Finalisation of community activities.
- Development and Finalisation of tools for data collection and orienting the student teachers for different activities with the tools developed regarding.

- Organisation in the field.
- Formation of groups with allotment of activities in rotation.

Activities

- Population Education with emphasis on gender equity
- Diagnosis, identification and remediation of disabled
- Demonstration classes in the school subjects
- Adult education and guidance services to the community
- Health and hygiene of the community
- Mode – Door to door visit

Initiation of regular activities in the camp

- Community cooking
- Shram Dan with community
- Games with community
- Street plays
- Participatory culture activities

Mode – Under Group leadership

Inauguration of the camp in the presence of authority of the institute and community members.

In the evening

- Guidance by supervisors
- Cooperation from community members

Fore-noon session - After-noon session – Before Dinner –	Collection of data on each activity Analysis & interpretation of data Summing up of day to day activities
Daily Evaluation of student-teacher through self-appraisal mode and observation	

- Community functionaries
- Authority of the Institute
- Community members

Mode – Highlighting the influence of the Institute during the programme over the community

Retreating to the campus of the Institute

Feedback conference on the field work with community

Selection of the community:

The nearby community/field may be selected .The following factors are to be kept in mind for selecting a community to conduct the fieldwork.

- Geographical distance from the institute.
- Safe and secured accommodation for male and female students preferably in school building
- Health and hygiene conditions of the venue
- Medical facility in the nearest point
- Minimum facility for smooth boarding and lodging
- The presence of habitations/village very close to the school

3.6 Assessment of Community Work

3.6.1 Need for Assessment

Field-work with community is designed to give opportunities to B.Ed. students to acquire a repertoire of professional skills and capacities in craft, fine arts, work and education, creative drama and theatre in education, self-development, children's physical and emotional health, school health and education. The student-teachers are required to work in the community for a period of one-week (minimum) to accomplish a variety of assignments. On completion of the programme, the Group Leader is required to write a comprehensive report on the activities organised during the stay with community. The report should be written in compliance to the syllabus prescribed by the institute/university. Hence, assessment will be made with reference to the performance of the students in terms of the activities and the viva-voce test on the report submitted by the group.

3.6.2 Process of assessment

The performance of these students shall be assessed with reference to the feedback received from community, faculty members and student-teachers. The performance of student teachers in all activities shall be under continuous observation of faculty supervisors. The performance may be assessed in a five-point scale for each activity. At the end of the programme the overall grade may be awarded. The grades may be: A- Excellent, B- Very Good, C- Good, and D- Average and E- Poor.

As per the B.Ed. curriculum prescribed by the School and Mass Education Department, Odisha, the community activities carry 50 Marks including four assignments. Out of four activities, the first two activities shall be undertaken in the First Year and the remaining two activities shall be

undertaken in the Second Year. However, the marks awarded to the student-teacher in all the four community activities shall be included in the aggregate marks of Second Year Examination.

Community Activities: 50 Marks

(As per Odisha State Government prescribed B.Ed. Syllabus)

1. Organisation and participation in any community awareness building programme, and preparation of report.	: 10 marks
2. Conducting any community activity like plantation, mass safai, public utility service (road repair, cleaning water sources and public places etc.), blood donation camp, health check-up and submission of a report.	: 10 marks
3. Survey of community resources and their utilization in school improvement.	: 10 marks
4. Survey and mobilization of out of school children in the community and preparation of a report.	: 20 marks

The component of each activity is mentioned below. These components may be given due weightage for assigning grades/marks. Therefore, the supervisors/evaluators will observe the fieldwork with community of the student teachers with help of a schedule carrying following dimensions.

- Application/Integration of Knowledge and understanding of the activity.
- Communication Skills.
- Problem Solving/ Decision Making Skills.
- Initiative and Self-Management Skills.
- Socio-personal skills.
- Leadership and Character.
- Interpersonal and Teamwork Skills.
- Sensitivity to diversity.
- Professionalism.

3.6.3 Presentation of reports (Individual and/or Group)

Individual student teacher may prepare his/her activity report in a prescribed format. In group activity the team/group leader with the help of members of the group may prepare the report with a prescribed format with detailed data and contribution of each member of the group. The report may also contain some photographs related to the activity.

3.6.4 Evaluation of Reports submitted by Student Teacher

The report on the fieldwork with community submitted by the student-teachers will be evaluated by the assessment committees with reference to the following criteria:

- In accordance with the objectives
- Selection of community and programme
- Planning the activity
- Organization of the activity
- Systematic presentation of information in the report
- Language clarity in the report

Modes of assessment-Mark/Grade

The student-teachers shall be awarded marks/scores out of the full marks 50 on the basis of quality of fieldwork with community and viva-voce test by the peer team or internal examiner. The report should contain r activities as prescribed in the B.Ed. syllabus. As per the guidelines, two activities will be organized in the first year and other activity will be organized in the second year.

3.7 CONCLUSION

Fieldwork with community has been incorporated in the curriculum as one of the important area of learning in a teacher education system. Each student-teacher needs to understand the role of a community for school development. Fieldwork with community helps a student-teacher to learn how to use community resources for development of school. Various activities are to be organized for the benefit of both school and the community. It will enhance the school-community interrelationship.

References

Ball, D. L., and Cohen, D. K. (1999). Developing practice, developing practitioners: toward a practice-based theory of professional education. In Teaching as the Learning Profession: Handbook of Policy and Practice, eds G. Sykes and L. Darling-Hammond (San Francisco, CA: Jossey Bass, 3–32.)

NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT.

Webligrahy

http://unicef.in/Whatwedo/39/Clean-India-Clean-Schools

***

APPENDIX 1

School based Activity(Elementary)

i) Case study of any one child (1st year only).

ii) Reporting on Maintenance of Registers / Records

1. Introduction
2. Need
3. The Register / Record
    - **a.** FORMAT
    - **b.** How maintained / written
        - **i.** Column 1, Column 2, Column 3,……
        - **ii.** Row 1, Raw 2, Raw 3,……
4. Any other observation
5. Conclusion

iii) Observation and Reporting an overall School related activities

1. Introduction
2. Need
3. How organized
    a. Committee formation
    b. Name of the committee members
    c. Responsibilities
    d. Supervision Brief History/ Work done
4. Any other observation
5. Conclusion

iv) Reporting on co-scholastic Activities

1. Introduction
2. Need
3. Co-scholastic Activities
    a. Name of the Activity No.1, No. 2, No. 3……
    b. How to organized
    c. Effectiveness of the organization
    d. Any problem
    e. Steps of improvement
4. Any other observation
5. Conclusion

v) Classroom related activities

1. Administration of Tests in all teaching subjects and analyzing the results (1st Yr.) – Format given in Annexure – II
2. Preparing report on effectiveness of the Lessons delivered (2nd Yr) - Format given in Annexure – III & IV

Annexure – I

Format of Case Study (1st Year)

A. General Information-
   1. Name of the child-
   2. Class-
   3. Age-
   4. School
   5. Father/ Guardian (i) Name –

(ii) Occupation –

(iii) Address -

   6. Mother/ Guardian (i) Name –

(ii) Occupation –

(iii) Address-

   7. Rural or Urban –

B. The Problem (case) –
   1. The Problem (case) –
   2. Behavioral symptoms –
   3. Problems faced by the child -

C. Collection of Data regarding the case (Problem) –
   1. Who identified the problem when and how –
   2. Class Teacher-
   3. Peers (close friends) –
   4. Classmates –
   5. School Records (performance)
   6. Head master –
   7. Parents / Guardian –
   8. Any related person(s) -

D. Analysis of Data –
   1. Analysis –
   2. Findings –
   3. Interpretation and Discussion-

E. Suggestions

Annexure - II

V) i. Administration of Tests and Analysing Results

1. Introduction
2. Ned and importance
3. Preparation of Test items in the subjects –

a) Odia and b) Science

a) Test items (question) on Odia for class _____ Unit _____

(Prepare a Unit Test with 25 marks (Written – 20 and oral-5) one essay type Question (6 marks) one short Answer type (4 marks), Ten objectives type (10 marks) and Oral Test (5 marks) (taking different types of Objective based Questions and using |Blue Print technique)

b) Test items on Science (Same as prepared on odia)

4. Administration of the Test (Class, Date, Time, No of students tested etc.)
5. Assessment of Answer Sheets

(a) Subject – Odia, Class _____ full mark _____

Roll No.	Name of the Student	Mark Secured
1		
2		

(b) Subject – Science, Class _____ Full mark _____

Roll No.	Name of the Student	Mark Secured
1		

6. Analysis of Result

(a) Subject – Odia, class _____

Mark % of Mark	Description	No of Students	%
20-25 (80-100%)	Excellent		
15-20 (60-80%)	Very Good		
10-15 (40-60)	Good		
8-10 (30-40%)	Satisfactory		
0-7 (Below 30%)	Poor		
	Total-		Total-100%

(b) Subject – Science – Class _____

(Description as above)

7. Discussion of Result
   a) Odia
   b) Science
8. Conclusion

Annexure – III

V) ii. Preparation of Report on Effectiveness of the Lessons Delivered

(Guideline for writing Report)

1. Introduction
2. Objectives
3. Procedure
    a) Collection of Data
    b) Tools and Technique (Annexurre-IV)
    c) No. of Lessons Assessed-

Subject	Class	No of Lessons
English		3
Mathematics		3
Social Studies		4
	Total	10

d) Assessment off the Lessons Delivered (Annexure – IV)

Sl. No.	Subject	Class	Average Grade Point
1			
2			
3			
4	`		
5			
6			
7			
8			
9			
10			
Total Grade			

e) Description of the Grade Points

Teaching Performance	Grade Points
A. Extremely Effective	80-100
B. Very Effective	60-80
C. Moderately Effective	40-60
D. Slightly Effective	30-40
E. Not Effective	Below 30

4. Result and Discussion
5. Conclusion

Annexure – IV

Effectiveness of the Lessons Delivered

1. Lesson delivered by –
2. Assessed by
3. Date - 4. Subject- 5. Class- 6. Topic-

7. Assessment of the Lesson using one five point scale

(A- Extremely Effective (10), B- Very Effective (8), C- Moderately Effective (6), D-Slightly Effective (4), E- Not Effective (2), Give tick (√) mark and write Score (10, 8, 6, 4 or 2) in "Grade Point" column.

Sl. No	Ten Major Aspects	A (10)	B (8)	C (6)	D (4)	E (2)	Grade Point
1	Clear Statements of the Objectives						
2	Introduction						
3	Preparation of Learning Activities						
4	Presentation of Learning Activities						
5	Use of TLM						
6	Students' Involvement						
7	Black Board Writing/ Summarization						
8	Explanation / Management						
9	Evaluation Questions as per objectives						
10	Learning Outcome						
Total Score (Out of 100 pints) = Total Grade Points							

Average Grade Point of the Lesson $= \frac{Total\ Grade\ points}{10} = \frac{\quad}{10} =$ ☐

(Description = Extremely Effective (8, 10), Very Effective (6-8), Moderately Effective (4-6), Slightly Effective (3-4), Not Effective (0-3).

8. Assessment Result – the Delivered Lesson Scored _____ Average Grade Points and the lesson was _____ Effective.

Annexure-V

School Information / Observation Schedule

(Each trainee has to collect data from on Elementary school)

1. Name of the school _____
2. Cluster _____ 3. Block _____ 4. District _____
5. Name of the Headmaster _____
6. Students' Enrolment and Attendance on _____

Class	I	II	III	IV	V	VI	VII	VIII	Total
Enrolment									
Attendance									
Absent									

7. Teachers' Position

Sl. No.	Name	Designation	Qualification	Teaching Experience	Class with Teaching Subject

8. Total No. of Rooms _____
9. No. of Rooms in working condition _____
10. No. of classrooms _____
11. Office Room - Separate / Multipurpose
12. Drinking water facility – (a) Tube Wall (b) For Boys – Yes / No (c) For staff – Yes / No
13. Toilets (a) for Girls Yes / No (b) For Boys – Yes/ No (c) For staff – Yes/ No
14. Kitchen Room – Yes / No
15. Condition of Kitchen Room (a) Good (b) Average (c) Bad Condition
16. Garden – available / not available
17. Kitchen Garden Available / N/A
18. School Boundary Available / NA
19. School Gate – Available / NA
20. Play Materials – Available / NA
21. TLM – Available / NA
22. Use of TLM – (a) Teacher (b) Students (c) Both (d) None
23. School Library – Available / NA
24. Use of Library – (a) Teacher (b) Students (c) Both (d) None
25. Wall Paintings / Writings –
26. School Environment – (a) Good (b) Average (c) Not Good
27. Classroom Environment – (a) Good (b) Average (c) Not Good
28. TLM corner – Available / NA
29. Organization of other curricula activities –
30. Students' Participation in different Activities –
31. School Registers / Records –

Sl. No.	Name of the Registers / Records	Purpose

Signature of the student-Teacher

Dt.

Annexure – VI

OBSERVATION NOTE(Elementary)

1. Type of Lesson – Demonstration / Criticism –
2. Lesson Delivered by
3. Date - 4. Class 5. Subject
6. Topic-
7. Objectives of the Lesson –
   i)
   ii)
   iii)
8. Introduction Stage –
9. Presentation Stage –
   a) Learning Activities –
      i) Numbers –
      ii) Effectiveness –
      iii) Objectivity –
   b) Students/' Participation / Activities -
   c) Teacher's Activities / Role
   d) TLM-
   e) Use Black Board –
   f) Joyful / interesting –
   g) Student's Involvement –
   h) Question asked by students
   i) Teacher's Personality –
      i) Outlook-
      ii) Style-
      iii) Involvement
   j) Teacher's Effectiveness –
      i) Content knowledge –
      ii) Teaching Skill
      iii) Motivation
      iv) Leadership
   k) Method / Techniques followed-
10. Evaluation Stage –
    i) Type of questions
    ii) No of questions
    iii) Clarity of the questions
    iv) Assessment of the objectives of lesson-

Signature of the supervisor Signature of the Student-Teacher

[SECONDARY LEVEL]

APPENDIX-2

LESSON PLAN FORMAT

Date		*Prepare a Concept map on the lesson/topic* *(the concept map may be prepared in additional sheet and appended before the lesson plan)*	Unit:
Class			Subject:
Time			Topic:
Period			

Major concepts/Learning Points:
Learning Objectives:
Pre requisites/Previous Knowledge:
Learning Resources (Specific to Learning points)
Learning Processes (Strategies):

Phases of the lesson	Teacher Initiatives	Student learning process/activities	Continuous assessment
Introduction (ENGAGE)			
Development (EXPLORE/EXPLAIN)			
Application (ELABORATE/EXPAND)			
Evaluation (REVIEW/CLOUSURE)			
Homework/Assignment			

Descriptions of terminologies

Major concepts/Learning points	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: 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	To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2017,2019) 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.

	<table><tr><td>Taxonomy categories</td><td>Sample verbs for stating learning outcomes</td></tr><tr><td>Remembering</td><td>Recognise,recall,name,match,label,select,reproduce,state</td></tr><tr><td>Understanding</td><td>Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate,relate</td></tr><tr><td>Applying</td><td>Apply, arrange, compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differentiate ,infer etc.</td></tr><tr><td>Analysis</td><td>Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.</td></tr><tr><td>Evaluating</td><td>Appraise,assess,compare,conclude,contrast,criticize,evaluate,judge,justify,support etc.</td></tr><tr><td>Creating</td><td>Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,reorganise,revise,re write etc.</td></tr></table>
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,demonstaring,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, inquring, 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.

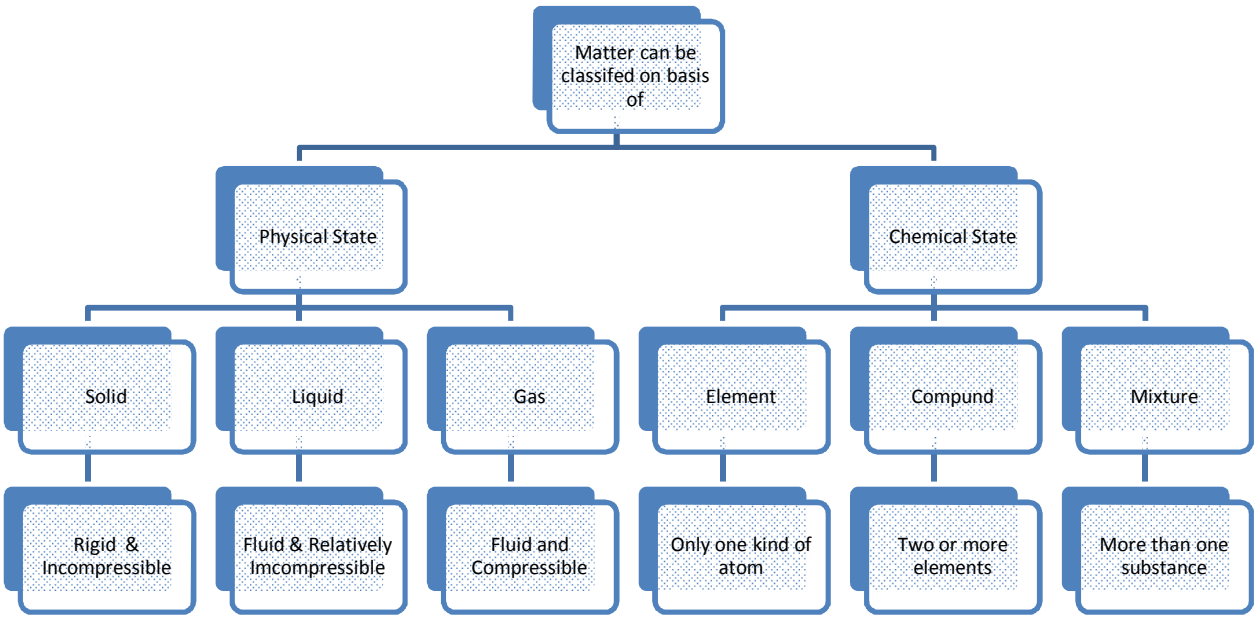
The first step to plan lesson is analyse the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching , teacher needs to develop wholistic understanding of content. Understanding of content will be better by analysing contents. Content analyssi 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.

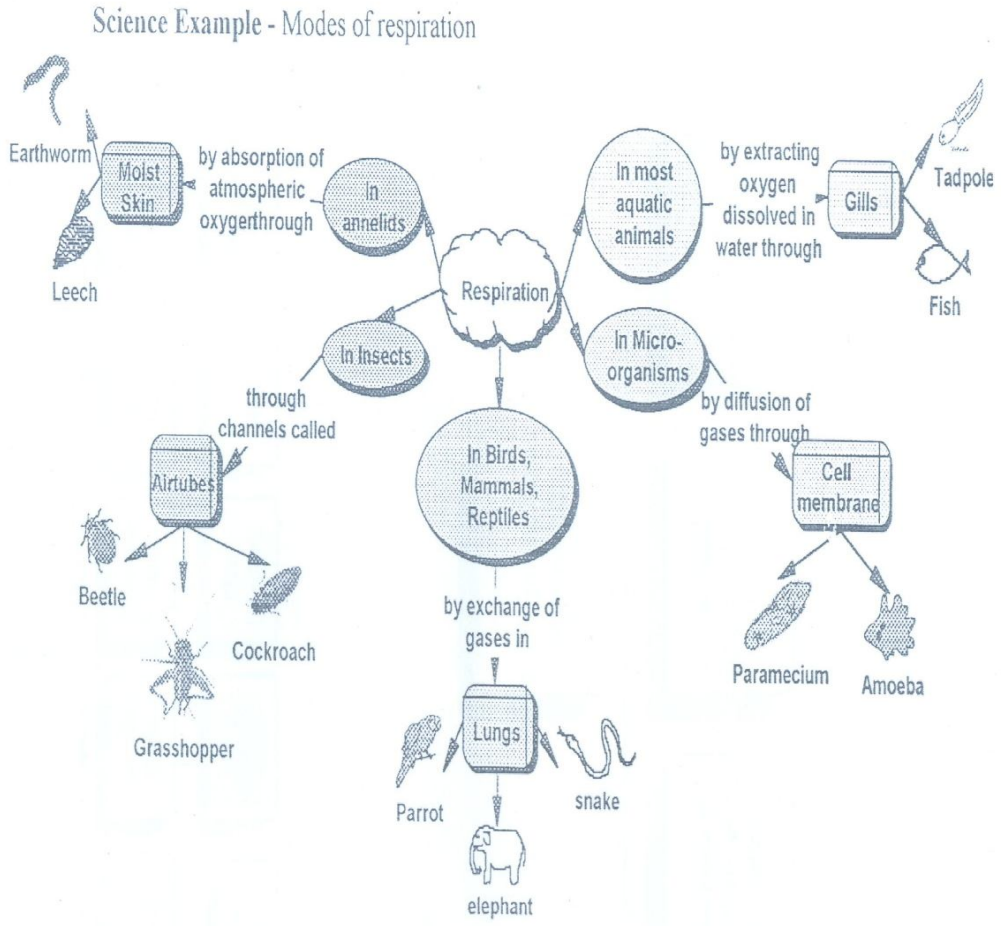
The steps of developing concept map are given below.

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 thikness.

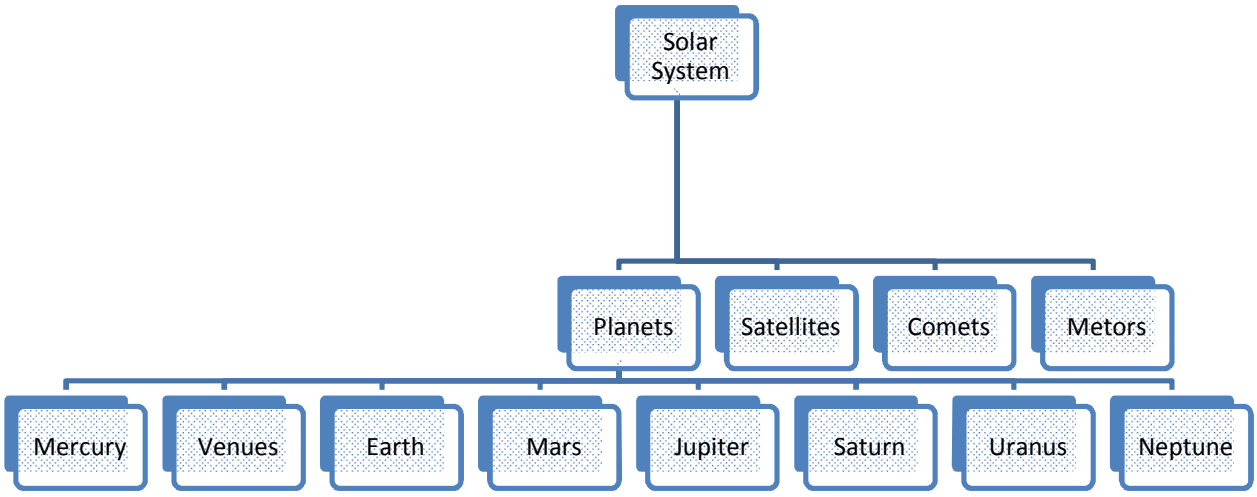
Examplars of Topic/Concept Map on Diffeent Subjects

Science

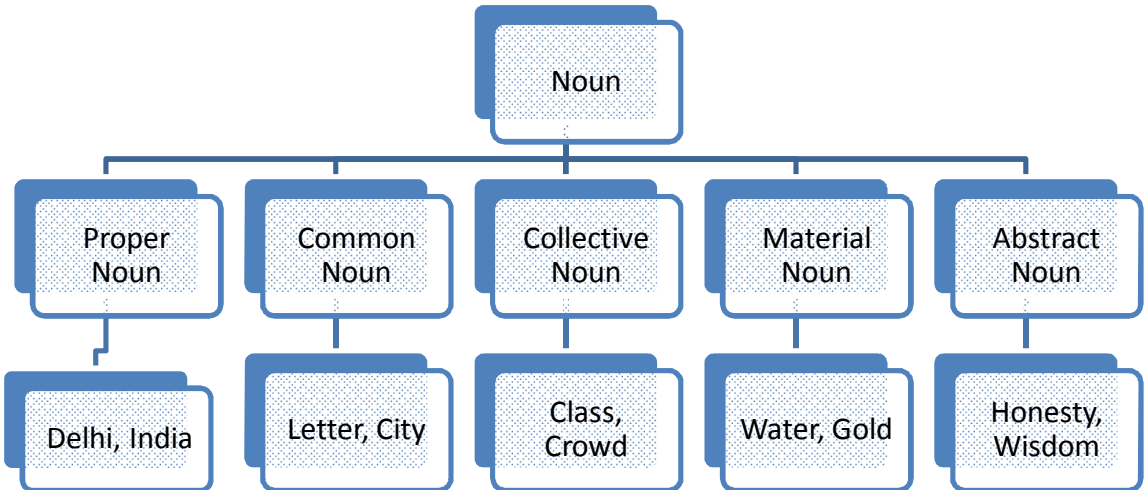




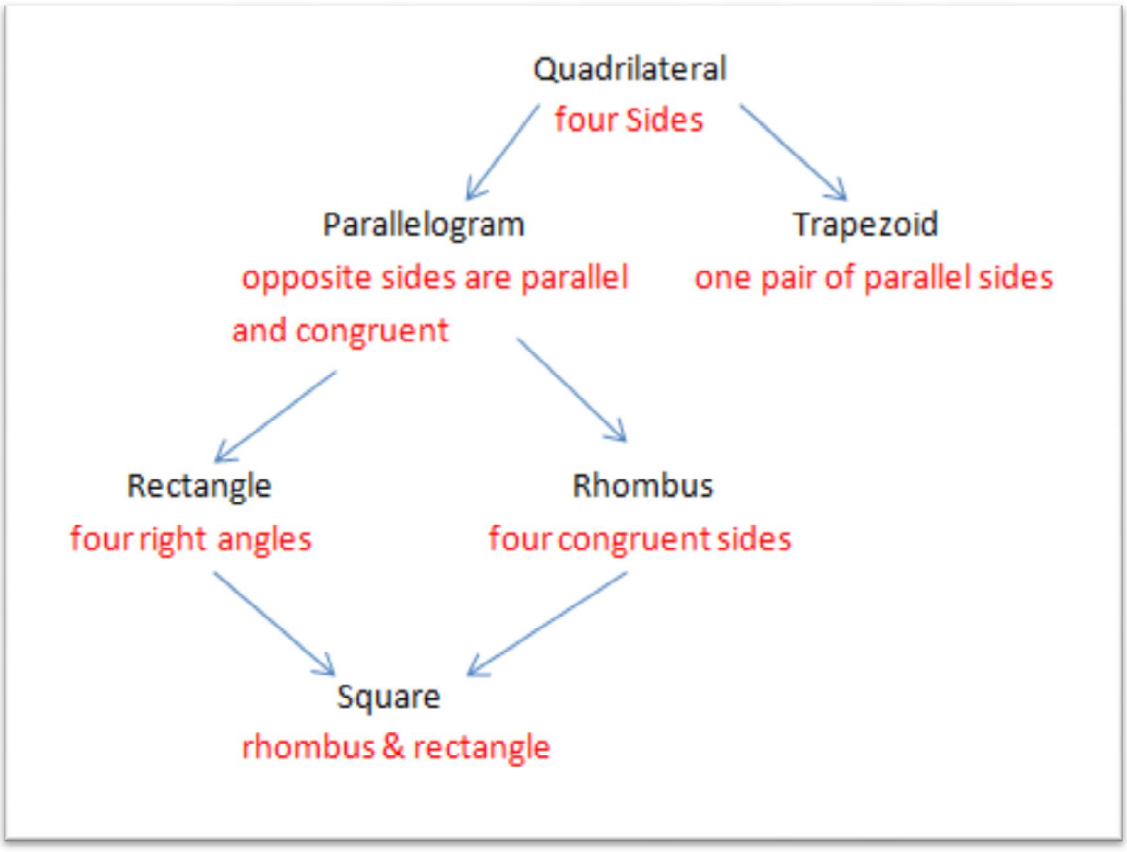
Social Science



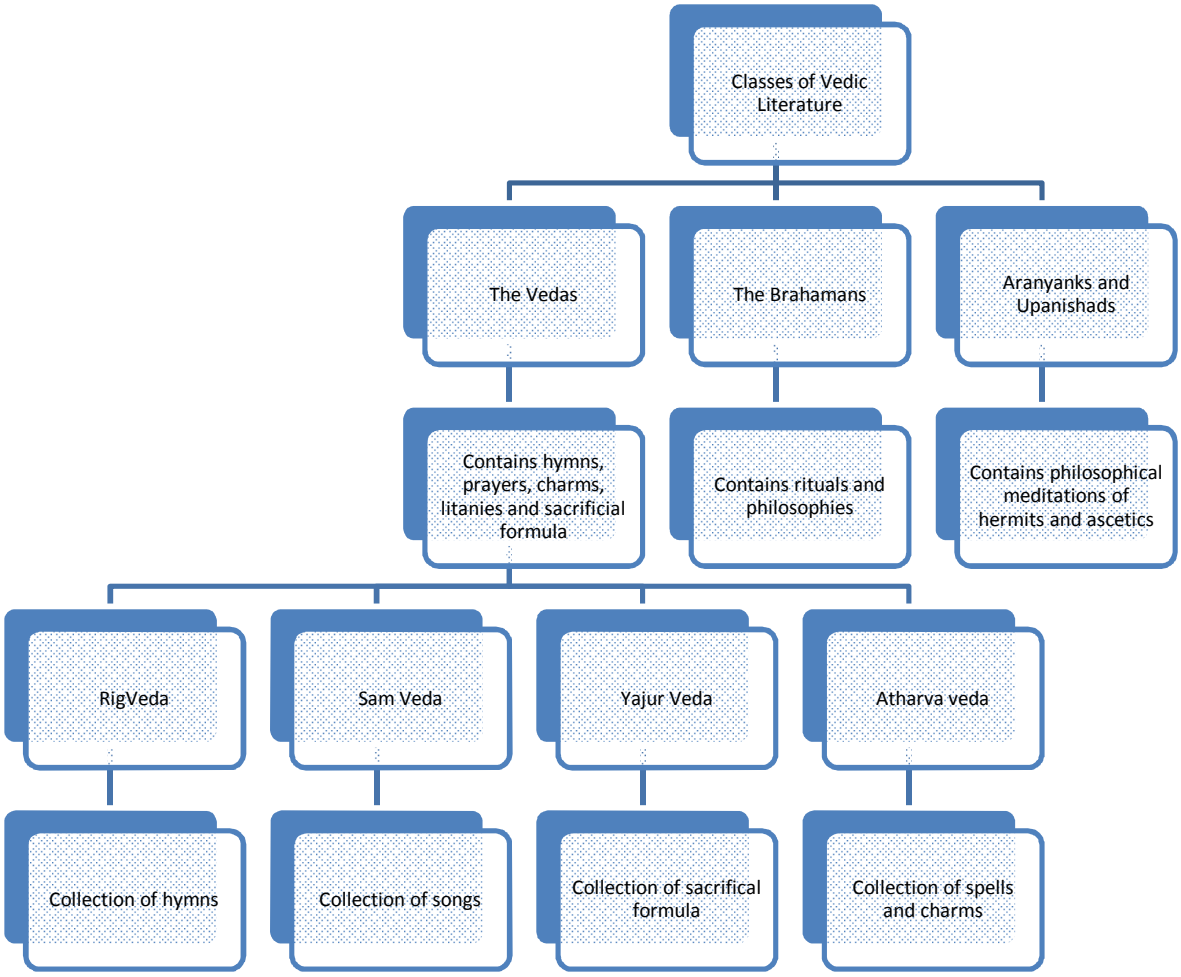
Language: Grammar



Mathematics



History



Story Map in English

Story Title: The Friendly Mongoose

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

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

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

Appendix-3

Secondary

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/Behaviouristic.

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

<table>
<tr><td rowspan="5">Learning points</td><td colspan="2">Sequential Learning Activities</td><td rowspan="5">Suggested Alternate/ Additional Activities and teaching-learning materials</td><td rowspan="5">Reasons for suggesting alternate/ Additional activities and teaching - learning materials</td></tr>
<tr><td>Teacher activities</td><td>Student responses & reactions</td></tr>
<tr><td>Introductory /Engagement phase</td><td></td></tr>
<tr><td>Presentation phase Explorartion,Explanation and elaboration</td><td></td></tr>
<tr><td>Evaluation phase</td><td></td></tr>
</table>

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

Signature of Institution Supervisor **Signature of Student Teacher**

APPENDIX-4

FORMAT FOR LESSON NOTES
Secondary

Name of cooperating School: Date:

Name of the Student Teacher: Class:

Roll No: Period:

Pedagogy Subject: Topic:

1. Content Analysis (Concept Map):
2. Learning Objectives:
3. Learning Process/Strategies:
4. Learning Resources:
5. Description of Learning Activities:
6. Assessment Procedures:
7. Home work/Assignments:

Signature of the Student Teacher Signature of the Supervisor/ Mentor Teacher

APPENDIX-5

UNIT PLAN TEMPLATE

Title of the Unit: **Grade/Class Level:** **Length of the unit:**	**Title/Publisher of the Text Book:** **Author:** **Major Learning points to be covered:** **Overall goals of the unit:**

Division of Unit to lessons and Rationale:

Lesson wise Activity	Processes/Strategies to be adopted	Learning Resources to be used	Assessment practices proposed

Remarks if any

Signature of the Student Teacher

Signature of the cooperating school Head/Mentor

APPENDIX-6

ACHIEVEMENT TEST

1. Name of the Student Teacher:

2. Roll No with(PCM/CBZ for B.Sc.BEd) :

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-7

CLASSROOM OBSERVATION RECORD OF PEERS

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/Additional Activities	Reasons for Suggested Alternative/Additional Activities
Introduction (Engage)				
Presentation				
Evaluation				
Any other significant observation				

Signature of Peer Teacher **Signature of Supervisor/Cooperating teacher**

APPENDIX-8

FORMAT FOR ACTION RESEARCH

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

APPENDIX-9

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**

APPENDIX-10

REPORT ON LEARNING RESOURCES

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**

APPENDIX-11

INTERNSHIP IN TEACHING
Student Teaching Profile

Name of the Cooperating School:
Class: Subject: Topic: Period:
Date:
Name of the Student Teacher: Name of the Course: **B.Ed.** Roll No with Arts/ Science:
Name of Supervisor/Mentor Teachers:

Sl 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

Appendix-12

Reaction Anticipation Guide and Reflection Template

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)
Reaction: On basis of your experience write down **What you have learned from this lesson?** **What changes you will make for the next lesson?**		

Signature of the student teacher

APPENDIX-13

OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the Principal:

Name of the School:

Name of the Course:

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, 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

APPENDIX-14

Assessment Report by Institute Supervisor

Name of the Institute Supervisor:
Name of the Course:

Sl No	Roll No	Name of the Student-Teachers	Name of the school	Pedagogy Subject	No of lesson observed	Total (35)
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

Signature of the Institute Supervisor

APPENDIX-15

INTERSHIP-IN TEACHING

Supervision and Monitoring Report

Name of the School……

……

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	Observation of regular teachers classes	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)

Appendix-16

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-17

Sample Activity Schedule for Internship

Sl No	Name of Activity	Schedule
1.	Reporting to the cooperating Schools	
2.	Collecting time table and consultation with cooperating teacher	
3.	Maintaining reflective diary	
4.	Observation of classes of regular teachers	
5.	Development of unit plan	
6.	Taking regular classes	
7.	Peer observation	
8.	Selecting action research problem	
9.	Completion of peer observation classes	
10.	Completion of at least 10 lessons in both subjects	
11.	Completion of 30 lessons in each pedagogy subject	
12.	Development and finalisation of student assessment/Achievement test	
13.	Administration of student assessment	
14.	Action research interventions	
15.	Completion of action research and reflection	
16.	Completion of 50 lessons in each pedagogy subjects	
17.	Completion of 60 lessons in each pedagogy subject(with 10 lesson notes each)	
18.	Completion of school observation process	
19.	Counter signature of Principals on all records	
20.	Relieving order from the Principals	
21.	Reporting back to the Institute	
22.	All records to be submitted to the Coordinators.	
23.	Post internship conference and reflection sessions	

Coordinators, Internship-in-Teaching

APPENDIX-18

Pre – Internship Conference of Two Year B.Ed. Programme

For Student Teachers **Day 1**			
Time	**Theme**	**Venue**	**Facilitators**
9.00 – 10.00 am	Registration	Conference Hall	
10.00 – 11.30 am	Concept and Purpose of Field Engagement: Internship	Conference Hall	
11.30 -11.45 am	Tea Break		
11.45 – 1.00 pm	Activities of Internship	Conference Hall	
1.00 – 2.00 pm	Lunch Break		
2.00pm 550 pm	Activities of Internship	Conference Hall	
Day 2			
9.00am-9.30am	Reflection	Conference Hall	
9.30am-1130am	Group Work on Unit Plan Physical Sc	Conference Hall	
	Group Work on Unit Plan Soc. Sc	LT 1	
11.30 – 11.45am	Tea Break		
11.45 – 1.00 pm	Group work for developing Unit Plan Languages(Hindi/ Odia/ English/ Bengali)	Conference Hall	
	Mathematics Bio Science	LT1	
1.00pm-2.00pm	Lunch Break		
2.00pm-3.30pm	Presentation of Unit Plan (Physical Science and Social Sciences)	Conference Hall	
3.30pm-3.45pm	Tea break		

3.45pm-530pm	Presentation of Unit Plan Languages/Math and Bio science	Conference Hall	
Day 3			
9.00 – 9.30 am	Reflection	Conference Hall	
9.30 – 10.15 am	Concept Map	Conference Hall	
10.15 am – 11.30 am	Development of Lesson Plan	Conference Hall	
11.30 – 11.45 am	Tea Break		
11.45 – 1.00 pm	Group Work for development of Exemplar Lesson Plan with concept maps	Physical Science Conference Hall	
		Social Science LT 1	
1.00 – 2.00 pm	Lunch Break		
2.00 - 3.30 pm	Group Work for development of Exemplar Lesson Plan with concept maps	Bio Science-Conference Hall	
2.00 – 3.30 pm		Mathematics-LT1	
		Languages(Hindi/ Odia/ English/ Bengali)-LT2	
3.30 – 3.45 pm	Tea Break		
3.45 – 5.30 pm	Presentation of lesson plan by Student Teachers	Science Group(Phy Sc,Bio Sc,Math) Conference Hall	
		Arts Group-Social Science and Languages-LT1	
Conference of Cooperating School Heads, Teachers and Student Teachers			
Day 4			
Time	**Theme**	**Venue**	**Facilitators**
9.00 – 9.45 am	Registration	Conference Hall	
9.45am-1000am	Introduction of School Heads and Teachers		
10.00 – 11.30 am	Field Engagement - School Internship	Conference Hall	
11.30 -11.45 am			
11.45 – 1.00 pm	Unit Planning,Concpet Map and Lesson Planning	Conference Hall	
1.00 – 2.00 pm	Lunch Break		
2.00 – 3.30 pm	Class room observation (Peer & Mentor/regular	Conference Hall	

	teacher)		
3.30 – 3.45 pm	Tea Break		
3.45 – 4.45 pm	Teacher as Reflective Practitioner	Conference Hall	
4.45 – 5.30 pm	Development ,use and reporting of Learning resources	Conference Hall	
Day 5			
9.00 – 9.30 am	Reflection	Conference Hall	
9.30 – 10.30 am	Student Assessment	Conference Hall	
10.30 – 11.30 am	Action Research	Conference Hall	
11.30 – 11.45 am	Tea Break		
11.45 – 1.00 pm	Development of School Profile Report on Organization /Participation in School Activities	Conference Hall	
1.00 – 2.00 pm	Lunch Break		
2.00 - 3.30 pm	Role and Functions of Different Personnel in School Internship	Conference Hall	
3.30 – 4.15 pm	Assessment by Mentor Teacher	Conference Hall	
4.15 – 5.30 pm	School Wise Internship	Conference Hall	

Dean(i) (Coordinator) (Principal)

APPENDIX -19

Community Work(Activity - 1: Gender Equality and Population Education Awareness)

Name of the Village : _____

General Information

1. Name of the interviewee : _____
2. Qualification : _____
3. Age : _____
4. Gender : _____
5. Profession / Occupation : _____
6. Monthly Income : _____
7. Number of Children : Boy _____ Girl _____

Specific Information

1.	Do you feel happy being man/women?	Yes	No
2.	Do you enjoy the same status of your counterpart does?	Yes	No
3.	Do you think that men are superior to women?	Yes	No
4.	Can a woman do what a man can do?	Yes	No
5.	Do you agree that, women are destined to be only at home?	Yes	No
6.	Do you think that boys are more useful than girls?	Yes	No
7.	Female members have no other choice but to depend on male members of the family. Do you believe in it?	Yes	No
8.	Should a couple be unhappy, if they do not have a male child?	Yes	No
9.	Should boys be given a lion's share of food to eat in comparison to girls?	Yes	No
10.	Is it wrong to look down upon those couples who do not have a male child?	Yes	No

11. Do you think girls should be given equal freedom of movement like boys? Yes No

12. Should the parents educate their male children only? Yes No

13. Is it the duty of parents to restrict their female child from mixing with friends of opposite sex? Yes No

14. Do you think that an adult girl should be given freedom to decide her life partner? Yes No

15. A nation that has high female literacy rate is, no doubt, an advanced country. Do you agree? Yes No

16. Do you think that husband and wife have equal responsibilities in managing their family? Yes No

17. Do you think it is an obligation on the part of husband to help his wife in household work if she really needs? Yes No

18. Is it not right of a lady to suggest to her husband while taking an important decision? Yes No

19. Should we feel ashamed to speak to others about your sexual problems? Yes No

20. Do you think that girls should be married soon after they attain puberty? Yes No

21. Do you think children are God's gift? Yes No

22. Do you think early marriage has bearing on over population? Yes No

23. Do you think pregnancy at early age affect the health of the mother? Yes No

24. Will you prefer to have abortion, if you would now that you (your wife) are going to give birth to a female child? Yes No

25. Do you think that the family planning measures should be restricted to ladies only? Yes No

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -20

Community Work Activity - 2 : Health and Hygiene of the Community

Name of the Village : _____

General Information

8. Name of the interviewee : _____
9. Qualification : _____
10. Age : _____
11. Gender : _____
12. Profession / Occupation : _____
13. Approximate Monthly Income : _____
14. Number of family members : _____

Information of Food Habits

1. Items for breakfast (if taking) : _____
2. Number of times taking the principal meal : _____
3. Items of lunch : _____
4. Items of dinner : _____
5. Vegetarian or non-vegetarian : _____
6. If vegetarian, items for vegetarian meal : _____
7. If non-vegetarian, items for non-vegetarian meal : _____
8. How many times non-vegetarian meal in a week? : _____
9. Do all members of the family take milk every day? : Yes / No

10. Do all members of the family take fruits regularly? : Yes / No

11. Mention the fruits you take normally : _____

Information of Food Habits

1. Do you have toilet at your home? : Yes / No

2. (If yes) do you still like to go to open field / space for toilet purpose? : Yes / No

3. Do you wash your hand before taking food? : Yes / No

4. Do you take bath every day? : Yes / No

5. Do you put on washed clothes every day? : Yes / No

6. How do you control mosquitoes in your house? : _____

7. What do you use for brushing the teeth? : _____

8. Do you have drainage system to your house? : Yes / No

9. If yes, do you clean the drains regularly? : Yes / No

10. Do you broom your house every day? : Yes / No

11. How often do you clean your house? : _____

12. Do you use separate plates / thalis for taking meals for all members of the family? : Yes / No

13. Any leprosy patients in your locality? : Yes / No

Environment

1. How do you dispose your drain water? : _____

2. Are the public places (like temple / church / mosque, market, road, pond) in your locality cleaned? : Yes/No

3. How do you clean your utensils? : _____

4. How is the cow dung waste disposed? : _____

5. What is the source of water for your drinking? : _____

6. How do you purify your drinking water? : _____

7. What are their contagious diseases that the people suffer from in your locality? : _____

Use of intoxicants

1. Is anyone in your house uses Pan / cigarette / gutka? : _____

2. Is anybody in your home use intoxicants? (Intoxicants are like opium, alcohol, ganja etc.) : Yes/No

3. If yes, who uses and what type of intoxicants : _____

4. How many times in a day, he/she uses intoxicants. : _____

5. What steps have been taken to stop it? : _____

Date:

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -21

Community Work Activity - 3 : Survey of Primary Education in Rural Odisha

1. Name and address of the Pre-Primary / Primary School/ Upper Primary : _____

2. Total area of the school : _____

3. Name of the Headmaster / Headmistress and his/her qualification and experiences (in years) : _____

4. Name of teachers working in the school :

   Regular : _____ Siksha Sahayak : _____

   Male : _____ Female : _____

5. Number of vacancies (teaching posts in the school) : _____

6. No. of teachers stay – in the village : _____

   - near by village : _____
   - in the school campus : _____

7. Type of School : Govt. / Private

8. **Attendance of children in the school on the day of visit**

	Boys				Girls				Grand Total Boys and Girls			
	Gen	SC	ST	Total	Gen	SC	ST	Total	Gen	SC	ST	Total
Pre-Primary												
Class-I												
Class-II												

Class-III												
Class-IV												
Class-V												
Class-VI												
Class-VII												
Class-VIII												
Class-IX												
Class-X												

9. **Class-wise strength of children (only on the first working day of the month)**

Month→													**Total**
Pre-Primary													
Class-I													
Class-II													
Class-III													
Class-IV													
Class-V													
Class-VI													
Class-VII													
Class-VIII													
Class-IX													
Class-X													

10. Number of learners going to private schools (Like Saraswati Sishu Mandir etc.), though Govt. School is available in the Village for primary education :

_____

11. If going, give possible reasons : _____

12. Approximate number of such learners in the village going to other village schools :

_____

13. Give three reasons (order of preference)

For temporary absence of children :_____

From the school

i. Reasons given by the teachers :

_____

ii. Reasons given by the students :

_____

14. Infrastructural facilities available in the school

i)	Number of classrooms and their adequacy	adequate / inadequate
ii)	Blackboards	adequate / inadequate
iii)	Maps	adequate / inadequate
iv)	Duster, chalks	adequate / inadequate
v)	Other teaching learning material	adequate / inadequate
vi)	Furniture	adequate / inadequate
vii)	Nature of school building	Thatched / RC roof / Tile/ Any Other
viii)	Drinking water facilities	available / not available
ix)	Safe drinking water	available / not available
x)	Garden in the school	available / not available
xi)	Playground	available / not available
xii)	Toilet facilities	available / not available
xiii)	Are they fit to use	Yes / No

xiv) Separate toilets for boys and girls — available / not available

xv) Headmaster's office — available / not available

xvi) Teachers' common room — available / not available

xvii) Wall magazine boards — available / not available

xviii) School boundary wall — Yes / No

15. Socio-economic status of students — Poor / Average

16. Percentage of, Academic Poor students _____

Average students _____

Above average students _____

17. **Achievement of students in last three sessions**

Class	2016-17		2017-18		2018-19	
	Pass	Fail	Pass	Fail	Pass	Fail
Pre-Primary						
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						

- Number of Scholarships awarded _____
- Number of Children admitted in next level of schooling (Class-VI)_____

- Percentage of dropouts at the end of primary schooling _____

18. Approximate number of ex-students of the school during the last three years who have completed class- X _____

19. Profession of ex-students during last three years (put a tick)

☐ Doctor	☐ Engineer
☐ Lecturer	☐ Lawyer
☐ Business man	☐ Cultivator
☐ School teacher	☐ Self employment

Any other _____

20. Status of committees / Associations in the school

Village Education Committee (VEC)	Yes / No
Parent / Teacher Association (PTA)	Yes / No
Mother Teacher Association (MTA)	Yes / No
Any other (Name)	

21. Do the VEC/PTA/MTA members attend meeting of the body regularly? Yes / No

22. If yes, how often _____

23. Issues discussed in the meeting _____

24. In which way the meeting is helpful to the school? _____

25. Do the inspecting officers visit the school? Yes / No

26. If yes, how often _____

27. Does the school get any benefit from inspection?

Teacher's opinion _____

Headmaster's opinion _____

28. Any other observations by the Trainee _____

_____

_____

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -22

Community Work Activity - 4 : Survey of Community Resources for School Education

General Information :

Name : _____

Sex : Male/Female

Educational Qualification _____

Present Occupation : _____

Name of the Village : _____

Specification Information (Tick mark on Yes/No as per requirement)

SL No.	Items (Human Resources)	Yes/No	Used by School Yes/No
1	Doctor		
2	Engineer		
3	Sport Person		
4	Singer / Musician		
5	Dancer /Dramatist		
6	College / University Teacher		
7	High School Teacher		
8	Civil Servant (OAS/IAS)		
9	Army Officers		
10	Politician		
11	Any other		

	Non-Human Resources		
12	Garden		
13	Field		
14	Art Gallery		
15	Bank		
16	Post Office		
17	River side		
18	Historical Place		
19	Dam		
20	Police Post		
21	Temple		
22	Club		
23	Dispensary		
24	High School		
25	College		
26	NGO		
27	Any local body. Village committee		
28			
29			
30			

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -23

Community Work Activity - 5 : Educational Survey of Community

General Information :

Name : _____

Sex : Male/Female

Educational Qualification _____

Present Occupation : _____

Name of the Village : _____

House No. _____

Specific Information

1. Details of Family

SL No.	No. of Male	No. of Female	No. of Male Child	No. of Female Child	Total Family

2. Whether it is joint family / Nuclear family?

3. Education of Adult members (above 18 years)

SL No.	Name	M/F	Age	Qualification	Job
1.					
2.					
3.					
4.					

5.					
6.					
7.					
8.					
9.					

4. Education of Children and Adolescence members (below 18 years)

SL No.	Name	M/F	Age	Class	Name of School	If drop out, Find reason
1.						
2.						
3.						
4.						
5.						
6.						

5. If some of adult family members are illiterate. Find out reason for illiteracy and provision for adult education in the village.

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -24

Community Work Activity - 6 : Interview Schedule for Parents regarding RTE Act 2009

Personal Information :

Name : _____, Sex : Male / Female

Category : SC/ST/OBC/GEN , Educational Qualification _____

Residential Address : _____

Specific Information:

1. Are you aware about Right of Children to Free and Compulsory Education Act RTE Act 2009. Yes / No

If yes, name the source : Newspaper / Television / School / Panchayat / Education Department / Any other source _____

2. Tell us something about RTE Act.

_____

_____

3. Whether your child has received any pre-school education? Yes / No

If yes, where? Balwadi / Anganwadi / Any other : _____

4. Are you satisfied with the performance of teachers of your child / children? Yes / No

Give reasons as per your response

_____

_____

5. Whether your child has gone through any of the procedures / admission test for admission to Class I after April 1, 2010?

_____

_____

6. Whether you were asked for any kind of payment or donation or contribution to the school for the admission? Yes / No

_____

_____

7. Whether your child belongs to any of the following categories :

   (a) Children with special needs Yes/No

   (b) Out of school child Yes/No

   (c) Disadvantaged (SCs/STs) Yes/No

If yes,

(i) What are special provisions or facilities provided to your child in the school?

_____

_____

(ii) What kind of special training is provided to your child in school?

_____

_____

8. Whether your child has ever reported of discriminatory practice in the schools? Yes/No

If yes, give details of the practice.

_____

_____

9. Have you complained about this to the school or any other authority? Yes/No

10. What action was taken by school / any other authority?

_____

_____

11. Whether the child has ever reported any kind of physical punishment or mental harassment faced in the school? Yes / No

If yes, give details

_____

_____

12. Are you invited for meeting by school authority? Yes / No

If yes, give details of frequency and output.

_____

_____

13. Are you informed about your child's cumulative progress by the teacher / school?

Yes / No. If yes, give details of procedure of information.

_____

_____

14. Is Mid-Day Meal provided regularly to your child in school? Yes/No

If yes, are you satisfied with the quantity? Yes / No

Are you satisfied with the quality of Mid-Day Meal? Yes / No

Give reasons for your response.

_____

_____

15. What are your expectations from the school?

_____

_____

16. Give your views, suggestions and concerns related to RTE Act.

_____

_____

_____

_____

Date :

Signature of the Institute Supervisor

Name & Signature of the Trainee

Roll No.

APPENDIX -25

Community Work: Scheme of Evaluation

Part – A ***(To be used by the Pupil Teacher)***

1. Name of the Pupil Teacher :
2. Roll No.
3. Stream : Arts / Science
4. Name of the Activity(s)
5. Dates of Involvement :
6. Name of Supervisor(s) involved in activities

Signature of the Pupil Teacher

Part – B ***(To be used by the Supervisor)***

1. Organization of the activities
   - i) Awareness, importance and objective of the activities:
   - ii) Exhibiting interest and enthusiasm with the work :
   - iii) Punctuality in attending to work:
   - iv) Participatory zeal with community :
   - v) Quality of leadership/fellowship:
2. Outcome of the activities :
3. Analysis and reporting :

Overall Grade : (On five point scale : A, B, C, D &E)

Date : **Signature of the Supervisor(s)**

APPENDIX -26

Feedback Form for Student Teachers on Field Work with Community Programme

Background Information

Name of the respondent : _____

State to which belong : _____

Locality of your home : Urban/Semi-Urban/Rural : _____

Your opinion please.

1. If you get a chance to have and work in a rural community for some time do you like to avail it? Yes / No

If Yes, why? Please give a (tick) mark against the statement.

I like the rural environment because of

- ☐ A calm and quite atmosphere
- ☐ Availability of less polluted air
- ☐ Better fellow feeing
- ☐ Possibility of working together
- ☐ Better scope to work in rural area
- ☐ More compatibility of rural people as compared to urban
- ☐ Appreciation for the work done for rural people
- ☐ Getting self-satisfaction for doing work for the needy people
- ☐ Any other

If 'No' Why? (Please give (tick) mark against the statement.

I do not like rural environment because –

- ☐ There is less cope for the availability of essential commodities easily

- ☐ People are less educated / illiterate
- ☐ There is less cope for exposure to outside world
- ☐ Less scope for earning from various sources
- ☐ There is no scope for earning from various sources
- ☐ There is no scope for availing various facilities like cinema, market etc.
- ☐ I do not like agricultural environment so much around me
- ☐ There is lack of proper health and sanitation facilities
- ☐ Any other

A) _____

B) _____

C) _____

Suppose you get a scope to live in a rural camp for a short period and work together to bridge the gap between the school and community, will you

- Feel difficulty in adjusting with least facility lodging and boarding?
- Enjoy the group living even if there is some difficulty?
- Take interest in conducting on educational survey to assess the level of education of the people of the community?
- Take interest in the socio-economic status of the people of the community?
- Like to conduct survey on health and hygiene services of the locality?
- Identify physically handicapped people and guide for their benefit?
- Take interest to organize a voluntary blood donation camps at the end of the community camp?
- Take interest to donate blood for the cause of humanity?
- Take interest to organize and join community safai (cleaning) work during the camp?

- Take interest to organize and join village sanitation campaign during the camp?
- Take interest to conduct health check up programme for the school children?
- Take interest to join community plantation work?
- Be able to plan and join evening at cultural programme to be performed for community people during the camp?
- Take interest to organize different co-curricular competitions among the school children during your stay in the camp?
- Take interest to prepare a report on social customs, traditions and superstitions of the people of the community?
- Take interest to organize safe drinking water AIDS awareness, road safety, and literacy campaign in the community?
- Take interest to organize programmes on the economic use of water, electricity in the locality?
- Take interest to conduct a survey in relation to food habits and way of life of the people of the community?
- Take interest to conduct drawing, painting activities for school children?
- Take interest for organizing community langars?
- Take interest in finding out the problems of enrolment, retention of cleanliness in primary schools of the community?

Date : Signature of the Respondent