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**School Internship in Pre-Service
Teacher Education Programme**

B.A. B.Ed. Semester – VII – 2021-22



Dr. Kalinga Ketaki

Programme Coordinator



REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

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PREFACE

The School Internship in Pre-Service Teacher Education Programme is an integral part of 4 Year Integrated B.A. B.Ed. course of Regional Institute of Education (NCERT), Bhubaneswar. This programme is one of the innovative components of teacher education curriculum. Teaching is a complex and dynamic process requiring a creative synthesis of knowledge and a respect for learners and the learning process. Mastery of the teaching process demands the development of a broad intellectual perspective on academic, policy, and pedagogical issues, coupled with extensive and diverse experiences in the classroom. This year School Internship in Pre-Service Teacher Education Programme was held in diffent JNVs from 08.11.2021 to 20.02.2022.

I would like to thanks Prof. P. C. Agarwal, Principal, RIE, Bhubaneswar for his help, suggestion and able guidance in every parts of this programme. My sincere gratitude is due to Prof. Sandhya Rani Sahoo, Overall Coordinator and Dean of Instructions, Prof. Ritanjali Dash, Head of DESSH, Prof. L. D. Behera, Head of DEE. I am indebted to, Prof. B. N. Panda, Dean of Research, Prof. Pritish Acharya, Professor of History, Ms. Shampa Das, Associate Professor of Bengali, Dr. Debabrata Bagui, Assistant Professor of English, without their support the programme would not have been completed.

Dr. Kalinga Ketaki
Programme Coordinator

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Introduction

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

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

The curricula of teacher training institutions are designed to provide for the acquisition of these skills by student teachers. The National Curriculum Framework (NCF), 2005 while suggesting improvement of quality of teacher education programme states that teacher education must become more sensitive to the emerging demands from the school system. For this, it must prepare the teacher for the roles of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners (students) to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character, desirable social and human values to function as responsible citizens. The National Curriculum Framework for Teacher Education developed by NCTE (2009) states that "A teacher functions within the broad framework of the school education system – its goals, curricula, materials, methods and expectations from the teacher. The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The NCTE Regulations, 2009 attempted to broaden the scope of practice-teaching by emphasizing the importance of providing experience of all activities and programmes of the school to the student teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement'. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes. As per the regulations the student teachers are to be actively engaged in teaching for sixteen weeks in the final year of the course. The National Education Policy (2020) envisages that: all B.A. B.Ed. programmes will include training in time-tested as well as the

most recent techniques in pedagogy, including pedagogy with respect to foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, teaching children with special interests or talents, use of educational technology, and learner-centered and collaborative learning. The programme will include strong practicum training in the form of in-classroom teaching at local schools (Para 5.24).

2. Objectives of Internship

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

- Develop the ability to define clearly the general and specific objectives of teaching the subject, the different units, and the individual lessons.
- Develop the ability to select units and subject matter suitable to the class, and resource material and aids - readymade, improvised - suitable to the units.
- Develop the ability to plan the lesson effectively with an understanding of the principles of learning and organize the subject matter suitably indicating the appropriate techniques and resources to be used at each stage and for each purpose.
- Develop the ability to prepare the pupils adequately for each lesson and develop it in ways most suitable to the occasion and most appropriate for realizing the objectives set forth.
- Develop the ability to motivate the pupils sufficiently and sustain their interest as well as maintain discipline in the class.
- Develop the ability to adjust the programme to the varying needs interests and abilities of the pupils, while making for maximum group progress. Develop the ability, to use different methods and techniques of teaching and use them effectively in appropriate situations. Develop the ability to plan the details of the curriculum with the pupils (teacher pupil planning) and work out resource units, spelling out the experiences, activities, aids, techniques, etc.
- Develop the ability to develop and apply different techniques and tools for the continuous evaluation of the achievement and progress of the pupils, taken as individuals and as a group, especially the ability to construct and use oral, written and performance tests.
- Develop the ability to judge the effectiveness of teaching and the success of each programme in relation to the goals, from the participation and performances of the pupils.
- Develop the ability to diagnose the strengths and weaknesses and the achievements and failures of the individual pupils, in relation to the objectives and decide, plan and organize the reinforcement of remedial assistance needed by each.
- Develop the ability to correlate his subject and its teaching with other subjects taught in the class, with other activities in the school with life, so that, the education of the child becomes an integrated programme.

- Develop the ability to plan, organize and guide enrichment activities and field programmes related to the subjects taught.
- Develop the ability to plan, organize and guide various co-curricular activities, which are considered as important constituents of a rich education for the citizens of tomorrow.

3. Learning to Function as a Teacher

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

Field Engagement: School Exposure

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

Field Engagement: Multi-cultural Placement

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

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

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

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

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

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

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

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

Geography, Civics and Economics. Lesson plan records will be assessed at the institute and 20 marks (10 in each pedagogy subject) are allotted for the record.

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

4.6 Student assessment Record: Student teachers have to develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitative measures. Based on the assessment the learner's variation will be identified. The format of reporting achievement test is provided. It carries 20(10+10) marks. The candidate has to submit two separate report related to both subjects tagged together.

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

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

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

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

image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections

4.11 Assessment of student teachers by heads of schools: This will be done by the school head on different dimensions i.e. Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.; Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.; School work, arrangement of classes, laboratory, library work etc. and Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching. The activity carries **10 marks**. The school heads will send the marks in closed envelope as per the format provided.

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

Assessment

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

Different activities and weightage of mark Distribution

Components	Minimum Number	Maximum Marks	Internal-by the faculty of the Institute	External by the Mentor Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--

Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40		40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for VII Semester		350	300	50

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

5.1 Role of Student-Teacher:

All the Student Teacher must:

- Report to the Principal of JNV at least one day before the starting of the internship placement. On the first day, they should reach before the school assembly on the first day of the internship programme.
- Put signature in the attendance register twice every day before the school assembly and before the last bell goes.
- Seek cooperation from cooperating teachers and supervisor wherever you face difficulty particularly for pre and post lesson discussion.
- Know the classes, periods and topics to teach in both the method subjects from the Head of school/ cooperating teacher on the first day of internship programme.
- Prepare the lesson plan and get approval from the cooperating teacher/ supervisor before transacting every lesson.
- Take classes strictly according to the timetable of the cooperating school.
- Do not take any class without a lesson plan.
- Take arrangement classes and do other duties of the school and when the Head of school assigns.
- Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that children's behavior can be influenced positively by your professional appearance.

- Never ask for leave. In special circumstances, get prior approval of leave from your Head of school on emergency. Anyhow, your application for leave must reach the school authority one day in advance.
- Get permission from the Head even if you want to be out of the school for some time during school hours.
- Assign and correct the homework assigned by you to the student regularly.
- Write all the lesson plans in English except in the language subjects.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teachers/ institute supervisors. Get approval from the Head of school and institute supervisors before carrying out the activities.
- Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.
- Carry out the activities planned by you for school students according to your approved plans and all the assignments must be completed during the internship programme.
- If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. If possible, re-teach the lesson using the teacher's suggestions.
- Be polite and keep very good relationship with students and staff of the school.
- Try to adjust in the school situation with genuine difficulties. Adjust with the students, staff, physical facilities that they have.
- Receive see that the cooperating teachers / institute supervisors and necessary ratings sign every lesson that you teach with remarks from them.
- Maintain regularity, punctuality and devotion to duty in the school.
- Consult the cooperating teachers institute supervisors more frequently for carrying out the activities in the school. There must be phase end meeting of student teachers, cooperating teachers and supervisors to assess the progress and for guidance.
- Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Supply student teaching profile one each to the supervisor and/ or cooperating teacher who supervises your teaching.
- Before you leave the placement, be sure to return all textbooks and materials to the school.
- Join the Regional Institute of Education, Bhubaneswar the day after the internship programme concludes.

5.2 Role of Principal of Cooperating JNVs:

- The Principals of the cooperating JNVs are requested to introduce the student teachers to the students and staff of your school in the assembly on the first day.
- Please allow them to take periods in Class VI, VII, VIII and IX because they will be secondary school teachers in future. They may even be assigned class in class X, if you have confidence with individual trainee's ability.

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

5.3 Role of the Mentor/Cooperating Teachers:

The Mentor/Cooperating Teachers are requested to:

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

5.3 Role of the Institute Supervisors:

The Institute Supervisors are requested to:

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

STUDENTS' REFLECTIONS

Students' Reflection

Name of the student teacher: Abhisek Biswal

Roll Number: 01

School: JNV Mayurbhanj

I would like extend my humble gratitude to our hon'ble principal sir, Internship Coordinator Kalinga Ketaki sir, respected teachers and our prestigious Institution Regional Institute of Education, which went through a lot to provide us this eternal experience called Internship that enriched us in our expedition of becoming teachers of future.

Also, I would like to thank Navodaya Vidyalaya Samiti, JNV Mayurbhanj where I was posted from 15th November, 2021 to 18th February, 2022, the principal sir, School coordinator, Staff members and more than all the students with whom we shared millions of memories that I will cherish forever as well as for their support and guidance for they provided an environment that helped us to shape our characters for the better.

There is a saying that pictures tell a thousand stories and it is only apt that we use the same medium to share a glimpse of what it was like to be interns in JNV Mayurbhanj.



Four years ago when we took admission in this Institute some of us probably were bit skeptical whether they could ever become ten percent of what their teachers are. The feeling of guiding someone else towards their goal was always frightening and blissful at the same point of time.

However from the beginning we had an idea and an opportunity that awaited us from the very moment we entered the institute, namely the internship and its sister programs such as

Multicultural placement and community service. Although nature had somethings planned as we progressed in our college life we were hit hard with many difficulties, yet we are here that signifies that our institute and luck is pretty good to say the least.

As we got the opportunity to participate in the internship program, it was our sole responsibility to jump on any occasion that will nurture our skills of becoming a teacher. That is why as a group we participated in all such opportunities with utmost dedication and were not limited to just teaching but much more than that.

Our posting in JNV Mayurbhanj came at a time when the whole of India just managed to come out of the second wave. JNV Mayurbhanj was also affected due to the pandemic and most of the classes were online based. As the students make their way back to the school, they were more than happy to find us as we didn't only take their classes but continuously interacted with them outside of the school. Same could be said for the teachers as we reduced the burden of taking so many classes as well as managing a humongous task of data due to the influx of students. These twin problems for the organization converted into opportune situations for our future as well as for the students. This however is only based on an unproven hypothesis that stemmed out from the final moments when I left the institute with my group as students and teachers were both equally very sad and happy that we are leaving as well as successfully completed our internship.

Internship is a transitional period in the life of a trainee, of every field. I went to this internship with a belief that I will be able to polish my abilities that will aid me in my quest of taking better class. Not just they will enrich the students with new knowledge but also stimulate within them an eternal hunger to gain more of it. There was also a selfish aim though to learn and have a satisfactory experience on teaching students in proper school environment. The confidence to classes while well equipped with a structured class made me happy that I somewhat closer to my goal.

The numerous interactions that I have done gave me a better insight into the thinking of the students and their problems and ideas that I am happy to somewhat forward into better path. There is this saying 'it's the teacher not the classroom that makes a difference in the life of students' I would like to tweak it a bit by adding that for my life it is the students who enriched it with millions of happy memories that will remind me of my quest of becoming a better teacher 'Why I want to be what I want to be'.

According to new education policy – Teacher education is vital in creating a pool of school teacher that will save the next generation. Teacher preparation is an activity that requires multi-disciplinary perspective and knowledge formation of disposition and values and development of practice under the best mentors. Teacher must be grounded in Indian values, languages, knowledge, ethics and tradition including tribal traditions while being well versed in the latest advances in educational pedagogy.

The internship is a major part of curricular which has included full time engagement in real school situation. Under this programme students are sent to different school, where they get the experience to deal with the students in the real classroom situation. Our group were sent to Jawahar Novodaya Vidyalaya Murshidabad, Berhampore, West Bengal and having five members in our group with 2 B.A. B.Ed. students and 3 B.Sc. B.Ed. students. We reported in the school on 17th November 2021. We were kept in teacher and staff quarters, accommodation facility was quite bad but it was manageable. Next day were introduced to the students and other teachers and introduced our mentor teachers, under whom we had completed our whole internship.

As the students of class 6 to 8 were not physically present in the school so we had to take only online classes. As they were new to us, so we firstly tried to get them and about their school. Later we started going to different classes and taking different classes. As we were inter teachers, many times students try to disturb us and ignore us but as we taken their classes they too were cooperating with us.

Our mentor teachers were observing us regularly and appreciating us through that we got confidence to take classes. We tried to use every possible things which is learnt previously to teach students. We were asked to went to hostels during evening studies to deal with students and understand the Vidyalaya system. We were asked to be present during exams to understand how exams to be conducted and what are the things to be done during examinations. We participated in different curricular activities and hosted them with the regular teacher.

Though there were some issues like, the payment for fooding and lodging, as we are serving the students we should be paid by them instead we have to pay for our expenditures.

As we two are students and didn't earn, for us paying for giving service is not alright. So I request our institution to have a look on it and if it is possible then please let the students get paid for their internship.

Though, we have to work the whole day and we have to do every possible work from making question paper to taking classes. We should not be paying for our fooding and lodging. Except this thing the administration system of the school was not so good. Teachers didn't use to take regular classes, as the principal was going to retire the school was suffering. Students didn't get regular classes and the students of class 10th and 12th were taking major problems.

Atlast I want to say the my internship was quite worthy as I learnt to be confident in the class and the way how to make them understand the things.

Name of the student Teacher: Alan Rai

Name of the School: JNV, Nayagarh

Roll No. 04

It's my pleasure to share my experience working as an intern teacher in JNV, Nayagarh in Odisha.

School internship is an important part of teacher's training programme. Our College every year sends the 7th Semester student for internship in different school. I had been sent to JNV, Nayagarh School. First of all I would like to thank institute staff and my fellow group members for being so co-operative and standing beside me through every trick and train. Although the work there was tough indeed, the experience five gained is very memorable and distinct is my secondary school like.

We all know that practical experience is best, and internship gave us that opportunity and experience to have that practical knowledge and experience that we needed to be a successful teachers. It gave a small taste of the real world. I feel that internship helped me develop many skill which would come is handing in my future.

Skills such as multitasking, communicating, learning to deal with diversify and dealing with deadline are different when you are working for someone else, not yourself like you do in college. The Principal of JNV, Nayagarh was so enthusiastic that we learned from him a lot.

I still remember the first day of my internship. I was excited and nervous at the same time. I arrived the school in time and first go to Principal office and meet respected Principal Sir.

Even on the very first day it felt like their love for me was at its miracle which made me feel like I waste returning enough for what I was receiving. The expression of joy on their faces from the little activities we did was worse than satisfying for me. It felt like for the first time I had accomplished something on my ones.

Having all this sweet and sour experience that last day came, the Principal thanked us in the assessing informing all that today is our last day and giving us certificate and trophy.

I went to all the classes one by one to say goodbye and wishing the student good luck for their bright future.

These golden days taught we so much at that day I felt the importance and value of this course. I felt so blessed that almighty had selected such a valuable profession for me. I needed I

had learned a lot from this internship so I will never going to forget these magical days of my life.

Teaching will be the greatest experience of my life. Thank you have a good day.

Name: Ankit Anand
Name of the School: JNV, Jharkhand
Roll No. 05

Good afternoon everyone. A very warm welcome to our honourable principal (HOD) sir, respected professor and my dear classmates. As vital it is to commence an important work of event, the same gravity his in conducting it. I feel quite privileged to extend this opportunity, to look back and reflect upon my experience that I have bundled from three months of internship at JNV, Dumka.

Before arriving at the happenings, I express my gratitude towards our extremed Principal sir, who even in the apprehensive times of pandemic gave us fortitude and an opportunity of offline internship. Without his constant support and watch over, it was almost impossible to happen. My gratefulness towards our respected co-ordinator and mentor, Kalinga Ketaki sir, professor as well as the administration department who all rendered their constant assistance in successfully organizing, executing and completing the internship program.

Coming over to the experiences, our assigned school JNV, Dumka, located in Hansdiha, is one of the oldest JNVs under NVS Patna region. Established in Santhal Parganas, which resembles the cultural heritage of Jharkhand. Consisting of more than 500 brilliant mindsets and more than 25 teachers, not just on the paper, but on grassroot level offered a holistic set of possibilities for the students. We were quite lucky in having support from the entire school community rather it be conducting classes, official works an even dodging bottlenecks that we came across.

I can end the speech here by saying the internship was very enlightening. But I would like to share one single aspect that internship taught me. One same single question to ask myself everyday.

“Is what you are working on today will stand the test of time? Will you matter?”

Because this profession is not at all about fame or fortune. It is much more about values, constant duties and creating something that has impact. Suanifying things you know, you don't know. On that note I believe I will expedite on the motta. “Come to learn and leave to serve”

Name: Anwasha Panda

Roll No. 06

Name of the school: Jawahar Navodaya Vidyalaya, Angul.

Good morning / afternoon, respected principal, coordinator and my friends. Today I, Anwasha Panda, stand before you as the group leader of B.A. B.Ed. from JNV, Angul, Odisha. First of all let me brief you about the history of the school. This JNV was established on 14.07.1997 at Rengali Damsite after the bifurcation of old Dhenkanal district. JNV Dhenkanal which included Angul also functioned at Rengali from 1986 to 1987. After functioning at Rengali at 1997 to 2004, it was shifted to FCI, Talcher Campus which was a temporary site. In 2016, finally the school was shifted to its permanent site at Champatimunda.

We attended the morning and evening assembly of the school everyday positively, where the students sang prayer and took the oath. The school has well-equipped smart classroom, library, art room, and laboratories which helps in application based learning. We joined the school on 19th November 2021 and took classes from 11th November 2021 to 10th January 2022 physically, after which the school was closed down due to the 3rd wave of Covid-19 pandemic and we continued in online mode for the rest of our internship period.

The students as well as the teachers cooperated with us and guided us throughout the journey, in both offline and online modes. We helped the students to understand the concept of competency based learning by engaging them in interactive and collaborative learning environments.

We also participated in various co-curricular activities during our stay in the school, such as a friendly badminton match between teachers and students during 'Fit-India Week', we also addressed the school on Children's Day celebration, farewell of Vice-Principal Madam etc.

One prominent event of the internship period was the observation by the Institute Supervisor, C.H. Ramulu Sir on 3rd January 2022. He stayed in the school premises for three days during which he observed our classes and interacted with the students as well as the teachers.

Overall, our internship experience of 100 days at JNV Angul was a smooth and successful one and we enjoyed and interacted with the students thoroughly. The group members of JNV Angul, Odisha include Alisha Samal (GL), Aishi Bhuniya, Kamalakanta Dalai, Anwasha Panda, Shazia Quadri with this we conclude our internship experience.

Name: Arbashi Kumari
Class : BAB.Ed., 4th Year
School: JNV, Jamtara
Roll No. 07

Good afternoon everyone, I am Arbashi Kumari and it my pleasure to share my experience working as an intern teacher in Jawahar Navodaya Vidyalaya, Jamtara, which is in Jharkhand.

First all, I would like to thank our institute staff and my fellow group members- Purnima Kumari, Abhishek Sharma, Namrata Kumari and Rohit Singh for being so cooperative and standing beside me through every thick and thins.

Although the work was tough, but the experience, we gained as an individual and as a group is a memorable one and which will rally help us to excel in our professional life, after our college.

“We all know that practical experience is the best our to learn something, and (our internship programme gave us that opportunity and experience that we needed to be an efficient teacher. It gave us the taste of the real would existing act there.

Our internship program gave us the experience and the skill, which will help us to excel in our professional life. Skills such as multitasking, communicating, learning to deal with diversify, and dealing with deadlines are different when you are working far some one else and not for your own as we do in college.

This internship programme was a greatway to network and learn from our serious in professional life. Our mentor teacher Mr. Jitendra Pandey being an amazing coordinator and an efficient teacher helped us a lot along with the what board of faculty members of JNV, Jamtara.

We learned from him, the out of multitasking and still having a cool temperament towards students and fellow teachers. I still remember, the first day of my internship, having a little knowledge about the school and what we have to do and what not to do. The teacher’s really boosted up my confidence to work with the students and to actively participate in all the activities going on in the school. Due to all the teacher and the students I felt confident and happy from the way first day till the last one and also due to which, we were sad to leave the campus.

The expression of joy an their faces from the little activities we did together was more than what satisfaction means for me. I felt as if it was the first time, I had accomplished something on my own. The experience as a whole is so vast and wonderful that I cannot fully express it through words. So thank all so much for listening me. Wish a good day.

Name of the student teacher: Bikash Ranjan Meher

Course: B.A. B.Ed., 7th Semester

Name of the Cooperting School: JNV, Zinc Nagar, Sundargarh

We as a group of six students. (4 male and 2 female) 3 from B.A. B.Ed. and 3 from B.Sc. B.Ed. went to Jawahar Navodaya Vidyalaya Sundargarh for 3 months internship programme under our 7th Semester Curriculum.

It was a great time, we learned experienced and discover so many things. Our Internship was started from 11th November 2021 and it was over 10th February 2022. It was a big opportunity for me to again work with the instituteion as I am the part of this institution, for me it was great experience, I was a student of JNV and now I got an opportunity to serve the JNV as a student training teacher.

The teachers who were taught me in past, in my school days now I had share the chair with them in common room. Due to lack of accommodation facilities we were stay in the dormataries with the students, it was a good time we got more time to interact with the students along with this we were able to know the Cultural and Regional Behaviours.

The staffs including both teaching and non teaching were very much helpful to us. All were cooperative, the teachers guided us for our classes, our activities they also observed our classes. We got an opportunities to conduct examination, inviligitate examination and check and correct answer keys.

As there was no odia faculties in our J.N.V., I was charged, I was handle or maintained the Odia department.

“I have not experienced anything because experience come from work and I have not done any work because I think teaching is not a work it is a fundamental duty of every Indian Citizen. Teaching is not about delivering a lecture in the class, it also involves building an interactive classroom”. These words were the words of our principal, which made me lean towards this profession.

In our initial days we observed the classes of the regular teachers, this changed by perspective about teaching, then we were observed the classes of our friends which manifested different methodology of teaching in me. I realized the content knowledge have a great importance in delivering a lesson then pedagogical skills.

Till now we have seen a class from the perspective of a student but this time we sow it from the perspective of a teacher, the scenario was completely change.

Name: Bismita Sahoo
Roll No. 09
Name of the JNV: JNV, Sundargarh

My internship experience / tenure comprises of a lot of obstacles I faced and simultaneously speaks of my endeavours to turn those obstacles into opportunities. I stated my internship on 11th November 2021 at JNV, Zinc Nagar, Sundargarh with a lot of apprehensions and doubts in my mind. For the first time, I was about to get a first –hand experience of teaching learning process, through the pens of the teacher, so I was excited as well as nervous.

When we reached at our respective JNV, we were assigned the Girls. Junior dormitory for our stay. Since the school had not been open for the junior section due Covid-19 pandemic for the past 2 years, it was a bit dusty and dirty. But the school management assigned a sweeper to clean the toilet, bathroom and the living space. Since we reached there without any prior information, the school management was not prepared to provide us with majority of facilities, but they tried to provide us with as much as possible immediately and effectively. We were assigned our coordinators and time tables on the first day itself. We were also oriented about nervous rules and regulations as well as about our participation in various school activities.

We started taking classes form the first day onwards. Finally in my starting classes, I had a bit of confusion about my conduct in the classroom. So, the order to avoide any unnecessary incident in the classroom, I understood to have enough content knowledge. The books I had earlier studied in class 9 and 10 were English Commiunicative while currently in all the schools following CBSE Curriculum are studying English Language and Literature. I studied the chaptes through and compiled all the necessary information required for teaching the chapter. At first, I could only understand the litral meaning of a chapter and did know the figurative meaning of the chapter. But I got the support of the senior English faculty of the JNV, who helped me in understanding the chapter and also caused the doubts which I had regarding any chapter.

My classes were regularly observed by the respective teaching faculty of the JNV. I was provided with constructive feedback which helped me in strengthening m pedagogical ability. In my earlier classes, I used to get distracted very easily in the class by students mischief, but with time, I developed myself to be competent enough to not get distracted by all the things done by students in the class. Somethimes, there was also break in the flow of my teaching in earlier classes. But with time, I developed my teaching ability and content knowledge and was able to overcome it. In the beginning days, the junior classes, i.e. class VI to VIII were continuous with online classes while senior classes were called back for offline classes. I got the opportunity to do both online and offline classes. In this way, I came across not only the difficulties that comes across a teacher in offline class but also online classes. It was an eye-opener for me as I got the opportunity to improve myself.

All the teachers were very cooperative and understanding. They were a very excellent mentor for us. They taught us the value of teamwork and cooperation in this short span of three

months. They helped us and took care of us like their own family. All the students cooperated and were ordent listeners who gave their best in each and every step. This was a blessing in the disguise of a place which was so far from the mainstream lifestyle.

Final Reflection: Internship Programme 2021
Name: Chaitali Mondal, Curse: B.A. B.Ed., Roll No. 10
Group: JNV Bazobisha, Alipurduar, West Bengal

I Chaitali Mandal, am grateful to complete the three months internship in offline mode in a reputed institute like Jawahar Navodaya Vidyalaya Batobisha. The motto and JNV is ‘come to learn and go to serve, being a navodayan myself I was well acquainted with the motto and went to JNV Alipurduan with the same print – that is to LEARN. With a platform like this whose practical skills are given equal weightage along with academic skills, and learned a lot this is probably the finest opportunity that and got in a while.

These three months was more like a roller Coaster side whatever the situation came, we as a team always been able to take those On this final reflection note and went to highlight some facts that and reflected upon during and after the internship.

I am grateful to be a part of good team on rather to be specific, i.e. all worked together to make it a good team. During this internship programme we all worked together as a team and probably this is the most important factor behind successful completion and the internship programme.

I learned to function in a professional environment and to act accordingly. Being a student and a teacher simultaneously can be a tough Job where you have to shift continuously between a teacher personality and student personality. I learned to balance these two things together.

As it’s a residential campus I took the opportunity to scaffold students not only in academic development but holistic development. I took the opportunity to participate in various works and the institute stationery from sanitization camp. Vaccination camp cleanliness programmes to the shramdan in holidays. All these definitely added more to my practical skills on life skills.

I am really thankful to RIE, Bhubaneswar or successful organization of this internship programme and for being catalyst to our professional development.

Name of student teacher: Chandrakanta Biswui
Name of the School: Jawahar Navodaya Vidyalaya, Mosundabad
Roll No. 11

School internship is an important part of Teacher's Training Programme. Ours college every year sends the final year students for internship in different schools. I had been sent to JNV Muroshidabad.

Earlier the internship programme was of one month but we are the lucky one who got a chance to experience this beautiful journey of four months. First I would like to thank our respected Principal sir and Co-ordination sir of RIE, Bhubaneswar to make it possible to conduct offline internship even in this Covid -19 situation.

I was excited and nervous for my first day of internship. I was excited because I was a student of JNV and I am so glad to go back to that heavenly place once again.

We had a group of 5 members, we arrived the school in time and coincidentally meet principal sir, Dr. Haji Md. Alli in the garden First and guesses that we could be principal because of his appearance and dressing sense but she recognized us that we are there for internship and talk to the caretakers quarters.

First day experience was very precious, I was reliving my school days once again. Every thing was so familiar and known that make us very comfortable to adjust with the environment very quickly.

We were invited to share and introduce our self in front of teacher and student during school assembly. When introduced myself as an ex-Navodaya student then students and all the teachers was so happy and it wake me to adjust with the situation so simply.

We were allotted to take classes of class 6th to 8th student but unfortunately the student were not physically present in the school because the State Government did not allow Junior student for physical classes due to Covid situations.

On the first day I take one online class of 8th students. First day experience was not so good because only a few students join the class and only 2-3 student were responding. Then I decided to grow a good relationship with students so that is of class 6th students. They were so energetic and curious. That wake it easy for me to begin my journey.

JNV Muroshidabad was a very reputed school, located in Auroshidabad district of West Bengal. The institute was disciplined and well reputed and well equipped. Student was very cooperative and all the faculties were so helpful. We started to be present in each and every activities of the school starting from morning assembly to evening supervision. In each and every movement we were learning new skills and new experiences and sure that it gonna help is future for sure.

Slowly slowly we got involved in all school activities we start visiting hostel, organize international mathematics days, mathematics relay race and so many other activities. Each movement was so helpful and so precious. School was getting ready for New year celebration but due to our break of Covid the school stop functioning and we were facing very difficulties to arrange food from us. Because of the Covid out break we were scanned to go out side and as because our school were situated new Mosundabad Medical College so it was very misery to go out side for arranging food. And saddest past is that we did not get any response from our institute (RIE, Bhubaneswar) regarding this problem even after inform than about the situation. Then we decided to continue our internship from our respected home through online mode.

On 3rd February 2022 West Bengal government decided to re open school once again and as per the notice we again return back to the school and finally I got my offline class and learn many things during this period. I started taking offline class for class 8th students they were so Cooperative and each and every students were so intelligent.

During this period we learn many new experience but we all faces financial problem also. The saddest porrot of the internship is that it was a not paid internship and we were paying for fooding and lodging.

I would like to request our internship to conduct paid internishp from the next time if possible. The Overall experience was so good and memorable this experience surly experience was so good and memorable. This experience surly gonna help us in future. Tastily like to thank all the faculties of JNV, Murshidabad and RIE, Bhubaswar. Honorarium for each and every things. And specifically my all group mate of help we during this internship programme.

Name: Dev Kumar, Roll No. 13

Schol: JNV, Madhepura, Bihar

According to New Education Policy – Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that required multidisciplinary perspectives and knowledge formation of disposition and values and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge ethic and traditions including tribal traditions. While also being well-versed in the latest advances in education and pedagogy.

The internship is a major part of bour curriculum which has included full time engagement in real school situation. Under this programme students are sent to different schools where they get the experience to deal with the students in the real classroom situation. They absolve the classes of regular teachers to inculcate the teaching style and techniques which were used a by the regular teacher. They observe the school and the functioning of the school that how the school is manage. It provides an opportunity to further develop skills in teaching and for interns to be mentored in preparing themselves as thoroughly as possible for their early experiences of teaching.

Our group were sent to Jawahar Navodaya Vidyalaya Madhupura, Bihar. We were having five members in the group three students from B.Sc. B.Ed. and two student from B.A. B.Ed.. We had reported in the school an 17th November 2021. We were given the teacher's quarter for our accommodation. Initially we faced some difficulties because we were new for them and also they were new for them and also they were new for us. We were not getting classes but after some days the new routine was prepared and we were also given place in that routine. The teachers were cooperative they use to mentor us time to time. In the beginning of the real classroom teaching we were not having so much confidence but then also the our mentor teacher was appreciating us and always use to tell us that you all are doing very well. You all will catch the techniques to deal with the student very soon. You all have very good command over the subject. After taking so classes we got the confidence that now I am comfortable in the class and then we started dealing the students very well and the mentor teacher started appreciating for our improvement.

We were given the duty to visit the house time to time to understand the Navodya Vidyalaya system. We were made the judge for different competition, which includes inter house gardening, some literacy competition etc.

The teachers of the school were very much talented but the administration was not so good. The classes were not running smoothly, due to the lack of good administrator. We experience there that for running a school smoothly there should be good relationship among the students, teacher and the school administration but some were these things were lagging behind. The students were not happy with the administration and the way they use to deal with the students.

So, I can say that this was a good experience for all of us because till now we had seen school as a student only but it is very much different when we see it from the perspective of a teacher. We thank the school administration for their cooperation in the school and also special thanks to the college administration for organizing our internship in the offline mode.

Name: Kirti Ranjan, Roll No. 14

Course: B.A. B.Ed. 4th year

The internship programme (Field Engagement-3) was scheduled from 08.11.2021 to 20.02.2022 for B.A. B.Ed., 7th Semester, session 2021-22. All the JNVs of Eastern Region (Odisha, West Bengal, Bihar, Jharkhand) were allotted to the students, as instructed by the Regional Office, Patna. I, Kirti Ranjan, B.A. B.Ed. 7th Sem, Roll No.-14 along with Prahalad Oraon, B.A. B.Ed. 7th Sem, Roll No.-26, were posted at JNV, Goshala, Sambalpur, Odisha. JNV, Sambalpur is catering quality education to the budding toddlers of Sambalpur District in Orissa since 1987. It is being located amidst the lush greenery of rich paddy-fields, the great shrubby mountain, downstream famous Hirakud Dam and by the side of NH-53 adds to its accessibility and being focal in many respects.

The western most district of Odisha, and the 5th largest district of Odisha, Sambalpur, is believed to be named from the presiding Goddess Samaleshwari. Sambalpur District has a history that is full of events which also includes its role in freedom struggle of the country. Sambalpur have the essence and fragrance of Veer Surendra Sai and his mighty contribution to India and Odisha.

Sambalpur have its heart and sole for folk dance “Sambalpuri” and handicrafts of “Sambalpuri Saree”. The Sambalpuri song “Rangobati” was written by Mitrabhanu Gauntia, composed by Prabhudatta Pradhan and sung by Jitendra and Krishna Patel. And M. Gauntia was selected for the Padma Shri in 2021.

Now, coming back to internship programme, there were several activities which we had to perform in this programme, activities are:-

- a) Lesson Plan
- b) Lesson Notes
- c) Unit Plan
- d) Achievement text
- e) Obs. Of Regular teacher and Peers
- f) Action Research
- g) Records on School Site
- h) Report on Learning Resource.

We all participated in JNVs morning assembly and extra curricular activities. All we interns were made judge in CCA activities performed in school. As a teacher of humanities and language, I introduced all the historical, social and geographical importance of Sambalpur to the students. For Teaching learning Resource, I made a chart with flows, in which all the synonyms of a word was written. And for social science I made a small model for students on topic layers of atmosphere with the use of thermocouple plates.

All the faculty, principal, mess incharge sir, all the office staff cooperated us a lot. The best part was all the time spent with such talented and wonderful students. I didn't only taught them but learnt a lot from them too. It was a great time we spent in Sambalpur JNV. Every teacher helped us a lot and supported us when even needed.

I shall never forget all my wonderful students and all the wishes and cards given by them to me. I wish for their best future and success in life.

Kirtica Das

On Jawahr Navodaya Vidyalaya, Alipurduar

- Our group was allotted JNV, Alipurduar in North Bengal. We began this small journey on 16th November 2021 and successfully, happily completed this internship ... our fellowmates. Most importantly the way our college and school management helped us, who persuaded us made this internship a bit easier for us.

- Though it is bit difficult to cases all the thing we experienced. As in our RIE, this internship is the soul component of this outregnated course so, this internship was the most awited phase and today I can say that this phase of 3 months became the most memorable part of our college life.
- We officially joined the school on 16th November 2021 and continued till 13th February 2022. It taught us, trained us not only as professional teachers but also taught us to develop many qualitative aspect of our life. If I have to mension few factors that made my internship more joyous is 1st that it took an offline mode giving us the opportunity to deal with students both online and offline, and 2nd thing is very special for me when I was given XII-Humanities and my answer was yes. I feel satisfied and content to this entire phase. Along with attending different programmes we also got opportunity to perform an 31st December 2021, New year celebration which was cherry an top. Till before the internship we were practicing all thing with our fellow mates. But this was the tune when we had to implement all that we have learnt. I would be very very thankful to the entire school management and our college Regional Institute of Education, Bhubaneswar far presiding this golden opportunity to us. It is difficult yet the most memorable phase of my life.

Name: Kishore Kumar

Roll No. 16, Course: B.A. B.Ed.

School: JNV Madhepura

Internship in teaching training is opportunity for us trainee teacher to dear all the clouds from our mind. There are many teacher training institutes in India but Regional Institute of Education (NCERT), Bhubaneswar is a platform where every trainee teaches becomes very effective.

When reflecting on this internship in teaching, there have been so many challenges, so many celebrations and so much that I have learned. I have been pushed beyond my comfort zone and I have grown as a teacher immensely. First I have learned the importance of messing up I know, this sounds crazy, but I have found myself so nervous about screwing something up. I expected to always plan the perfect lesson, explain everything perfectly and have everything go smoothly and as planned. And let me be the first to say, this is rarely the case. I have learned how important it is to accept that we are not perfect teachers and neither are our cooperating teachers! We all have things to learn and my student teaching experience has taught me how to learn from my mistakes rather than lething them eat aukey at me, I learned something from my cooperating school teachers and from the students almost everyday and being open to this and vulnerable allowed me to grow, adopt and think on my feet. I have always valued forming strong relationships with my students in order to create the best learning environment for them. I have level getting to know each of my students like dislike, strengths and weaknesses I believed that this has helped me better teach them and has made my classroom a happier place to learn. I have also learned that there is value in learning about what you do not want to do us a

teacher just as much as learn what I do to do. It is so important to continue being open minded. JNV is residential school. So living with students and teachers, I learned how to adjust in different situation apart from teaching.

Name: Krishna Tude, Roll No. 17

Course: B.A. B.Ed. 4 Year

The internship programme (Field Engagements) was scheduled for B.A. B.Ed. 7th Semester session 2021-22, from 10.11.2021 to 20.02.2022. All the JNVs of Eastern Region (Odisha, West-Bengal, Bihar, Jharkhand) were allotted to the students, as instructed by the Regional Office, Patna.

I Krishna Tudu, B.A. B.Ed. 7th Semester, Roll No.17 along with Sanyukta Singh, B.A. B.Ed. were posted at JNV-II, Tibantala Dist-south 24 parganas, West Bengal.

It is a boarding, co-educational school. Navodaya Vidyalaya are funded by the Indian Ministry of Human Resources Development and administered by Navodaya Vidyalaya Samiti, an autonomous body under the ministry of education. Many alumnus of this school are currently pursuing degree from India's top universities, Medical College, NIT, IITs. This school is administered and monitored by Patna regional office of Navodaya Vidyalaya Samiti. It affiliated to CBSE, Geographically, South 24 paraganas is the largest district of West Bengal by area and second largest by population. On one side of the district there is the urban fringe of Kolkata and on the other the remote riverline villages in the Sundarbans. The district is home to Sundarban national park. Lanning is a town of the South 24 paragans district, of West Bengal situated in Western banks of the Matla river. This town is named after Lord Canning, the former Governor General of India from 1856 to 1858 and governor general and victory from 1858 to 1862.

As a student teacher I participated in various school activities such as "Bhasa Sangam" conducted from 18th November to 25th November 2021. The students were taught few sentences from the languages listed in the 8th schedule of our constitution. Other than this active participation was ensure in school's sport activities. Such as inter house competition and observation of various Nationaal important day such as AIDs day, Human rights day. As a student teacher we were allotted classes from 6th to 10th of both the pedagogy subject that is languages and social science.

The students were highly cooperative and curious in nature. The school is full of highly qualified and knowledgeable teachers. Facilities such as food, accommodation, safety and security was ensure by the school authorities.

This Internship has inculcated saying of Dr. A.P. J. Abdul Kalam "Teaching is a very noble proffesion that shapes the character, caliber, and future of an Indiavidual.

Thus I would like to say teachers can change lives with just the right mix of chalk and challenges.

Name of the student Teacher: Latika Kumari, Roll No. 18

Name of the cooperating School: JNV, Deoghar, Jharkhand

Jawahar Navodaya Vidyalaya, Rikhiya, Deoghar is a Co-educational residential school under the ministry of HRD established in 1997. With 26 years of history behind it the school has proved its worth by preparing young brilliant and talented students.

I along with my group members joined the school on 16th Nov, 2021 and we were allotted quarters with some utilities on the same day itself. Our food arrangements were done in the common mess which had separate arrangements for staff members.

Our first working day was on 17th November. We were assigned classes 6, 7 and 8. We were also given some arrangement classes for classes 9 and 10. The first day was full of a variety of emotions. We were nervous as well as excited. Nervous because it was our transition from student teachers to teachers, excited because we 'I' the realization that this journey was something that I was going to remember for a lifetime for me it was a complete role reversal because I was there to address a class who had the idea of me being a full fledged teacher.

The morning assembly was a very good experience our group was introduced to the students for the first time in the morning assembly. After assembly we moved to the staff room where we were introduced to the teachers. The teachers had a very welcoming nature. It was very clear from their behavior that they had great expectations from us as we belonged to the best institute in the country for education. We came to know that a few of them here also alumni of RIE.

The initial class in every standard was the introductory class where we were introduced to the students. After that we were given classes on a regular basis and helped the students cover their syllabus. At first the students were a little shy towards us but with passage of time they grew frank with us. The students used to come to us with a variety of doubts and it was evident that they had found us very approachable. We were also assigned invigilation duty for the mid term examination. Even during non schooling hours we were treated with immense respect from teachers and students alike.

We were also given the opportunity in a few events like Azadi ka Amrut Mahotsav where we helped the students write a letter to the Prime Minister of India. During Fit India week, the students as well as the teachers participated in a number of activities that included games, yoga etc. We were also the judges and presenters of various track and field events in the Annual Sports Day of the school. We also enjoyed with the teachers and students in some informal activities.

Then the school closed due to lockdown for 3rd wave of Covid-19 and we had to continue with classes in online mode. The students were very sad to be not able to attend our classes physically but at the same time they were very cooperative and eager to learn even in online mode.

Almost four months of our internship came to end before we realized it was time to bid adieu. The transition from a student teacher to a proper teacher in the classroom was very

opening. However, it always felt that I belonged to that place, it never felt new. By the end of our stay at the school it felt that I had always been a part of the school. It would not have been possible without the help guidance and support of the Principal of our school, the staff who – always ready to help, our program coordinator and last but not the least my group member who became a family. It was one in a lifetime experience which gave us a lot to remember and cherish for a lifetime.

Name and Course: Mahesh Tanti (B.A. B.Ed. 4th Year)

Name of cooperating school: JNV, Nayagarh

Internship is the placement of an aspiring teacher in a work environment to enable them to acquire professional experiences. It gives an opportunity to integrate career related experience into an undergraduate education by participating in planned, supervised work.

For this internship programme we as a group of seven students two from B.A. B.Ed. and five from B.Sc. B.Ed. were sent to JNV, Jayagarh which is at a distance of 84.9 km.

At the initial phases we were quite excited and at the same time nervous. The school and the places were new to us but we were welcome in such a way that we felt happy because all those respects were just because of the profession as an intern teacher.

As compared to other JNV's it is one of the smallest J.N.V. in Odisha. When we first went there we felt like it is missing many things which we generally find in a JNV. There were no playground and student has to play and spare their games period time in the campus itself. Although it was a small JNV but the teachers and the staff members were cooperative.

The students were very much studious and whenever we did small activities we got to see the charm and smile on their faces. It was a good experience to stay in dormitory itself although we faced a little problem because it gave us more opportunities to create strong bond with students and also to understand them.

The teachers of the school were very much talented but the administration was not so good. We experienced that for running a school smoothly there should be a good relationship among the students, teachers and school administration but somewhere they were lagging behind. The students were not happy with the administration as they get only limited scope to play games. The overall curriculum was mostly study oriented.

Finally I feel that this type of programme should always be held because it gives a good experience to learn something new. A journey from being a student to teach as a teacher was quite mesmerizing, we got to explore many new things and also saw the differences in perspective of being a teacher before pre-Internship and after post-internship.

I heart fully thanks to our college administration for giving us the opportunities to do our internship without this I personally feel my integrated B.A.B.Ed. journey would be incomplete.

Name: Manasmita Sahu, Roll No. 20

School: JNV, Khordha

Good afternoon to all the dignitaries present over here. Myself Manasmita Sahu, B.A.B.Ed.4th year, my group member is Pratima Urma. We both were posted as intern teacher in JNV, Khordha, Gurujang, Khordha is very beautiful, we have taken class from class 6th to 8th in Social Science, Hindi and English subject. The schooling hour was from 7.30 am to 1.30 pm. Remedial class 3.30 pm to 5.00 pm supervision class 6.00 pm to 8.00 pm. Principal sir Mr. Narashima Rao who is the Alumini of Regional institute of Education, Bhubaneswar was very supportive, cooperative as well and all the staff member of the school are also very supportive, kind enough and they all guide us through out our internship programme. Students of JNV, Khordha are very enthusiastic for sports within our internship programme various activities are held in the school namely.

- Children Day
- New Year
- National Education Day

JNV, Khordha also have very good record in curricular activities and co-curricular activities. The student were very curious to learn new things from us. But we have faced problem in fooding.

I thank to all the coordinator who make our internship very easy and we are very happy that we have completed our internship successfully even in the pandemic situation.

Thank You.

**Name: Mousomi Jha, Class: B.A.B.Ed. 7th Sem
Roll No. 21**

School Internship is an important part of Teachers Training Programme. Our institute, RIE, Bhubaneswar sends the final year students for the internship in different schools. Earlier this programme used to be of 45 days but this time it was for a period of 3 months. I had been sent to JNV, Yaishali Bihar along with my batchmate Nidhi Ray, B.A. B.Ed. 4th Year.

We reached the school on 16th November as instructed by the cooperating school. At first we along with our 3 other B.Sc.B.Ed. group mates had a discussion with the principal regarding the accommodation facilities. In the evening assembly our centre supervisor Dr. Chandra Madhaw asked us to introduce ourselves to the students. From the next day onwards we were provided with the timetable of our classes.

I had my first class in 7th grade as a social science teacher. I was excited and a bit nervous at the same time but fortunately it went well. I was able to engage student's concentration and they were enthusiastic enough to actively participate in the classroom discussion. At that time in most of the classes revision was going on because mid-term examination was going to start from 29th November in all Navodaya Vidyalaya.

Though I started this journey as a teacher but in the process I also became an student as I got to learn a lot from this entire internship programme. It taught me how to conduct yourself as a teacher, how to have a control on students and manage the classroom how to act identify the individual differences among students and act accordingly, how to adjust yourselves with minimum facilities, how to make your teaching learning methods effective, how to present yourself in front of students so that everything you want to convey is conveyed in a proper manner and many more.

At the beginning of this journey, along with enthusiasm and excitement in my mind, there was a little nervousness and fear as it is very common for any human being. Before going there, we were students and suddenly we had to switch our roles as a teacher and being a teacher is a task with great responsibilities. After reaching there all the fear was vanished as the principal and all the teachers were very supportive and guided us throughout our programme. Students were also very cooperative and supportive.

We participated in various cultural activities organized in the school on special occasions such as Constitution Day, World AID's Day, Mathematics Day etc. Lastly I would like to express my gratitude towards our Principal Sir, our overall coordinator Dr. Sandhyarani Sahoo madam, and our coordinator Dr. Kalinga Ketaki for giving us this opportunity.

**Name: Neancy Chowdhury, Roll No. 22
Jawahar Navodaya Vidyalaya, Jharsuguda**

Introduction:

The internship is a major part of B.Ed. curriculum which has included full time engagement in our school situation for a prolonged period of four months duration, under internship programme the student teachers were sent to schools to observe the superior and monitoring system of the school. The student teachers have to observe the prayer and assembly of the school, the role of school management and development committee of JNV, Jharsuguda instructed to maintain the time table, to observe the activities of the students in the school, to observe the role of teacher in organizing the CCA, community service, festival, observation of regular teacher teaching, pre teachers teaching and role of Principal.

My Individual Experience of Internship:

My internship as a student teacher in JNV, Jharsuguda has been the most rewarding and motivational experiences I have during my time as a student at Regional Institute of Education, Bhubaneswar. I connected with my students, cooperating teacher and other school staff, all of whom supported my growth as teacher, both directly and indirectly.

With such empathetic, compassionate and supportive mentors this experience has helped me to achieve my goal of completing my Bachelor's Degree program in education. Because of the lessons I have learned not only from my supervisor and cooperating teacher but from my students too, I am confident to grow and develop professionally and in my personal endeavour.

Within my student teaching internship, there were two district learning experience that stand out to me as the most influential aspect of my development this semester, community involvement with student achievement and classroom management.

Throughout my internship experience I was to develop and foster a truly positive and compassionate learning environment for my students, all through the support and mentorship of my cooperating student and teacher. Through the application of time management, organization, discipline and consistent practice. My classroom management skills improved gently and quietly. Additionally, on a daily basis my development both with managing the daily processes within the classroom and planning and delivering effective lessons and assessment directly impacted the academic gains of my students.

Through engaging activities and methodology for supportive learning, my students were able to make significant gains in both reading comprehension and fluency. In addition to academic gain in reading concepts, my students also made substantial gain in geography including maps, concepts.

I am confident in my student's progress and my own growth and development. I would not have the knowledge on skills I have today if it were not for my internship experience with my student and cooperating teacher and Principal, and I look forward to where my career on education takes me in the future.

Name: Neha Sen, Roll No. 23

School: JNV, Dakhin Dinajpur

Respected Principal, Sir, Dean of Instruction Dr. Sandhyarani Sahoo, HOD DESSH Dr. Ritanjali Dash and our coordinator of Internship Dr. Kalinga ketaki, Greetings everyone.

Myself Neha Sen, B.A.B.Ed. 4th year have the pleasure of sharing my experience of Internship at JNV, Dakhin Dinajpur with my partner Suourjadi Banerjee and delivering thanks you speech in front of everyone. This is the emotional period for everyone who went far internship as we left our school where we spent the most formative months of this course. The job of a teacher is extremely rewarding since it gives the opportunity of becoming part of person's life and imprint his / her mind. The knowledge that we perceive. Our experience was extraordinary due to the cooperating authorities and the new learning experience platform which was provided to us. I would very much like to thank all the teachers, principal and all other staff on behalf of our fellow group. Thanks for giving us the opportunity to us.

I still remember the first day of my internship, having a little knowledge about the institute and a little confidence enforced into me by the teachers I actively participated in all the activities with the type of work and even on the very first day it felt like their love for me was at a pinnacle which made me feel like I wasn't returning enough for what I was receiving. The expression of joy on these children's faces from the little activities we did was more than satisfying for me. It felt like for the first time I had accomplished something on my own.

My time as TGT Social studies was the most enlightening for me. I spent a great deal of time with them and I felt that I bonded with them in many aspects. I believe socially accepting them would not only bring comfort to them but would also bring happiness to society. Starting from attending morning assembly, taking classes, paper checking to invigilation, everything was inevitable for us. They are that source of experience which made our internship successful and memorable indeed.

We all know that practical experience is the best and internships give students that hands on experience they need. I learned more than I ever expected. I felt in the beginning that I would really have a hand start being that I am a senior and have taken all my classes already but I realized that I don't think any amount of classes will ever prepare you for all the world has to offer. During my time of interning the most challenging part of my work was having to share my takes and coordinate my work with others.

As my internship draws to a close and I reflect back on all I have learned, I realize what an excellent experience. This has been I gathered much knowledge in the classroom, but a hands-on approach has been invaluable. I think that an internship is extremely valuable to a student. It is a small taste of the real world. It helped reinforce my knowledge of responsibility, focus, drive and ambition. Open communication was one of the strongest and most apparent skills that I learned during my internship. This experience finally opened my eyes to the real world. I will be the first to admit that I am not the most responsible person, but I have some to realize that responsibility a good employee apart from an excellent employee.

Name: Nidhi Ray

Class : B.A. B.Ed. 7th Semester, Roll No. 24

School site: Jawahar Navodaya Vidyalaya, Vaishali (Bihar)

I get an opportunity to do my internship at JNV, Vaishali along with my groupmate, Mousumi Jha, from B.A. B.Ed., the vision that the school carried is to provide good quality modern education include a strong component of culture, inculcation of Kalues, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas, established in 1989, in accordance with NEP 1986, at permanent site of 18 acres campus it is affiliated to CBSE, with classes 6th to 12th.

Admission to the Vidyalays is made at the class VI, level through open test conducted by District level by Central Board of Secondary Education (CBSE), New Delhi. Historically, Vaishali derives its name from King Vishal. Even before the advent of Buddhism and Jainism Vaishali was the capital of vibrant uajji confederation.

The school site was culturally rich and the people there mostly spoke Magadhi, Vajjika and hindi. I was fortunate enough to tag JNV, Vaishali as our school for internship as we found a healthy and a generous environment to work. We participated on the days like the constitution

day, Mathematics day, AIDs day and the alumuni meet with full enthusiasm. The teachers and the other staffs were cooperative, supportive and gracious with the interns.

The relationship between the students and the administration was quite healthy, the teachers and the staffs performed their duties with utmost care and responsibility, and that became an inspiration for me to do better and improve myself each and everyday. This internship was a learning experiences for me and also taught me a lot of life skills. Our mentor teacher Dr. Chandra Madhaw and Principal sir Dr. C. Roy made sure that our internship was a learning experience for us. The students were creative and always curious to learn. They were disciplined and respectful. The houses (hostels) were clean and looked after with responsibility, in the last weeks of December me and my group mate even got a chance to be the house mistress of the senior house, when the house mistress of the senior house, Dr. Kamna, was on leave. At that time we came to know about the duties and responsibilities of a house mistress and what all it takes to look after the students 24X7.

We were given full food and lodging in the Vidyalaya the Vidyalay premise was very well maintained and green all around. This internship was a blend of online and offline mode due to Covid, which made me well used with technology tools, I could use for my future in the field of education.

Name: Prachismita Nayak, Roll No. 25

Name of the cooperating school: JNV, Rayagada, Odisha

100 days of internship programme was all new and full of learning experiences. Being a student-teacher and working in full day residential school like JNVs was not easy but fruitful to help me in carrying responsibilities and boosting my self confidence as a teacher.

JNV, Rayagada is located amidst the lush green foothills of the eastern ghat hill ranges. Teaching and learning in the lap of nature was amazing. The students were the most precious part of the internship. They were very cooperative and loving in both online and offline classes though network connectivity was a big issue during the online classes. The teachers were cooperative as well and given us guidance and mentorship each other day.

Some issues were there regarding our accommodation as teacher's quarters were under construction and we had to stay in the dormitories. Also transportation was a problem because less connectivity and movements after evening was riskful because it is after called as a naxalite area.

The teaching experience was the most amazing thing during internship. Not only teaching, learned so many things because I had to do the extra research and preparation. I loved the teaching, learning process. One of the most important thing I have learned during internship is that 'Love encourages learning process. The teachers must love their children and the profession.

Name: Prahalad Oraon
Course: B.A.B.Ed., Roll No. 26

Regional Institute of Education, Bhubaneswar is conducting a 4 month Internship program where the student teachers are sent to Jawahar Navodaya Vidyalaya to perform activities like observation of regular teacher, peer observation practice teaching, achievement test construction and action research. The purpose of the internship program is to give student teachers a real exposure and experience as a teacher. It is the period where we get a chance to apply the pedagogical methods taught theoretically.

Before internship program the institute held a pre-internship conference where we learnt and discussed the activities going to be performed in JNVs. It provided us with a clear idea about conducting all these activities. It acted as a path guiding session for the whole Internship programme.

I was allotted JNV, Sambalpur. The internship programme enriched me in many aspects. We got a good coordination from JNV. In the first week we were given classes of each pedagogy to observe. In my point of view it is the soul of the internship programme because it gave us a chance to observe the classroom management teacher student interaction and different methods of presenting a lesson. Teaching is not about delivering a lecture in the class. It also involves building an interactive classroom environment which I learnt through this activity. After this we were given regular classes for both social science and English. It helped me in many ways to improve my presentation skills. It boosted my confidence. When I took my first regular class I was quite nervous but I improved my speaking and presentation skill gradually. This internship program developed the sense of cooperation, responsibility, adaptability and adjustment as I got to experience teaching a variety of students in JNV. Each and every day was full of new experiences as we got a chance to interact with more experienced teachers.

Name: Prashant Kumar Pasuan
Name of the School: J.N.V. Narla, Kalahandi

Internship is the placement of an aspiring teacher in a work environment to enable them to acquire professional experiences. It gives an opportunity to cut-rate career related experience into an undergraduate by participating in planned supervised work.

In this internship program we as a group of five students, two from B.A.B.Ed. and three from B.Sc. B.Ed. were sent to JNV, Narla, Kalahandi. Our internship journey started from 10th November 2021. Initially when we reached the JNV we had some problem regarding our internship programme due to the lack of communication between the institute and the JNV which was handled efficiently by our CRs and coordinating teacher. When we joined as an intern teacher it was a fully new and exciting experience. We were allotted with duties of teaching in general school house, remedial and self study hours which were tiring and energising at the same. It gave us a lot of opportunities to learn new things. We were allotted guide teachers individually who helped us in each and every way possible we made some new

friends in the form of teachers and students of JNV, Kalahandi. The authority also was very supportive and provided us the conducive environment for our improvement and growth of teaching career.

Name: Pratima Urma, Roll No. 28

Name of the school: JNV, Khordha

In my short life, there are many experiences that could easily be called as a life-changing experience. Every new experience at one time or another is the first experience. For new experience at one time or another is the first experience. For good or bad, each instance changes the course of our life.

But the experience I am going to share about, is the most transformative experience of my life that is my internship programme. I was placed at JNV, Gurujang, Khordha for three months for this programme.

Me and my group members were involved in curricular as well as extra-curricular activities during this period, occasions, celebrations like children's day, national education, national youth day, Republic day (Azadi ka Amrit Mahostave) etc. All the teachers and staff members were very co-operative. Before going for this internship we were learning the pedagogy in theory only but we all know that practical experience of that theoretical knowledge, which gives us that experience we need. And similarly, I gathered much knowledge in the classroom teaching. It has served as a beneficial ending to my formal education. After this I feel that internships are very necessary to develop our key skills that we cannot do in a theory class. Skills like courage to deal with the students in a physical classroom, ability to adjust in every situation, ability to deal with the students with individual differences while staying in the hostel enhanced after this programme.

Though we faced some challenges while accommodating ourselves in the dormitory and with the new environment but these problems also turned into opportunities which improved our adjustment ability with due course of time.

Overall, I can say it was a sweet and bitter experience for me, sweet because I got attached and have developed a strong bond with my students and the staff members and bitter because they were unable to bear the separation after staying with me for three months and some goes to me as well.

So, I am grateful towards all for providing me this opportunity which enhanced my professional skills in the teaching-learning field which is certainly going to be a helpful experience for me in the near future.

Name: Pravasini Behera, Course: B.A. B.Ed.

School: JNV, Mundali, Cuttack

We all know that practical experience is the best and internship give us that hands-on-experience. We need I feel that quality internship are essential to develop key skills that we can't get in a classroom. Skills such as multitasking, communicating, learning to deal with diversity and dealing with deadlines and different when we are working for someone else, not ourselves like we do in college. It is also a great way.

As my internship draws to close and I reflect back on all I have learned. I realize what an excellent experience that has been I gathered much knowledge in the classroom, but a hands on experience has been invaluable. It has served as a beneficial ending to my formal education.

In my opinion the best way to learn is by doing, I am grateful for this opportunity. We were all total strangers when we joined the JNV, Mundali, Cuttack as interns but in there 3 months. I have developed a bond with the beloved students, respected teachers and staff members.

It was good to be around people who were better than us, highly experience to more than that of our age which helped us to go through their experience and learn from it.

Our group was involved in curricular as well as extra curricular activites during this period. Occasion's celebrations like children's day, National mathematics day, National Youth day, Worlds AIDs day etc.

All these activities saw our active involvement and participation. As part of action research our group conducted a research of looked for possible suggestion and methods to overcome the challenges. We worked on "How participation in sports activities will aspect the academic performance or not?"

We have decided to work on this as we saw

- a) Least involvement in sports and games activities.
- b) Attention span during classroom teaching is less than that of required.
- c) Students / learner get distracted easily.

To overcome this various methods were brought about:

Our group tried to bring about more and more students during PT class and games period in the evening, during this time we tried to get involved with them and played various games like Volley, Football, Basketball, etc. also there was Martial art class for a month, which made significant difference in bringing the interest towards games and sports also it helped to increase their efficiency and attention span during classroom teaching.

In addition to this meditation and me-to-one interaction was also carried which was also effective. Our group helped in developing a kitchen garden and tried to think it with the text with respect to concepts like soil, agriculture etc. our group was also involved in development of maths park and science park in the JNV, campus.

It was a great learning experience which entranced our personality and we got to inculcate lot many professional skills with respect to teaching learning process which is certainly going to help in near future.

I believe the journey has just started

Name of the student teacher: Purnima Kumari, Roll No. 30

Name of the cooperating JNV: JNV, Jamtara, Jharkhand

Good afternoon everyone. I am Purnima Kumari of B.A. B.Ed. 4th Year. Today I shall be sharing my experience of working as an intern teacher in JNV, Jamtara, which is in Jharkhand. The school is actually located in a village named Jambajor which is about 12 km away from the town Jamtara. First of all, I would like to thank all the Institute staff and my fellow group members, Arbashi, Abhishek, Namrata and Rohit for being so cooperative and standing beside me through every thick and thin.

Although the work there was tough indeed, on top of that living in the dormitory with around 30 students, following up their schedule right from waking up at 5.00 am to sleeping at 10.00 pm and eating in the dinning hall. It was really difficult for me to live without fast food / street food. I have never ever been without outside food in my life but this internship at JNV taught me to control my desires to have control over my brain and to have a balance way of life.

We all know that practical experience is the best and internship gave us that opportunity and experience to have that practical knowledge and experience that we needed to be a successful teacher. It gave us a small taste of the real world. I feel that internship helped me develop many key skills which would come in handy in my near future. Skills such as multitasking, communicating, learning to deal with diversity and dealing with deadlines are different when you are working for someone else, not yourself like you do in allege. This internship was a great way to network with people specially students and teachers and learn from them Our mentor teacher Mr. Jitendra Pandey is an amazing person, I have learnt from him the art of multitasking and still having a cool temperament towards students and fellow teachers.

I still remember the first day of my internship, having a little knowledge about the school, the students and teaching in a real classroom full with students. Though I was nervous but I actively participated in all the activities with the students, and even on the first day it felt like their love for me was at its pinnacle which made me feel like I am not far from home. The love, care and respect that the student gave me was priceless. The expression of joy on their faces from the little activities we did was more than satisfying for me. It felt like for the first time I had accomplished something on my own. The experience from my internship was so vast and so wonderful but only a little can be expressed through words.

Name of the student teacher: Ritika Upadhyay, Roll No. 31

Name of the cooperating school: JNV, Deoghar, Jharkhand

Jawahar Navodaya Vidyalaya, Rikhiya Deoghar is a co-educational residential school under the Ministry of HRD established in 1997 with 26 Years of history behind it, the school has proved its worth by preparing young, brilliant and talented students academically, physically and mentally to be the good and useful citizens of tomorrow.

My group members and I joined the school on 16th November 2021 and we were allotted quarters on the same day itself with some utilities. Our food arrangements were done in the common mess with separate arrangements for staff members.

Our first working day was on 17th November, 2021 and we were assigned classes 6, 7 and 8. We were also given some arrangement classes for class 9 and 10. The first day was a mixture of many emotions. There was nervousness on one hand because for the students we were proper teachers where it was a complete role reversal from being student teachers to teachers for us, on the other hand we were excited for this new experience.

The morning assembly was a very good experience, we were introduced to the students for the first time in the morning assembly. After the assembly we moved to the staffroom where we were introduced to the teachers. All the teachers were of welcoming nature. It was very evident from their behavior that they had great expectations from us as we belonged to the best institute in the country for education. A few of them were also alumni of RIE.

The first class in every standard was the introduction class where we were introduced to the students. After that we used to take classes on a regular basis and helped them cover their syllabus. At first the students were a bit apprehensive towards us but with passage of time they grew frank with us. They used to come to us with a variety of doubts and it was very clear from their behavior that they found us very approachable. We were also assigned invigilation duty for the midterm examination. Even during non schooling houses we were treated with immense respect from teachers and students alike.

We also participated in a few events like Azadi ka Amrit Mahatsav where we helped the students write a letter to the Prime Minister of India. During fit India week, the students as well as the teachers participated in a number of activities that included games, yoga etc. A poster making competition was also organized. We were also the judges and presenters of various trade and field events in the Annual Sports day of the school. Along with these we also enjoyed with the teachers and students in some informal festivities. Then the school closed due to lockdown for 3rd wave of Covid-19 and we had to continue with classes in online mode. The students were very sad to be not able to attend our classes physically but at the same time they were very cooperative and eager to learn even in online mode.

Almost four months of our internship came to an end before we realized it was time to bid adieu. The transition from a student teacher to a full fledged teacher in the classroom was very eye opened. By the end of it, we felt like we belonged there and had always been a part of that school. I would like to thank the Principal of our school, the staff members. Our

coordinator and last but not the least my group members for making this programme very smooth and successful. It was one in a lifetime experience which gave us a lot to remember and achieve for a lifetime.

Name : Saad Akhta

Course: B.A. B.Ed. 4th Year

Name of cooperating school: JNV, Dumka

Reflection: The internship is concerned as a professional bearing

Bridge between the presence professional preparation and teaching simply we can say it is an add on programme which add many objective like ambitious, careful, fantastic, fluent, studies, fun. For this internship programme we as a group 3 students from B.Sc.B.Ed. and 2 students from B.A. B.Ed. sent to JNV Dumka which is 250 km away from the main way Ranchi. The whole Tup start from unknown unexperience unfamiliar scatted to known experienced extended family to familiar to

Initially we are makes as we just move from bark bench to front speaker asking doubt to class students ambiguity. The journey make us really lovegeous with the help of cooperating teacher students and well organized school we complete the internship programme a successful and joyful becoming program. Apart from teaching we spent grate day with teachers, students with other non teaching staff too. The programme is as an easy as per some students from JNV too and familiar with the compact schedule and the permanent teacher is the senior from this Regional Institute of Education. They help us a lot and spare the internship memory with us which helps a lot.

For the past time JNV, Dumka unteng intern teacher and we are do lucky to accept the invitation and do closely observe school activity and teacher student relationship. This JNV is totally for the 1st time resourced in Jharkhand in 1964 and become the 1st JNV of Jharkhand. Therefore some new building were constructed for both boys and girls. The boys of class 6 are shifted to old buildings in order to long out the construction.

The mess and food is really healthier and also we attend school picnic held on 1st Jan which was confined to school because of loud but inside we enjoy at most. We are totally happy but fortunately we are sad when we were becoming the school, the colleges and the campus. Internship programme is really the heat of the whole B.Ed. programme and it is an opportunity to when teacher to been a lot and understand the school and student heart fully.

Name of the student teacher: Santosini Sahoo

Course: B.A. B.Ed. 4th year, Roll No. 33

I am Santosini Sahoo from B.A. B.Ed. 4th year, Roll No.33. I was posted in JNV, Gajapati, Odisha along with Smriti Saraf for our internship programme. JNV, Gajapati is situated just 3 km away from Paralakhemundi railway station, which ensures the good transportation facilities to the JNV. I have seen not only the beauty of knowledge in JNV Gajapati but also the beauty of nature. Like knowledge enlighten the soul, nature heals the soul. It has a lush green campus with beautiful flowers brimming positive energy brimming with in us.

Each morning in the Navodaya Vidyalayas began with the warm heartfelt and energetic Navodaya prayer. Each week one of the houses represents all the activities like community song, news, quiz and thought, which depicts the team work spirit within the students.

Besides all these, the classroom experience was really marvelous, the first day when I entered into the classroom, I was feeling a bit of nervous, but as the interaction process continued with the students, the nervous overcome by the self confidence. Both I and I Smriti were involved in various events organized by the school. We participated as judge on the constitution day. Besides this, we organized a role play on the topic “Solar System”. It has been a great experience for both the teacher and the learner as it promoted learning by doing in the classroom.

Despite of accommodation issues, we have enjoyed the journey thoroughly. As it is rightly said “experience is the best teacher. Our experience will surely be reflected on our way of being a teacher and in our life as a teacher. The main motive is to live and learn through experience. This exposure to the school curriculum has guided me to explore and evaluated my skills.

Name: Sanjulata Singh

Course: B.A. B.Ed. 4th year, Roll No. 34

I am Sanjulata Singh of B.A. B.Ed. 4th year, Roll No.34, who completed my internship in JNV, South 24 Purgana. Our internship started from date 16.11.2021 and end up at 18.02.2022 it was a wonderful experience for me.

I learned a lot from all of the teachers and student too. My team member is Krishna Tudu from B.A. B.Ed. and from B.Sc. B.Ed. and from B.Sc. B.Ed. Saptarshi Kar and Tripti Khandra and it was a wonderful team. The coordinator of my JNV Smt. Sandhya Bose (who an ex-student of RIE) and the principal sir Shri Amal Karmakar a very humble person. The both teacher guided us very will in every steps apart from them the respected other teacher they helped us in every possible way.

At first when I went to teach at class I was feeling nervous to face the students. I was assigned for both offline and online classes. I was taking offline classes of class IX and online classes of class VIII, VI and it was a great experience for me.

I also participated at the event of Bhasha Sangam, human rights day we all know that practical experience in the best, and internship gave us that opportunity and experience to have the practical knowledge and experience that the needed to be a successful teacher. It gave us small taste of the real world. I feel that internship helped me developed many key skills which would come in homely in my near future. Skills such as multitasking, communicating earning to deal with diversity and dealing with deadlines are different when you are reading. This internship was a great way to network with people specially students and teachers and learn form them.

As my personal opinion being a navodayan student it was a great pleasure for me to go and serve as student teacher. The JNV schedule in very taught but it also enhance the time management skill. This internship help me to know about near teaching life. I always seen as experienced as perspective of student this is the first time I had experienced as observed as teacher. It was tough to manage the classes during deadline period. The experience of both online and offline class was totally different. The classrooms have all facilities of smart class.

In all seem it was a great experience for me. I am very thankful to get an opportunity to have a chance for internship.

Name: Shakshi Tiwari

Roll No. 35, Course: B.A. B.Ed.

Name of the JNV: JNV, Koraput

The school that we were allotted was Jawahar Navoday Vidyalay, Koraput. I started my beautiful journey and adventurous trip on 8th November 2021. At first we were assigned 6th class for English and 7-8 for social sciences, but later we were given 9th and 10th class as well.

Our coordinator was very cooperative and he was our mentor teacher. He assigned us our classes and later observed them as well. He was very helpful and kind toward us. The principal was kind enough to take time out of her busy schedule to observe and supervise our class.

The students were honest, disciplined. The geographical location motivated students to learn through environment and culture of Koraput. Be it non-teaching staff on teaching staff they helped us and cooperated with us throughout our journey. They also gave us the opportunity to invisilate, evaluate or judge of different competitions held in school. We also participated in all kind of activities that held in our school from morning assembly to evening supervision.

We learned many things in our theory classes but the actual learning took place when we were there and managed everything from online classes to offline classes. Overall it was an adventures time and experience, with my teammates learned a lot on her to be a teacher.

I sincerely thank our institution for providing us this great opportunity. We learned a lot.

Name: Shashi Rani

Class: B.A. B.Ed. 4th Year, Roll No. 36

School : Jawahar Navodaya Vidyalaya, Pacharh, Darbhanga

In the month of October, we were placed in several Jawahar Navodaya Vidyalayas for our internship. Accordingly, I was placed at Jawahar Navodaya Vidyalaya, Pacharhi, Darbhanga. While attending our pre-internship conference, we had several doubts and issues regarding the availability of the necessities and others, the more we contemplated, especially I came up with new sort of issues. This was the result of anxiety or fear because of not being the part of the Navodayan family before. I was completely clueless about the rules, regulations, working or functioning of these schools. Several batch mates had told me about their lives at JNV, but all of them were sharing their perspectives as a student, not as a teacher so far.

On the reporting day, in that new environment a village of uneasiness can be felt amongst us. We met every higher authority to ensure our presence and were warmly welcomed by them. At that time, students from classes six to eight were not present, in the school, while other students had lots of queries and curiosity to know, to talk about who we are, where are we from why are we here, for how long we will stay and many more.

Some activities of the student made us feel like we were being observed a lot and this made us conscious about our action. It took about a week to adjust ourselves for this new role as a teacher not a student any more. Nearly a month before our arrival, some new teachers were recruited by the school and all of us compatible with each other. First conversation was always a bit full of hesitation, but through the course of time we developed a mutual understanding with the authority and the students.

To know about the JNV we got in touch with the local inhabitants. They gave us the information that the campus of JNV Darbhanga, Bihar was established on the 29th acres of land donated by the famous Mahant, residing over there. It is located approximately 17 km away from the main city in the village Pacharhi, and a temporary site was located in the Darbhanga main city and shifted to the present site in the year around 2002-03.

We were guided effectively in every possible way. We could prominently remember our first class mixed with excitement and nervousness. On the other hand, hopefully, the students had the same curiosity to meet their new teachers. At a time we even took online and offline classes simultaneously and learnt various techniques to handle real life classroom situations.

After returning to the college, we have felt some parts of us is missing. The students back there are frequently contacting us to know whether we will return or not and this somewhere makes us feel as a teacher.

Name of the student teacher: Chagia Panda

Class : B.A. B.Ed., Roll No. 37

Name of the school: Jawahar Navodaya Vidyalaya, Angul, Odisha

This is my experience of my internship where I was placed as a trainee teacher at JNV, Champatimunda, Angul, where I actively participated in each and every activity conducted within the school.

This JNV was established in 1997 at Rengali Dam site after the bifurcation of old Dhenkanal district. JNV Dhenkanal which included Angul also functioned at Rengali from 1997 to 2004, it was shifted to FCI Talcher which was a temporary cite. In 2016, finally the school was shifted to its permanent cite at Champatimunda.

Before learning for the internship, I was quite nervous at I was very carenessed and the thought of addressing 40-45 young minds served me but I earn any that after I returned from the school, I am a different person, who is a confident trainee teacher. When me reached the school, We wereregreeted by our coordinator and vice principal. Later we met the principal who introduced us to all the teachers and students. The school environment was very unlearning and me felt my comfortable on the next day, we were assigned losses VI to IX for social science and English subjects, and talked with me mentor teachers. We attended the morning and evening assembly of the school many day positively, where the students sang prayers and look the earth. The school has well equipped carried classroom, library art room and caterations which helps in application based learning.

We joined the school on 9th November 2021 and took classes from 11th November 2021 to 10th January 2022 physically, after which the school was deed from due to third wave of Covid-19 pandemic, and we continued an online mode for the met of me internship period.

The students as well as the teacher cooperated with us and guided no throughout the journey, during both offline and online modes. We helped the students to understand the concept of commentary based learning by engaging them in interaction and all collaboration learning environments. We also conducted various achievement test, class lets and periodic buts during the teaching period, for helping the students to learn problem solving skill and comprehensive skills. We also participated in various co-curricular activities during our stay in the school, such as a friendly badminton match between teachers and students during 'Fit India Week', we were also a past of some unofficial events that were organized in the school such as New Year day celebration, farewell of nice principal ma'am etc.

Our prominent event of the internship period was the observation by the institute supervisor, C.H. Ramulu sir on 3rd January 2022. He stayed in the school premises for 3 days during which he observed our classes and interacted with the students as well as teachers.

Overall, our internship experience of 100 days at JNV, Angul was on smooth and successful we and me enjoyed and interacted with thoroughly with the students. The group members of JNV, Angul group include me, Anwasha Panda, Alisha Samal, with this I conclude my internship experience.

Name of the student teacher: Sheetal Soren

Roll No. 38, Course: B.A. B.Ed.

Name of the cooperating JNV: JNV Landiguda, Koraput

Regional Institute of Education, Bhubaneswar provides 4 year integrated B.A.B.Ed. course, under this professional pre service course, students have to complete a 4 months internship at a JNV school. This internship provides an opportunity to apply theory into practical and learn from this experience. I completed my internship at JNV Landiguda, Koraput.

At the JNV, I was assigned to teach English to 6th graders and social sciences to 7th to 12th (HUM) graders. Under social sciences, I covered civics, and geography and economics. I was guided by by mentor teachers and I tried my level best to teach my students so that they could profit from their such potential.

My experience at the school was very helpful and good as it was my first internship experience. I was given chances to learn and new skills were achieved. I got to know firsthand knowledge about the school structure and its associated problems. This internship has helped me to be greened as a teacher and try sensual methods of teaching, to decide my own teaching style. I had the opportunity to eningle to with the students and staffs of different backgrounds. Qualities such as discipline able to plan lessons, able to motivate students were taught to me by this internship. It also taught me to use effective resources in class. There were short comings too but learning how to learn and solve them was the best experience.

The school itself was in a great location and it had a peaceful environment surrounded by hills and lakes. It had great infrastructure and catered to our needs.

Name: Shourjadi Banerjee

Roll No. 39, Class: B.A. B.Ed. 4th Year (7th Sem)

JNV: Jawahar Vaodaya Vidyalay, Balurghat

This winter, I was interning at JNV Balurghat. Joining the same was my first internship and it was a lot more than I thought it would be in the best way possible, so far, I have already gained many skills sand I have learned more about different learning resources.

Work that I have done so far includes taking classes including remedial classes, correcting paper of class internal exams, correcting CBSE papers of class 10th and 12th, directing a drama on mental health and even invigilating the exams which were conducted.

I have also gained a lot of experience and guidance while working with every teacher in there. I thoroughly enjoyed my internship this winter and now have very valuable experience under my belt. I was dreading in beginning, but now I am happy it was required.

We all know that practical experience is the best and internship gives student that hands-on experience they need. I feel that quality internship is essential to develop key skills that you can't get in a classroom. Skills such as multitasking, communicating, learning to deal with diversity, and dealing with deadlines are different from what you are working for someone else, not everyone like you do in college for me teaching transcends impartation of knowledge. It includes bonding and forming affinity with students of tomorrow who were in my class.

Teaching is the noblest profession. One does not go into teaching for the money but rather for the hunkle in the eyes of a student when they have understood a concept you taught them or figured out for themselves how to solve a problem based on your guidance.

My teaching philosophy is upheld in two pillars:-

1. Teach like it's your last day today.
2. Teaching students how to learn and not simply what to learn.

Moreover the respect we received was just equal to all the other teachers across the life.

The fact that I could possibly impact a young's person life is exciting to me. I really didn't want letter grades to be as important as growing characteristics in my students.

Thanks Regional Institute of Education, Bhubaneswar for not only giving us this hands-on experience but also providing me with utmost respect and opportunity to handle the obstacles.

Name Siwani Gupta (B.A.B.Ed., 7th Sem)
Roll No. 40, School Name : JNV, Patna

Good afternoon everyone. I am Siwani Gupta and It's my pleasure to share my experience working as an intern teacher in JNV, PATNA which is 40 kms away from main city Patna (Bihar) and nearest station is Bihta. School internship is an important part of Teacher's Training Program. Our college every year sends the students of 7th semester for internship in different Jawahar Navodaya vidyalaya for 4 months.

First of all, I would like to thank all the Institute staff and my fellow group members Akanksha Sharma from B.A .B.ed and sujata Pandey, Rahul Kumar and Tej Narayan from BSc.Bed for being so cooperative and standing beside me through every thick and thin. Although the work there was tough indeed, the experience I've gained is very memorable and distinct in my secondary school life.

"We all know that practical experience is the best, and internship gave us that opportunity and experience to have that practical knowledge and experience that we needed to be a successful teacher. It gave a small taste of the real world. I feel that internship helped me develop many key skills which would come in handy in my future. Skills such as multitasking, communicating, learning to deal with diversity, and dealing with deadlines are different when you are working for someone else, not yourself like you do in college. This Internship was a great way to network with people and learn from them. My Mentor teacher Mrs. Sudha Upadhyay is an amazing person. I have learnt from her the art of multitasking and still having a cool temperament towards students and fellow teachers.

I still remember the first day of my internship when In the staff room I was sitting but feeling very uncomfortable because all the teachers of the school were arriving one by one and I have to wish them all and have to take their reactions which I was not able to categories.

But luckily my supervisor sudha ma'am had arrived and took me from that staff room to principal office where our supervisor introduced us to principal and she provided us a separate room , Having a little knowledge about the school and the students, and a little confidence enforced into me by the teachers I actively participated in all the activities with the students, and even on the very first day it felt like their love for me was at its pinnacle which made me feel like I wasn't returning enough for what I was receiving. The expression of joy on their faces from the little activities we did was more than satisfying for me. It felt like for the first time I had accomplished something on my own.

The experience from my internship is so vast and so wonderful that I cannot express it through words. School internship is the backbone of the B.ed program. Student-teacher can learn 90% of the B.ed program in the school.

A school internship program is important because it enabled the trainee to understand the real-life situation, also experiencing the school environment as a teacher, and work with students, teachers, and the community. At last, but not the least I want to say that , What I took back to my college was a lot more than a checklist of assigned tasks. I gained a different level of wisdom: professional zeal mixed with the sophistication of the post I represented. There is no gesture that goes unnoticed by the young learners; be it my hairstyle, or the way I wish them a 'good morning', or how arms swing when I tell them about action and reaction. I probably learnt a lot more than I helped my learners construct. This internship gave me an opportunity to realize where I stood, taught me team spirit, and prepared me for the professional world.

Thank you Everyone and have a nice day ahead.

Name: Smriti Saraf, Roll No. 41
Cooperating School: JNV, Gajapati

In my short life, there are many experiences that could easily be called as a life changing experience. As per the internship programme, I went to JNV Gajapati as an intern. The three months of the internship programme was one of the best part of my life. I went through a lot of ups and downs there. But the best thing was that. The very first day when I entered the JNV campus, it's just felt like that I returned to my home. As I am a JNV student so it was really a good opportunity for me to relive my old beautiful life once again and freshen my memories. One of my teacher from my school (JNV Sambalpur) once told me that you will come to my JNV as an intern. I explain them that it is not possible because B.A. B.Ed. students are not allotted to your JNV. But it was fate that he got transferred to JNV Gajapati. The best part is that he was our coordinator. The location of the school is really good surrounded by hills from all the sides. All the staffs were cooperative. I got to learn many things from them. There is a huge gap between theory and practical, but with the support of the teachers and students, I completed my internship smoothly. The students were cooperative. It is not easy to teach 40 students at a time having different interest, level of understanding. But with their cooperation it seems very easy. Overall it was a very good experience.

Name: Sonali Kumari
Roll No. 42, Course: B.A. B.Ed.
Name of Cooperating School: JNV, Jharsuguda, Odisha

A station master minds the trains and a school master trains the minds. Based on this particular belief of Dr. Sarvapalli Radhakrishnan, I proceed further, I am Sonali Kumari of B.A. B.Ed. 4th year. I am really feeling high to share my experience of the internship. I was placed to do my internship in Jawahar Navodaya Vidyalaya, Jharsuguda, Odisha along with Neancy Choudhury from B.A.B.Ed. We started our internship from 10th November 2021. Due to Covid, we got opportunity to be trained for teaching in both offline as well as online classroom.

The days that I spent during internship was a transition phase from student to teacher to be. Starting from the announcement of internship to till move was a journey which I believe I will remember for the rest of the life. We were assigned our classes soon after we joined the school. Along with regular classes, we were also allotted to take remedial and supervision classes from 6.00 pm to 8.00 pm, four days in a week. We had also participated in various school activities such as Mathematics Day, Constitution Day, AIDs Day, Education Day etc. The timetable of the school would change every alternative week that created a lot of confusion to us. We did not have a coordinator and Principal Ma'am took us under her wing. The Principal was very capable and skilled and we did learn many valuable lessons from her. Most of the teachers were supportive and helpful and should such faith and trust in us and our strength of character and capability that it was beyond our expectations.

The students were very talented, cheerful, cooperative and supportive. Their valuable feedback and support has helped us hone skills and develop ourselves as a teacher.

I always wanted to inculcate soft skills and this internship provided me that opportunity.

I learn:-

- How to be professional
- How to represent oneself in the best possible way.
- How to become responsible.
- How to treat learners as a hope for the country.
- How to make mistakes a learning opportunity.
- How to deal with real life situations and many more as such.

Apart from all these, I had also faced lots of troubles and challenges in the school which was beyond my imagination. But I faced all those with courage and now I can say that I have become mentally and emotionally strong. JNV, Jharsuguda would always be a turning point and an unforgettable phase of my life. It molded me into a new individual with a different perspective.

Moreover, words will not be enough to express my sincere gratitude to our respected Principal Sir who accepted challenges even in the Covid to make internship offline. I am also grateful to our overall coordinator Mrs. Sandhyarani Sahoo, Ma'am who motivated a lot and gave me guidance, our coordinator Dr. Kalinga Ketaki Sir, who guided us properly in our daily hazy activities. Lastly, I thank all of you who played an integral part in conducting and completing my school internship programme successfully.

Name: Sonu Kumar, Roll No. 43

Cooperating School: JNV, Kalahandi

Esteemed professors and my dear friends. My experience as an intern teacher was a blessing for me. I am grateful to this institution RIE, Bhubaneswar who turned teaching in JNVs into reality. It was an honour for me. I will be indebted to our respected Principal sir, all professors specially our Co-ordinator Dr. Kalinga Ketki sir, who made this internship programme possible in physical mode despite this Covid circumstances. I learn all the responsibilities of a teacher. Now I knew why are teachers most respected and expected to be the role model for others.

- As a teacher I did all my duties.
- I was given regular and arrangement classes, Hindi and Social Science upto class VIII.
- I was given invigilation duty and examined copies as well.
- I attended all the school activities like Morning PT, morning assembly, classes, games supervision and remedial classes and evening assembly too.
- Spending time with students, taking with them, dealing with their curiosities made me confident and being a teacher these are must for me.
- The accommodation was good sharing food and atmosphere with students made possible to connect with them.
- I improved my personal skills and there are prominent skills for a professional.

- At last I want to thank all my group members who helped me in every situation. They will remain in my heart till last breath.

Thank you.

Name: Suryakanta Jena
Course: B.A. B.Ed. 4th year, Roll No. 45
Cooperating School: JNV, Rayagada

The internship is conceived as a professional learning bridge between the preservice professional preparation and teaching simply we can say it is an add on programme which add many adjective like ambitious, resourceful, fantastic, fluent, friendly, studious, fun and happy.

For this internship programe we as a group three students from B.Sc. B.Ed. and two students from B.A.B.Ed. sent to JNV, Rayagada which is three hundred km distance from this main city Bhubaneswar. The whole trip start from unknown, experience, unfamiliar, scattered to known, experienced, extended family or familiar to cluster.

Initially we ae nervous as we just move from banck bencher to front speaker, asking doubts to clear student doubts the journey make us really courageous, with the help of cooperating teacher, cooperating students and well organized school we complete the internship programme a successful and enjoyable learning programme.

Apart from teaching we spent great day with teacher, students with other non teaching staff too. The programme is as an easy as pie as some students are from JNV too and familiar with the compact schedule and two permanent teacher is our senior from this Regional Institute of Education. They help us a lot and share their internship memory which helps a lot.

For the first time JNV, Rayagada inviting intern teacher and we are so lucky to accept the invitation and so closely observe school activity and teacher student relationship. This JNV, is totally for first time resettled from temporary site of Bisam Cuttack to Therubali so there are some work is going on and the boys group stay in teachers common room. It is difficult but there we get ample opportunities or accessing easy wifi, and neatness to school building, but now quarter is ready and next final year students will get chance to stay at quarter. The mess and food quality is really healthier and also we attend school picnic which is confined to school because of Covid but inside we enjoy at most.

We are totally happy but fortunately we are sad when we leaving the school the collegue and the campus. Internship programme is really the heart of whole B.Ed. programme and it is an opportunity to intern teacher to learn a lot and understand the school and student heart fully.

Reflection on my Internship at JNV, Zine Nagar, Sundargarh

Name: Sushree Sneha Sudha

Roll No. 46

Reminiscing the past few months of my internship is overwhelming. There lies an oblivion essence in life, people, darkness and future. Internship has taught me that every fear we have within us resonates with our experiences. We and my two friends Bismita and Bikash when we arrived at Jawahar Navodaya Vidyalaya, Zine Nagar, Sundargarh were curious as well as scared on what outcomes we are going to face. In the very first day of my internship I was challenged by the principal to teach English to the students due to lack of English faculty in the school. Being a social science student, I somehow felt within that I need to broaden my boundaries of expertise and with utmost sincerity teach the students. I was assigned to teach English to standard 6 to 8 as well as social science from Std 6 to 10.

We were lucky enough to get both online and offline exposure of teaching to the students. The school activities in the first month was all smooth, what disturbed us was to share our personal space with the students at the hostel. We are facing the constant threat of not to endanger our composure as a teacher as well as being compactable and comfortable with the students. The faculty and other teaching and non teaching staff were too much cooperative and affectionate.

As a blessing in disguise two senior students (Ahemni) of our institution – Sujata di and Swadhini di – were present as teacher at JNV, Sundargarh. Both of them were constantly trying to uplift our mood, give us support and even cheer us on our tiny achievements.

In the following months, we became familiar with the students. We tried to remember the names of as many students as possible. But to my conclusion I noticed a striking feature that while teaching the students in the classroom the methodology of teaching was different for each grade. To be practically honest, the SE model of teaching was rarely used in the class whereas the strategies of teaching for each class were diverse and fun learning.

Towards the end of the internship, we developed an emotional bond with the students. But as the saying goes “for men may come and men may go, but we go on forever”, likewise the journey has stopped for another new beginning. The internship has made me face a lot of ups and downs and each time life has challenged me to bounce back and overcome any hardship. I somehow have realized to be like water, to carry the shape of any container I am placed and sincerely perform my responsibilities without any complaints.

Name : Tattawamasi Singh

Roll No : 47, Class : B.A.B.Ed. 4th Year

School : Jawahar Navodaya Vidyalaya Samiti, Pacharhi, Darbhanga

In the month of October, we were placed in several Jawahar Navodaya Vidyalayas for our internship. Accordingly, I was placed at Jawahar Navodaya Vidyalaya, Pacharhi, Darbhanga. While attending our pre-internship conference, we had several doubts and issues

regarding the availability of the necessities and others, the more we contemplated, especially I came up with new sort of issues. This was the result of anxiety or fear because of not being the part of the Navodayan family before. I was completely clueless about the rules, regulations, working or functioning of these schools. Several batch mates had told me about their lives at JNV, but all of them were sharing their perspectives as a student, not as a teacher so far.

On the reporting day, in that new environment a village of uneasiness can be felt amongst us. We met every higher authority to ensure our presence and were warmly welcomed by them. At that time, students from classes six to eight were not present, in the school, while other students had lots of queries and curiosity to know, to talk about who we are, where are we from why are we here, for how long we will stay and many more.

Some activities of the student made us feel like we were being observed a lot and this made us conscious about our action. It took about a week to adjust ourselves for this new role as a teacher not a student any more. Nearly a month before our arrival, some new teachers were recruited by the school and all of us compatible with each other. First conversation was always a bit full of hesitation, but through the course of time we developed a mutual understanding with the authority and the students.

To know about the JNV we got in touch with the local inhabitants. They gave us the information that the campus of JNV Darbhanga, Bihar was established on the 29th acres of land donated by the famous Mahant, residing over there. It is located approximately 17 km away from the main city in the village Pacharhi, and a temporary site was located in the Darbhanga main city and shifted to the present site in the year around 2002-03.

We were guided effectively in every possible way. We could prominently remember our first class mixed with excitement and nervousness. On the other hand, hopefully, the students had the same curiosity to meet their new teachers. At a time we even took online and offline classes simultaneously and learnt various techniques to handle real life classroom situations.

After returning to the college, we have felt some parts of us is missing. The students back there are frequently contacting us to know whether we will return or not and this somewhere makes us feel as a teacher.

Name: Jougram Poiuinganbi Chanu
Course: B.A. B.Ed 4th year, Roll No-48

I went to Jawahar Navodaya Vidyalaya, Salbani, Mayurbhanj on 15th November 2021 with my group members Mr. Abhisek Biswas (BA.BEd), Ms. Pragya Priyam, Mr. Rudy Ngangom, Ms. Tanupriya.

As an ex-student of J.N.V. for me it was a proud moments . From the 1st day everyone in the campus welcome us whole heartily including principal. As our duty we came early before 8 to school and attended assembly then took 4-5 classes everyday upto class 9th for me. After lunch we went to remedial. These are our everyday routine. People enjoy, people suffer on a

roller waster ride like that there were many times where we have to struggles, to mange, to decide, to discuss but because of all these we were able to enjoy our internship.

Playing with the students during games and part time gave me the opportunity to explore and to knew then more which help me in many field. We were likely that we were able to experience both online and offline classes. But during online classes we had to manage between preparation for classes, taking classes plus preparation of food at the same time. But it was a great experience and we got to learnt a lot. Students were lovely, innocent beautiful, honest and disciplined sometimes exchanged of language help me to make the clan more interesting, active. I was lucky that i was able to go with 4 beautiful people as my group members. Everyone played an important role and marked balanced. Lack of a member make the team in balanced and had to struggle. Teacher of J.N.V. Salbani cared a lot about us and taught many valuable words and give knowledge's to us.

The Principal of J.N.V. Salbani helped us a lot as well as taught how to enjoy ever though we have to struggle in our life. There is a very valuable and learn a lots of lessons related with life so I will remember for my whole life.

Name :Tshering Yengchang Lepcha

Course : BA.B.Ed., Roll No. : 49

School : JNV Mundali, Cuttack

It was good to be around people who were better than us, highly experienced to more than that of our age. Which helped us to go through their experience and learn from it.

Our group was involved in curriculum as well as extra curriculum activites during this period, occasion, celebrations, like children's day National mathematics day, National youth day, World Aids day.

All three activities saw own activities involvement and participation. As part of action research our group conducted a research of & looked for possible suggestion and methods to overcome the challenges. We worked on "How participation of sport activities will affect the academic performances or not?"

We decided to work on this as we saw

- (a)least involvement on sports and games activities.
- (b) Attention span during classroom teaching is less than of required.
- (c) Students /learns get distracted easily.

To overcome this various methods were brought about; (a) our group tried to bring about more and more students during PT classes and games period in the evening. During this time we tried to get involved in with them and played various games like volleyball, football, basketball etc. Also there were martial art class for a month. Which made significance difference in bringing the interest towards games and also it helped to increase their efficiency & attention spam during classroom teaching. In addition to this meditation and one to one interaction was also carried which was also effective our group was also involved in development of math perk

and science park of the JNV campus. It was a great learning experienced which enhanced our personality and we got to inculcate lot many professionals skill with respect to teaching learning process which is certainly going to help in near future.

I believe the journey has just started.

APPENDICES

APPENDIX-1(a)

LESSON PLAN FORMAT

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

APPENDIX-1(b)

LESSON PLAN FORMAT

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

APPENDIX- 1(c)

LESSON PLAN FORMAT

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

Descriptions of terminologies

Major concepts/Learning points	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form. The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example, in Biology class (VII) in the topic Vegetative Propagation (Unit-Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> 1. Reproduction in plants takes place through sexual and asexual method 2. Asexual production is a process by which new plants are obtained without the production of seeds 3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation 4. The new plants resemble their parent plant in all characteristics 														
Learning objectives	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <table border="1" data-bbox="448 808 1426 1279"> <thead> <tr> <th data-bbox="448 808 730 842">Taxonomy categories</th> <th data-bbox="730 808 1426 842">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 842 730 875">Remembering</td> <td data-bbox="730 842 1426 875">Recognise,recall,name,match,label,select,reproduce,state</td> </tr> <tr> <td data-bbox="448 875 730 965">Understanding</td> <td data-bbox="730 875 1426 965">Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate,relate</td> </tr> <tr> <td data-bbox="448 965 730 1055">Applying</td> <td data-bbox="730 965 1426 1055">Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differentiate ,infer etc.</td> </tr> <tr> <td data-bbox="448 1055 730 1122">Analysing</td> <td data-bbox="730 1055 1426 1122">Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.</td> </tr> <tr> <td data-bbox="448 1122 730 1189">Evaluating</td> <td data-bbox="730 1122 1426 1189">Appraise,assess,compare,conclude,contrast,criticize,evaluate, judge,justify,support etc.</td> </tr> <tr> <td data-bbox="448 1189 730 1279">Creating</td> <td data-bbox="730 1189 1426 1279">Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,reorganise,revise,re write etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise,recall,name,match,label,select,reproduce,state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate,relate	Applying	Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differentiate ,infer etc.	Analysing	Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.	Evaluating	Appraise,assess,compare,conclude,contrast,criticize,evaluate, judge,justify,support etc.	Creating	Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,reorganise,revise,re write etc.
Taxonomy categories	Sample verbs for stating learning outcomes														
Remembering	Recognise,recall,name,match,label,select,reproduce,state														
Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate,relate														
Applying	Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differentiate ,infer etc.														
Analysing	Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.														
Evaluating	Appraise,assess,compare,conclude,contrast,criticize,evaluate, judge,justify,support etc.														
Creating	Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,reorganise,revise,re write etc.														
Previous knowledge	The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.														
Learning resources	The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.														
Learning process	The process skills that are intended to be developed in learning tasks and activities such as observing,measuring,classifying ,experimenting,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,inquiring,demonstrating,explaining,giving examples and analogies,giving tasks to perform wherever required, forming groups and assigning tasks to perform, identifying alternative strategies or explanations to clarify misconceptions.														
Student learning processes and activities	Students response in term of cognitive processes such as observing,inferring,interpreting,relating,hypothesising,classifying,verifying,generalising,predicting, analysing etc. takes place while engaged in activities ,experimentation, discussion and contextualised situations. This may also focus on doubts or questions on concept														
Continuous assessment	The teacher assesses learning after every concept or group of concepts. This may be through oral questions, or through some tasks given to students to perform. The activities and group discussions of certain problem solving tasks are also covered under continuous assessment. The strategies may be observations, open-ended questions covering the concepts/learning points.														
Introduction	Connecting to prior knowledge, drawing upon the daily experiences, engaging														

(Engage)	learners in contextual situation, problem situations, issues, narration, activity or experiment and /or use of ICT resources that lead to inquiry and exploration. The activities at this stage capture the learner's attention, stimulate their thinking and help to assess the prior knowledge.
Development (Explore, Explain)	Learning takes place through exploring or working on a given problem or task. Teacher facilitates by providing guidance o those who require assistance in solving problems or performing the tasks. Teacher explains using examples, analogies and resource materials whenever required. Learners are also encouraged to explain their concepts in their own words, ask for evidence and clarifications of their explanation and listen critically to others explanation
Application (Extend)	This covers providing new situations/questions/problems where in the students can apply the concepts learnt in order to solve the given problems, derive new examples. The teachers guided activities are mostly withdrawn here and learner work independently or in groups.
Review/Evaluation /Closure of the Lesson	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarised, and misconception if any are identified.
Assignment	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

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

The steps of developing concept map are given below.

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

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

OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

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

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

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

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

Signature of Institution Supervisor

Signature of Student Teacher

APPENDIX-3

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

FORMAT FOR LESSON NOTES

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

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

Signature of the Student Teacher

Signature of the Supervisor/ Mentor Teacher

APPENDIX-4

REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR UNIT PLAN TEMPLATE

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

Signature of the Student Teacher

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

APPENDIX-5

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

1. Name of the Student Teacher:

2. Roll No with(Arts) :

3. Name and Address of the School:

4. Date of Conducting Tests:

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

6. Identification of variation with regard to learning:

Counter signature by the Head of school with seal

Signature of the Student Teacher

APPENDIX-6

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

Name of cooperating School:

Name of the Student Teacher:

Roll No :

Pedagogy Subject:

Name of Peer Teacher whose lesson is observed:

Name of the Supervisor/Mentor Teacher:

Date:

Class:

Period:

Subject:

Topic:

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

Signature of Peer Teacher

Signature of Supervisor/Cooperating teacher

APPENDIX-7

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

1. Personal Information:

2. Name and address of Cooperating School:

3. Name of the Student Teacher:

4. Roll No with Science /Arts:

Body of the Action Research Report

1. Title of the Action Research:

2. Analysis and Description of the Action Research Problem:

3. Objectives and Action Hypothesis:

4. Designing Intervention/s

5. Implementing Intervention/s

6. Evaluating Intervention/s

7. Analysis of the Result

8. Reflection and Decision

9. References

10. Appendix

Signature of the Student Teacher
Teacher

Signature of the Supervisor/ Head

APPENDIX-8
RECORDS ON SCHOOL SITE
B.A. 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-9

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

Name of the School:

Name of the Student Teacher:

Roll No:

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-10

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022 INTERNSHIP IN TEACHING

Student Teaching Profile

Name of the Cooperating JNV:

Class: Subject:

Topic:

Period:

Date:

Name of the Student Teacher:

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

Roll No:

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-11

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

Signature of the student teacher

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

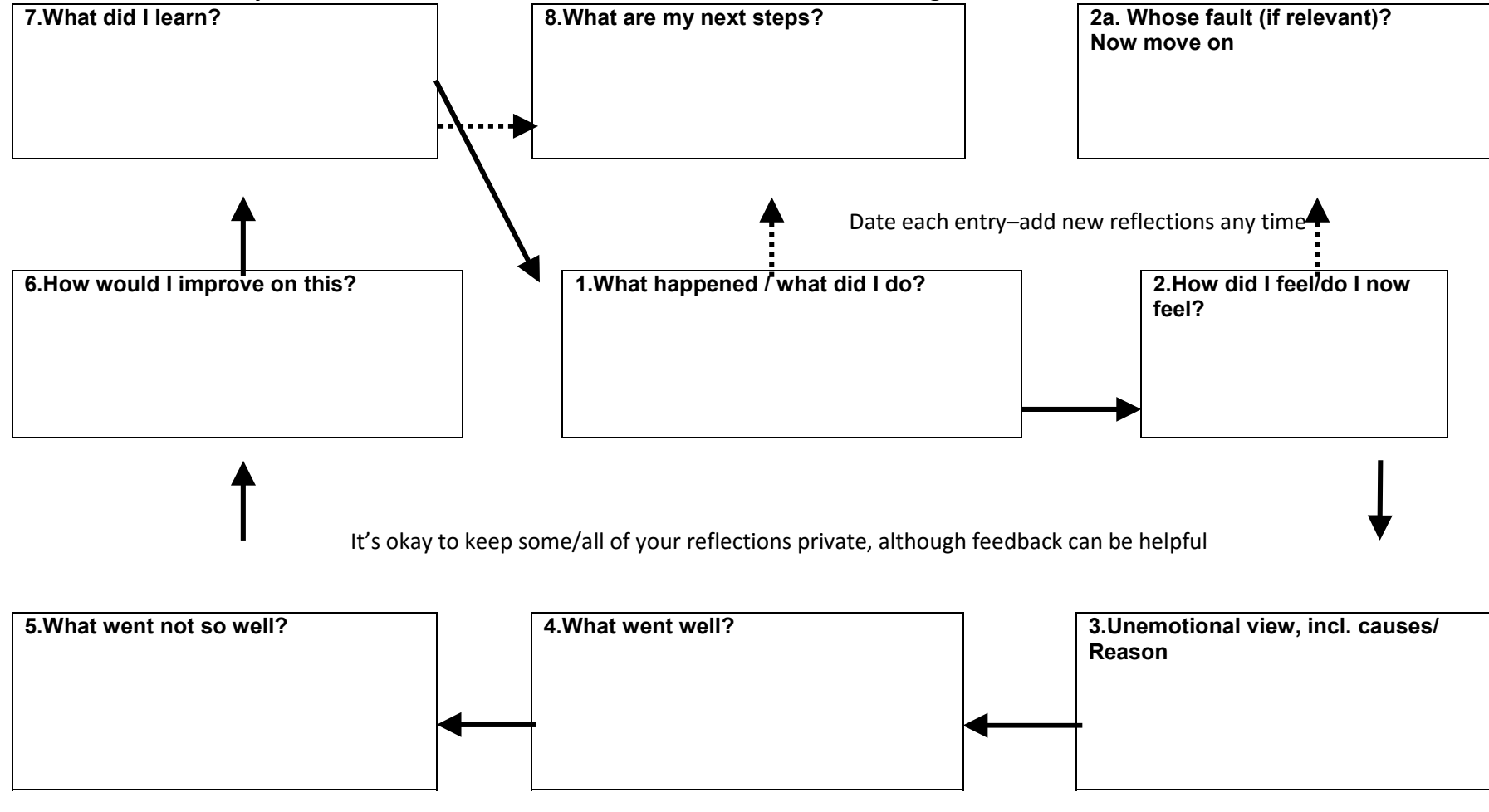
The Reflective Diary Template

Name of the Student Teacher _____

Name of the School _____

Date and Time of Entry:

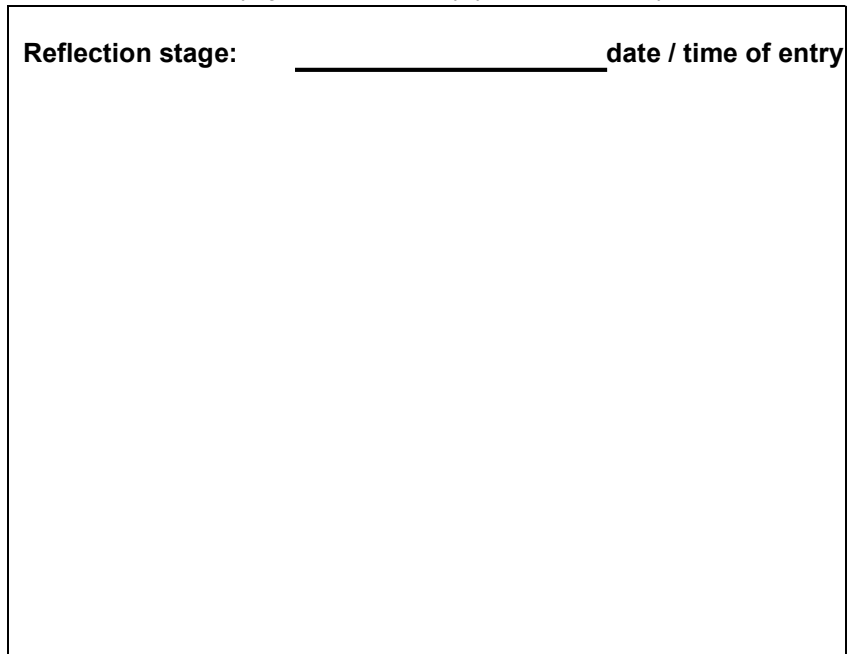
No. of Practice Teaching Demonstrated:



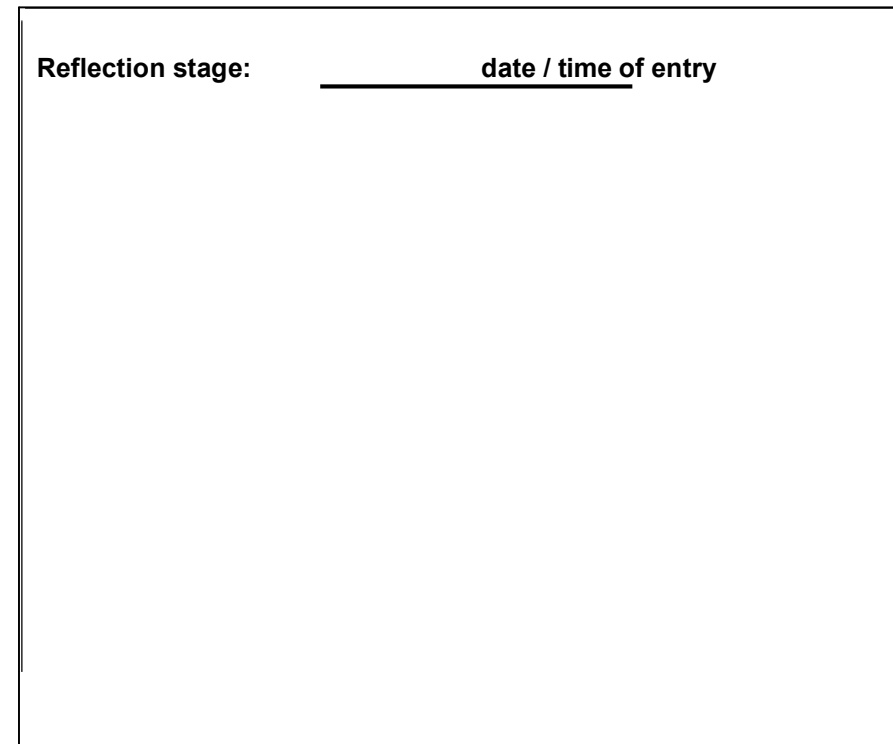
It's okay to keep some/all of your reflections private, although feedback can be helpful

Reflective diary/journal–supplementary sheet

Reflection stage: _____ date / time of entry



Reflection stage: _____ date / time of entry



- Each stage is optional– seek feedback where helpful
- Date each entry– add new thoughts later
- Use the quick notes template for each issue/event
- Use supplementary sheets as necessary
- You can use different coloured text, e.g. red: priority, green : positive etc.
- Try to focus on things you can change and accept those you cannot.

APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

**OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF
COOPERATING SCHOOL**

Name of the Principal:

Name of the School:

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

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

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022. Please specify the course i.e.B.A. 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-13

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

Name of the Institute Supervisor:

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

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

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

Signature of the Institute Supervisor

APPENDIX-14

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

Supervision and Monitoring Report of B.A. B.Ed..

Name of the JNV

Name of the Institute Supervisor.....

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

Details of Monitoring and Supervision

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

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

Signature of the Supervisor(s)

APPENDIX-15
Regional Institute of Education, Bhubaneswar
Final Internship Reflection

Name of the Student Teacher _____

Roll No _____

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

- Reflection, Critical Analysis, and Synthesis
- Opportunities for students to take initiative, make decisions, and be accountable for the results
- Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically
- Designed learning experiences that include the possibility to learn from natural consequences, mistakes, and successes

To support your reflections with concrete examples make reference to your weekly journal and feedback from mentors/ supervisors, and feel free to reference achievements, challenges, and

observations. Your response to each prompt should be 250--500 words.

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

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

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

Why?

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

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

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

Coordinators, Internship-in-Teaching

APPENDIX-17

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

Internship in Teaching of B.A. B.Ed. and B.Sc. B.Ed. Semester-VII from 29.10.2021 to 06.11.2021
(For cooperating schools and student teachers)

Inauguration of Pre-Internship Orientation Programme			
Day – 1, Date : 29.10.2021 (Friday)			
Time	Theme	Venue	Facilitators
09.30 AM to 12.00 (B.Sc. B.Ed.)	Registration Inauguration Welcome Address Concept and Purpose of Field Engagement Different Activities of Internship Programme Address by I/c Principal	New Auditorium	Dr. Arup Saha Prof. M. K. Sathpathy Prof. A. K. Mohapatra Prof. B. N. Panda Prof. I. P. Gowramma Prof. S. Sahoo
12.00 AM to 1.00 PM (B.A. B.Ed.)	Registration Inauguration Welcome Address Concept and Purpose of Field Engagement Different Activities of Internship Programme Address by I/c Principal	New Auditorium	Dr. Kalinga Ketaki Prof. Ritanjali Dash Prof. B. N. Panda Prof. I. P. Gowramma Dr. Rasmi R. Sethy Prof. S. Sahoo Dr. Sonalee Biswal
Day – 2, Date : 01.11.2021 (Monday)			
09.30 AM to 11.30 AM	Concept and Purpose of Field Engagement : Internship Activities of School Internship	New Auditorium	Prof. B. N. Panda Prof. I. P. Gowramma
11.45 AM to 01.00 PM	Unit Plan and Content Analysis	New Auditorium	Prof. Laxmidhar Behera Dr. Rasmi Rekha Sethy
2.00 PM to 3.30 PM	Lesson Plan, Lesson Notes and Concepts Map	New Auditorium	Dr. Rasmi Rekha Sethy Dr. Upasana Ray
3.45 PM to 5.30 PM	Group Activity on Preparation of Unit Plan, Lesson Plan, Lesson Notes and Concept Map	New Auditorium	Prof. Ritanjali Dash Prof. Manasi Goswami
Day – 3, Date : 02.11.2021 (Tuesday)			
Conference of Cooperating JNV Heads and Teachers			
09.30 AM to 10.00 AM	Registration of Cooperating JNV Heads and Teachers (Online)	New Auditorium	DESSH, DESM, DEE
10.00 AM to 11.30 AM	Interaction with Principals and Teachers of Cooperating JNVs	New Auditorium	Principal, Dean(I), Dean(R), Prof. H. K. Senapaty, Head, DESSH, DE, DESM, DEE and Coordinators
11.45 AM to 01.00 PM	Modalities of Internship, Role and Responsibilities	New Auditorium	Prof. I. P. Gowramma Prof. Laxmidhar Behera

2.00 PM to 3.30 PM	Peer / Mentor Classroom Observation & Preparation of Learning Resources	New Auditorium	Prof. S. K. Dash Dr. Rasmi Rekha Sethy
3.45 PM to 5.30 PM	Internship from the Perspective of NEP 2020	New Auditorium	Prof. H. K. Senapaty Prof. B. N. Panda Dr. L. D. Behera

Day – 4, Date : 03.11.2021 (Wednesday)

09.30 AM to 1.00 PM	Art and Sports Integration School Education	Old Auditorium	Prof. P. C. Acharya Dr. Rasmi Rekha Sethy
2.00 PM to 3.30 PM	ICT Integration in Pedagogy	Old Auditorium	Prof. S. P. Mishra Prof. R. K. Mohalik
3.45 PM to 5.30 PM	Group Activity on Preparation of ICT Integrated Lesson	Old Auditorium	Prof. Manasi Goswami Dr. Upasana Ray Mr. Pramod Gupta

Day – 5, Date : 06.11.2021 (Saturday)

09.30 AM to 10.30 AM	School Profile and Organization of Activities in the School	New Auditorium	Prof. I. P. Gowramma Dr. E. Gangmei Dr. Kalinga Ketaki
10.30 AM to 11.30 AM	Student Anticipation Reflection Guide and Reflective Diary and Action Research	New Auditorium	Prof. Laxmidhar Behera Prof. Pritish Acharya Prof. Dhanalaxmi Dash
11.45 AM to 01.00 PM	Assessment Strategies : Assessment Profile	New Auditorium	Prof. R. K. Mohalik Dr. Dhanya Krishnan
2.00 PM to 3.30 PM	Creating Teacher Identity : Field Engagement as a Medium	New Auditorium	Dr. Rasmi Rekha Sethy Dr. Kalinga Ketaki Dr. Upasana Ray
3.45 PM to 5.30 PM	Reflection, Group Leader Selection and Summing-up	New Auditorium	Prof. M. K. Satpathy Prof. Ritanjali Dash Dr. Kalinga Ketaki

Dr. Kalinga Ketaki
Coordinator

Mr. Arup Saha
Coordinator

Prof. Sandhyarani Sahoo
Overall Coordinator

Principal

Copy to :

1. APC to Principal
2. Dean of Instructions and Dean of Research
3. Heads of Depts. (DESSH, DESM, DE, DEE)
4. All Facilitators
5. In-charge of Sections (Academic Section, C&W Section & ICT Studio)
6. Coordinator of B.A. B.Ed., B.Sc. B.Ed. and Two Year B.Ed.
7. Office Copy

APPENDIX-18**List of Student Teachers Placement for Internship in Teaching of B.A. B.Ed. Semester-VII**

SL No.	Roll No.	Name of the students	State	School
1	36	Shashi Rani	Bihar	JNV, Darbhanga
2	47	Tattwamasi Singh	Bihar	JNV, Darbhanga
3	13	Dev Kumar	Bihar	JNV, Madhepura
4	16	Kishore Kumar	Bihar	JNV, Madhepura
5	3	Akanksha Sharma	Bihar	JNV, Patna
6	40	Siwani Gupta	Bihar	JNV, Patna
7	21	Mousumi Jha	Bihar	JNV, Vaishali
8	24	Nidhi Ray	Bihar	JNV, Vaishali
9	18	Latika Kumari	Jharkhand	JNV, Deoghar
10	31	Ritvika Upadhyay	Jharkhand	JNV, Deoghar
11	5	Ankit Anand	Jharkhand	JNV, Dumka
12	32	Saad Akhter	Jharkhand	JNV, Dumka
13	7	Arbashi Kumari	Jharkhand	JNV, Jamtara
14	30	Purnima Kumari	Jharkhand	JNV, Jamtara
15	6	Anwasha Panda	Odisha	JNV, Angul
16	37	Shazia Quadri	Odisha	JNV, Angul
17	29	Pravasini Behera	Odisha	JNV, Cuttack
18	49	Tshering Yangchen Lepcha	Odisha	JNV, Cuttack
19	33	Santosini Sahoo	Odisha	JNV, Gajpati
20	41	Smriti Saraf	Odisha	JNV, Gajpati
21	22	Neancy Chowdhury	Odisha	JNV, Jharsuguda
22	42	Sonali Kumari	Odisha	JNV, Jharsuguda
23	27	Prashant Kumar Paswan	Odisha	JNV, Kalahandi
24	43	Sonu Kumar	Odisha	JNV, Kalahandi
25	20	Manasmita Sahu	Odisha	JNV, Khorda
26	28	Pratima Urma	Odisha	JNV, Khorda
27	35	Shakshi Tiwari	Odisha	JNV, Koraput
28	38	Sheetal Soren	Odisha	JNV, Koraput
29	1	Abhisek Biswal	Odisha	JNV, Mayurbhanj
30	48	Tongbram Poireinganbi Chanu	Odisha	JNV, Mayurbhanj
31	8	Bikash Ranjan Meher	Odisha	JNV, Sundargarh
32	9	Bismita Sahoo	Odisha	JNV, Sundargarh
33	46	Sushree Snehasudha	Odisha	JNV, Sundargarh
34	4	Alan Rai	Odisha	JNV, Nayagarh
35	19	Mahesh Tanti	Odisha	JNV, Nayagarh
36	25	Prachismita Nayak	Odisha	JNV, Rayagada
37	45	Suryakanta Jena	Odisha	JNV, Rayagada
38	14	Kirti Ranjan	Odisha	JNV, Sambalpur
39	26	Prahalad Oraon	Odisha	JNV, Sambalpur
40	10	Chaitali Mondal	West Bengal	JNV, Alipurduar
41	15	Kirtica Das	West Bengal	JNV, Alipurduar
42	23	Neha Sen	West Bengal	JNV, Dakshin Dinajpur
43	39	Shourjadi Banerjee	West Bengal	JNV, Dakshin Dinajpur
44	2	Ajay Rajak	West Bengal	JNV, Murshidabad
45	17	Chandrakanta Bishui	West Bengal	JNV, Murshidabad
46	11	Krishna Tudu	West Bengal	JNV, South 24 Parganas
47	34	Sanyukta Singh	West Bengal	JNV, South 24 Parganas

APPENDIX-19

Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

No. DESSH/50/2022

Date : 23.02.2022

The post conference of the **Internship in Teaching Programme of B.A. B.Ed. (Semester-VII)** student teachers will be held on **23.02.2022** at **3.30 PM** in the **Old Auditorium** of the Institute. All the student teachers of B.A. B.Ed. (Semester-VII) are hereby informed to attend the programme. The group leaders and the student teachers will share their reflections highlighting their exposure and feedback. The faculty members of the Institute are requested to attend the conference.

This issues with the approval of the Competent Authority.

Dr. Kalinga Ketaki
Programme Coordinator

Copy to :

1. APC to Principal for information
2. Dean of Instruction
3. Dean of Research
4. All HODs (DE/DESSH/DESM/DEE)
5. I/c Academic Section
6. I/c, CAC for providing laptop and projector.
7. I/c, ICT Studio for photography, videography and sound systems.
8. All Hostel Notice Boards.

LEARNING TO FUNCTION AS A TEACHER

REPORT ON

ORGANISATION OF SCHOOL INTERNSHIP FOR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME

**Prof. Laxmidhar Behera
Dr Dhanya Krishnan
Programme Coordinators**



REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR-751022
ODISHA
March 2022

PREFACE

It is widely recognized that availability of well trained teachers and teacher are vital to the school improvement efforts. Teaching as a profession and the profile of teachers has been continuously changing in the country over time and in response to changing demands. The notion of the teachers as a professional needs a cohesive understanding of what is required to be a professional. For effective teachers, enabling conditions in the schools and in their career growth are needed. For teachers to build schools as learning organizations requires development of the person and of the system. Concept of learning organization and that professional learning community have to be linked. The link between teacher trainee and subsequently happens in schools and classrooms needs to be strengthen. Making clearer formulations of what teachers will do better or differently in classrooms with mechanisms to study the change, even if only on simple basis, are important. Teacher education has to be modeled along the needs and expectations of future students.

- National curriculum framework 2005 (NCF 2005) emphasized in its vision of teacher education- Teacher must become more aware and sensitive to the emerging demands from the school systems. For this it must prepare the future teacher for the role of being; Encouraging, supportive and learning facilitator in teaching-learning situation to enable learners (students) to discover their potentialities, relies their physical and intellectual potentialities to the fullest and to develop character and desirable social and human values to function as responsible citizen.
- Active member of a group of persons who makes a conscious effort for curricular renewable so that it is relevant to changing social and personal need of learners.
- To acquire such vision, teacher-education must include the following aspects to enables students-teachers to:
- Care for children and love to be with them, understand children with in social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.
- Perceive children not as passive receiver of knowledge, augments their natural propensity to construct meaning, discourage rote learning, and make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualized curriculum to suit local needs.

- Do not treat knowledge as a ‘given’, embedded in the curriculum and accepted without questions.
- Organize learner-centered, activity-based, participatory learning experiences-play, projects, discussion, dialogues, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.
- As per the national curriculum framework 2005(NCF-2005), the education programmes needs to be formulated and strengthened so that the teacher can be an: encouraging, supportive and human facilitator in teaching learning situations to enable learners(students) to discover their talents, to realise their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and
- active members of a group of persons who make conscious efforts for curricular renewal so that it is relevant to changing social needs and the personal needs of learners.

To fulfill the above aim of teacher education programme the two year B.Ed. programme initiated by NCERT has two months internship in teaching programme for all the B.Ed.-II students as a course requirement under Utkal University.

About the Report

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

This report is prepared for student teachers (interns), cooperating teachers/mentors, principals, and institute faculty supervisors. The purpose of the report is to describe the process of organization of the internship programme of Bachelor of Education (B.Ed.) Programme. The intent is to help the intern define purposes, gain information and skill concerning the internship experience, and provide assistance in planning goals and direction for a career in teaching.

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1. Introduction

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

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

weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement).

2. Objectives of Internship

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

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

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

3. Learning to Function as a Teacher

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

Field Engagement: School Exposure

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

teachers highlighting the school objectives, processes and their reflection have submitted the reflection reports.

Field Engagement: Multi-cultural Placement

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

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

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

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

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

4.2 Observation of Lesson of regular teachers: The student-teachers are to observe 10 lessons, 5 in each Pedagogy subject taught by regular/experienced teachers. The exposure of experienced teacher's classes will help the student teachers to build confidence apart from learning about contextualization of teaching learning processes. An observation schedule

booklet is developed and supplied to the student teacher to record the observation processes. This activity carries 10 (5+5) Marks. These are to be submitted for evaluation in the institute.

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

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

4.5 Observation of Lesson of peers: The student teachers are to observe **10 lessons, 5 in each Pedagogy subject** taught by fellow student teachers. An observation schedule booklet is developed and supplied to them. The important features of teaching are mentioned overleaf of the scheduled based on whom critical observations are to be made and record in the class

itself. The student teacher and the cooperating teachers/ institute supervisor are to put their signature on the prescribed schedule at the end of the observation. As far as possible, varieties of lesson may be observed. This activity carries **10 Marks** for each method subject. These are to be submitted in two separate bunches for evaluation in the institute.

4.6 Student assessment Record: Student teachers have to develop achievement test on two subjects taught and administer, score and analyze by using qualitative and quantitative measures. Based on the assessment the learner's variation will be identified. The format of reporting achievement test is provided. It carries 20(10+10) marks. The candidate has to submit two separate report related to both subjects tagged together.

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

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

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

4.10 Reflective diary: Used as part of the activities of pre-service teaching practice, it is a tool for descriptive, reflective and/or critical recording of professional experiences lived by the teacher trainee in teacher training situations. The reflective diary helps organize the activity of guided analysis of pedagogical practice experiences aimed at: identifying students'

own needs, interests, training motivation, the degree of mastery of past acquisitions, shaping an accurate image on their effectiveness in practical teaching situations. The diary is to be continuously recorded along with reflections

4.11 Assessment of student teachers by heads of schools: This will be done by the school head on different dimensions i.e. Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.; Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.; School work, arrangement of classes, laboratory, library work etc. and Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching. The activity carries **10 marks**. The school heads will send the marks in closed envelope as per the format provided.

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

Assessment

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

Different activities and weightage of mark Distribution

Component	Minimum Number	Maximum Marks	Internal- by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Observation record of classes taught by mentor teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--

Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC-1(20)+ PC-2(20))	40= (PC-1(20) + PC-2 (20))
Overall Assessment of Trainee by Head Teacher/Principal		10		10
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

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

5.1 Role of Student-Teacher:

All the Student Teacher must:

- Report to the Principal of JNV at least one day before the starting of the internship placement. On the first day, they should reach before the school assembly on the first day of the internship programme.
- Put signature in the attendance register twice every day before the school assembly and before the last bell goes.
- Seek cooperation from cooperating teachers and supervisor wherever you face difficulty particularly for pre and post lesson discussion.
- Know the classes, periods and topics to teach in both the method subjects from the Head of school/ cooperating teacher on the first day of internship programme.

- Prepare the lesson plan and get approval from the cooperating teacher/ supervisor before transacting every lesson.
- Take classes strictly according to the timetable of the cooperating school.
- Do not take any class without a lesson plan.
- Take arrangement classes and do other duties of the school and when the Head of school assigns.
- Act and dress like a professional. Take your cues from other members of the professional staff. Be mindful that children's behavior can be influenced positively by your professional appearance.
- Never ask for leave. In special circumstances, get prior approval of leave from your Head of school on emergency. Anyhow, your application for leave must reach the school authority one day in advance.
- Get permission from the Head even if you want to be out of the school for some time during school hours.
- Assign and correct the homework assigned by you to the student regularly.
- Write all the lesson plans in English except in the language subjects.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teachers/ institute supervisors. Get approval from the Head of school and institute supervisors before carrying out the activities.
- Check with your cooperating teacher before attempting learning activities that depart from normal classroom procedures.
- Carry out the activities planned by you for school students according to your approved plans and all the assignments must be completed during the internship programme.
- If you have an unsuccessful lesson, confer with your cooperating teacher to determine what went wrong. If possible, re-teach the lesson using the teacher's suggestions.
- Be polite and keep very good relationship with students and staff of the school.
- Try to adjust in the school situation with genuine difficulties. Adjust with the students, staff, physical facilities that they have.
- Receive see that the cooperating teachers / institute supervisors and necessary ratings sign every lesson that you teach with remarks from them.
- Maintain regularity, punctuality and devotion to duty in the school.

- Consult the cooperating teachers institute supervisors more frequently for carrying out the activities in the school. There must be phase end meeting of student teachers, cooperating teachers and supervisors to assess the progress and for guidance.
- Refrain from making any negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Supply student teaching profile one each to the supervisor and/ or cooperating teacher who supervises your teaching.
- Before you leave the placement, be sure to return all textbooks and materials to the school.
- Join the Regional Institute of Education, Bhubaneswar the day after the internship programme concludes.

5.2 Role of Principal of Cooperating JNVs:

- The Principals of the cooperating JNVs are requested to introduce the student teachers to the students and staff of your school in the assembly on the first day.
- Please allow them to take periods in Class VI, VII, VII and IX because they will be secondary school teachers in future.
- They may even be assigned class in class X, if you have confidence with individual trainee's ability.
- Approve the timetable and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Give a brief introduction about the school to the student teachers soon after they join in your school.
- Countersigned on the attendance register maintained by the Group-leader/ Cooperating teacher of the school.
- See the all facilities and provisions are made available to the student teachers to teach their lessons and carry their assignments in the school without disturbing regular functioning of the school.
- Grant leave to the student teachers in very special circumstances only.
- Assign other duties to them that are performed by the regular teacher of the school.
- Allow a phase end meeting of the student teachers and the cooperating teachers to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards end of internship programme.

- Fill up the evaluation proforma (attached) with respect to student-teachers performance during the internship programme. Each trainee is evaluated out of 10. It may be handed over to the institute supervisor who visit your place in the last phase or send by post to the institute confidentially.
- Write your comments/ remarks/ suggestions for improvements of the programme in a separate sheet of paper and send it to us.

5.3 Role of the Mentor/Cooperating Teachers:

The Mentor/Cooperating Teachers are requested to:

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

5.3 Role of the Institute Supervisors:

The Institute Supervisors are requested to:

- Go through the plan of activities/ timetable/ lesson plans of the student teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Conduct pre and post lesson discussion regularly.
- Supervise the full lesson, evaluate on the rating proforma (student-teaching profile) supplied by the students, write comments/ remarks/ suggestions for improvement of the lesson on the lesson plan book.

- In the absence of one supervisor, the other supervisor has to supervise all the lessons and may give remarks/ comments and write suggestions irrespective their subject background.
- An institute supervisor with Science background is to supervise lesson in all science subjects (Math, Physical Science & Biological Science). Similarly, the supervisor with Arts background is to supervise lessons in all Arts subjects (all languages and social studies).
- For reporting ratings, supervisors with science/ arts background award marks in the **student-teaching profile** provided to them by individual student teacher. They are supposed to report ratings as a part of the internal assessment. Please submit one copy of the monitoring and supervision report to the supervisor of the succeeding phase for their reference and the second copy of the same along with student-teaching profile to be handed over to the coordinator, internship programme immediately after the supervision period.
- In addition to supervision of classroom teaching supervisors are requested to guide the student teachers in preparing scheme of lessons and activities, the achievement test papers, observation of lessons on peer teaching, action research, conducting school activities preparation and report writing on teaching aids.
- Countersign the documents/ reports prepared by the student teachers after completion of their work.
- Discuss with the student teachers frequently to remove their difficulties and organize a phase end meeting of the student teachers and cooperating teachers to assess the progress

6. Organization of Activities

- Two Day In-house workshop was organized from 27th October, 2021 to 28th October, 2021 to discuss the modality, activities and formats to be used for internship. Faculty members discussed in detail and consensus was made on the appropriate approaches, methodology of Internship programme and formats were finalized during the meeting.

6.1 Pre internship Conference was organized from 29th October, 2021 to 6th November, 2021. There were discussion on Concept of concept and purpose of field engagement and activities of internship. Developing unit plans and lesson plans were also being discussed. Innovative pedagogies such as ICT integrated pedagogy, art integrated pedagogy, sports integrated pedagogy were given importance during the workshop. Various assessment strategies were discussed in detail. There were sessions on classroom observation, developing

school profile, action research and reflection Guide etc. Group wise interaction opportunities were given to student teachers and the JNV Heads and teachers to discuss specific plans for their respective schools.

6.2 Internship

- Internship was organized from 7th November, 2021 to 20th February, 2022th in 21 Schools from Bihar (4), Jharkhand (2), Odisha (9) and West Bengal (6).
- Student teachers were placed in the JNVs for internship and their reflection is attached in the report as separate. During Internship, faculty from the Institute supervised student teachers' various activities and feedback was provided. The cooperating teachers of the schools also had given constant feedback to student teachers to improve their performance in the school.

6.3 Post Internship Conference

- Post Internship conference was held from 21st February, 2022 to 22nd February, 2022. During the post internship conference, group presentations on reflection of school activities were organized. In addition, each student teacher presented their reflection of activities and were assessed. On 19th January, Learning Resource exhibition was organized wherein student teachers exhibited their best two learning resources and were evaluated by the faculty members.

6.4 Evaluation Workshop

- Two Day evaluation workshop was organized from 21st March, 2022 to 22nd, March, 2022 to evaluate students' activities and records from. Faculty members of the Department had assessed each report submitted by student teachers and were assigned with marks.

7. REFLECTION FROM STUDENTS

- Participated in various activities apart from academics which include co-curricular activities like drama, dance, singing, debate, chess and various other cultural programme etc
- Contributing in conducting examinations
- Participation in various cultural programmes organized by many organizations
- Opportunity to try out innovative pedagogic practices

- Improved pedagogical skills and which in turn helped in developing professional identity
- Opportunity to understand critically the linkage between Theory and Practice
- Enhanced our co-ordination and co-operation to work in a group in a concise way.
- Gained confidence and developed professional qualities as a teacher.
- Received the practical experience of lesson planning and learnt how to cater needs of diverse student effectively
- Opportunity to experience the whole school process through direct participation
- Learnt the importance of co-ordination between teachers and school management for effective teaching – learning and holistic development of students.
- Opportunity to practice readiness to take responsibilities, punctuality towards the profession
- Developed love for the profession.
- Learnt the tasks and responsibilities of a teacher that what phases were supposed to go through in future.

Challenges faced during internship:

- Inconveniences in arranging classes for each student teacher in two pedagogy subjects.
- Adopting innovative pedagogies with the demand of completion of syllabus
- Time Management

LESSON PLAN FORMAT

Date		<i>Prepare a Concept map on the lesson/topic (the concept map may be prepared in additional sheet and appended before the lesson plan)</i>	Unit:
Class			Subject:
Time			Topic:
Period			
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	<p>The content that needs to be learnt are stated as major concepts and learning points. It needs to be stated in statement/sentence form .The unit, scheme of lessons, levels of students and duration of the period will decide the number of concepts. For example in Biology class (VII) in the topic Vegetative Propagation(Unit-Reproduction in Plants) it may be stated as:</p> <ol style="list-style-type: none"> 1. Reproduction in plants takes place through sexual and asexual method 2. Asexual production is a process by which new plants are obtained without the production of seeds 3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation 4. The new plants resemble their parent plant in all characteristics 														
Learning objectives	<p>To be stated in terms of learning processes and outcomes. The learning outcomes prepared by NCERT (2016) may form the base for deriving the objectives. Depending on the nature of subject, the learning objectives may be stated differently. Illustrative action verbs for writing learning objectives that is the base for assessment are given below as a sample.</p> <table border="1" data-bbox="524 683 2067 1082"> <thead> <tr> <th data-bbox="524 683 857 730">Taxonomy categories</th> <th data-bbox="864 683 2067 730">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="524 735 857 783">Remembering</td> <td data-bbox="864 735 2067 783">Recognise, recall, name, match, label, select, reproduce, state</td> </tr> <tr> <td data-bbox="524 788 857 836">Understanding</td> <td data-bbox="864 788 2067 836">Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate</td> </tr> <tr> <td data-bbox="524 841 857 904">Applying</td> <td data-bbox="864 841 2067 904">Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differ, infer etc.</td> </tr> <tr> <td data-bbox="524 909 857 957">Analysing</td> <td data-bbox="864 909 2067 957">Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.</td> </tr> <tr> <td data-bbox="524 962 857 1010">Evaluating</td> <td data-bbox="864 962 2067 1010">Appraise,assess,compare,conclude,contrast,criticize,evaluate,judge,justify,support etc.</td> </tr> <tr> <td data-bbox="524 1015 857 1078">Creating</td> <td data-bbox="864 1015 2067 1078">Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,revise,re write etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise, recall, name, match, label, select, reproduce, state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate	Applying	Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differ, infer etc.	Analysing	Analyse,associate,determine,infer,differentiate,estimate,outline,separate,subdivide etc.	Evaluating	Appraise,assess,compare,conclude,contrast,criticize,evaluate,judge,justify,support etc.	Creating	Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,revise,re write etc.
Taxonomy categories	Sample verbs for stating learning outcomes														
Remembering	Recognise, recall, name, match, label, select, reproduce, state														
Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples,interpret,summarise,translate,estimate														
Applying	Apply,arrange,compute,construct,demonstarate,discover,modify,operate,predict,prepare,produce,solve,use,differ, infer etc.														
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Evaluating	Appraise,assess,compare,conclude,contrast,criticize,evaluate,judge,justify,support etc.														
Creating	Combine,compile,compose,constrcu,create,design,develop,devise,formulate,modify,plan,organise,propose,rearrange,revise,re write etc.														
Previous knowledge	<p>The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.</p>														
Learning resources	<p>The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.</p>														
Learning process	<p>The process skills that are intended to be developed in learning tasks and activities such as observing, measuring, classifying, experimenting, demonstrating, analysing needs to be specified. The process may be focussing combination of different strategies. The strategies may vary subject to subject</p>														
Teacher Initiatives	<p>Teacher plays multiple roles in facilitating learning-connecting to prior knowledge, inquiring, demonstrating, explaining, giving</p>														

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

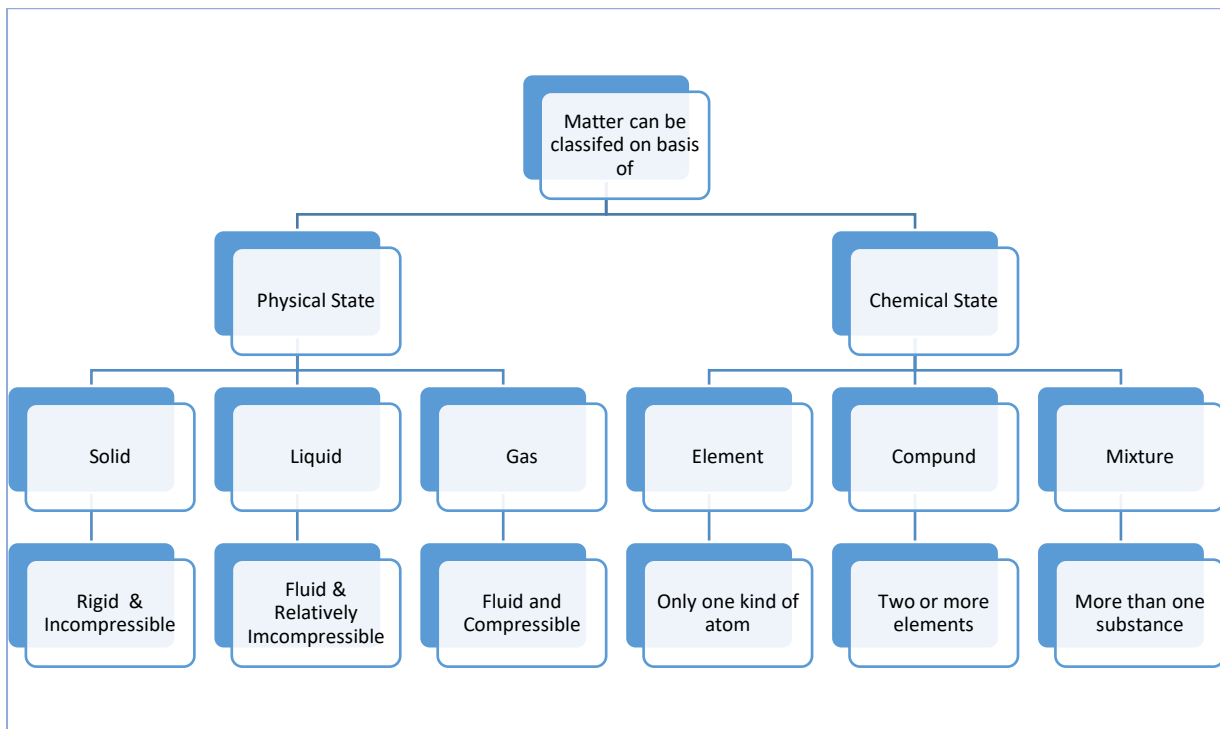
The first step to plan lesson is analyze the content to be transacted. It will help to identify major idea/concepts and minor idea/sub-concepts. For better teaching , teacher needs to develop wholistic understanding of content. Understanding of content will be better by analysing contents. Content analyssi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

The steps of developing concept map are given below:

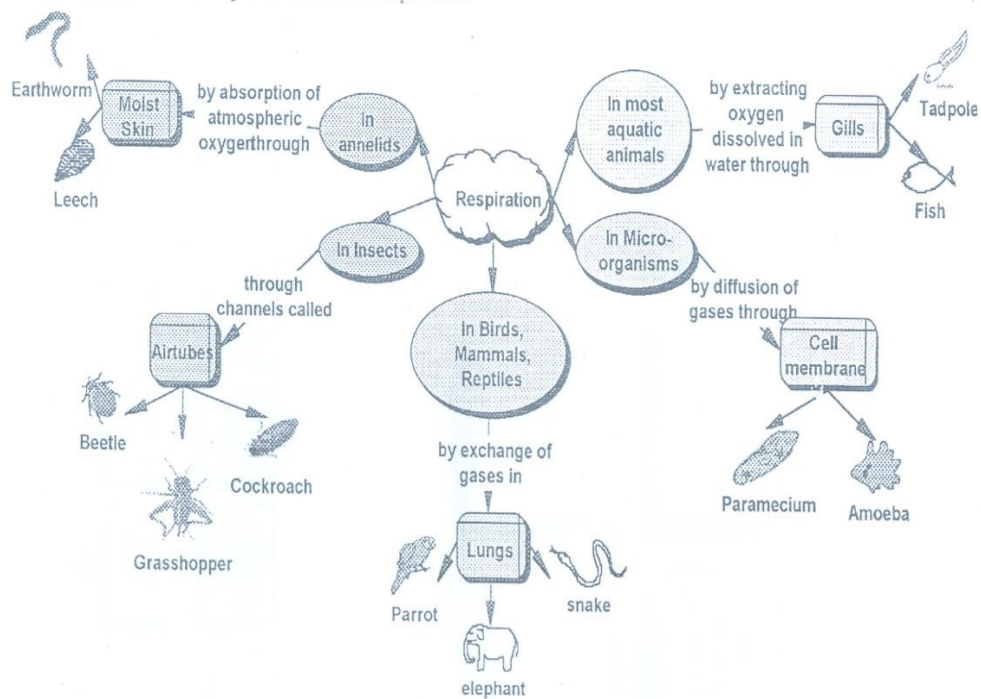
1. Reading intensively to identify major and minor ideas/ concepts and sub concepts. This can be done by using a pen for identifying major ideas and pencil for identifying the minor ideas.
2. Organising phase: Spread out your concepts on a flat surface so that all can be read easily and together, creat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

Exemplars of Topic/Concept Map on Different Subjects

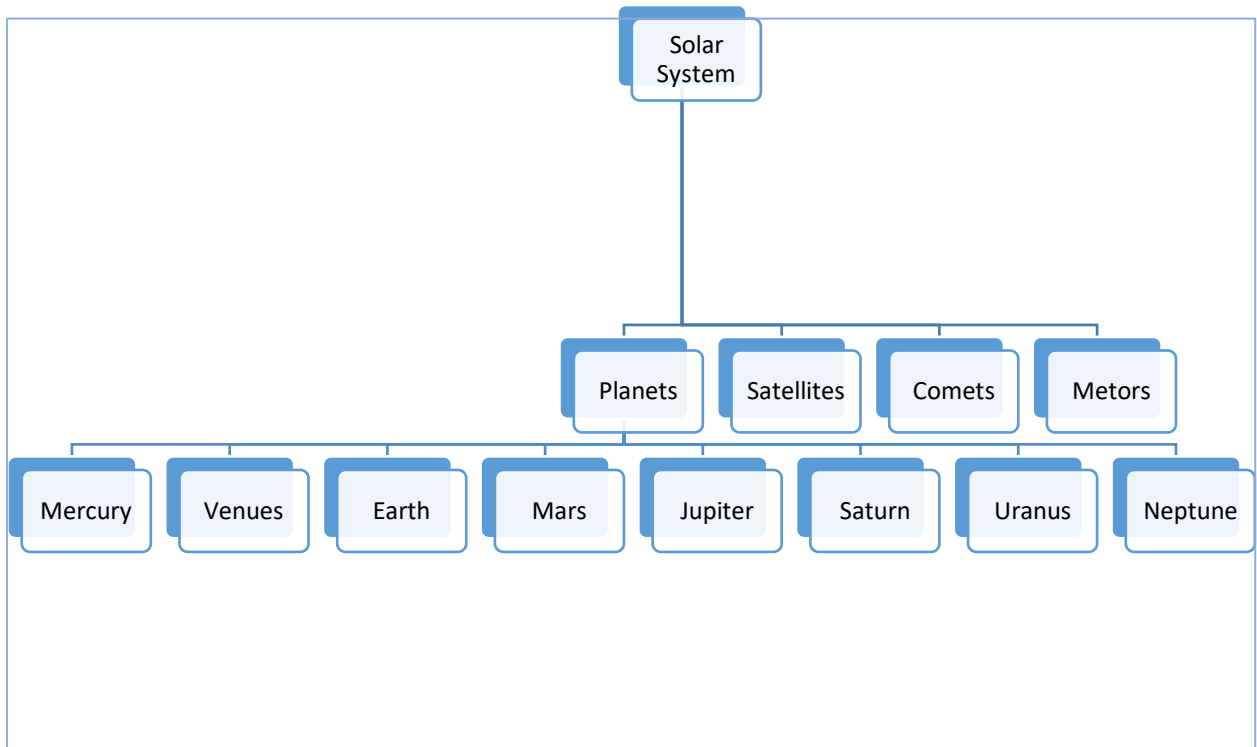
Science



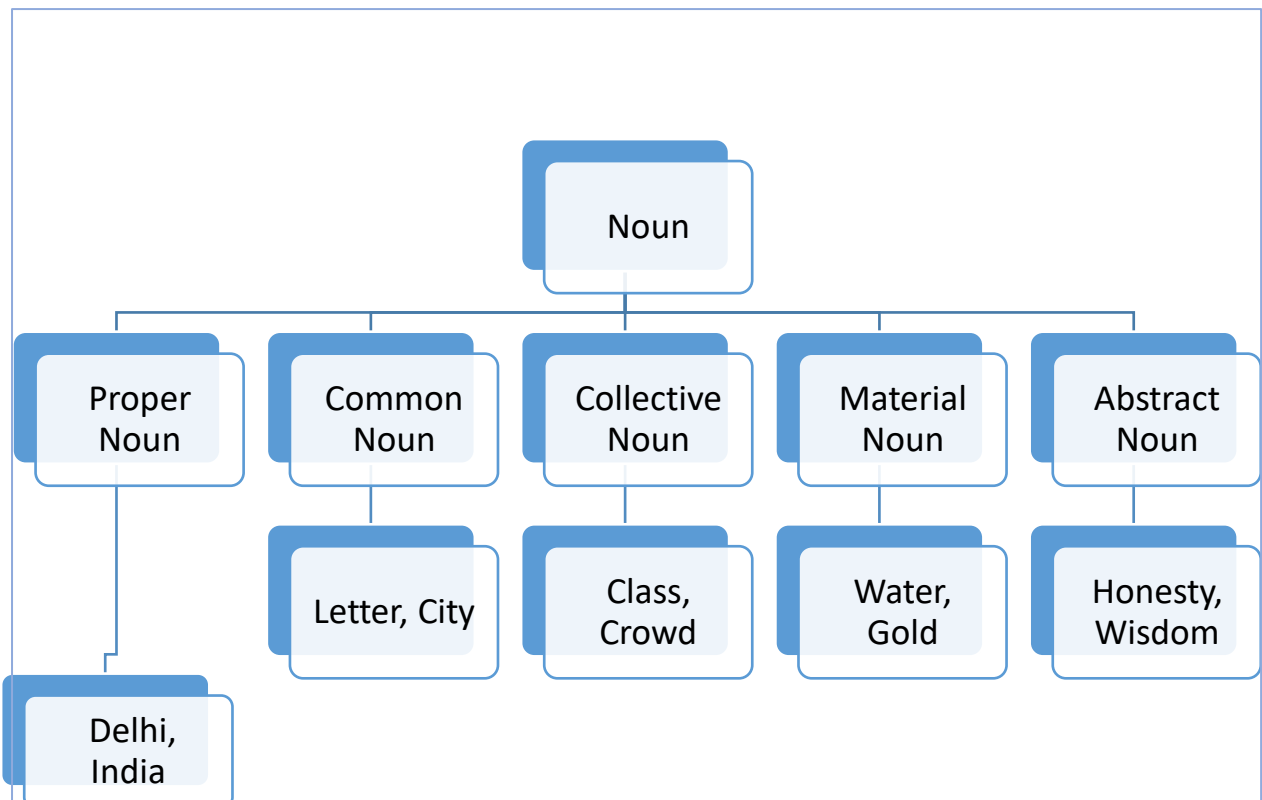
Science Example - Modes of respiration



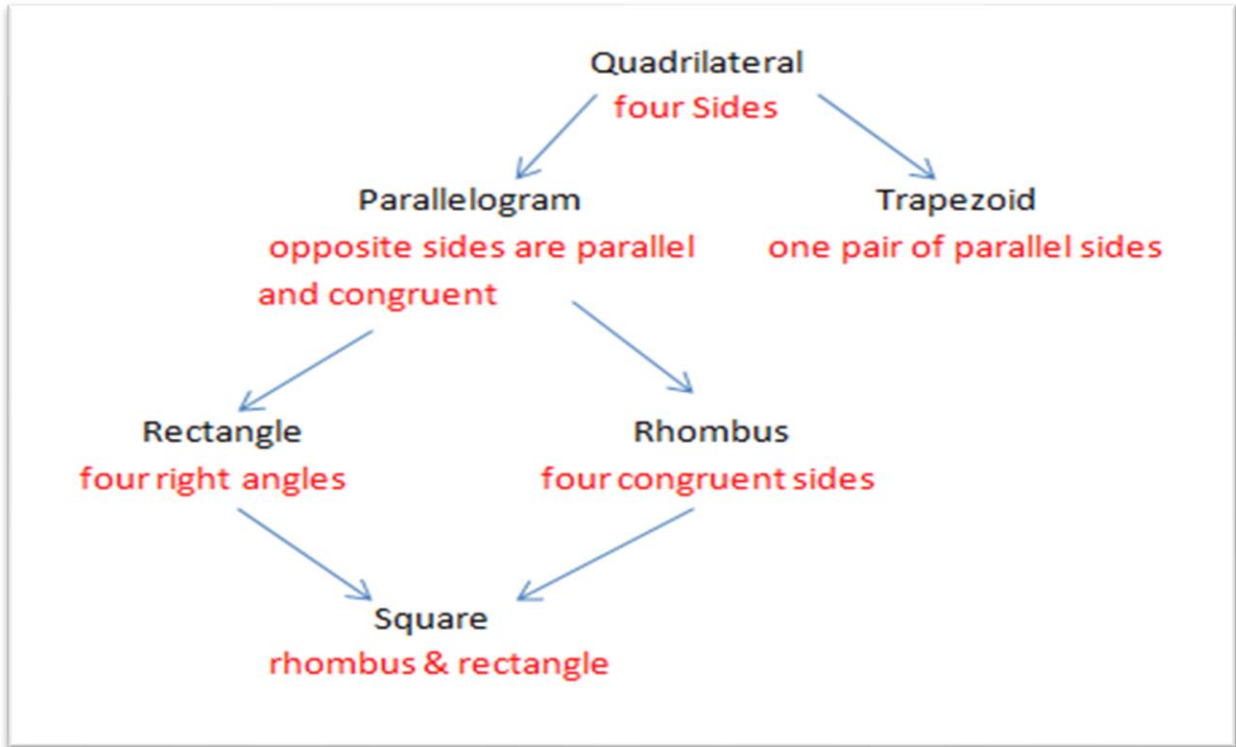
Social Science



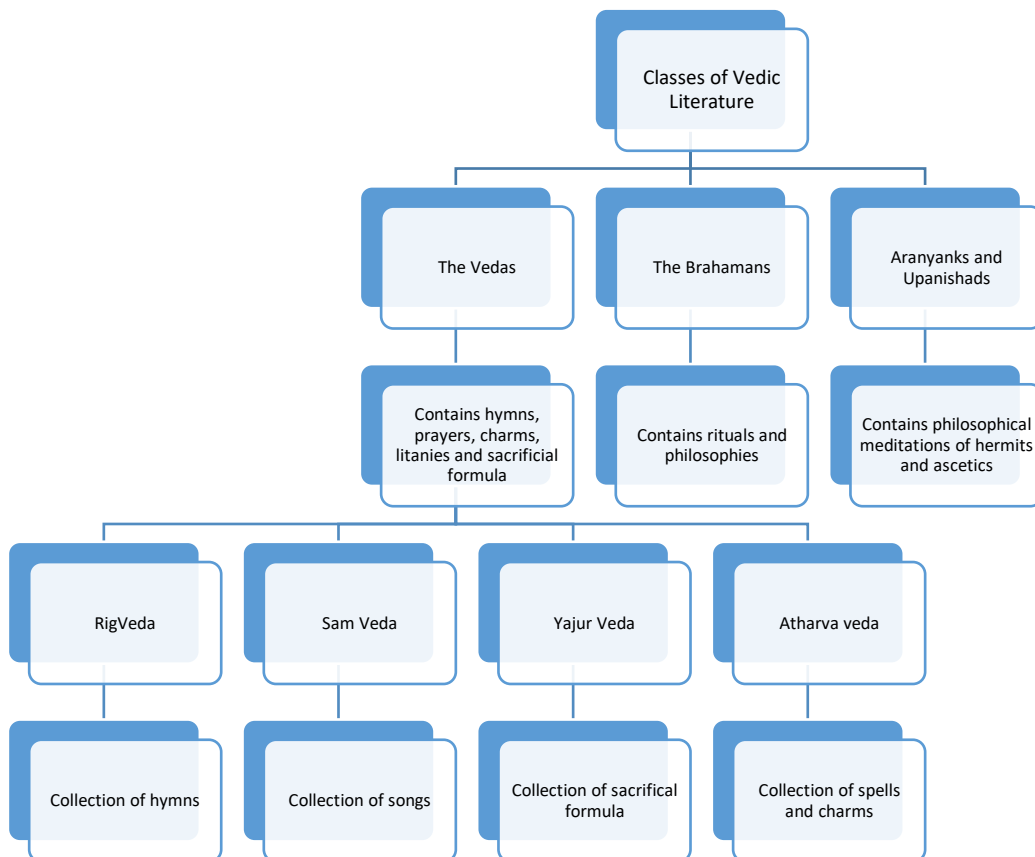
Language: Grammar



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-smearred 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.

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
B.Ed.**

OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

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

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

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

Signature of Institution Supervisor

Signature of Student Teacher

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

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

REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR
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

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

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

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

Name of cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Pedagogy Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

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

Signature of Peer Teacher

Signature of Supervisor/Cooperating teacher

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

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

Body of the Action Research Report

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

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

**RECORDS ON SCHOOL SITE
B.Ed**

Name of the Student Teacher

:

Roll No :

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

Signature of Head of School

Signature of the Student Teacher

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

Name of the School:

Name of the Student Teacher:

Roll No(Arts or Science):

Classes allotted in the school:

Method Subject: PC-1/PC-2

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

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

Signature of Head of School

Signature of the Student Teacher

REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
INTERNSHIP IN TEACHING

Student Teaching Profile

Name of the Cooperating 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	2	3	4	5	6	7	8	9	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)										
2	Introducing Lesson: (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										
3	Presentation of Topic: (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching)										
4	Participation of Students: (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers)										
5	Classroom Management: (Equal opportunity to all students, reinforcement for continuous participation, management of student activity)										
6	Assessment: (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students)										
7	Overall Personality: (Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										

Signature of Supervisor/Mentor Teacher

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

Reaction Anticipation Guide and Reflection Template

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

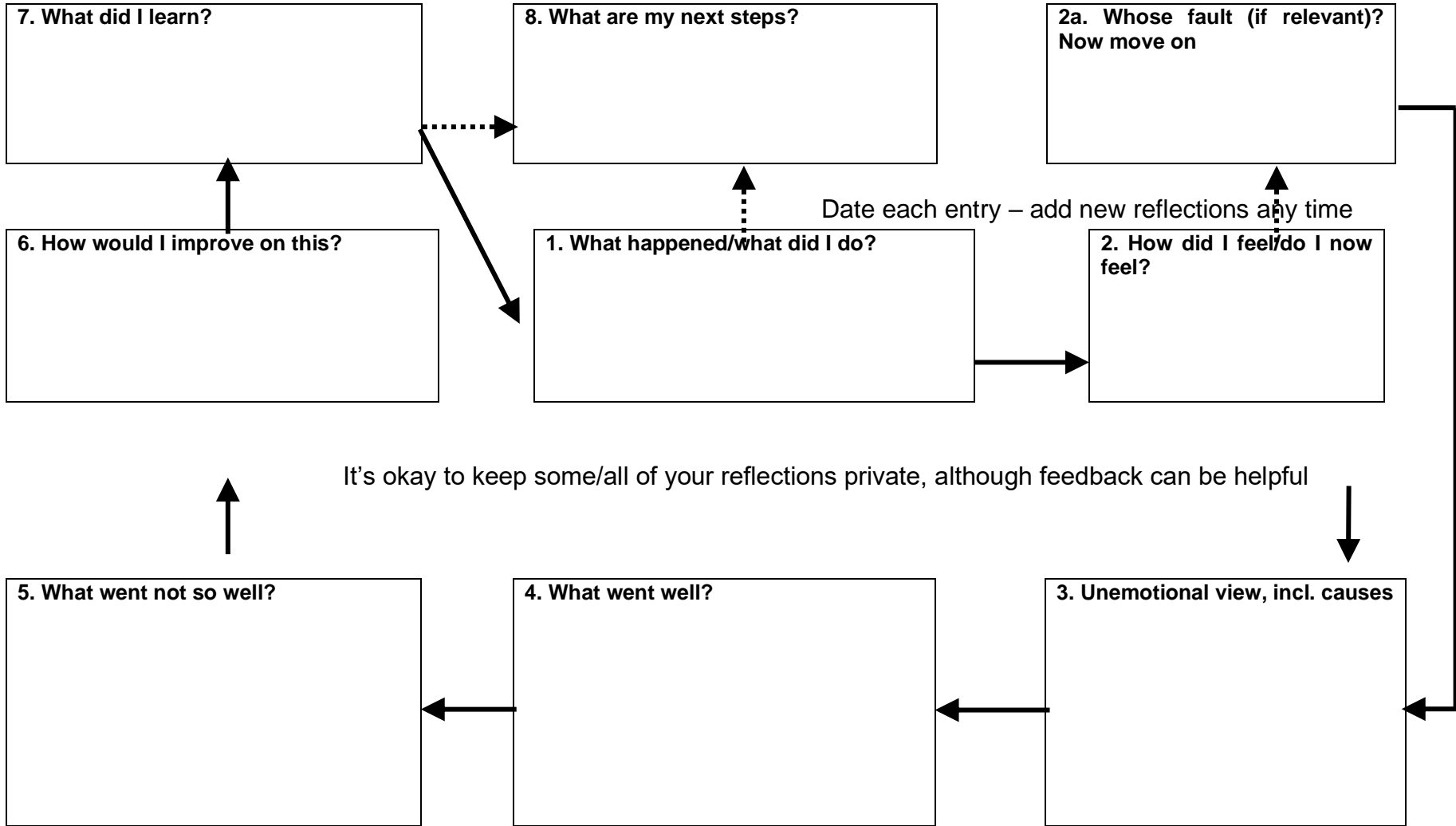
Signature of the student teacher

The Reflective Diary Template

Name of the Student Teacher _____

Name of the JNV _____

Date: _____



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

Reflective diary/journal – supplementary sheet

reflection stage:	_____	date of entry
-------------------	-------	---------------

Date:

reflection stage:	_____	date of entry
-------------------	-------	---------------

- each stage is optional – seek feedback where helpful
- date each entry – add new thoughts later
- use the quick notes template for each issue/event
- use supplementary sheets as necessary
- You can use different coloured text, e.g. red: priority, green: positive etc.
- Try to focus on things you can change and accept those you cannot.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022**OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL**

Name of the Principal:

Name of the School:

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

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

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

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

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

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

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

Name and Signature of the Principal with Seal

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

 Name of the Institute Supervisor:

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

Sl No	Roll No	Name of the Student-Teachers	Name of the school	Pedagogy Subject	No of lesson observed	Total (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, RIE, Bhubaneswar.

Signature of the Institute Supervisor

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

Supervision and Monitoring Report of B.Ed.

Name of the JNV.....

Name of the Institute Supervisor.....

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

Details of Monitoring and Supervision

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

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

Signature of the Supervisor(s)

Regional Institute of Education, Bhubaneswar
Final Internship Reflection

Name of the Student Teacher _____

Roll No _____

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

- Reflection, Critical Analysis, and Synthesis
- Opportunities for students to take initiative, make decisions, and be accountable for the results
- Opportunities for students to engage intellectually, creatively, emotionally, socially, and/or physically
- Designed learning experiences that include the possibility to learn from natural consequences, mistakes, and successes

To support your reflections with concrete examples make reference to your weekly journal and feedback from mentors/ supervisors, and feel free to reference achievements, challenges, and observations. Your response to each prompt should be 250--500 words.

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

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

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

Why?

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

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

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

Coordinators, Internship-in-Teaching

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

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

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

(Coordinators)

(Principal)

Copy to:

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

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

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

No. 3407

Date: 01.11.2021

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

BIHAR

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

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

2. JNV, Nalanda [Rajgir, Dist: Nalanda, Bihar, PIN – 803116, Email: jvnvalanda1@gmail.com]

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

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

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

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

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

JHARKHAND

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

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

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

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

ODISHA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WEST BENGAL

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

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

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

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

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

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

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

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

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

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

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

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

(Handwritten Signature)
(Dean of Instructions)

Copy to:

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

**REGIONAL INSTITUTE OF EDUCATION (NCERT)
BHUBANESWAR
Post Internship Conference Schedule**

क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर
REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
(राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्)
(National Council of Educational Research & Training)

No. RIEB/DE/068

Date:18.02.2022

NOTICE

The post-internship conference of two year B.Ed programme would be held from 21st February, 2022 to 22nd February, 2022. The detailed schedule is given below.

Date	Activity	Group(Science/Arts)	Time	Venue	Faculty members involved
21.02.22	Registration and Inauguration	Science & Arts	9.00am to 10.00am	OA	All faculty members
	Break from 10am-10.15am				
	Post Internship Reflection Assessment	Science	10.15 am to 01.00 pm 04.00 pm to 05.30 pm	OA	Dr.E.Gangmei Dr. D.Krishnan Ms. Moumita Ms. Rupa Gupta
Arts		10.15 am to 01.00 pm 04.00 pm to 05.30 pm	Room No-101	Dr. R. Sethy Dr. Upasana Ms.Saraswati Maharana Mr. Hari Chandan Kar	
22.02.22	Post Internship Reflection Assessment	Science	09.30 am to 01.00 pm	OA	Dr. E. Gangmei Dr. D. Krishnan Ms. Moumita Ms. Rupa Gupta
		Arts	09.30 am to 01.00 pm	Room No-101	Dr.R.Sethy Dr Upasana Ms.Saraswati Maharana Mr. Hari Chandan Kar
	Learning Resource Exhibition	Science	02.30 pm to 03.30 pm	OA	Prof S. K.Dash Prof R K Mohalik Mr Arup Saha
		Arts	02.30 pm to 03.30 pm	Room No-101	Prof S R Sahoo Prof L.Behera Dr.K. Ketaki
	Break from 3.30pm-4.00pm				
	Valedictory and Reflection of the Programme	Science & Arts Group Presentation	04.00 pm to 05.00 pm	OA	Prof. P C Agarwal, Principal, RIE, BBSR Prof. S.R. Sahoo, Dean (I) Prof. B.N.Panda, Dean(R) Prof. I. P. Gowramma, Head, DE Prof. L. Behera, In-charge Head, DEE Dr. D. Krishnan and faculty members of the Institute

All faculty members of the institute and students of 2 Year Bed programme are requested to participate in the programme positively.

This issues with the approval of the competent authority.


18/02/2022 18/2/22

Programme Coordinators

Copy to :

1. APC Principal for information.
2. Dean(I)/ Dean (R)
3. All HODs with a request to circulate among faculty members (DE/DESM/DESSH)
4. I/c Academic section
5. Notice Board
6. Office Copy



एन सी ई आर टी
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REGIONAL INSTITUTE OF EDUCATION
(National Council of Educational Research and Training)
BHUBANESWAR-751022
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