

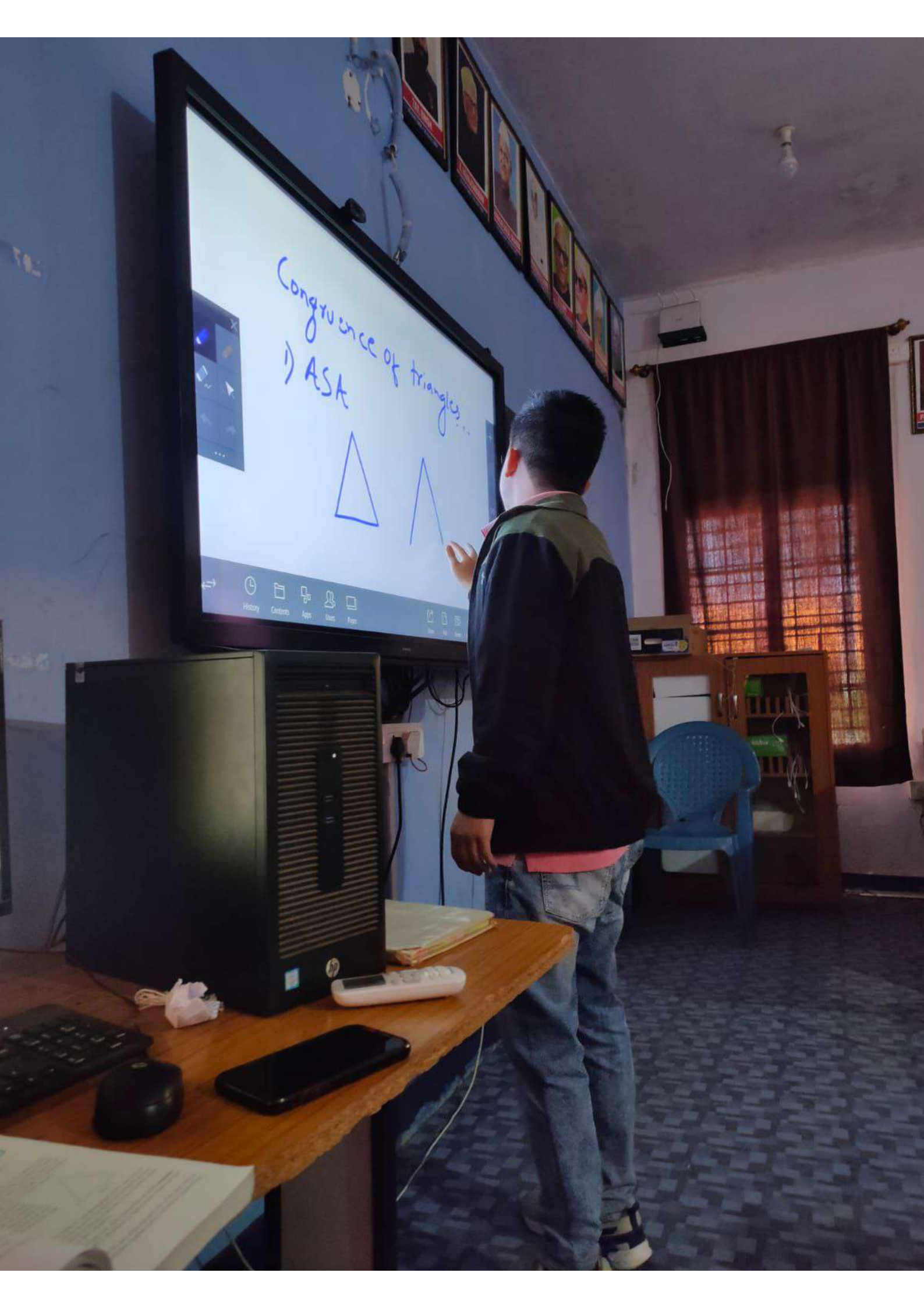


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क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर  
Regional Institute of Education, Bhubaneswar

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



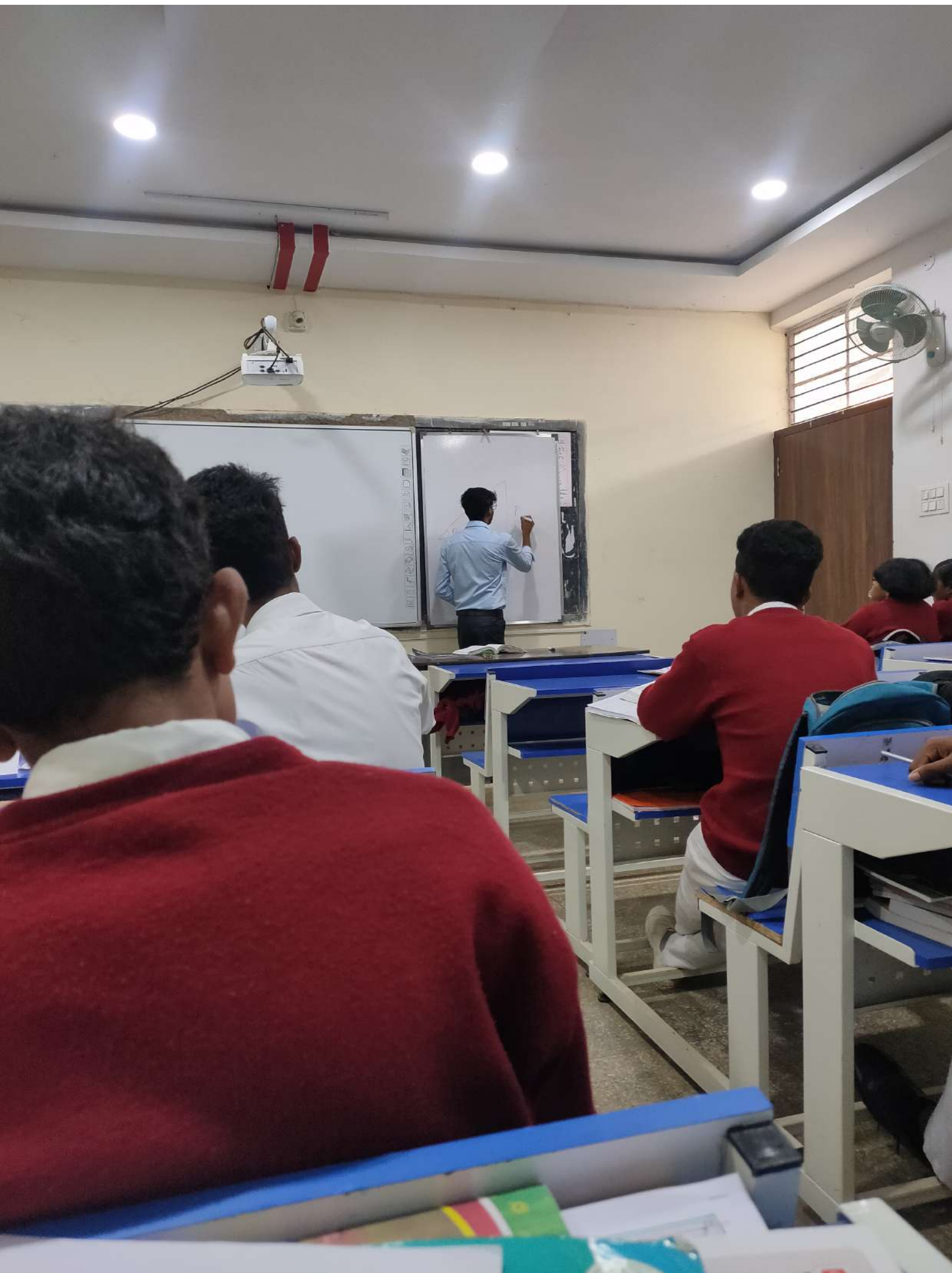
**DOCUMENTARY EVIDENCE IN SUPPORT OF CONSOLIDATING  
CURRICULAR EXPERIENCES INTO PROFESSIONAL ACUMEN**



Congruence of triangles...

1) ASA







# Samsung Smart School



# Samsung Smart School





## SCHOOL INTERNSHIP PROGRAMME

### LESSON PLAN-01

Prepared by:- KOYELI LAHA

Date: 08.09.2021

Class: B.Ed. 2nd Semester

Time: 10 am to 10:45 am.

Period: 1st

Subject: PE3 - Learning and Teaching

Unit: Unit III: Meaningful and concept learning

Topic: Meaningful learning: Nature and characteristics.

Learning Points:

- Nature of meaningful learning
- Characteristics of meaningful learning

Learning objectives:

At the end or during the lesson, the student-teachers-

- i. Define the term "meaningful learning".
- ii. Describe the nature of meaningful learning.
- iii. Identify the characteristics of meaningful learning.
- iv. Analyze the educational implication of meaningful learning.

Existing knowledge:

The student-teachers are already having knowledge about-

- Learning as process and outcome.
- Learning as construction of knowledge.

Learning resource:

- PowerPoint Presentation regarding meaningful learning (for 15-20 mins.)

Learning process (strategy):

- Lecture cum small group discussion.

## Learning Outcome :

### The 5E Model of lesson plan

### Sequential learning activities

#### Engagement

The student-teachers will be asked various questions regarding learning. They have been divided into several groups as per their pedagogical subject and answered the questions.

- Is teaching related with learning?
- What are the effect of learning in daily life as per their pedagogical subject?

#### Exploration

The student-teachers actively explore the new concept through discussion on the examples related with meaningful learning. They are able to judge the importance of meaningful learning as per their pedagogical subject effectively.

#### Explanation

The teacher will ask various questions to identify the understanding level of the student-teachers. The teacher will ask new examples from the student-teachers regarding meaningful learning. Slowly, the teacher will start to explain the depth concept comparing with other concept of learning in proper manner.

#### Elaboration

The teacher will demonstrate the concept of meaningful learning with elaborating about nature and characteristics via Powerpoint Presentation. The student-teachers could able to discuss role of teachers for meaningful learning.

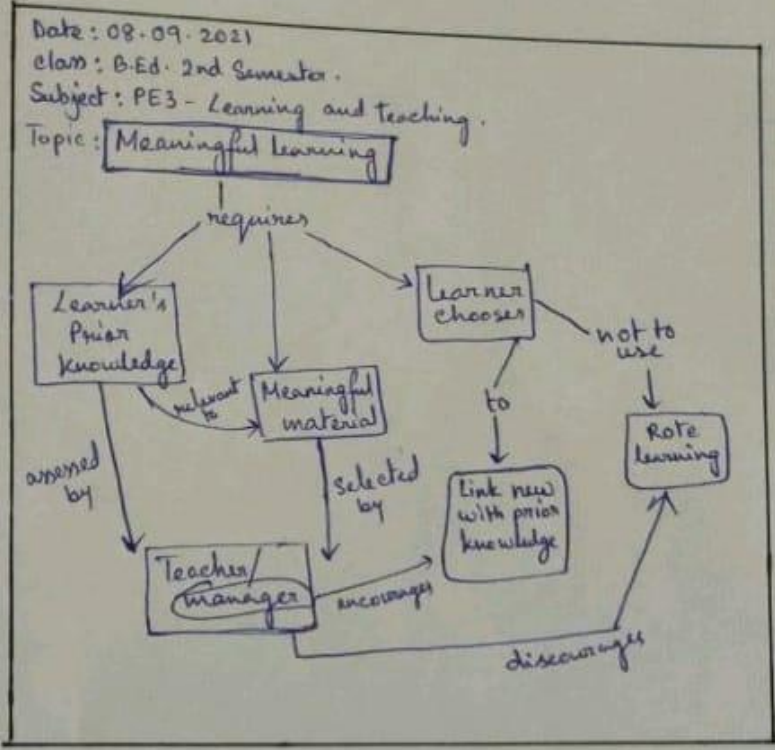
#### Evaluation

The student-teachers will ask various questions for assessing. At the end of the lesson, the student-teachers could ask following questions:

- i. state any two nature and any three characteristics of meaningful learning.
- ii. Describe the meaningful learning with a proper examples from your pedagogical subject.



# Black Board work:



*[Signature]*  
8/9/2021

## LESSON PLAN = 04

Prepared by: - KOVELI LAHA

Date: 15.09.2024

Class: B.Ed. 2nd Semester.

Time: 10:50am to 11:40am.

Period: 2nd.

Subject: PE3: Learning and Teaching.

Unit: Unit 3: Meaningful and concept learning.

Topic: Gardner's theory of multiple intelligence; Implications for meaningful learning.

Learning points:

- Concept of Gardner's theory of multiple intelligence.
- Educational implication of the theory for meaningful learning.

Learning objectives:

At the end or during the lesson, student-teachers -

- Define the term "metacognition".
- Analyse the application of the theory of multiple intelligence in the classroom.
- Develop the instructional activities as per the intelligence forms of the students or learners.
- Explain the eight type of multiple intelligence with proper examples.

Existing knowledge:

The student-teachers are already having knowledge about:

- Meaningful learning and its nature, characteristics
- Strategies and tools of facilitating meaningful learning.
- Concept on Ausubel's meaningful learning theory.
- Role of teacher for facilitating meaningful learning.

Learning Resource:

- A youtube video on Gardner's theory of multiple intelligence.

Learning process:

- Explanation cum demonstration method.
- Discussion method of teaching with small groups.

Learning Outcome:  
SE Model of lesson plan

### Sequential learning activities

Engagement	The student-teachers will be asked various questions about the prior knowledge of them. Student-teachers will be asked following questions - a) What do you mean by meaningful learning? b) Why learning style is essential and individualised for all? c) What is the novelty of Ausubel's meaningful learning theory? d) What are EQ and IB?
Explanation	The student-teachers will observe the video on the multiple intelligence theory of Gardner, which helps them to analyse the entire theory in brief. The teacher will help them to reflect on that video.
Explanation	With help of the short video, the teacher will explain the theory of multiple intelligence theory of Gardner. The student-teacher will relate the concept the diversifying learning style and its importance in every learner's life.
Elaboration	The teacher will elaborate with various examples of eight multiple intelligence and the student-teachers will be asked the different examples of these eight multiple intelligence as per their choice. The educational implication of this theory would be explained and discussed among small groups of student-teachers. The powerpoint presentation on this theory will be presented for details.
Evaluation	The teacher will evaluate the student-teachers with asking various questions. The student-teachers will be asked the following question at the end of the lesson - What is the importance of the Gardner's multiple intelligence theory? The teacher will present the proper examples of the eight types of multiple intelligence as per Gardner. The 10 MCQs will be presented for evaluating the student-teachers.

## Black board work:

Date: 15.09.2021

Class: B.Ed. 2nd Semester.

Subject: PE3: Learning and Teaching.

### Gardner's Theory of multiple intelligence:

1. Linguistic
2. Logical - Mathematical
3. Visual - spatial
4. Bodily - kinesthetic
5. Musical
6. Interpersonal
7. Intrapersonal
8. Naturalistic.

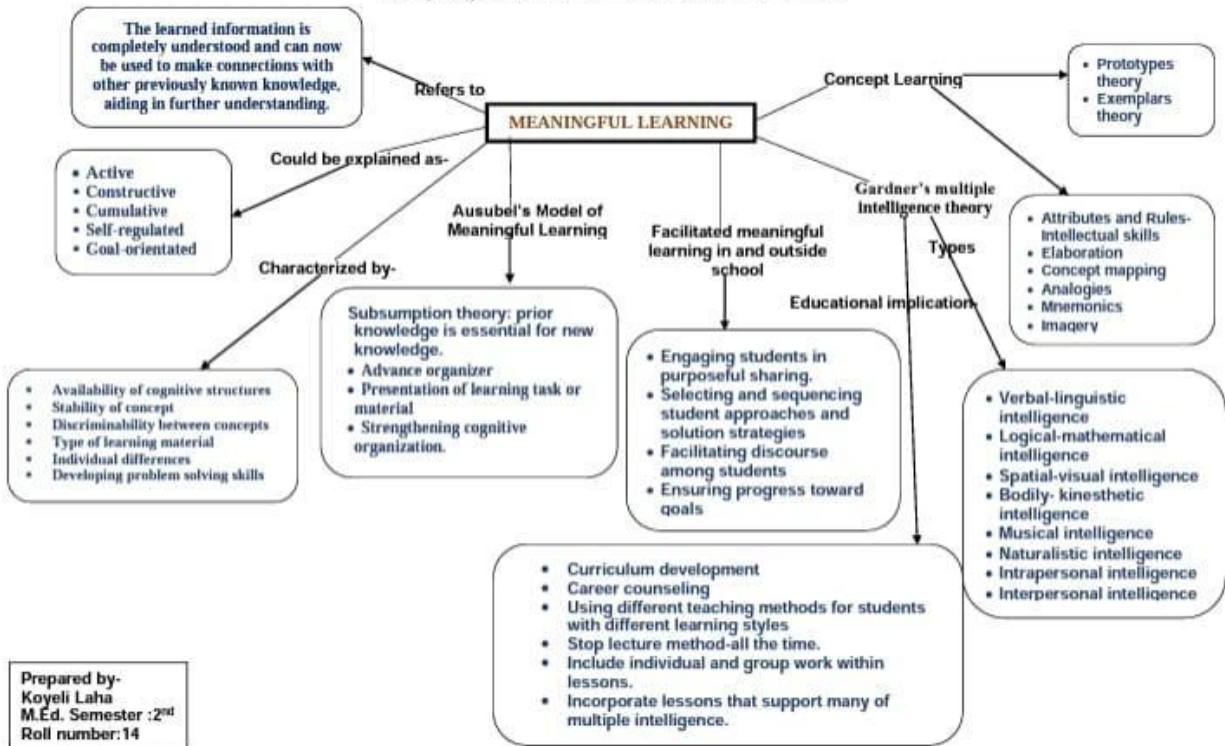
### Intelligence ??

- Intellectual potential
- Something we are born with (hereditary)
- Something that can be measured
- A capacity that is difficult to change.

Delivered  
R

15.09.2021

**Concept map of the unit: "Meaningful and concept learning"**



Prepared by-  
Koyeli Laha  
M.Ed. Semester :2<sup>nd</sup>  
Roll number:14

<b>Title of the Unit:</b> Unit 2-Learning in 'Constructivist' perspective <b>Class:</b> B.Sc.B.Ed., 3 <sup>rd</sup> semester <b>Length of the unit:</b> 2 bullets for five lessons		<b>Major Learning points to be covered:</b> <ul style="list-style-type: none"> <li>Learning as construction of knowledge,</li> <li>learning as transmission and reception of knowledge,</li> <li>Processes facilitating construction of knowledge: Experiential learning and reflection, social meditation, Cognitive negotiation, Situated learning and Cognitive apprenticeship, Meta- cognition</li> </ul> <b>Overall goals of the unit:</b> To make the student teacher <ul style="list-style-type: none"> <li>Understand the learning as construction and learning as transmission and reception separately</li> <li>Understand learning as construction through different processes and differentiate it from learning as transmission and reception</li> </ul>		
<b>Division of Unit to lessons and Rationale:</b> <ul style="list-style-type: none"> <li>There is a single lesson for bullet-1, as it needed some basic concepts based on learning as construction and learning as transmission and reception with students interaction and,</li> <li>There are four lessons for bullet-2, as each single processes required attention with a proper discussion.</li> </ul> So, the 2 bullets of unit 3 are divided into 6 lessons.				
Lessons	Process/Strategies to be adopted	Resources to be used	Assessment practices proposed	Remarks
1.Learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'	<ul style="list-style-type: none"> <li>Lecture cum discussion process</li> <li>Through role play</li> </ul>	<ul style="list-style-type: none"> <li>Black board- title words</li> <li>Unit-2 OF S.k. Mangal book, Page no.: 242-251</li> <li>Real life experiences</li> </ul>	Discussion questions, based on the summary of chapter.	

2.Understandin process facilitating 'construction of knowledge': <ul style="list-style-type: none"> <li>Experiential learning and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explanation cum discussion</li> <li>Collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>Slide presentation with major points</li> <li>Unit-2 of S.k. Mangal book, Page no.:253-259</li> </ul>	Reflection and reviews of the classroom discussion.	
3. <ul style="list-style-type: none"> <li>Social meditation</li> <li>Cognitive negotiation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Brainstorming through experiences</li> </ul>	<ul style="list-style-type: none"> <li>Black board- major points</li> <li>Demonstration of real-life examples</li> </ul>	Discussion questions on quiz pattern	
4. <ul style="list-style-type: none"> <li>Situated learning and cognitive apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>Questions process based on previous lessons</li> <li>Explanation cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>Slide presentation with major points</li> <li>Using real life situations</li> </ul>	Long answer type questions	

5. <ul style="list-style-type: none"> <li>Meta - cognition</li> </ul>	<ul style="list-style-type: none"> <li>Explanation cum discussion</li> <li>Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>Some research paper examples</li> </ul>	Reflection of students	
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REGIONAL INSTITUTE OF EDUCATION  
(NCERT), BHUBANESWAR

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

*Evaluated*  
*9/06/2022*

SCHOOL INTERNSHIP PROGRAMME  
IN  
JAWAHAR NAVODAYA VIDYALAYA, ANGUL, ODISHA

ACTIVITY:-

Lesson Plan

(Physical Science)

*Mulachi*

*17/02/2022*

SUBMITTED BY :

KAMALAKANTA DALAI

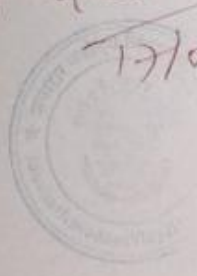
**COURSE:** B.Sc. B.Ed. 4th YEAR

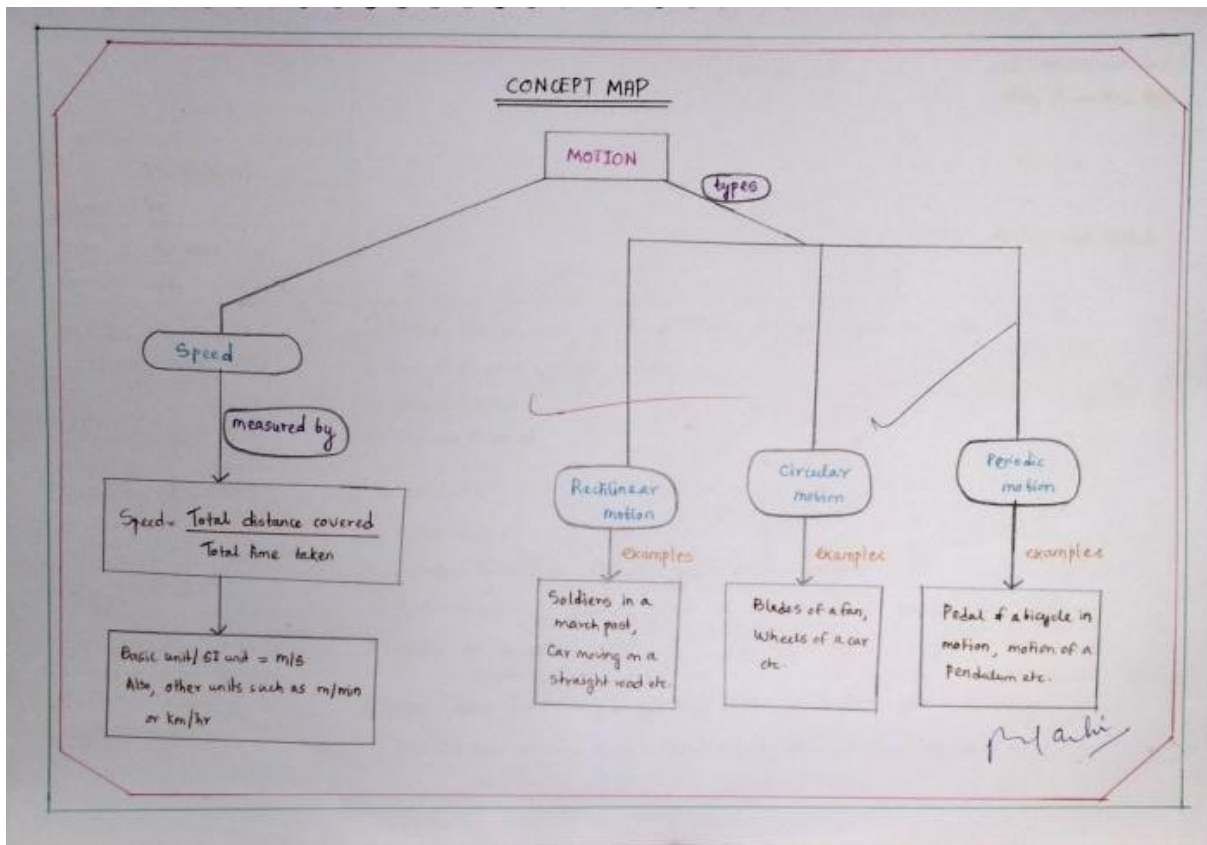
(Semester-VII)

**STREAM-** CBZ

**ROLL NO:** 65

**YEAR:** 2021-22







		CB: Motion and Time UNIT : <del>Why do we study this</del> SUBJECT : Science TOPIC : Motion and Speed
DATE : 20/12/2021		
CLASS : VII		
TIME : 40 mins		
PERIOD : 4th		
MAJOR CONCEPTS / LEARNING OUTCOMES	1) Motion can be along a straight line, circular or periodic motion 2) Concept of slow and fast motion. 3) concept of speed. 4) SI unit of speed.	
LEARNING OBJECTIVES	The students - 1) Define 'Motion' 2) Describe Rectilinear, Circular and Periodic motions. 3) Give examples of different types of motion related to their daily lives. 4) Explain the concept of speed.	
PREVIOUS KNOWLEDGE/ EXPERIENCES	1) Students know about things that are in the position of 'rest' or in motion. 2) Students have an idea that different objects show different types of motion.	



LEARNING RESOURCES	<ul style="list-style-type: none"> <li>• ICT (Powerpoint presentation, short animations and gif)</li> <li>• Teaching aids (charts showing different types of motion, a small table fan, a simple pendulum)</li> <li>• Blackboard, chalk and duster</li> </ul>		
LEARNING PROCESS/STRATEGIES	<ul style="list-style-type: none"> <li>• Demonstration cum Discussion Method</li> <li>• Experiential learning Method</li> </ul>		
PHASE OF THE LESSON	TEACHER INITIATIVES	STUDENT ACTIVITIES	CONTINUOUS ASSESSMENT/ BLACKBOARD WORK/USE OF OTHER RESOURCES
ENGAGE	<p>Teacher asks the students about the state of the objects when they are moved from one place to another?</p> <p>He inquires the students to give some examples of motions</p> <p>Teacher then shows the students the motion of a simple oscillating pendulum, the blades of a rotating table fan and motion of vehicles on a road.</p>	<p>Students reply that this state is called motion</p> <p>Students answer that Cars, cycles, Earth, a bouncing ball etc are objects in motion</p> <p>Students observe carefully and find out that different type of motions are being exhibited by the pendulum, blades of a fan and the moving vehicles.</p>	<p>• Do all objects show similar motion. Name the different types of motion that you can identify?</p>

PHASE OF THE LESSON	TEACHER INITIATIVES	STUDENT ACTIVITIES	CONTINUOUS ASSESSMENT/ BLACKBOARD WORK/USE OF OTHER RESOURCES
	Teacher introduces the topic - 'Motion and types of motion'.	<p>Students write down the definition of motion which is - 'Motion is the change in the position of body with respect to time.'</p> <p>They generalise that motion can be rectilinear, circular or periodic.</p>	<p>• Teacher writes down the name of the topic - 'Motion and types of motion' on blackboard.</p>
EXPLORE AND EXPLAIN	<p>Teacher shows the video of some objects in motion and asked the students to observe what is in common in them.</p> <p>Teacher then explained these type of motions as <u>rectilinear motion</u>.</p> <p>Teacher asks them to recall the motion of blades of a fan and pedals of a bicycle in motion.</p> <p>He describes these type of motions as <u>circular motion</u>.</p>	<p>Students watched the motion of a vehicle on a straight road, march-past of soldiers in a parade and noticed that all these are moving along a straight line.</p> <p>By remembering their past experiences, students summarise that these objects move along a circular path.</p>	<p>BLACKBOARD WORK.</p>  <p>Fig - Movement of cars on a straight road is a type of <u>rectilinear motion</u>.</p>

PHASE OF THE LESSON	TEACHER INITIATIVES	STUDENT ACTIVITIES	CONTINUOUS ASSESSMENT/ BLACKBOARD WORK / USE OF OTHER RESOURCES
<p style="text-align: center;"><b>ELABORATE / EXPAND</b></p>	<p>With the help of some animations, teacher showed them the motion of some other objects.</p> <p>Teacher classifies these type of motions as <u>periodic motion</u>.</p> <p>Teacher assists the students in conducting a little activity in the class.</p> <p>Teacher then asked the students to carefully observe and mention the objects that will roll down faster.</p> <p>Teacher elaborates that in daily life, some objects can be seen moving faster than others. The most convenient way of finding out which</p>	<p>By observing the animations of motion of a swing and motion of a pendulum, students noticed that in these type of motions, the object repeats its motion after a fixed interval of time.</p> <p>Students prepare a slide by keeping a piece of wood with smooth surface in a slanting position. Then, they try to roll down different objects on it.</p> <p>Students watched attentively and reasoned that toy car, ball will roll down the fastest whereas the marble piece will roll down little slower as compared to them.</p>	<p style="text-align: center;"><b>ACTIVITY -</b></p>  <p>Teacher shown an activity in the class to explain fast and slow motion in an effective manner.</p>

PHASE OF THE LESSON	TEACHER INITIATIVES	STUDENT ACTIVITIES	CONTINUOUS ASSESSMENT/ BLACKBOARD WORK/ USE OF OTHER RESOURCES
	<p>objects moves faster or slower is to calculate and compare the distances covered by all the objects per unit time.</p> <p>This is called as <u>speed</u> of the object.</p> <p>Teacher illustrates with examples what is slow and fast speed.</p> <p>The SI unit of speed is metre per second (m/s).</p>	<p>Students listen carefully and note down the blackboard work.</p> <p>They learn that speed is the total distance covered divided by the total time taken.</p> <p>An object is said to be in <u>fast speed</u> or motion if it covers more distance in less time however if it covers less distance in the same time, then it is said to have <u>slow speed</u>.</p>	<p>• Teacher writes down the formula of speed on board.</p> $\text{Speed} = \frac{\text{Total distance}}{\text{Time taken}}$ <p>Total distance Covered = Speed X Total time taken</p>
<p><b>EVALUATION</b></p>	<p>Teacher shows some questions written in the powerpoint presentation and asks the students to answer them.</p> <p>Q → Define circular motion?</p> <p>Q → Give the formula for speed of an object?</p> <p>Q → Give an example of periodic motion?</p>	<p>Students answer the questions on the basis of what they have understood in the class.</p> <p>A → The movements of objects in a circular path is called circular motion.</p> <p>A → <math>\text{Speed} = \frac{\text{Total distance covered}}{\text{Total Time taken}}</math></p> <p>A → Hands of an athlete in a race</p>	

## HOMWORK / ASSIGNMENT

- Visit a busy road along with an adult. Stand in the footpath and observe the movement of different vehicles for five minutes. List out the vehicles which are moving fast and the vehicles which are moving slow.  
Mark the vehicle which is moving the fastest of all? Which one of them is moving the slowest?  
Tell me in the next class.

Taught the lesson  
on 11/12/22  
Solliman

*Solliman*

Signature of the Cooperating Teacher



# LEARNING TO FUNCTION AS A TEACHER

## INTERNSHIP HANDBOOK-2021

For

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME



विद्यया ऽ मृतमश्नुते



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NCERT

## REGIONAL INSTITUTE OF EDUCATION

(National Council of Educational Research and Training)

BHUBANESWAR-751022

ODISHA

## **About the Handbook**

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

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

Coordinators

**RIE, Bhubaneswar**

**Date: 01.11.2021**

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## 1. Introduction

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

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

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

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

## **2. Objectives of Internship**

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

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

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

### **3. Learning to Function as a Teacher**

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

#### ***Field Engagement: School Exposure***

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

### ***Field Engagement: Multi-cultural Placement***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Assessment

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

**Different activities and weightage of mark Distribution**

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

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

### **5.1 Role of Student-Teacher:**

All the Student Teacher must:

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



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

### ***5.2 Role of Principal of Cooperating JNVs:***

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

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

### ***5.3 Role of the Mentor/Cooperating Teachers:***

The Mentor/Cooperating Teachers are requested to:

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

### ***5.3 Role of the Institute Supervisors:***

#### **The Institute Supervisors are requested to:**

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

**LESSON PLAN FORMAT**

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

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<b>Phases of the lesson</b>	<b>Teacher Initiatives</b>	<b>Student Activities</b>	<b>Assessment/Black board work/use of other resources</b>
INTRODUCTION			
PRESENTATION			
SUMMARIZATION			
EVALUATION			
<b>Homework/Assignment</b>			

**LESSON PLAN FORMAT**

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OBSERVATIONS				
INTERPRETATION CONSTRUCTION				
CONTEXTULIZATION				
COGNITIVE APPRENTICESHIP				
COLLABORATION				
MULTIPLE INTERPRETATION				
MULTIPLE MANIFESTATIONS				
<b>Homework/Assignment</b>				

## Descriptions of terminologies

<b>Major concepts/Learning points</b>	<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"> <li>1. Reproduction in plants takes place through sexual and asexual method</li> <li>2. Asexual production is a process by which new plants are obtained without the production of seeds</li> <li>3. There are different methods of asexual production like vegetative propagation, budding, spore formation and fragmentation</li> <li>4. The new plants resemble their parent plant in all characteristics</li> </ol>														
<b>Learning objectives</b>	<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="244 689 1490 1249"> <thead> <tr> <th data-bbox="244 689 580 745">Taxonomy categories</th> <th data-bbox="580 689 1490 745">Sample verbs for stating learning outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="244 745 580 801">Remembering</td> <td data-bbox="580 745 1490 801">Recognise, recall, name, match, label, select, reproduce, state</td> </tr> <tr> <td data-bbox="244 801 580 891">Understanding</td> <td data-bbox="580 801 1490 891">Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate</td> </tr> <tr> <td data-bbox="244 891 580 981">Applying</td> <td data-bbox="580 891 1490 981">Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.</td> </tr> <tr> <td data-bbox="244 981 580 1070">Analysing</td> <td data-bbox="580 981 1490 1070">Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.</td> </tr> <tr> <td data-bbox="244 1070 580 1160">Evaluating</td> <td data-bbox="580 1070 1490 1160">Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.</td> </tr> <tr> <td data-bbox="244 1160 580 1249">Creating</td> <td data-bbox="580 1160 1490 1249">Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.</td> </tr> </tbody> </table>	Taxonomy categories	Sample verbs for stating learning outcomes	Remembering	Recognise, recall, name, match, label, select, reproduce, state	Understanding	Classify, covert, describe, distinguish, explain, extend, give/cite examples, interpret, summarise, translate, estimate, relate	Applying	Apply, arrange, compute, construct, demonstrate, discover, modify, operate, predict, prepare, produce, solve, use, differentiate, infer etc.	Analysing	Analyse, associate, determine, infer, differentiate, estimate, outline, separate, subdivide etc.	Evaluating	Appraise, assess, compare, conclude, contrast, criticize, evaluate, judge, justify, support etc.	Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.
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Creating	Combine, compile, compose, construct, create, design, develop, devise, formulate, modify, plan, organise, propose, rearrange, reorganise, revise, rewrite etc.														
<b>Previous knowledge</b>	<p>The prior knowledge taking in to account the local specificity and previous contents transacted in same class or previous classes.</p>														
<b>Learning resources</b>	<p>The resources that are used as learning support or scaffolds such as visual aids, audio visual aids ,experiments materials, CT etc.</p>														
<b>Learning process</b>	<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>														
<b>Teacher Initiatives</b>	<p>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.</p>														
<b>Student learning processes and activities</b>	<p>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</p>														
<b>Continuous assessment</b>	<p>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</p>														

	questions covering the concepts/learning points.
<b>Introduction (Engage)</b>	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.
<b>Development (Explore, Explain)</b>	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
<b>Application (Extend)</b>	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.
<b>Review/Evaluation/Closure of the Lesson</b>	Teacher asks questions keeping the learning objectives in mind to assess the attainability. The lesson is summarised, and misconception if any are identified.
<b>Assignment</b>	Activities/Task/project etc. are assigned related to the lesson and taking into account the levels of students. The assignments need to be reflective and project based rather than factual in nature.

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

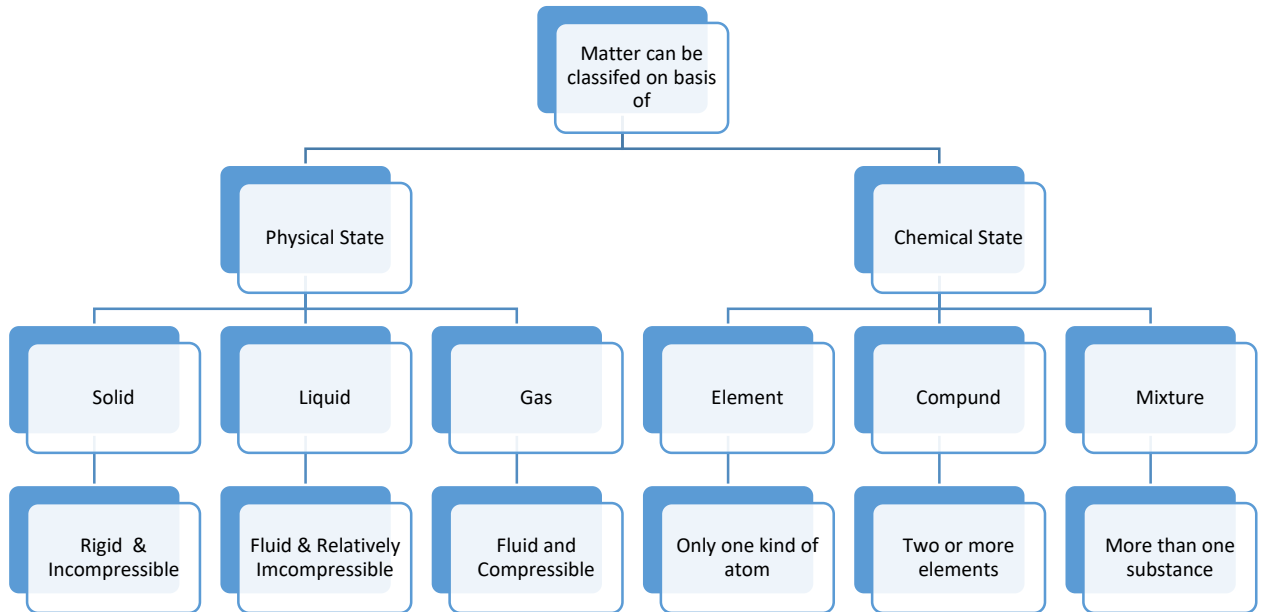
The steps of developing concept map are given below.

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

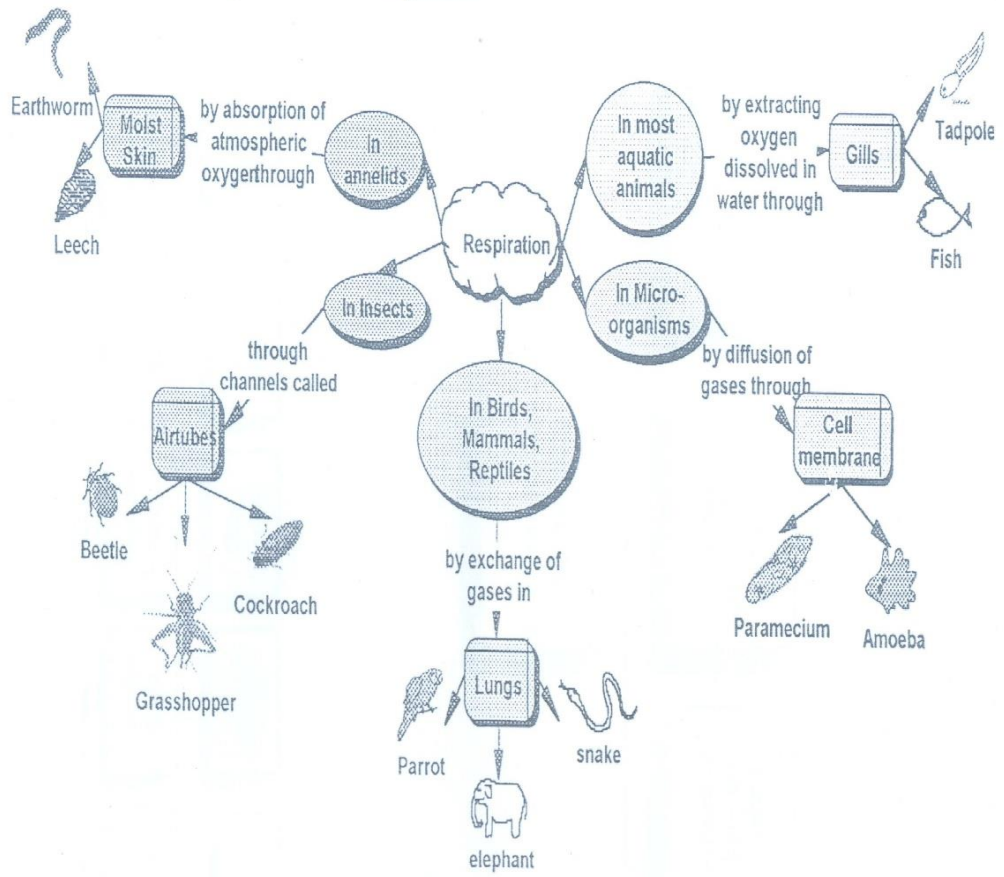


## Exemplars of Topic/Concept Map on Different Subjects

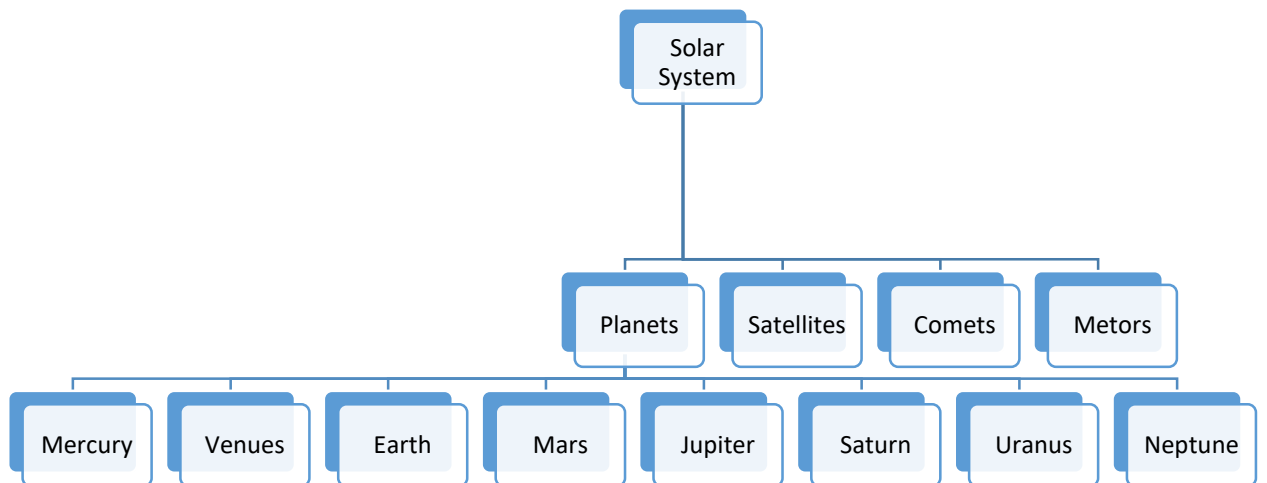
### Science



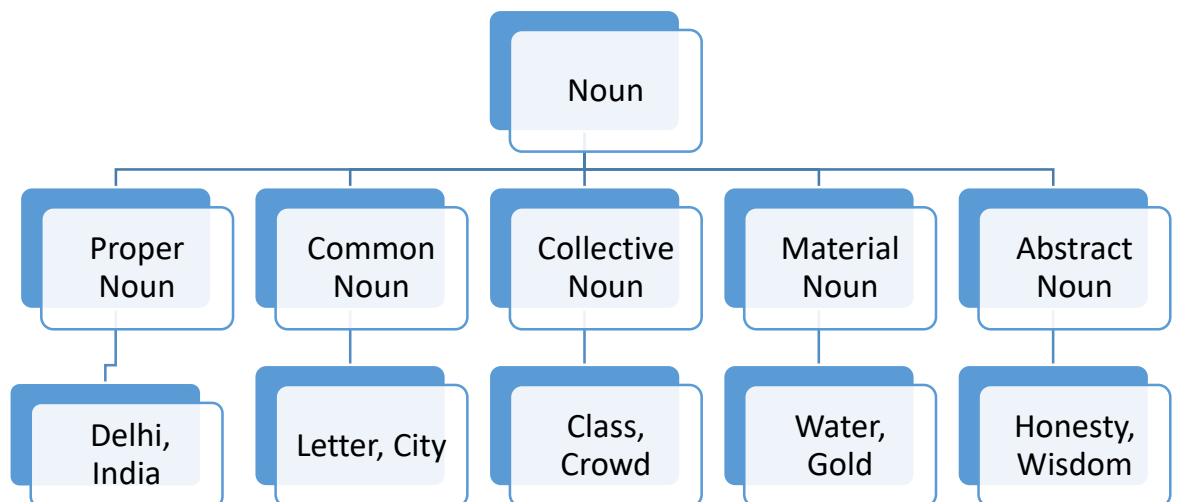
### Science Example - Modes of respiration



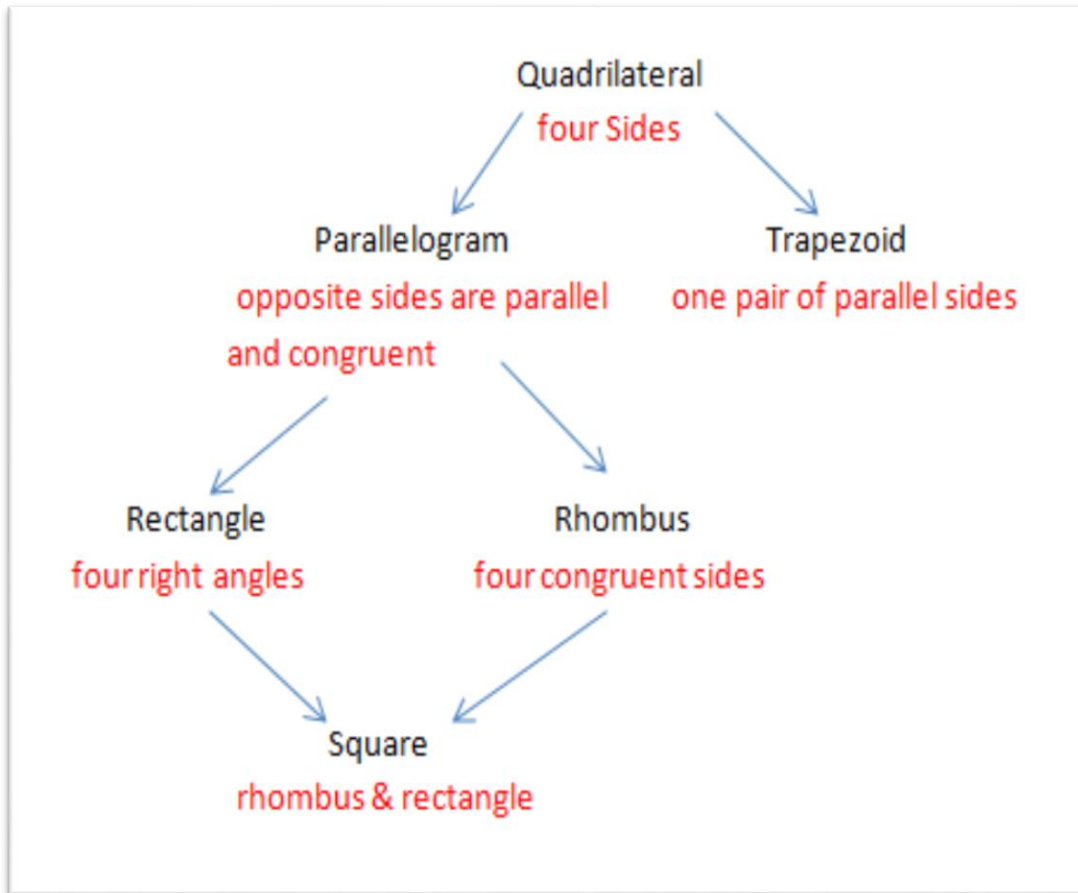
## Social Science



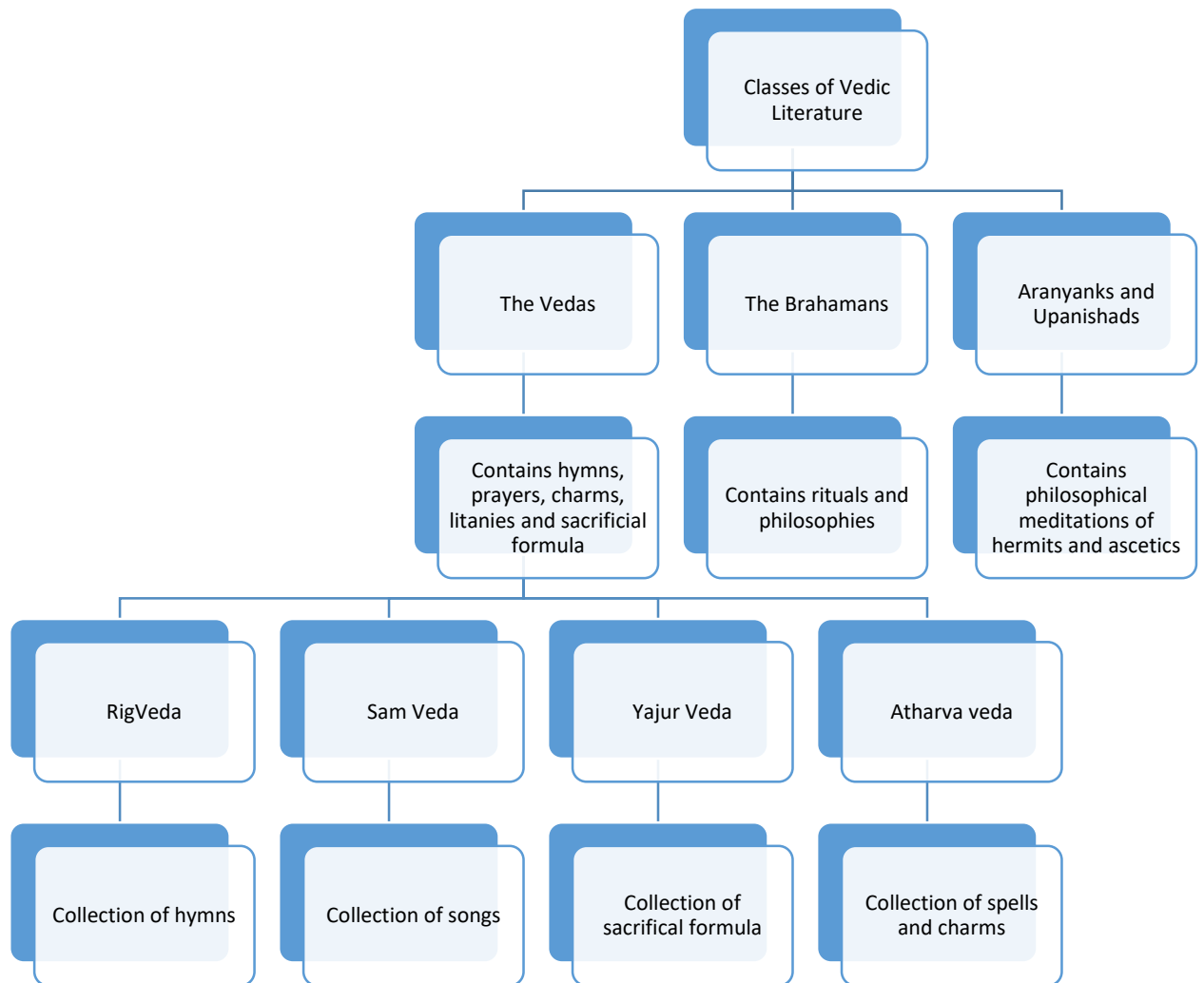
## Language: Grammar



## Mathematics



## History



### Story Map in English

#### Story Title: The Friendly Mongoose

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

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

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

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

**OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER**

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

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

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

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

**Signature of Institution Supervisor**

**Signature of Student Teacher**

## **APPENDIX-3**

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

#### **FORMAT FOR LESSON NOTES**

Name of Cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No:

Period:

Subject:

Topic:

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

Signature of the Student Teacher

Signature of the Supervisor/ Mentor Teacher

**REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR**  
**UNIT PLAN TEMPLATE**

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

**Signature of the Student Teacher**

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



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

1. Name of the Student Teacher:
  
2. Roll No with(Arts) :
  
3. Name and Address of the School:
  
4. Date of Conducting Tests:
  
5. Achievement Test in (Subject-1/Subject-2)
  - A) Construction of Test (Design/blueprint, Test Items, Scoring Key and Instructions)
  - B) Administration and Interpretation of the Result
  
6. Identification of variation with regard to learning:

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

**Signature of the Student Teacher**

APPENDIX-6

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

Name of cooperating School:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Pedagogy Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

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

**Signature of Peer Teacher**

**Signature of Supervisor/Cooperating teacher**

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

**1. Personal Information:**

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

**Body of the Action Research Report**

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

Signature of the Student Teacher

Signature of the Supervisor/ Head Teacher

**RECORDS ON SCHOOL SITE  
B.Ed**

Name of the Student Teacher : Roll No :

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

**Signature of Head of School**

**Signature of the Student Teacher**

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

Name of the School:

Name of the Student Teacher:

Roll No(Arts or Science):

Classes allotted in the school:

Method Subject: PC-1/PC-2

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

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

**Signature of Head of School**

**Signature of the Student Teacher**

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

Name of the Cooperating JNV:

Class:                      Subject:

Topic:

Period:

Date:

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

Name of Supervisor/Mentor Teachers:

SI No	Aspects/ Criteria	Rating: Very Poor to Excellent (1-10)									
1	<b>Lesson Planning:</b> (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	<b>Introducing Lesson:</b> (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										
3	<b>Presentation of Topic:</b> (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching )										
4	<b>Participation of Students:</b> (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers )										
5	<b>Classroom Management:</b> (Equal opportunity to all students, reinforcement for continuous participation, management of student activity )										
6	<b>Assessment:</b> (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	<b>Overall Personality:</b> ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										

**Signature of Supervisor/Mentor Teacher**

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

Signature of the student teacher

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

# The Reflective Diary Template

Name of the Student/Teacher \_\_\_\_\_

Name of the School \_\_\_\_\_ Date and

Time of Entry:

No. of Practice Teaching Demonstrated:

7. What did I learn?

8. What are my next steps?

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

6. How would I improve on this?

1. What happened/what did I do?

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

Date each entry – add new reflections anytime

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

5. What went not so well?

4. What went well?

3. Unemotional view, incl. causes/Reason



## Reflective diary/journal–supplementary sheet

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

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

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

APPENDIX-12

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

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

Name of the Principal:

Name of the School:

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

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

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

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

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

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

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

**Name and Signature of the Principal with Seal**

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

-----  
 Name of the Institute Supervisor:

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

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

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

**Signature of the Institute Supervisor**

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

Supervision and Monitoring Report of B.Ed.

Name of the JNV .....

Name of the Institute Supervisor.....

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

**Details of Monitoring and Supervision**

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

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

**Signature of the Supervisor(s)**

**Regional Institute of Education, Bhubaneswar**  
**Final Internship Reflection**

**Name of the Student Teacher** \_\_\_\_\_

**Roll No** \_\_\_\_\_

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

•Reflection, Critical Analysis, and Synthesis

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

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

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

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

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

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

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

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

Why?

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

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

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

**Coordinators, Internship-in-Teaching**

**APPENDIX-17**

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

<b>For Student Teachers (29.10.2021 to 6.11.2021)</b>			
<b>DAY 1- Date : 29.10.2021(Friday)</b>			
<b>Time</b>	<b>Theme</b>	<b>Venue</b>	<b>Facilitators</b>
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
<b>DAY 2-Date : 01.11.2021(Monday)</b>			
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 <b>Rapporteurs:</b> Pratyush R Sahoo , Raj Kishore Roul
11.45 – 1.00 pm	Unit Plan and Content Analysis	OA	Dr. Dhanya Krishnan Dr. Swteta Sandilya <b>Rapporteurs:</b> 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 <b>Rapporteurs:</b> 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 <b>Rapporteurs:</b> Ms Sonali S Sahoo and Maruti Kumar Tripathy
<b>DAY 3(02.11.2021,Tuesday)</b>			
9.30am- 11.15am	ICT Integration in Pedagogy	OA	Prof R.K.Mohalik Prof S.P.Mishra <b>Rapporteurs:</b> 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 <b>Rapporteurs:</b> Ms Maumita Som & Dr P.K Gupta

<b>DAY 4 Date : 03.11.2021(Wednesday)</b> <b>Conference for Cooperating JNV Heads and Teachers</b>			
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 <b>Rapporteurs:</b> B.Senapati, Harichandan Kar
11.45am -1pm	Modalities of Internship and role, responsibilities	New Auditorium And online	Prof. I. P. Gowramma Prof L. Behera <b>Rapporteurs:</b> 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 <b>Rapporteurs:</b> 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 <b>Rapporteurs:</b> Dr Harichandan Kar Ms Saraswati Maharana
<b>DAY-5 (6.11.2021, Saturday)</b>			
9.30 am -10.30 am	School Profile and Organization of Activities in the School	OA	Prof I.P.Gowramma Ms Moumita Som <b>Rapporteurs:</b> Niharika Panda, Kalpana Priya
10.30 – 11.30 am	Student Anticipation Reflection Guide & Reflective Diary and Action Research	OA	Prof L. Behera <b>Rapporteur:</b> Mr P.R.Sahoo
11.45 am- 1.00pm	Assessment strategies: Assessment Profile	OA	Prof H.K. Senapaty Prof R.K.Mohalik <b>Rapporteurs:</b> Dr U.Ray and Sonali S Sahoo
2.00pm-3.30 pm	Creating Teacher Identity :Field engagement as a medium	OA	Shri A.Mishra <b>Rapporteurs:</b> Dr Shweta, Maruti Tripathy
3.45pm- 5.00pm	Reflection, group leader selection and Summing up	OA	Coordinators

(Coordinators)

(Principal)

Copy to:

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



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

No.3407

Date: 01.11.2021

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

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

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

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

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

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

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

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

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

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

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

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

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

ODISHA

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

WEST BENGAL

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

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

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

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

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

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

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

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

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

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

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

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

**(Dean of Instructions)**

Copy to:

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



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