



SCHOOL

EXPOSURE

REGIONAL INSTITUTE
OF EDUCATION,
BHUBANESWAR



COURSE - B.ED. (2 YEARS)

SUBMITTED BY-

NAME - ANJALI RAJ

STREAM - ARTS

ROLL No. - 06

GROUP - 'A'

ACTIVITY:01

OBSERVATION
OF LESSONS DELIVERED
BY REGULAR TEACHER



REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

- Name of the Student Teacher: ANJALI RAJ
- Roll No: 06 Class: Arts/ Science B.ED ARTS
- Name and Address of the Cluster/ Centre: _____
- Name and Address of the School: Chilika Pani English Medium School, Chilika Khurda district
- Name of the Regular Teacher: Rasmita Pradhan
- Subject Taught: PC 1/2: PC-1 (SOCIAL SCIENCE)
- Topic: INDUSTRY Class: VIII Date: 3rd Feb'22
- Lesson plan/ teacher note prepared: Yes/No YES
- Approach(s) followed: Constructivist/Behavioristic, CONSTRUCTIVIST

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

Learning Points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching - learning	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses &	<i>attested</i>	<i>attested</i>
	Introductory /Engagement phase	<i>attested</i>		
	Presentation phase Exploration, Explanation and	<i>attested</i>		
	Evaluation phase	<i>attested</i>		

- Reflection and feedback of student-teacher

Signature of Institution Mentor

Anjali Raj
Signature of Student-Teacher

Learning Points	Sequential Learning Activities		Suggested Alternative/Additional Activities and teaching-learning	Reasons for suggesting alternative Additional activities and TLM.
	Teacher Activities	Student's Response		
<u>CLASSIFICATION OF INDUSTRIES</u> → ownership → factors affecting location of industries → on the basis of size	<u>Introductory/Engagement phase</u> <ul style="list-style-type: none"> Teacher engaged the class by questioning on previous knowledge like what do you mean by Industry? Teacher show the map locating the industrial area in India and outside India. <u>Explanation</u> <ul style="list-style-type: none"> Teacher briefly explain classification of industries on the basis of ownership. Teacher explained that raw material, land, 	<ul style="list-style-type: none"> Students were noting down the important points. student listen carefully and ask their doubts. student actively participated in Question-answer session. student answered easily. 	Model ICT can be used in the class. <ul style="list-style-type: none"> Presentation of globe. Presentation of Map and powerpoint presentation. ICT can be used to show the videos of various type of industry. 	Visualization is more effective and helps in critical thinking. <ul style="list-style-type: none"> By taking help of globe, students easily identify the geographical area of industry. Visualization can generate better understanding.

Learning points	Sequential Learning Activities		Suggested Alternate Additional activities and teaching-learning	Reasons for suggesting alternate / Additional activities and TLM.
	Teacher Activities	Student's Response		
	<p>water, labour, capital, etc. are the factors which affect the location of industries.</p> <p><u>Evaluation Phase</u></p> <p>Teacher gave some MCQ related to the topic.</p>	<ul style="list-style-type: none"> • Adhlan and Nimanshu asked question related to that topic. 	<ul style="list-style-type: none"> • Teacher can also use the picture of pulp and paper to show the manufacturing process. 	

• Reflection and Feedback of Student-Teacher

1. Use white board effectively.
2. Explanation was good.
3. Teacher-student interaction was good.

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School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

1. Name of the Student Teacher: ANJALI RAY
2. Roll No: 06 Class: Arts/ Science ARTS
3. Name and Address of the Cluster/ Centre: Chilika Bani English Medium School, Khurda district
4. Name and Address of the School: Bachmita Pradhan
5. Name of the Regular Teacher: PC-1 (SOCIAL SCIENCE)
6. Subject Taught: PC 1/2: INDUSTRIES Class: VIII Date: 04th Feb'22
7. Topic: INDUSTRIES
8. Lesson plan/ teacher note prepared: Yes/No YES
9. Approach(s) followed: Constructivist/Behavioristic. CONSTRUCTIVIST

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

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

- Reflection and feedback of student-teacher

Signature of Institution Mentor

Anjali Ray

Signature of Student-Teacher

Learning Points	Sequential Learning Activities		Suggested Alternative Teaching Learning	Reasons for Suggesting Alternative Activities and TLM
	Teacher Activities	Student Responses		
<u>INDUSTRIES</u> → Industrial system → Industrial regions → Distribution of major industries	<u>Introductory / Engagement Phase</u> <ul style="list-style-type: none"> Teacher asked question based on the previous class hel/she lake. Teacher used map and discussed about the world's industrial region. <u>Presentation phase</u> <ul style="list-style-type: none"> Teacher showed the map and located the industrial regions. Teacher showed power point presentation of India's industrial regions. 	<ul style="list-style-type: none"> student were noting down the important points. student listen carefully and ask their doubts. Student actively participated in question-answer session. student answered easily. 	Model ICT can be used in the class. <ul style="list-style-type: none"> Presentation of globe. Map and power point presentation. ICT can be used to show the videos of world's industrial regions. 	Visualization is more effective and helps in critical thinking. <ul style="list-style-type: none"> By taking help of globe, student easily identify the geographical area of industry. Visualization can generate better understanding.

Learning Points	Sequential Learning Activities		Suggested Alternate Additional activities and teaching learning	Reasons for suggesting alternate activities and TLM.
	Teacher Activities	Student's Response		
	<p><u>Evaluation Phase</u> Teacher asked some questions related to quiz.</p> <ul style="list-style-type: none"> Teacher asked students to ^{analyse} Hugli and Tamilnadie region. 	<ul style="list-style-type: none"> skipton was the most active student in the whole class. 		

• Reflection and Feedback of Student-teacher

1. very effective use of power point presentation.
2. There was no yes-no questions
3. The class was interactive.

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School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

- Name of the Student Teacher: ANJALI RAJ
- Roll No: DC Class: Arts/ Science ARTS
- Name and Address of the Cluster/ Centre: _____
- Name and Address of the School: Chitika Rani English Medium School, Khurda district
- Name of the Regular Teacher: Bismita Pradhan
- Subject Taught: PC 1/2: PC-1 (SOCIAL SCIENCE)
- Topic: MUNGHAL EMPIRE Class: VIII Date: 06th Feb 22
- Lesson plan/ teacher note prepared: Yes/No YES
- Approach(es) followed: Constructivist/Behavioristic CONSTRUCTIVIST

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

Learning Points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching - learning	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses &	<i>Attended</i>	<i>Attended</i>
	Introductory /Engagement phase	<i>Attended</i>		
	Presentation phase Exploration, Explanation and	<i>Attended</i>		
	Evaluation phase	<i>Attended</i>		

- Reflection and feedback of student-teacher

Signature of Institution Mentor

Anjali Raj
Signature of Student-Teacher

Learning Points	Sequential Learning Activities		Additional activities and teaching learning	Suggested Alternative activities and TLM.
	Teacher Activities	Student Response		
<p><u>THE MUGHAL EMPIRE</u></p> <p>→ who were the mughals?</p> <p>→ Mughal military campaigns</p> <p>→ Mughal succession</p>	<p><u>Introductory / Engagement phase</u></p> <ul style="list-style-type: none"> Teacher shows the picture of Babur, Humayun & Akbar. Teacher used Map and discussed about the Mughal empire and started the chapter of the Mughal empire. <p><u>Presentation Phase</u></p> <ul style="list-style-type: none"> Teacher showed the map and located the area of Mughal empire age. Teacher showed power point of different rulers of post-mau 	<ul style="list-style-type: none"> student listen carefully and ask their doubts. students actively participated in Q&A session. students were answering the question asked by teacher. 	<p>Model ICT can be used in the class.</p> <ul style="list-style-type: none"> Presentation of globe. Presentation of map and power point presentation. 	<p>Visualization is more effective and helps in critical thinking.</p> <ul style="list-style-type: none"> By taking help of globe, students easily identify the geographical area of empire.

Learning Points	Sequential Learning Activities		Suggested Alternate Activities and teaching learning	Reasons for suggesting alternate / additional activities to TLM.
	Teacher Activities	Student Response		
	<u>Evaluation Phase</u> <ul style="list-style-type: none"> Teacher asked question related to the topic. Teacher also gave MCQ type questions. 	<ul style="list-style-type: none"> Students answered easily of all the questions. 	<ul style="list-style-type: none"> ICT can be used to show the documentary videos of the Mughal Empire. 	<ul style="list-style-type: none"> Visualization can generate better understanding.

● Reflection and Feedback of Student Teacher

1. The way of presenting the topic was impressive.
2. Teacher-student interaction was good.
3. Uses white board effectively.

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School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

- Name of the Student Teacher: ANJALI RAJ
- Roll No: 06 Class: Arts/ Science ARTS
- Name and Address of the Cluster/ Centre: _____
- Name and Address of the School: Chilka Rani English Medium School, Khordha district
- Name of the Regular Teacher: Rachana Pradhan
- Subject Taught: PC 1/2: PC-2 (Hindi)
- Topic: सिद्ध युद्ध Class: all Date: 03/02/22
- Lesson plan/ Teacher note prepared: Yes/No YES
- Approach(s) followed: Constructivist/Behavioristic. CONSTRUCTIVIST

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

Learning Points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching - learning	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses &		
	Introductory /Engagement phase	<i>Attested</i>	<i>Attested</i>	<i>Attested</i>
	Presentation phase Exploration, Explanation and	<i>Attested</i>		
	Evaluation phase	<i>Attested</i>		

- Reflection and feedback of student-teacher

Signature of Institution Mentor

Anjali Raj

Signature of Student-Teacher

अध्याय निर्देश	अनुषंगिक अध्याय अतिविधियाँ	छात्र प्रतिक्रिया और अतिविधियाँ	सलाह देने वाली अतिरिक्त अतिविधियाँ तथा शिक्षण अध्याय तथ्य	सलाह देने वाली अतिरिक्त अतिविधियाँ तथा शिक्षण अध्याय तथ्य
<p>• संसार पुस्तक है।</p>	<p><u>प्रस्तावना</u> - शिक्षिका कक्षा में प्रवेश करने के उपरान्त शिक्षिका पाठ के लेखक से संबंधित प्रश्न करती हैं।</p> <p>प्रश्न 1 - हमारे देश के प्रथम प्रधानमंत्री कौन थे ?</p> <p>प्रश्न 2 - हमारे देश के प्रथम प्रधानमंत्री की कक्षा में लगाव क्यों था ?</p> <p><u>प्रदर्शन पहलू</u> <u>गवैक्षण</u>, <u>व्याख्या</u> तथा <u>विस्तार</u> -</p> <p>शिक्षिका पाठ की व्याख्या करते हुए इस पाठ के तबका पंडित जवाहरलाल नेहरू जी हैं।</p> <p>लेखक के अनुसार पहाड़, समुद्र, भित्तारें, नदियाँ, जंगल, जानवरों की पुरानी हड्डियाँ और अनेकों ऐसी चीजें</p>	<p><u>छात्रों का उत्तर</u> -</p> <p>उत्तर 1 - पंडित जवाहरलाल नेहरू जी</p> <p>उत्तर 2 - कक्षा में उन्हें बहुत लगाव था क्योंकि वे हमारे देश में अनेकों चीजें बना रहे हैं।</p> <p>विद्यार्थी ध्यानपूर्वक पाठ को सुन रहे हैं तथा प्रश्न पूछ रहे हैं।</p>	<p>• शिक्षिका को पाठ कक्षा में पढ़ाने चाहिए।</p> <p>• चित्र प्रदर्शन करके पढ़ाये जाने चाहिए।</p> <p>• शब्दावली के लिए अतिरिक्त शब्दों का प्रयोग करना चाहिए।</p>	<p>• यदि शिक्षिका पाठ को कक्षा में पढ़ायेगी तो कक्षा की व्याख्या स्पष्ट हो जायेगी।</p> <p>• कक्षा में अनेकों विद्यार्थी लगे होंगे।</p> <p>• चित्र प्रदर्शन से कक्षा की समझ शक्ति का विकास होगा।</p>

अधिगम विंदू	अनुक्रमिक अधिगम गतिविधियाँ	द्वारा प्रतिक्रिया और गतिविधियाँ	यलाह देने के लिए गतिविधियाँ तथा शिक्षण आधिगम तथ्य	यलाह देने के कारण कारिष्ठ गतिविधियाँ तथा शिक्षण आधिगम तथ्य
	<p>हैं जिसे माध्यम से अतिहास को पढ़ा जा सके।</p> <ul style="list-style-type: none"> • लक्ष्य और तर्क पहले जब मनुष्य का अस्तित्व भी नहीं था, तो ये पृथ्वी बरत गर्भ थी। धीरे-धीरे उस में विभिन्न तरह के परिवर्तन हुए और सबसे पहले जानवरों और पेड़ पौधों का अस्तित्व आया। <p><u>मूल्यांकन</u> - शिक्षिका पाठ का मूल्यांकन करती है।</p> <p>प्रश्न सूची -</p> <p>प्रश्न 1 - लेखक के अनुसार अतिहास किस माध्यम से पढ़ा जा सकता है ?</p> <p>प्रश्न 2 - इस पाठ के तथ्य कौन हैं ?</p>	<p><u>प्रश्न</u> - 'अस्तित्व' का क्या अर्थ होता है ?</p> <p>द्वारा पाठ को अच्छे से सुन रहे थे।</p> <p>उत्तर 1 - पहाड़, समुद्र, नदियाँ, जंगल, आदि माध्यम से अतिहास पढ़ा जा सकता है।</p> <p>उत्तर 2 - इस पाठ के तथ्य भी पंडित जवाहरलाल नेहरू जी हैं।</p>		

छात्र - शिक्षक की प्रतिक्रिया और प्रतिक्रिया :-

- शिक्षिका की आवाज स्पष्ट होने के कारण बच्चे अच्छे से सुन व समझ पाए।

- कुछ ही शिक्षिका बहुत सुंदर तरीके से संभाल रही थी एवं प्रत्येक बच्चे पर ध्यान दे रही थी।

- शिक्षिका के पढ़ाने का तकनीक और विधि अत्यंत प्रभावशाली होने के कारण बच्चे बलि महाभारत के इतने महत्वपूर्ण पर्व को अच्छे से समझ पाए।

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR
 School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

- Name of the Student Teacher: अंजलि राज
- Roll No: 06 Class: Arts/ Science ARTS
- Name and Address of the Cluster/ Centre: _____
- Name and Address of the School: Chakra Rani English Medium School, Khurda district
- Name of the Regular Teacher: Rasmita Pradhan
- Subject Taught; PC 1/2: PC-2 (Hindi)
- Topic: श्रीमान, पौनस्य व दस्यु Class: VIII Date: 01/02/22
- Lesson plan/ teacher note prepared: Yes/No YES
- Approach(s) followed: Constructivist/Behavioristic. CONSTRUCTIVIST

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

Learning Points	Sequential Learning Activities		Suggested Alternate/ Additional Activities and teaching - learning	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses &		
	Introductory /Engagement phase	<i>Attested</i>	<i>Attested</i>	<i>Attested</i>
	Presentation phase Exploration, Explanation and	<i>Attested</i>		
	Evaluation phase	<i>Attested</i>		

- Reflection and feedback of student-teacher

Anjali Raj
 Signature of Student-Teacher

Signature of Institution Mentor

आरंभ विंद	अभिहित अतिविधियाँ	काज प्रादुर्भाव और अतिविधियाँ	अभिहित तथा अभिहित अतिविधि तथा	अभिहित अतिविधि तथा अभिहित तथा
<p>• जीवा, माचवा और दहा पर्व</p>	<p><u>प्रस्तावना</u> - शिक्षिका कक्षा में प्रवेश करने के उपरान्त शिक्षिका पढ़ाये गये पाठ को दोहराई। उसके बाद कुछ प्रश्न पूछकर पाठ की शुरुआत की थी।</p> <p><u>प्रश्न 1</u> - भीमसेन ने दुर्योधन के किन्तु भारी को मारे थे ?</p> <p><u>प्रश्न 2</u> - इस पाठ के कवि कौन हैं ?</p> <p><u>प्रदर्शन पढ़लु अवलोकन, व्याख्या तथा विस्तार -</u></p> <p>शिक्षिका पाठ को व्याख्या करते हुए -</p> <p>• पांचवें दिन के युद्ध में अर्जुन ने कौरव सेना के हजारों सैनिक मार दिए। कौरव-सेना ने भी अर्जुन को घेरा।</p>	<p><u>छात्रों का उत्तर -</u></p> <p><u>उत्तर 1</u> - भीमसेन ने दुर्योधन के आठ भाई को मारे थे।</p> <p><u>उत्तर 2</u> - यह एक बालक महाभारत का है।</p> <p>विद्यार्थी ध्यानपूर्वक पाठ को सुन रहे थे तथा प्रश्न पूछ रहे थे -</p>		

विद्य	शिष्टिक जातिविधियाँ	दास प्रतिष्ठा और जातिविधियाँ	आतिथ्य, तमा शिष्टिक जातिविधियाँ	आतिथ्य जातिविधियों तथा शिष्टिक जातिविधियों
	<p>• छठे दिन द्रोणाचार्य ने ऐसा भयंकर मुह किया कि पांडव सैन्य की काफी हालि हुई। दुर्योधन बुरी तरह घायल हो गया जिसे कृपाचार्य ने अपने रथ पर लेकर बगया।</p> <p>• दुर्योधन भीम का पुत्र था। अपने पिता की मुर्च्छित देखकर दुर्योधन को श्रौंष आ गया।</p> <p><u>मूल्यांकन</u> - शिष्टिका पाठ का मूल्यांकन करते हुए प्रश्न पूछी -</p> <p><u>प्रश्न 1</u> - दुर्योधन कौन था?</p> <p><u>प्रश्न 2</u> - युद्ध में कौन बुरी तरह घायल हो गया था?</p> <p><u>प्रश्न 3</u> - युद्ध के पाँचवें दिन अर्जुन को किसने घेरा?</p>	<p>प्रश्न - 'भयंकर' का क्या अर्थ होता है?</p> <p>दास पाठ को अच्छे से सुन रहे हैं।</p> <p><u>उत्तर 1</u>: दुर्योधन भीम का पुत्र था।</p> <p><u>उत्तर 2</u>: युद्ध में दुर्योधन बुरी तरह घायल था।</p> <p><u>उत्तर 3</u>: युद्ध के पाँचवें दिन कौरव सैन्य ने अर्जुन को घेरा था।</p>	<p>• शिष्टिका को पाठ करने से महानि चाहिए।</p> <p>• चित्र प्रदर्शन करके पढ़ाये जाने चाहिए।</p> <p>• गद्यावली के लिए अतिरिक्त शब्दों का प्रयोग करना चाहिए।</p>	<p>• यदि शिष्टिका पाठ की वरुचों से महानिगी तो वरुचों की कर्तनी शुरू होगी। वरुचें अच्छा परिणाम लायेंगी।</p> <p>• चित्र प्रदर्शन से वरुचों की स्मरण शक्ति का विकास होगा।</p>

छात्र - शिक्षक की प्रतिक्रिया और प्रतिक्रिया :-

- कक्षा की शिक्षिका बहुत ही खुब्त तरीके से संभाल रही थी एवं प्रयोग करने पर ध्यान दे रही थी।

- शिक्षिका के पढ़ाने का विधि आमतौर पर प्रभावशाली होने के कारण बच्चे इस पाठ को अच्छे से समझ पाए।

- शिक्षिका के बोलने का भाव बहुत ही आलीशान था जिसके कारण बच्चे अच्छे से सुन न सके।

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR

School Exposure-Multi-Cultural Placement Programme

2 Year B.Ed. 1st Year

Activity- I: OBSERVATION OF LESSONS DELIVERED BY REGULAR TEACHER

- Name of the Student Teacher: ANJALI RAJ
- Roll No: 06 Class: Arts/ Science ARTS
- Name and Address of the Cluster/ Centre: _____
- Name and Address of the School: Chitka Rani English Medium School
- Name of the Regular Teacher: Rashmita Pradhan
- Subject Taught: PC 1/2: PC-2 (HINDI)
- Topic: गौर गौर अन्न Class: VIII Date: 04/02/22
- Lesson plan/ teacher note prepared: Yes/No YES
- Approach(s) followed: Constructivist/Behavioristic. CONSTRUCTIVIST

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

Learning Points	Sequential Learning Activities	Suggested Alternate/ Additional Activities and teaching - learning	Reasons for suggesting alternate/ Additional activities and teaching - learning materials
	Teacher activities	Student responses &	
	Introductory /Engagement phase	<i>Attested</i>	<i>Attested</i>
	Presentation phase Exploration, Explanation and	<i>Attested</i>	<i>Attested</i>
	Evaluation phase	<i>Attested</i>	<i>Attested</i>

- Reflection and feedback of student-teacher

Anjali Raj

Signature of Student-Teacher

Signature of Institution Mentor

आदिग्राम/ बिंदु	उत्तराधिकार/ आदिग्राम	आदिग्राम और उत्तराधिकार	आदिग्राम और उत्तराधिकार तथा आदिग्राम-तथा	आदिग्राम और उत्तराधिकार तथा आदिग्राम तथा
<p>• भौर और बरखा</p>	<p><u>प्रस्तावना</u> - शिक्षिका कक्षा में प्रवेश करने के उपरान्त शिक्षिका पाठ के लेखिका से संबंधित प्रश्न करती है। <u>प्रश्न 1</u> - 'आँसी की रानी' कविता किसने लिखी है ? <u>प्रदर्शन पहलू अवलोकन, व्याख्या तथा विस्तार</u> - शिक्षिका पढ़ को पढ़कर उसे अच्छे से बच्चों को समझा रही थी - • जग कविता की कवयित्री 'सुभद्रा कुमारी चौहान' जी हैं। • आँसों की रखवाली करने वाले नुसरत मित्र उस्तादगालों ने रीती और मकरान दिना हुआ है।</p>	<p><u>छात्रों का उत्तर</u> - <u>उत्तर 1</u> - 'सुभद्रा कुमारी चौहान' जी के द्वारा लिखा गया है।</p>	<p>• चित्र प्रदर्शन करते पढ़ाये जाने चाहिए। • शब्दावली के लिए आतिरिक्त शब्दों का प्रयोग करना चाहिए। • शिक्षिका को पाठ बच्चों से पढ़वाने चाहिए।</p>	<p>• चित्र प्रदर्शन से बच्चों की स्मरण शक्ति का विकास होगा। • यदि शिक्षिका पाठ को बच्चों से पढ़ायेगी तो बच्चों की वर्तनी शुद्ध हो जायेगी।</p>

अधिकतम
विंद

अनुक्रमिक अध्याय गतिविधियाँ

अभिराम गतिविधियाँ
तथा शिक्षण
अधिकतम तथ्य

कारण-अभिराम
गतिविधियाँ तथा
शिक्षण-अधिकतम
तथ्य

शिक्षक गतिविधियाँ

छात्र प्रतिक्रिया और
गतिविधियाँ

वै तुम्हारी प्रतीक्षा कर रहे हैं। है
कृष्ण उठी और जाओ।

- सावन की फुहारों में मन में उमंग
जगने लगती है तथा क्रीकृष्ण के
आने का आभास हो गया है।
- सावन के आने ही बादल चारी
दिशाओं में उमड़-धुमड़कर विचरण
करने लगता है।

मूल्यांकन - शिक्षक पद का मूल्यांकन
करते हुए क्रमभाषा का शाब्दिक
अर्थ पूछो -

प्रश्न 1 - 'मौरे प्यारे' का अर्थ बताओ।

प्रश्न 2 - सावन महीने की एक
विशेषता बताओ।

प्रश्न - 'प्रतीक्षा' का
पर्यायवाची शब्द बताओ।

छात्र पद की समझने
की प्रयास कर रहे थे।

उत्तर 1 - 'मौरे प्यारे' का
अर्थ है 'मैरे प्यारे'।

उत्तर 2 - सावन आने ही
बादल-चारी दिशाओं
में विचरण करने लगता
है।

द्वारा - शिक्षक की प्रतिक्रिया और प्रतिक्रिया :-

• शिक्षक के पढ़ाने का तकनीक और विविध अत्यंत प्रभावशाली होने के कारण कर्त्ते स्व पाठ की महत्ता को समझ पाए।

• शिक्षक की आवाज स्पष्ट होने के कारण कर्त्ते उन्हें ही सुनते समझ पाए।

• शिक्षक प्रत्येक कर्त्ते पर सामान्य ध्यान दे रही थी जिससे कि कर्त्ता कर्त्ता में कोई शंका न करे।



SCHOOL

EXPOSURE

REGIONAL INSTITUTE
OF EDUCATION,
BHUBANESWAR



COURSE - B.ED. (2 YEARS)

SUBMITTED BY-

NAME - ANJALI RAJ

STREAM - ARTS

ROLL NO. - 06

GROUP - 'A'

Activity
02

Record on-Processes And
Day to Day School Activities





SCHOOL

'A'

CHITL KARANJ ENGLISH MEDIUM SCHOOL



ADDRESS - BALUGAON (PLACE)
KHURDA (DISTRICT)
OPISHA (STATE)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure-Multi-Cultural Placement Programme

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

1 Year B.Ed. 1st Year

Name of the Student teacher - ANJALI RAJ

Stream ARTS Roll No. 06 Duration of Placement

1. Name of the Multicultural Placement Cluster : Bhubaneswar
2. Name of the School : Chilikarani English Medium School.
3. Background of the School (History, objectives, Management etc.) : Estd. 1982 by some local people.
4. Infrastructural facilities in the School
 - a) Classroom : 21 classroom (section-wise category)
 - b) Library : 1 library
 - c) Laboratory : 1 physics, 1 chemistry and 1 computer lab.
 - d) Games & Sports : Indoor + outdoor games
 - e) Playground : 2 playground in the school premise.
 - f) Toilets (Boys & Girl) : well & clean toilet for both boys & girls.
 - g) Staff common room : one common staffroom for both male & female
 - h) Any other : competitions take place time to time. teachers.
5. No. of Students (Class wise & Gender wise) : 870
6. No. of Teachers (Subject wise & Gender wise) : 20 female & 16 male teachers.
7. Curricular & Other Curricular activities organized in the school in an academic session : quiz, competition
8. Events & features and the role you Played in the school : learn to handle the classroom.
9. State the regional, national and International days observed in the school : Jayanti, Republic day, etc.
10. List out your participation in school Activities (Curricular and other curricular) During multicultural placement : Encouraging them through gestures like clapping when students do things perfectly.
11. Efforts to encourage multiculturalism and cultural diversities.
12. Brief analysis/comparison of the unique types of school you are placed during the programme.
(Prepare a brief report on strengths of students, how the type of management, cultural set up etc. has influenced the school management/activities etc.)

Anjali Raj

Signature of the Student-Teacher

Signature of the institute mentor

1. Name of the Multicultural Placement cluster:
RHUBANESWAR

2. Name of the school: CHILKARANI ENGLISH
 MEDICAL SCHOOL.

3. Background of the school:

HISTORY-

Chilkarani English medium school is situated near Chilka lake. It is the only CBSE affiliated school in between Barampuri to Kendra. This school is very closed to NH-5 and Sbmata bus stand. It is established in the year 1982 by some local people. The logo of the school consists of lotus and opened books which signifies the positive enlightenment in children. School is providing secondary level education and is being managed by Private unaided organisation. Medium of instruction is Odia language and school is co-educational.



OBJECTIVES - The objectives of this school are as follows :-

- i. This institution provide education to all.
- ii. To enhance the capacity through debate, speech, singing, dancing, drawing, science quiz, annual function, etc.
- iii. School help the students to get started in life by enhancing their qualification, confidence, capabilities, strategies and their implications. The courses are designed for those who have burning desire to be successful in all aspect of their life.
- iv. Oteging the parents, teachers and elders.
- v. To provide value based and holistic education.

MANAGEMENT-

PRINCIPAL- The principal of this school is Mr. Akshay Shukla Bhabha.

SPECIAL EDUCATOR- The special educator of the school is Mayagathan Sethu.

SCHOOL CAPTAIN- There are two school captain in the school i.e. one from boys section and another from girls.

Address: Mokokpata and Pookkayya Pattanam from 2 are the school captain.

Each head is doing their work systematically so that students gets the quality education and school strictly follow the rules and regulations.

4. Infrastructural facilities in the school :

a. CLASSROOM - There is forty seven rooms in the classroom English

medium school which includes classroom, laboratory, staff quarters, etc.

Classroom includes L.K.G, U.K.G and then class I to X.

Class I to X having two section, where each class is in

class, there is two classroom i.e. 'A' & 'B'.

According to section wise category there is a total of 81 classroom in the school. Each

class has two class teacher. As each class has two sections each. The classroom are well furnished with proper benches, blackboards, table, chair, cupboards, etc. The school has sufficient classroom for their students.



b. LIBRARY - yes, there is one library in the school premises. The library of the

school is a place where students, staffs and parents have access to a variety of resources.

It is properly furnished with all facilities. The library is well ventilated, lighted and have proper sitting arrangement. The library

has mainly odia and english language books. It contains story books, course books, famous writer biography, magazine and daily newspaper. The school has its own library committee and a staff for library i.e. called as 'Librarian of the school'.

6. LABORATORY - According to CBSE we have composite science lab, computer lab and math lab.

Physics Laboratory - Physics lab are well furnished and well ventilated with all equipments for practical classes of students. It helps the students to understand the physics concept practically. Apparatus like voltmeter, ammeter, H/W battery,

Galvanometer, Ohm's law apparatus, compass, magnet, prism, lens, mirror, etc. are available in the laboratory. Twice in a week students have the lab/practical class.

Chemistry Laboratory - It is also well furnished and well ventilated like physics laboratory. It has exhaust fan also. Fire extinguishers



is also present in the chemistry lab for the safety of students and schools as well.

It has a variety of equipments so that students does not face any difficulty while doing their chemistry practical. Equipments like test tube, beaker, funnel, wash bottle, burner, flask, etc. are present in the lab. There are some rules and regulations regarding unwanted things like matchstick or lighter is prohibited in the chemistry lab.

Computer Laboratory - The computer lab was full of working computer. The lab is air conditions. Students generally come in different batch to the lab to avoid any type of inconvenience. Each class got two days in a week for practical computer classes.

d. GAAMES & SPORTS - A game and sports is a physical or mental activity or contest that has rules and that people do for pleasure as well as for physical development of the body. Sports can through casual or organised participation.

Indoor Games - Indoor games and sports are a variety of structured games or competitive physical exercises, typically carried out either at home, in a well sheltered building. Indoor games like chess, carrom,

books, business, etc. are available in the school. students get all this only in game period.

Outdoor Games - There are two playground in the school premise for the outdoor games. Outdoor games like football, cricket, volleyball, kho-kho, basketball, kabaddi are scheduled extra time classes. Some students are too good in games and sports.



e. PLAYGROUND - The total number of playground in the school campus is 2.



Playground plays an important role in the affiliation of any BSE board school. Morning assembly takes place in the playground of the school. Activities like sports, dance, singing took place in the playground itself. Bus stand of the school is near the playground of the school.

f. TOILETS (BOYS & GIRLS) - Boiler in the school clean. school management looks very carefully at the hygiene of washroom in the

school. The number of washroom in the school premise is twenty. The regular cleaning takes place in the toilets as well as in the premises of the school.

g. STAFF COMMON ROOM - There is one common staffroom for both male and female teachers. The staff rooms are well arranged with table, chairs and cupboards for each staff.

h. ANY OTHER - The other most important fact about school is transportation. School provides bus facility to the students whose home is far from the school in a very cheap amount.

* Schools also do competitions like singing, game competition, debate, etc. for the all round development of students.

* According to government guideline schools is providing 25% seats for SC/ST students as per RTI act.

5. NO. OF STUDENTS - The total number of students in the school is 870. The school provides co-education but still there is less number of girls in comparison to boys.

6. No. of Teachers - There is total of 36 teachers in the school from whom

there are 8 science teachers, 8 arts teachers, 1 Block teacher and 1 MTA teacher.

gender wise -

There were 20

female teachers and 16 male teachers in

the school with different specification in their degree.



7. CURRICULAR & OTHER CURRICULAR ACTIVITIES

ORGANISED IN THE SCHOOL IN AN ACADEMIC SESSION -

Many curricular and other curricular activities are organised in the school like singing, dancing, debate, elocution, fun type game in games period, quiz. The school also organised annual sports meet for the all round development of a students. The school gave students all round and holistic development.



8. EVENTS & FEATURES AND THE ROLE YOU PLAY

IN THE SCHOOL - The morning assembly is scheduled in a proper manner, having school prayers, pledges, national

anthem, thought of the day and in last school song are sung by students as well as teachers. The role I played in the school



were to know about the school. I tried to connect with the students and also learn to handle the classroom.

9. STAGE THE REGIONAL, NATIONAL AND INTERNATIONAL DAYS OBSERVED IN THE SCHOOL -

The school observed different regional, national and international days like international women's day, independence day, Gandhi Jayanti, Babashchandra Bose Jayanti, Ganesh Puja, Saraswati Puja, etc.

11. EFFORTS TO ENCOURAGE MULTICULTURALISM & CULTURAL

DIVERSITIES - Sincerity of caste, religions, and different background are there. They play together and stay together.

'B'
SCHOOL



PANCHUPALLI
SOMBHATH
(P.S) HIGH SCHOOL



ADDRESS : BALUGAAN (PLACE)
KHURPA (POST)
DYSHA (STATE)



REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure-Multi-Cultural Placement Programme

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

2 Year B.Ed. 1st Year

Name of the Student teacher... ANJALI RAJ

Stream: ARTS Roll No. 06 Duration of Placement 1st - 5th Feb '22

1. Name of the Multicultural Placement Cluster : Bhubaneswar
2. Name of the School : PS High school, Balugan
3. Background of the School [History, objectives, Management etc.]:
4. Infrastructural facilities in the School
 - a) Classroom : 10 classroom i.e. from class 1 to 10
 - b) Library : 1 library
 - c) Laboratory : 1 sci & 1 computer laboratory
 - d) Games & Sports : Indoor + outdoor games
 - e) Playground : 1 playground in the premise
 - f) Toilets (Boys & Girl) : neat & clean toilet for both boys & girls.
 - g) Staff common room : one common staff room
 - h) Any other : competition take place time to time.
5. No. of Students (Class wise & Gender wise) 405, girls - 199, boys - 206
6. No. of Teachers (Subject wise & Gender wise) - 17 teachers in total
7. Curricular & Other Curricular activities organized in the school in an academic session - quiz, competition
8. Events & features and the role you Played in the school. - learn to handle the classroom.
9. State the regional, national and International days observed in the school. Jayanti, Republic day, etc.
10. List out your participation in school Activities (Curricular and other curricular) During multicultural placement: Encouraging them through gestures like clapping when students do things correctly.
11. Efforts to encourage multiculturalism and cultural diversities.
12. Brief analysis/comparison of the unique types of school you are placed during the programme: (Prepare a brief report on strengths of students, how the type of management, cultural set up etc. has influenced the school management/activities etc.)

Anjali Raj

Signature of the Student-Teacher

Signature of the institute mentor

1. Name of the Multicultural Placement cluster: BHUBANESWAR

2. Name of the school: PANCHUPALLI SOMNATH GOVERNMENT HIGH SCHOOL, BALUGAON

3. BACKGROUND OF THE SCHOOL:

HISTORY - PS high school is situated in Ankulchati, Balugaon. This school was started in the year 1959 but it got authorization from government in the year 1965.



This school got the land by Sri Somnath Das. Therefore the school was

named as Panchupalli Somanath Government high school. It was started by a community of 5 villagers. The school is providing secondary level education and medium of instruction is odia language totalty.

OBJECTIVES - The objectives of this school are as follows:

- i. This school was established with a great motto i.e. education for all. Especially to

02

rural area students who don't get quality education.

- ii. The school is also providing mid day meal regularly so that the students come to school regularly.
- iii. They also take attendance regularly and on the basis of attendance he/she get award.
- iv. To provide value based and holistic education.

MANAGEMENT-

PRINCIPAL - Bijaya Kumar Patra was the principal of this school. His educational qualification is master degree and B.ED.

SPECIAL EDUCATOR - Banamban Mallika and Manjulata Parida are the special educator having +2 (CPE) degree and B.A in physical education degree simultaneously. This subjects helps the students to grow physically stronger.

OTHERS - There are some other teachers like Rupak Kumar Satapathy and Bijay Laxmi Paikaray who teach hindi and Sanskrit in the school. It shows the importance of other language also.

4. INFRASTRUCTURAL FACILITIES IN THE SCHOOL

a. CLASSROOM - There are total of ten classrooms in this school which includes class 5 to 8. Each class is having only one section. Each class consists of blackboard, well furnished desk and bench for the students. Each class having chain for teachers. The teacher uses learning materials (LTM) such as blackboard, chalk, duster, etc. The teachers also uses globe, model, pictures of freedom fighters or related to that topic in the classroom.

b. LIBRARY - Yes, there is one library in the school premise. The library of the school is a place where students, staffs and parents have access to a variety of resources. The library is looked after by respective class teacher. It contains under process of construction. It contains story books, course books, chapbooks, magazine and daily newspaper. The school has no library assistant.

c. LABORATORY - There is one science lab in the school premise which helps us the students to understand the concept of science practically. Through practical,

work, students can understand any concept in a better way. There is also one computer lab in the school for the skill development of students. The computer lab was full of working computers.

4. GAMES & SPORTS-

A game and sports is a or context that has rules and that people do for pleasure as well as for physical development of the body. Sports can be through casual or organised participation.

The school provides facilities for both indoor and outdoor games. Indoor games like chess, carrom and badminton games like football, cricket, hockey, kabaddi, etc are available in the school.

e. PLAYGROUND-

There is only one playground in the school campus which is used for many purposes like outdoor games, sports, morning assembly, cultural activities and many more. There were so many trees in the playground which shows the love towards nature.



f. TOILETS - The school management looks very carefully at the hygiene of washrooms in the school. Toilets in the school premises are very neat and clean. The number of washrooms in the school premises is five in total i.e. two washrooms for boys and three for female.

g. STAFF CAMBMAN ROOM - There is only one staff. The staff rooms are well arranged with tables, chairs and cupboards for each staff separately.

h. ANY OTHER - The school has one assembly hall, one kitchen garden and one school garden.

Drinking water, electricity, students parking zone is also available in this school.

Mid-day meal programme is also being run in this school regularly.

There were total of 3 staff who prepares mid-day meal.

Cooking zone is also available and meal provided at scheduled time. The food are checked by teachers as well as principal before serving the students.

5. No. of STUDENTS -

CLASS	BOYS	GIRLS	TOTAL
I	5	8	13
II	5	5	10
III	8	5	13
IV	9	6	15
V	11	8	19
VI	39	26	65
VII	25	32	57
VIII	39	41	80
IX	36	33	69
X	29	35	64

Total no. of students - 405

Total no. of girls - 199

Total no. of boys - 206

6. No. of TEACHERS -

No. of teachers = 17

No. of Female Teachers - 08

No. of Male Teachers - 9

S. No.	TEACHER'S NAME	QUALIFICATION	SUBJECT TEACHING
1.	Bijaya Kumar Patra	M.A., B.Ed	PRINCIPAL
2.	Aparna Pati	B.Sc., B.Ed	Math, Phys.
3.	Kaushma Chandua Jena	M.Sc., B.Ed	Math, Phys.
4.	Kandaki Behera	M.A., B.Ed	S.S.C.
5.	Rupak K. Satapathy	M.A., B.Ed	Hindi
6.	Bijay Kanti Pattnayak	M.A	Sanskrit
7.	Banankar Malika	+2, CPEP	Physical Education
8.	Pandumar Prasad Das	B.Sc., B.Ed	All subjects
9.	Bibhuti Bhushan Sundaray	B.Sc., B.Ed	All subjects
10.	Kulamani Basak	BA, CT	All subjects
11.	Rama Chandua Sahu	B.A., B.Ed	All subjects
12.	Ritanyali Behera	B.A., B.Ed	All subjects
13.	Kalpa Munnua	MA, CT	All subjects
14.	Aparna Rowlingh	B.A., B.Ed	All subjects
15.	Pradip K. Behera	B.A., B.Ed	All subjects
16.	Uttamjan Kana	B.Sc., B.Ed	All subjects

4. CURRICULAR & OTHER CURRICULAR ACTIVITIES

ORGANISED IN THE SCHOOL -

They taught students different activities like dance, singing, drawing and many more curricular activities for a better personality development. Students of this school participated in cultural activities like dance in district, state and school level competitions and also get prizes. The school gave students all round and holistic development.

8. EVENTS & FEATURES AND THE ROLE YOU PLAYED

IN THE SCHOOL -

There was an online parents teachers meet scheduled for

class VIII students through zoom app. I experienced how to do online all this. This also shows that teachers as well as students were working in a proper way.

The role I played in the school was to know about the school. I tried to connect with the students and also learn to handle the classroom.

9. STATE THE REGIONAL, NATIONAL AND INTERNATIONAL DAYS OBSERVED IN THE SCHOOL-

- ① The P.S. school usually celebrates Ganesh puja and Saraswati puja in the school premises every year.
- ② The school observed different regional, national and international days like Independence day, Republic day, Gandhi jayanti, Teachers day, Utkal day, etc.

11. EFFORTS TO ENCOURAGE MULTICULTURALISM AND CULTURAL DIVERSITIES-

In respect of caste, religion, and sides of different background are there. They play together, stay together. They don't give any special task to any specific religion.

THANK
YOU!



MULTICULTURAL
PLACEMENT



SUBMITTED BY-

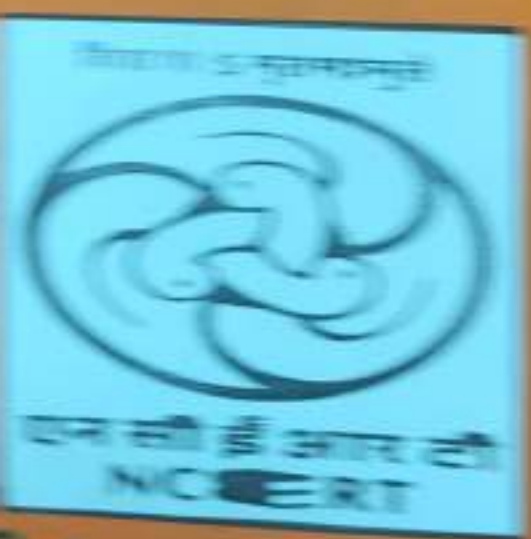
NAME - ANJALI RAJ

ROLL No. - 06

GROUP - 'A'

COURSE - 2 YEAR B.ED (ARTS)

NATIONAL INSTITUTE
OF
EDUCATION,
BUBANESWAR



BY:-
S. K. RAY

Activity-III

SUBSTITUTE

TEACHING

IN

ACTUAL

SCHOOL

SITUATION

2 Year B.Ed. 1st Year

ACTIVITY- III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION

1. Name of the Student -Teacher: Anjali Raj
2. Roll No: 06 Class: Arts/ Science ARTS
3. Name and Address of the School: PS High School, Bhubaneswar
4. Date of Substitute Teaching: _____
5. Subject Taught: Hindi PC1/2: _____
6. Topic: Grammar / Action words
7. Substitute Activities Conducted in Class: (Give detail report about the substitute activities/ teaching)
(Use Separate Sheet)

- (i) Area (Specification of the Activity): Attached
- (ii) Process/ Method of Activity conducted (Details): Attached
- (iii) Outcome of the activity (Specific): Attached
- (iv) Specific experiences/Incidences during substitute teaching Attached

Signature of Institution Mentor

Anjali Raj
Signature of Student-Teacher

Each student teacher has to conduct/ deliver four (2+2) substitute teaching activities related to both the pedagogy courses.

1. Name of the Student-Teacher: Anjali Raj

2. Roll No.: 06

CLASS: B.ED (ARTS) 1st Year

3. Name and Address of the School: PS High School,
Bhubaneswar

4. Date of Substitute teaching:

5. Subject Taught: Hindi PC 1/2:

6. Topic Action words

7. Substitute Activities conducted in class:

i. Area (Specification of the Activity):

As it was the time of annual examination, as a student-teacher I didn't want to burden the students with new information that wouldn't come in any help and chose to carry out a grammar revision class.

I asked the students to participate in an activity that will rejuvenate their knowledge of action verb words. As this game was interesting, entertaining and educative the students participated with full vigor.

ii. Process / Method of Activity Conducted (Details):

Teacher placed the pre-made charts like containing action words such as eat, sleep, read, write, drink etc. in a bowl.

The class was asked to divide themselves into two groups. The class divided in group of girls and boys.

One representative from first group was asked to come to front and pick a cheat from bowl.

The student read the word silently and if necessary teacher translated the word in regional language.

Then the student acted out that word.

The group to which the representative student belonged had to guess the word.

If guessed correctly, they were given the points and if their answer is wrong then the other group got the chance to answer the question.

The same steps were repeated for the second group. The whole class repeated it.

And finally the students were asked to form sentences with the given words.

iii. Outcome of the Activity (Specific)

- ⊙ Students learned the different action verbs.
- ⊙ Language skills developed.
- ⊙ Team work was learnt.
- ⊙ Acting skills were also developed.
- ⊙ Students also learned about translation.

① Creative and cognitive skills will also developed in the given activity.

Specific experiences / Incidences during
Substitute teaching:

- ① Team work is so important.
- ① Bonding with your students gave you a inner satisfaction.
- ① During my substitute teaching, I learnt the whole school procedure.
- ① In the end of teaching learning process, I asked the students about their hobbies and aim / goal / what they wanted to become in

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure (Multi-Cultural Placement) Programme

2 Year B.E.D. 1st Year

ACTIVITY - III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION

1. Name of the Student - Teacher: Anjali Ray

2. Roll No. Of _____ Class: Art/Science ARTS

3. Name and Address of the School: P3 High School, Bhubaneswar

4. Date of Substitute Teaching: _____

5. Subject Taught: Hand _____ NC12 _____

6. Topic: Adjectives _____

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

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

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

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

(iv) Specific experiences/realization during substitute teaching: ✓

Signature of Institution: Master

Signature of Student Teacher:

Anjali Ray

Each student teacher has to conduct/ deliver four (2 + 2) substitute teaching activities related to both the
preparing courses.

1. Name of the student - teacher : Aditya Raj
2. Roll No. : 06 Class : BED (ARTS) 1st YEAR
3. Name and Address of the School :
PS JHUM SCHOOL, BHUBANESWAR
4. Date of Substitute Teaching :
5. Subject taught : Hindi Pe rle :
6. Topic : Adjectives
7. Substitute Activities Conducted in Class

1. Area (Specification of the Activity) :

The students were asked to describe their friends using adjectives. Through this activity they build their confidence as well as their vocabulary. Different students use different adjectives to describe their friends. This shows that each student have different view to think on the same question.

ii. Process/Method of Activity Conducted:

A student is called to come to front randomly. Then, the student describes five sentences using adjectives about their best friend. The other student gives the name. Teachers notes down the adjectives on the blackboard.

The steps are repeated again with other students.

iii. Outcome of the activity (Specific):

- ⊙ The activity helps to increase the vocab.
- ⊙ Builds up confidence.
- ⊙ Increase speaking skills.
- ⊙ Improves the socialisation of the students.

iv. Specific experiences / evidences during Substitute

The students were curious to learn & acquire more knowledge. I gave them some sentence and asked each student one by one to find out adjectives from the sentence. Students were so eager to answer the questions asked by

ACTIVITY - III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION

1. Name of the Student - Teacher: Angali RajClass: Arts Science ARTS2. Roll No. 013. Name and Address of the School: PS High School, Bhubaneswar

4. Date of Substituted Teaching: _____

5. Subject Taught: Social science PCT/2 _____6. Topic: Career Plans _____

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

(i) Area (Specification of the Activity): attached(ii) Process/ Method of Activity conducted (Describe): ''(iii) Outcome of the activity (Specify): ''(iv) Specific experiences/Incidents during substitute teaching: ''

Signature of Institution Mentor

Signature of Substitute Teacher
Angali Raj

Each student teacher has to conduct/ deliver four (2 + 2) substitute teaching activities related to both the pedagogy courses.

one of the student teacher subject day

11/11/20

11/11/20

one and address of the group:

of their own judgement

the of substitute teaching:

teacher's subject: with

re: the:

topic: Mathematics

substitute teaching (conducted in their

area) (Specification of the theory):



Progress | period of activity conducted:

A student is asked to describe the...
 randomly...
 content...
 the...
 the...
 the...

1. Name of the Student-Teacher: Anjali Ray

2. Roll no.: 06

Class: BEd (ARTS) 1st YEAR

3. Name and Address of the School: PS HIGH SCHOOL
BHUBANESWAR

4. Date of Substitute Teaching:

5. Subject taught: Social Science P1/2:

6. Topic: Career Plans (CIRCA III)

1: Area (Specification of the Activity):

The students were asked one by one what is their plans and the role of that careers in the betterment of the society and the nation.

ii: Process | Method of Activity conducted (Details):

One by one the students were stood up and then they started to say what they want to be.

Students were asked the roles of these profession and how they will use it for that betterment of the society and the nation.

As the discussion continued and the students continued to say what they want to be the teacher only added his insights and cleared any possible doubts the students have in their respective aim of life.

iii. Outcome of the activity (Specific):

The activity increased the creativity of the students as they come across different types of professions and their specific skills that an individual must have to succeed in order to become something.

Such an activity increases the observation skills of the students in variety of ways.

Alongside the observation skills the students also develop better writing and speaking skills while enriching their vocabulary.

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

School Exposure (Multi-Cultural Placement) Programme

2 Year B.E.D. 1st Year

ACTIVITY - III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION

1. Name of the Student-Teacher: Angali Raj

2. Roll No: 06 Class: Art/Science ARTs

3. Name and Address of the School: P.S. High School, Bhubaneswar

4. Date of Substitute Teaching: _____

5. Subject Taught: History PC/1/2: _____

6. Topic: Quiz _____

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

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

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

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

(iv) Specific experiences/incidences during substitute teaching: **

Signature of Institution: Member

Signature of Student-Teacher
Angali Raj

Each student teacher has to conduct atleast four (2 + 2) substitute teaching activities related to both the pedagogy courses.

which king built the Dhauli Stupa?
what is the currency of India called?
and so on.....

In the quiz, if the first group could not answer the question then it will pass to the other group and vice versa.

In the game the one with the most scores will win the game.

iii. Outcome of the Activity (Specific):

Since the quiz was related to local content as well. That made the students more about their surrounding.

Arouses curiosity

Improves general knowledge.

Arouses competitiveness

Interest to the subject.

1. Name of the Student-Teacher: Anjali Ray

2. Roll no.: 05

CLASS: ARTS, B.E.P 10th YEAR

3. Name and Address of the School: St. Ann's School
Bhubaneswar

4. Date of Substitute teaching:

5. Subject Taught: History P: 1/2:

6. Topic: Quiz

7. Substitute Activities Conducted in Class

i. Aim (Specification of the Activity):

A quiz game was conducted to test the students' knowledge about the world and assess their ability and related to the social science. It also arouse interest among them about the social world.

ii. Process / Method of Activity Conducted:

Teacher asked the students to divide themselves into two groups:

The students decided to divide themselves into two groups according to their roll call.

The teachers asked to the two groups questions such as:

Who is the prime minister of India?
What is the capital of Odisha?



MULTICULTURAL
PLACEMENT

Activity

IV



Lesson

Plan



LESSON PLAN FORMAT

APPENDIX-10

Name of the teacher	• Anjali Roy (11)
Class	(11)
Date	08/02/2023
Time & Period	40 minutes & 4 th period

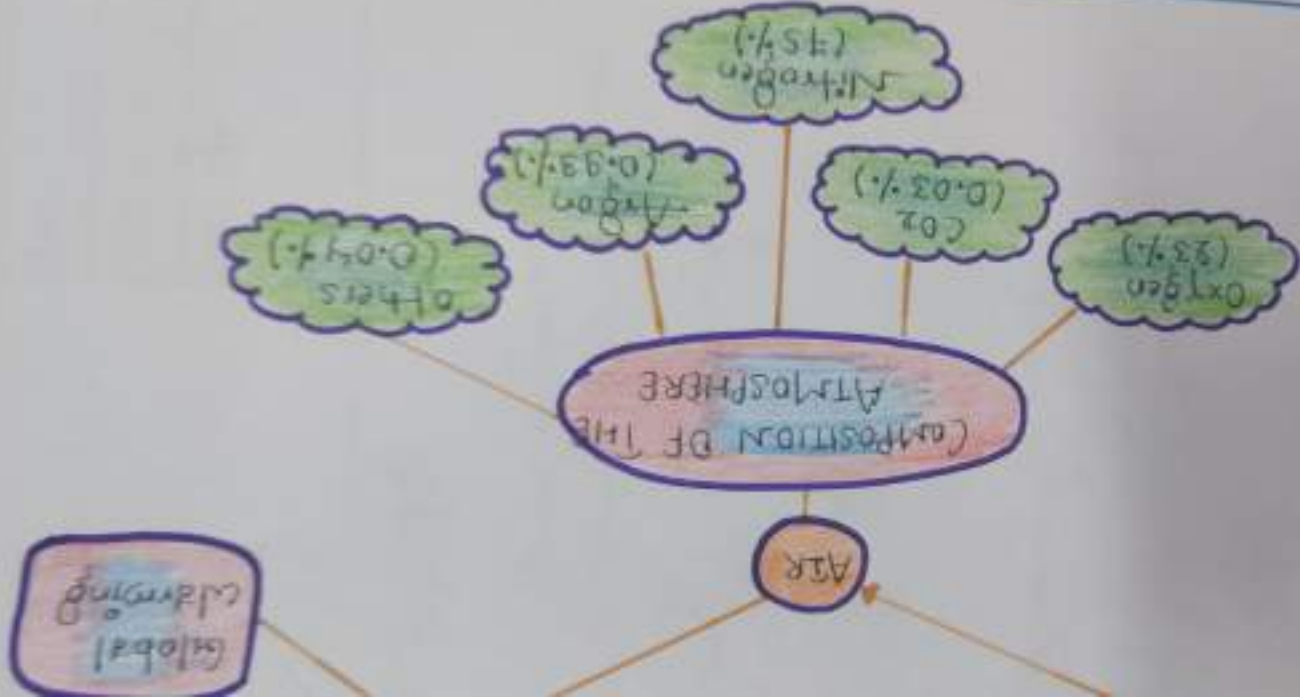
Prepare a Concept map/Graphical organizer on the lesson/topic
 It may be prepared in additional sheet and appended before the lesson plan. Attached

Subject: Geography
 Unit: Air and Climate
 Topic: Air composition

Learning Outcomes:	Attached
Learning Objectives:	" "
Learning Points:	" "
Previous Knowledge/Experiences:	" "
Learning Resources:	" "
Learning Strategies:	" "

Phases of the lesson	Teacher Initiatives	Student Activities	Continuous assessment/Maps Board work/use of other resources
ENGAGE	Attached	Attached	Attached
EXPLORE	" "	" "	" "
EXPLAIN	" "	" "	" "
LABORATE	" "	" "	" "
EVALUATE	" "	" "	" "

Homework/Assignment - Explain global warming. How can it be controlled?



LESSON PLAN FORMAT

DATE - 08/02/2022

CONCEPT MAP -
ATTACHEDUNIT - Air and its
composition

CLASS - VIII

SUBJECT - Geography

TIME - 40 Minutes

TOPIC - Air

PERIOD - 4th periodLEARNING OUTCOMES:

Student

- define the air in various way.
- explain green house gases with global warming.
- describes about the five layers of the earth's atmosphere.

LEARNING OBJECTIVES:

Student -

- define air
- describe the composition of air
- explain green house gases.
- describe the cause and effect of global warming.

LEARNING POINTS:

- Composition of Atmosphere
- Greenhouse gases
- Global warming
- Ozone layer

PREVIOUS KNOWLEDGE / EXPERIENCES

- students are expected to know
- which gas we inhale and exhale.
- what is global warming?
- causes of air pollution

LEARNING RESOURCES

- video clips
- you tube videos
- pictorial composition of gases and layers of atmosphere.

LEARNING STRATEGIES

- discussion method
- demonstration method
- lecture method

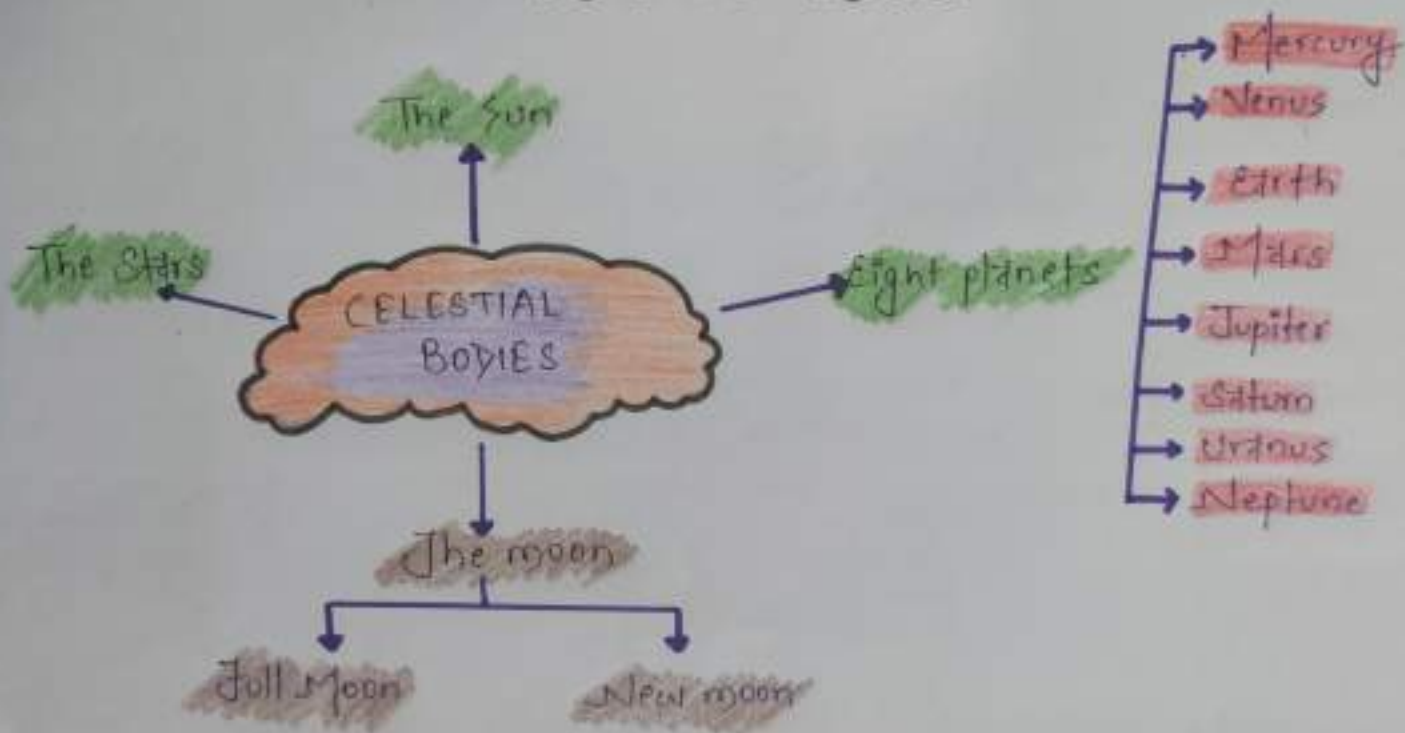
Phases of the lesson	Teacher Initiatives	Student Activities	Continuous Assessment/Black board work / use of other resources
ENQUIRE	<ul style="list-style-type: none"> • Which are the imp. gases found in the atmosphere? • Where you get fresh air? 	<ul style="list-style-type: none"> • Oxygen, Nitrogen, CO₂. • The place where there is less population. 	
EXPLAIN / EXPLORE	<ul style="list-style-type: none"> • Air is a mix imp. element in the environment. without we can survive. we can survive with good for 2 to 3 days but in case of air, we can't even survive for 5 minutes. 	<ul style="list-style-type: none"> • Mostly nitrogen and we inhale oxygen and exhale CO₂. 	<ul style="list-style-type: none"> • Which gas we exhale and inhale?
ELABORATE		<ul style="list-style-type: none"> • The air that surrounds our earth like a blanket is called atmosphere. 	<ul style="list-style-type: none"> • How can we stop global warming? • How can we stop global warming?

ASSESSMENT	Explain global warming. How can it be controlled?	
EVALUATION	<ul style="list-style-type: none"> - what is air? - which gas is mainly responsible for global warming? - air refers to the atmosphere of the earth. - carbon dioxide. 	
ELABORATE	<ul style="list-style-type: none"> - composition of atmosphere - constituents of air - greenhouse gases which enter from air conditions. 	<ul style="list-style-type: none"> - minimize the use of vehicles by using public transportation and minimize the products which produce CO₂.

LESSON PLAN FORMAT

Name of the teacher	Anjali Raj	Prepare a Concept map/Graphical organizer on the lesson/topic	Subject: Geography
Class	VII	It may be prepared in additional sheet and appended before the lesson plan/ attached	Unit: The Earth in the solar system
Date	09/02/2022		Topic: Full moon, new moon, celestial bodies, stars, constellations etc.
Time & Period	40 minutes & 5 th period		
Learning Outcomes:	Attached		
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	Attached	Attached	
EXPLORE	"	"	
EXPLAIN	"	"	
ELABORATE	"	"	
EVALUATE	"	"	
Homework/Assignment	Prepare a chart about different constellations with pictures.		

CONCEPT MAP



LESSON PLAN FORMAT

DATE- 09/02/2022	CONCEPT / MAP - ATTACHED	SUBJECT - Geography
CLASS - III		UNIT - The Earth & The solar system.
TIME - 40 minutes		TOPIC - Full moon, New moon, celestial bodies, stars, constellation
PERIOD - 5 th		

LEARNING OUTCOMES

Student

- define full moon night
- explain the celestial bodies.
- describe about the different types of constellations.

LEARNING OBJECTIVES

Student

- compares between celestial bodies and stars.
- associates with the term constellations.
- prepares a drawing of sky in the night showing stars, moon, etc.

LEARNING POINTS

- concept of full moon and new moon.
- celestial bodies, stars
- meaning of constellations

REVISION KNOWLEDGE EXPERIENCES

Students already know about the objects that are seen in the night sky which helped them to relate.

LEARNING RESOURCES

- Power point presentation
- audio-visual aid

LEARNING STRATEGIES

- Brainstorming method
- explanation method
- discussion method

Phases of the lesson	Teacher Initiatives	Student-Activities	Continuous Assessment/Black board work/Use of other resources
ENGAGE	Teacher shows a power point presentation and asked certain questions a. what do you observe in the slides? b. what do we call these objects?	Students answer the following questions- a. we observed the picture of sun, moon, stars. b. These objects are known as celestial bodies	

c. When do you see these things and at what time?

• After the discussion, teacher introduces the lesson to the students.

c. We see these things in the sky at night.

EXPLORE
EXPLAIN

The teacher explains the definition of celestial bodies. The sun, the moon and all those objects shining in the night sky are called celestial bodies.

• The teacher further explains the phenomena of full moon and new moon.

• Teacher states that full moon is seen only once in a month.

• Students listen to the given explanation carefully and take note of it.

• Students understand the concept and relate it with their experience.

• Students provide examples from their experience.

what are celestial bodies. Differentiate between a celestial body and star

• Discuss when the full moon and new moon appears in the sky.

ELABORATE

Teacher asks following questions-

- How many of you like star gazing?
- Have you ever noticed sort of pattern?
- What are these patterns called?

- Students respond based on their interest.
- Yes/No, based on their experience.
- constellations

EVALUATION

The teacher summarises the lesson and asked certain questions

- What is a star?
- Why we can't see the moon during day time?

Student answered based on their understanding-

- Celestial bodies that have their own heat and light known as star.
- because the light of the sun does not allow us to see the bright objects of the sky.

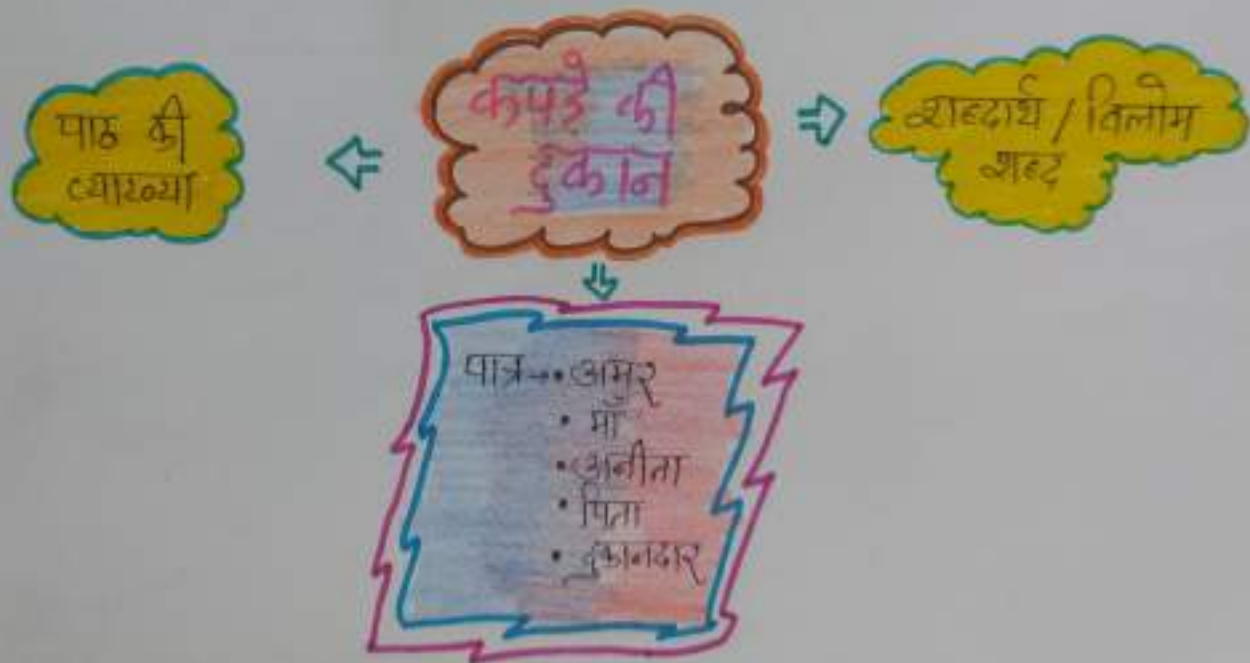
HOMEWORK /
ASSIGNMENT

→ Prepare a chart about different constellations with pictures.

LESSON PLAN FORMAT

Name of the teacher	उजली राज	Prepare a Concept map/Graphical organizer on the lesson/topic (It may be prepared in additional sheet and appended before the lesson plan नीलजन)	Subject: हिन्दी
Class	१०		Unit: १२
Date	11/02/2022	Topic: कपड़े की दुकान	
Time & Period	07:00-07:45 am of 1 st period		
Learning Outcomes: *	नीलजन		
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	नीलजन	नीलजन	नीलजन
EXPLORE	"	"	"
EXPLAIN	"	"	"
ELABORATE	"	"	"
EVALUATE	"	"	"
Homework/Assignment			

संकल्पना मानचित्र



1. संविधान का अनुच्छेद -

अनुच्छेद 14

सर्वों को समानता -

अनुच्छेद 14 -

सर्वों को समानता -

अनुच्छेद 14

1. सर्वों को समानता का अर्थ है कि सर्वों को समानता देनी चाहिए।

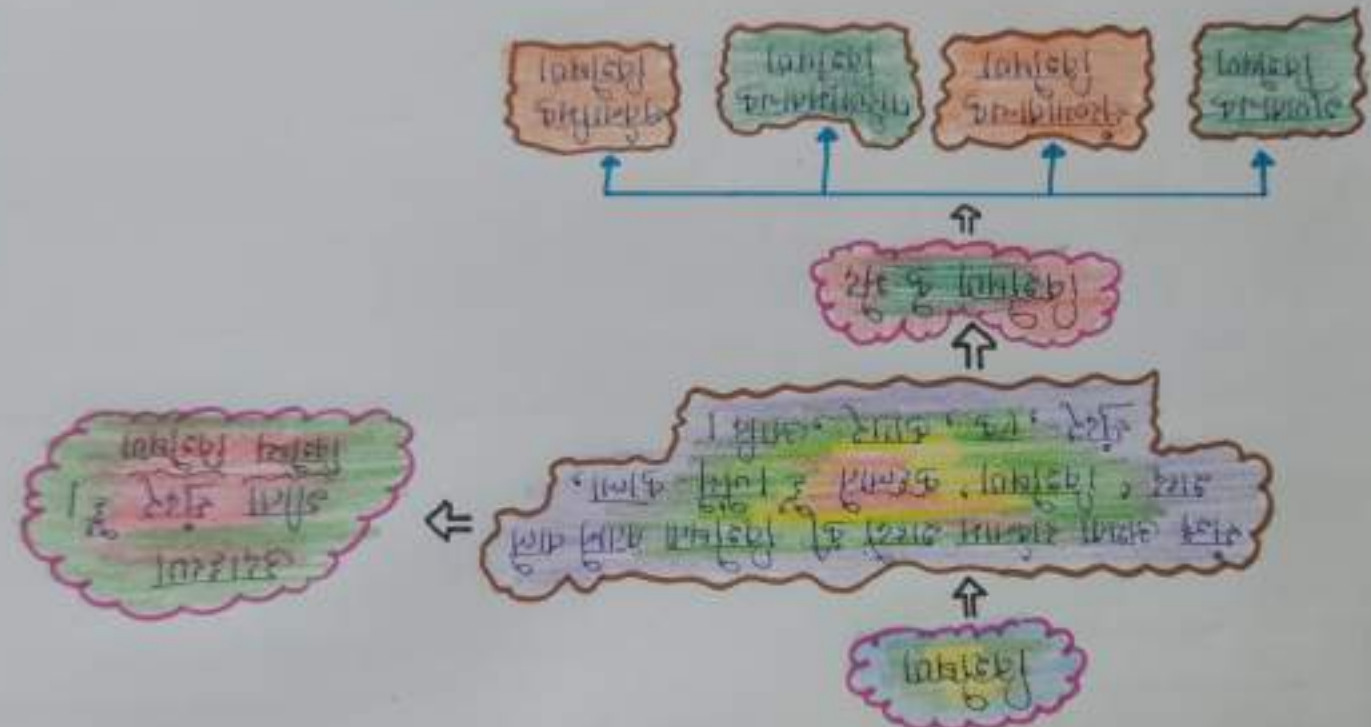
2. सर्वों को समानता का अर्थ है कि सर्वों को समानता देनी चाहिए।

3. सर्वों को समानता का अर्थ है कि सर्वों को समानता देनी चाहिए।

अनुच्छेद 14

सर्वों को समानता - अनुच्छेद 14	सर्वों को समानता - अनुच्छेद 14	सर्वों को समानता - अनुच्छेद 14
सर्वों को समानता - अनुच्छेद 14		सर्वों को समानता - अनुच्छेद 14
सर्वों को समानता - अनुच्छेद 14		सर्वों को समानता - अनुच्छेद 14
सर्वों को समानता - अनुच्छेद 14		सर्वों को समानता - अनुच्छेद 14

ଅନୁଭବୀୟ ମାଧ୍ୟମ



- 10:30 AM
- 11:00 AM
- 11:30 AM
- 12:00 PM

10:30 AM

- 10:30 AM - 11:00 AM
- 11:00 AM - 11:30 AM
- 11:30 AM - 12:00 PM
- 12:00 PM - 12:30 PM

11:30 AM

10:30 AM - 11:00 AM	11:30 AM - 12:00 PM	10:30 - 10:45 AM
11:00 AM - 11:30 AM		11:00 - 11:15 AM
11:30 AM - 12:00 PM		11:30 - 11:45 AM
12:00 PM - 12:30 PM		12:00 - 12:15 PM

पुस्तक / पाठ्य

<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>
<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>
<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>	<p>पुस्तक / पाठ्य</p>

शिक्षक प्रतिक्रिया	छात्र प्रतिक्रिया	लगातार मूल्यांकन
<p>शिक्षिका विशेषण की परिभाषा बतायेंगी -</p> <p>० विशेषण - संज्ञा अथवा सर्वनाम शब्दों की विशेषता बताने वाले शब्द विशेषण कहलाते हैं।</p> <p>प्रश्न- विशेषण के कितने भेद होते हैं?</p> <p>प्रश्न 2- विशेषण के चारों भेदों के नाम बताइए।</p> <p>शिक्षिका विशेषण के चारों प्रकारों की परिभाषा बताएँगी। उदाहरण देकर समझाएँगी।</p>	<p>छात्रों की उत्तर</p> <p>उत्तर - चार भेद होते हैं।</p> <p>उत्तर - चार भेद -</p> <ul style="list-style-type: none"> * गुणवाचक विशेषण * संख्यावाचक विशेषण * परिणामवाचक विशेषण * सार्वनामिक विशेषण 	
<p>शिक्षिका प्रश्न पूछकर मूल्यांकन करेंगी -</p> <p>1- विशेषण की परिभाषा बताएँ।</p> <p>2- विशेषण के कितने भेद होते हैं?</p> <p>3- विशेषण के चारों भेदों के नाम बताइए।</p>		

कार्य - प्रश्न 1: विशेषण की परिभाषा अपने कौपी में लिखें।

प्रश्न 2: विशेषण के विभिन्न भेदों की परिभाषा लिखें तथा उसका उदाहरण भी दें।



MULTICULTURAL
PLACEMENT

Activity -

VI

CASE
STUDY

REGIONAL INSTITUTE OF EDUCATION (CERTIFICATE, HIGHER SECONDARY, 2011)

School Experience (Multi-Cultural Programme) Programme

2 Year BBA 1st Year

ACTIVITY - V: CASE STUDY

1. Name of the subject teacher ANITA RAI
2. Roll No. 25
3. Name and address of the school PS. HILAH, CHANDEL, RAUBHALLUWAR,
RAJASTHAN, INDIA
4. Name of the Class BA BBA 1st YEAR

A. INSTITUTIONAL- IDENTIFICATION DATA

1. Name of the school _____
2. Year of establishment and type _____
3. Mission and objectives _____
4. Resources (Personnel and Material) _____
5. Use of online learning during pandemic situation _____
6. Challenges faced by Teachers _____
7. Opportunities of online learning by student teachers as reported by teacher (s) _____
8. Reflections _____
9. Suggestions for improvement _____

Or

B. ENVIRONMENTAL- IDENTIFICATION DATA

1. Description of the case attached
2. Nature of the problem: Curricular, other curricular (for example- health, attendance, motivation, playing, speaking, writing, listening etc.) attached
3. Reasons emerged out of the investigation attached
4. Strength of the student attached
5. Intervention plan attached
6. Expected outcome attached

Signature of student/ Mentor

Signature of student/ Mentor

INDIVIDUAL - IDENTIFICATION DATA

- Name of the student : Jahani Nayak
- Date of Birth : 12/05/2005
- Gender : Female
- Father/Guardian's Name : Shiva Nayak
- Mother's Name : Samali Nayak
- Class : 8th
- Monthly Income of Parents : 50,000/- to 60,000/-
- Qualification : Post graduate
- Total no. of siblings : 1 (Brother)
- Brief Educational history : Class 1-8, KVS

DESCRIPTION OF THE CASE

The child was having concentration problems. The focus problems on what was being taught to him. He could not link one learning concept to another unless specifically told. He had anxiety issues whilst dealing with problems. This often results in small outbreaks in small matters.

NATURE OF THE PROBLEM

The attendance was enough in his class. He had no health issue and was fit and

five. There was a lack of interest in recreation. His participation in sports and co-curricular activities was less than what is expected from a student of his age. He rarely answered the questions asked by the teacher. His writing speed was very slow and he was constantly indulging in talking with his bench partners rather he was talking to his bench partners.

REASONS EXPRIRED OUT OF THE INVESTIGATION

The child is individually different. One reason found was that he had a wrong pre supposition about many of his subjects. It seemed like he was being forced to study a subject he was least interested in. It could be inferred that a lot of pressure was there over him.

STRENGTH OF THE STUDENT

He was friendly, polite and helpful in nature. He could speak easily whatever was on his mind if little everyone is talking with him in a friendly manner. It is thus the strength that could be harnessed to successfully mould him into a well reputed gentleman. He always helps every students of the class.

INTERVENTION PLAN

On getting to know the child, I wanted to help him. At first, I talked with a lot of patience and listened his side of everything. As the class completed I went to ask him few questions and found that he had few doubts that I cleared. I explained to him his problems in positive way to motivate him so that he would participate more actively in curricular and co-curricular activities.

EXPECTED OUTCOME

On getting special attention, he felt valued and important. He interacted very well and was happy that somebody was listening and paying attention towards his problems. After working hard on him, he was finally able to understand how carry out revisions and thus retained a lot of material. Due to this conversation the child grew in confidence and for sure will do great things in future.