

**School Exposure –Cum- Multicultural placement Programme  
of  
B.Ed 2021-2022**



**NCERT**

**Coordinator**

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**REGIONAL INSTITUTE OF EDUCATION**  
(National Council of Educational Research and Training)  
Bhubaneswar  
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# ACKNOWLEDGEMENT

The insightful learning experience gained through this programme entitled, “*School Exposure–Cum- Multicultural placement Programme*” is an outcome of RIE, BHUBANESWAR, NCERT PAC programme Number (24:23) of the sessions 2021-2022. These programme activities at different phases have given an opportunity to student- teachers and mentors an interaction with children in the actual classroom and bridged the gap between theory and practices. In this context, I take the opportunity to first and foremost acknowledge the constant support, help and guidance of our Principal, Prof. P.C. Agarwal. I would like to thank Dean of instructions, Prof Sandhya Rani Sahoo, Dean of Research, Prof B.N. Panda, Head DE, Prof. I. P. Gowamma for their valuable support and advice to complete the programme successfully. Heartfelt thanks to Prof Laxmidhar Behera, In-charge DEE, Prof Ramakanta Mohalik, Dr. Rasmirekha Sethy, Dr. Dhanya Krishnan for extending guidance and mentorship during the programme.

Taking this opportunity, I also extend sincere gratitude towards all the Principals, Coordinators, teacher-in charges, Head Teachers, Teachers Coordinators of the six schools namely; (1). Balugaon High School, (2). Chilika Government High School, (3). Chilika Government High School Barkul, (4). J.C. Girls High School, (5). Panchupalli Somanath (PS) High School, (6). Little World English Medium School. The schools had given their permission and cooperated for successful completion of the programme. Mentoring for the program and constant assistance to the students during the program was done faculty members/colleagues, of the department, for which I am immensely thankful to all. Also acknowledged and thanks goes to Ms. Moumita Som, for her support in many aspects of the programme activities. I express thanks to staff of DEE, ICT Studio, CAC Lab, C & W section and DE for their timely help and cooperation.

Once again, a word of thanks goes to all the young mentors Dr. Uapasana Ray, Dr. Promod Gupta, Ms.Saraswati Moharana, Mr. Harichandan Kar, Mrs. Rupa Gupta for their constant cooperation and support.

Elizabeth Gangmei, Coordinator of the programme

**INTRODUCTORY FOR SCHOOL EXPOSURE CUM  
MULTICULTURAL PROGRAMME**

## **Guidelines for School Exposure (Multi-Cultural Placement) Programme of Two Year B.Ed. 1<sup>st</sup> Year Student Teachers: 2021-2022**

*Duration: 27<sup>th</sup> January to 15<sup>th</sup> February 2022*

*Venue: Chilika Odisha*

Teacher's skills and competencies are important factors in the effectiveness of teaching and therefore pupil learning. 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. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge formation of dispositions and values, and development of practice under the best mentors (NEP 2020). The curricula of teacher education institutions need to be designed to provide for the acquisition of these skills by student teachers. For this it must prepare the teacher for the role of being an encouraging, supportive and humane facilitator in teaching-learning situations. This will enable learners 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 TEIs need to be restructured and there is a need to raise its standards and restore integrity, credibility, efficacy and high quality of teacher education system (NEP 2020). 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. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society"*. We have seen two kinds of exclusion prevalent in schools largely because of an inadequate preparation of teachers to address diversity in the classroom. The first is the exclusion of the children with disabilities of different kinds and learning difficulties and the second is exclusion is the social exclusion of children who come from socially and economically deprived backgrounds Scheduled Castes (SCs), Scheduled Tribes (STs), minority and other communities, girls and children with diverse learning needs. There is a dire need to equip teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

India is a culturally plural country and prospective secondary school teacher preparation programme needs to focus on addressing diversity in classroom and managing schools from different cultural set up. Multicultural placement of student teachers aims at exposing them to different type of schools; such as urban, schools for differently abled children with a view to develop critical reflection about activities of schools with different cultures, teaching learning process adopted in different types of school etc. However, during this COVID-19 Pandemic the teaching learning process has been affected immensely which leads to schools adopting the online mode so as to continue the learning of students. As such the online school exposure and multicultural placement programme is planned in the schools at various location and context of Odisha. Utmost efforts are given so as to provide insightful experience in the schools though carried out in the online mode. This in a most significant way will enable the student- teachers to faced adversity or crisis in a beneficial way generally and enhance the use of ICT as a medium of learning for a prospective teacher specifically. One of the core principles guiding the education system according to NEP 2020, would be the extensive use of technology in teaching and learning, removing barriers, increasing access and in educational planning and management.

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

*In EPC-1(Learning to Function as a Teacher)* in the 1<sup>st</sup> semester of the B Ed programme, the student teachers know about the process-based skills essential for secondary schools. The skills focused are 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 emphasized are - *Introducing the lesson, questioning in the class, Explaining and illustration. 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 the 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 have to experience school activities. The student teachers will engage in reflection and sharing sessions. The reflection reports

need to be submitted by student teachers highlighting the school objectives, processes and their reflection.

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

In order to provide school exposure in various cultural backgrounds of the society to the student-teachers, they are placed in different type schools on rotation during the multicultural placement programme. During their placement in these schools, they are required to conduct certain activities/ assignments. These activities are (i) learning of the teaching-learning process through observation of lessons taught by regular teachers in the school. (ii) observation and collection of data about school's 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. **Fifty Marks** are allotted for the above assignments that are internally evaluated as a part of the university requirement

#### **Details of Academic Work of the Student-Teachers during Multicultural Placement:**

- ✓ **Online observation of Lesson of regular teachers:** The student-teachers are to observe 6 lessons, 3 in each Pedagogy subject taught by regular/experience teachers of the school where they are placed. 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 them. This activity carries 10 Marks. These are to be submitted for evaluation in the institute.
- ✓ **Online observation of School Processes:** A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory (in the prevailing pandemic phase students may interact with teachers through online, telephone, email to know about school processes). 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 5 Marks.
- ✓ **Substitute Teaching:** During the programme student teacher has to take 4 substitutes /arrangement classes in actual classroom situation and report the experiences and

reflection. The activity aims at enhancing confidence level of prospective teachers in managing classes/students. This activity carries 10 Marks.

- ✓ **Unit and Lesson Planning:** A student teacher has to prepare two-unit plans (one in each pedagogy), four lesson plans (two in each pedagogy as per the format developed. In the lesson plan concept map needs to be appended. While preparing lesson plan special care has to be taken to develop plan on different subjects of the pedagogy paper. The student teachers have to develop constructivist lesson plans. The lesson plan must reflect details of proposed learning teaching materials/resources. The focus will be laid on contextualizing the plan (unit/lesson) relating to school culture/context. The activity carries 15 (10 for lesson plan and 5-unit plan) marks.
- ✓ **Case study:** A student teacher has to conduct a case study of institution/school or student. The format prepared is suggestive and student teachers can add more points if needed. The activity carries 10 marks.

*Note: As the assignments/ activities mentioned are to be conducted during the multi-cultural placement in the cooperating schools, the documents/ reports are to be submitted to the Coordinator of the Programme of the institute on the day of post-school experience conference/workshop. All the documents/ reports will be evaluated by a group of faculty members constituted for the purpose.*

### **Roles, Duties and Responsibilities of the Personal Involved in the Programme:**

#### **A) Student-Teacher: All the Student-Teachers must:**

- Report to the Head of the School/Cooperating teacher as per the schedule given
- Be present in the online interaction with the teacher as per the schedule provided by the schools
- The group leader can collect the relevant information for school observation, case study of the institution and share with other members. If there is any doubt, the students may directly discuss with the school.
- Seek cooperation from cooperating teachers and mentors/supervisors wherever you face difficulty particularly for collection of relevant information on school site, case study, preparation of lessons etc.
- Plan in detail for the assignments/ activities with the help of the Head of school/ Cooperating teacher's/ for online classes and conduct of relevant activities as per the guidelines

- Carry out the activities planned by you for school students according to plans and approved by concerned head of the school/cooperating teachers/mentors and all the assignments must be completed during the school exposure and multi-cultural placement programme.
- Be polite and maintain amiable relationship with students and staff of the school during the online interaction/placement and remember you are representing the institute and hence your conduct and behavior is of utmost importance.
- While observing school process and regular teacher's classes through online mode, think that these are for your learning experiences rather than changing the school system during placement.
- Maintain regularity, punctuality and devotion to duty in the school. Be a role model for the students.
- Consult the cooperating teachers, mentors more frequently for carrying out the activities in the school. There must be phase end meeting of student-teachers, cooperating teachers and mentors/supervisors to assess the progress and for guidance.
- Use a diary to record your experiences every day on activities conducted through online mode in different types of school and your participation.
- Based on your experiences submit feedback for improvement of the programme.

***B) Role of Principal/ Heads of Cooperating School:***

The Head of School of the cooperating schools are kindly requested to:

- Introduce the student-teachers to the students and staff of your school on the first day of online interaction.
- Approve the timetable and plan of activities/ assignments of the student-teachers to be carried out during the programme in the school through online mode.
- Give a brief introduction about the school to the student teachers during the first day of interaction (online).
- Write your comments/ remarks/ suggestions for improvements of the programme and send to the coordinator.

***C) Role of the Cooperating Teachers:***

The Cooperating Teachers are requested to:

- Help student-teachers to prepare plan of activities/ assignments to be conducted by them in school during online teaching learning
- Guide student-teachers in carrying out the activities in school smoothly.

- Give feedback continuously to the student-teachers for their improvement in their teaching and other curricular activities.
- Through online mode/telephone/mail discuss with the student teachers their progress, difficulties faced and experience gained.

***D) Role of the Institute Mentors/Supervisors:***

The Institute Mentors/Supervisors are requested to:

- Go through the plan of activities/ assignments of the student-teachers as per the schedule of activities provided and give necessary guidance and suggestions.
- Guide the student-teachers in preparing report on different activities conduct through online mode.
- Discuss with the student-teachers frequently to remove their apprehensions and organize a phase end meeting of the student-teachers and cooperating teachers to assess the progress and performance of the student-teachers
- Discuss with programme Coordinators about your experiences and suggest for improvement of programme.

**School Exposure –Cum- Multicultural Placement  
Programme of B.Ed.**

***2 DAYS ORIENTATION***

***Date: 27<sup>th</sup> -28<sup>th</sup> January,2022 Venue: Old  
Auditorium, RIE, BBSR***



## **PROCEEDING OF THE ORIENTATION PROGRAMME:**

### **Day 1: 27<sup>th</sup> January, 2022 (forenoon)**

Orientation started at 10:00 am dated 27<sup>th</sup> January, 2022: The overall coordinator Dr. Elizabeth Gangmei (Associate Professor) and B.A. B.Ed Coordinator Dr. Debabrata Bagui started the programme by welcoming the dignitaries and students for the orientation. They gave an overview of the programme and introduced the dignitaries. The Dignitaries were:

- Prof. Sandhya Rani Sahoo (Dean Instruction, RIE Bhubaneswar) Principal (in charge)
- Prof. B.N. Panda (Dean Research, RIE, Bhubaneswar)
- Prof. Gowramma. I.P. (Head of Department, Education RIE, Bhubaneswar)
- Prof. L. D. Behera (Head Department of Extension Education)
- Prof. Animesh Kumar Mohapatra (Head, Department of Education in Science and Mathematics)
- Dr. Elizabeth Gangmei, the overall coordinator of School Exposure cum Multicultural placement programme of the three courses
- Dr. Saurabh Kapoor, the coordinator of BSc. B.Ed Multicultural placement programme
- Dr. Debrabata Bagui, the coordinator B.A. B.Ed Multicultural placement programme

Prof. Prof. Gowramma I. P. was the next to speak. She talked about the relevance of this program and how it will play an important part in the development of effective skills and competencies. She also mentioned about the professionalism in teacher education programme and how NEP 2020 has recommended on this professionalism perspective.

Prof. Laxmidhar Behera extended his welcome to all the students and then explained about the teacher training program and the exposure to schools in a comprehensive detail and shared on the uniqueness of this programme. Prof. Animesh Kumar Mohapatra shared his views on how to become an outstanding teacher and how to show your skills in a school environment. Prof. Pritish Acharya was next to speak and he suggested few practical aspects of this program.

The next to speaker was Prof. B.N. Panda. He explained that this programme would help to develop practical skills; observation, communication, interpersonal relationship skill of the student teacher. He also expresses about the challenging time of this pandemic and how ultimately the virtual mode has been adopted but still he assured that student teacher will definitely learn many things.

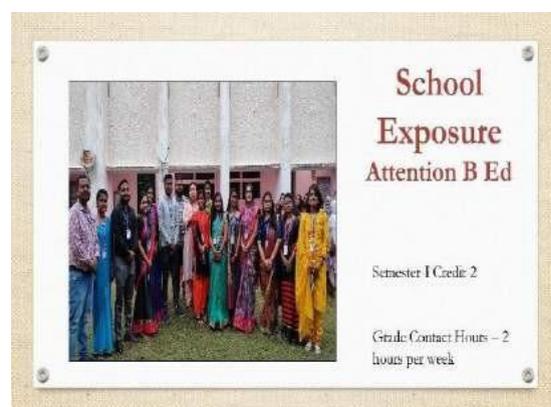
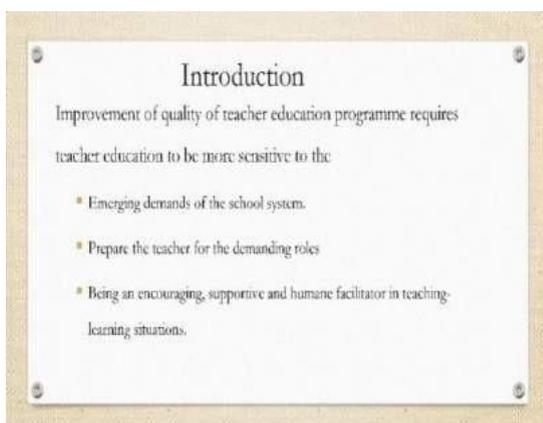
The next to continue the session was Prof. Sandhya Rani Sahoo. She too warmly welcomed all the students and talked about the importance of the program. She wished the students based on all their passionate endeavors and talked about the diverse environment and school surrounding.

The first session was Culminated with vote of thanks by Dr. Debabrata Bagui.

### **Day 1: 27<sup>th</sup> January,2022 (afternoon)**

Prof. I.P. Gowramma, started the second session which began after tea break at 11:45, and spoke about the general activities of the school exposure. She oriented about the process and techniques of observation and emphasized the following important points:

- Observe classes of regular teachers, make a few lesson plans, case study, make a report.
- Observation- Seeing a phenomenon and reflecting about the school, the context, whether it is government or private. She also mentioned even if medium of instruction is a challenge, still there are many areas which can be observe. It is also important to understand about the goals and objectives of school, vision and mission of school. Then only observation become more meaningful. Members of the school, school resources, pupil: teacher ratio, games and sports activities (also observe if the school is focusing on local games) – human resources, teaching and non-teaching, class-wise and section-wise students, compare a big and small school, morning assembly prayer. All these are an important resource that must be given importance in collecting information of the school.
- Effective report writing should be done. Reporting is one important skill in many ways for your professional teacher. If student teachers are not well-versed with the nuances and strategies of report writing many crucial dimensions of school will be missed out.



# School Exposure cum Multicultural Placement

Session 1

Prof. I. P. Gowamma and Dr. Elizabeth Gangmei

OBJECTIVES

Experience school activities in totality

Develop awareness about the functioning school and its relation with neighborhood

Develop an insight into the role of a teacher and learner

- A group of you visit (real or virtual) a school
- Preparation before the placement
- Objectives and modalities of the programme
- You will be oriented to the school by the head / cooperating teacher
- Reflect individually, submit report
- Reflect collectively in post conference



After completion of the field exposure programme, you are required to develop a detailed report and share the same in a seminar/meeting at the Institute.



Evaluation: The activity will be assessed and graded as follows:

Grading on Five Point Scale

- A – Excellent
- B – Very Good
- C – Good
- D – Average
- E – Poor

## MULTICULTURAL EXPOSURE



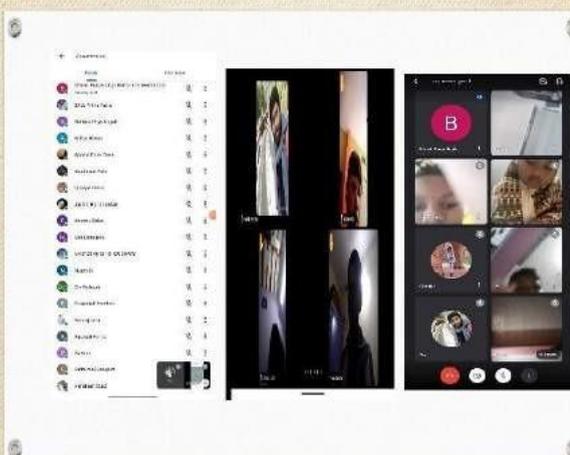
### Field Engagement: Multi-cultural Placement

- To provide school exposure in various cultural backgrounds of the society
- Placed in different type schools on rotation
- During their placement in these schools they are required to conduct certain activities/ assignments.

### Details of Academic Work of the Student-Teachers during Multi Cultural Placement Programme:

✓ *observation and collection of data about school's processes* : The student-teachers are to observe the school and write about the school.

It also includes collecting special features about a school



✓ *Online observation of School Processes*: A student-teacher has to observe of day-to-day school activities and prepare a comprehensive report highlighting working of the library, co-scholastic activities, games and sports, functioning of laboratory (in the prevailing pandemic phase students may interact with teachers through online, telephone, email to know about school processes). 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 5 Marks.

### These activities are

- Learning of teaching-learning process through observation of lessons
- Observation of school and collection of data about school's processes
- Working of the library, process of organizing other curricular activities, functioning of laboratory and above all the school management
- Development of sample unit plan, lesson plans /concept map and lesson note
- Substitute Teaching.
- Conducting case studies in the school.
- Fifty Marks are allotted for the above assignments

✓ *Substitute Teaching*: During the programme student teacher has to take 4 substitutes /arrangement classes in actual classroom situation and report the experiences and reflection. The activity aims at enhancing confidence level of prospective teachers in managing classes/students. This activity carries 10 Marks.

**Details of Academic Work of the Student-Teachers during Multi Cultural Placement Program:**

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✓ **Case study:** A student teacher has to conduct a case study of institution/school or student. The format prepared is suggestive and student teachers can add more points if needed. The activity carries 10 marks:




**To A New Beginning**

PPT shared by Prof. I. P. Gowramma

Prof. L.D. Behera guided students on the preparation of the report and mentioned the following points:

- One should observe the class, develop lesson plan, make report of school profile and do case study
- There is a difference between seeing and observing. He gave an anecdote, „when we saw a falling apple, we just saw it but do not observe it. But, when Newton saw a falling apple, he observes it.
- Students can observe many things like-
  - About the school
  - Collect information to reflect
  - How the school is managed (if private or government)

- School management committee
- Constitution of committee
- School resources
- Human resources
- Student teacher have to reflect that what they have learned from school.

He continued to explain on the topic by taking some examples of schools and added his own personal experience.

Prof. R. K. Mohalik enlightened the students regarding the techniques of lesson planning and how to use effective resources. He emphasized the following points:

- Mind map application can be used to make beautiful lesson plan and concept map. Google slides to prepare a lesson plan.
- Use of sources like (OER)open educational resources you must use hyperlink or website link in the slides, use of content from, Google slide, E-Pathshala, Diksha, Mind Map, proper use of ICT facilities while teaching.

Ms. Moumita Som, then elaborated the activities related to lesson planning and discussed in detail how to prepare a lesson plan and unit plan. She reflected on the following points:

- Writing Learning objectives, learning outcomes
- Use of TLM- How learning resources can and should be used for optimum learning
- Differentiated between assessment questions and probing question.
- 5Emodeloflessonplan- how to prepare/develop relevant and systematic lesson plan
- In substitution class, effectively engage students for meaningful experience of eachindividual

Dr. Upasana Ray oriented the students regarding roles, duties and responsibilities of various personnel. She also focused on the following points:

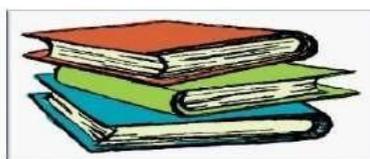
- *About the school*–
  1. Location and Infrastructure
  2. Profile of teachers
  3. Implication for training needs of teachers
  4. Student enrolment

- *Teaching Learning Practices* –
  1. Pedagogical Practices
  2. Teaching Learning Resources.
- *Student Practices* –
  1. Scholastic and other competencies of students
  2. Student Behaviour
  3. School Culture
  4. Sports and Environment
  5. Community Ownership.



Dr. P.L. Negi (Deputy Librarian, RIE Bhubaneswar, NCERT) explained on the visit to the school libraries as being an important part of the programme. She also discussed the importance of libraries in the schools and other educational institutes. She enriched her talk by explaining the way to collect relevant information regarding the library.

### **SCHOOL PROFILE: LIBRARY RESOURCES**



Dr. (Mrs.) P.L. Negi  
 Librarian  
 R.I.E. Bhubaneswar  
 negipusaplata@gmail.com

### School Library:

- School is a gateway to knowledge and plays an important role in building up a love for reading.
- The **School library** is integral to this educational process. The children are sure to develop a love for books if encouraged at the right age. The school library provides information and ideas which are fundamental of success in today's information and knowledge-based society.
- It equips students with continuous learning skills and teaches them to live as responsible citizens.
- It offers books and other resources ranging from print to electronic media for completion of various school projects and assignments, for acquisition of knowledge about a topic taught in class, for finding information about a hobby or current events and news, etc.

### Aim & Objectives:

- School library being a part of an educational set-up does have the same aims and objectives as those of the school itself and the aims of the school are not too far from the aims of education in general. Whatever may be the level of school library, its aims, should be to:
- provide documents for pupils and teachers
  - develop and promote reading
  - encourage research and study from many information sources
  - provide recreational and leisure time reading
  - re-emphasize the educational principles of self-education for further individual interests and abilities
  - give civic and social training in adherence of democratic principles.

### Functions of School Libraries:

- Supporting classroom teaching
- Helping students to learn about Books
- Providing a Central Location for Classroom Resources
- Providing Opportunities for Independent Reading and Curricular activities
- Serving as a Place for Students to Talk About and Interact With Books
- readers' advisory services

### Services:

School library should provide open access to documents/resources. These are acquired and processed for use. On the other hand, close access aims at preservation. School library does not exist for its own sake but aims to serve the user. In order to perform its functions, a school library can provide a variety of services. School library should provide the following services:

- display of materials and information
- organization of story hour, book talks, book debates ,essay competition and quiz
- library orientation to a freshman

- circulation of materials
- reservation of materials
- assistance in the use of catalogue
- assistance in the search and location of materials
- assistance in the use of reference books etc.
- provision of information on request
- maintenance of vertical files containing pamphlets, prospectuses, reports and press clipping
- preparation of reading lists and
- Inter-library loan etc.

### Library Resources:

- Library resources in a school are both physical and digital in nature. The physical and digital resources of a school library include facilities, equipment, and collections of resources for teaching and learning.

The different resources that includes,

1. Human Resources (Librarians/Information professionals)
2. Physical Resources (building, conducive environment for learning and teaching, computer, etc.)
3. Library Resources (print and electronic instruments)

### School Library Profile

#### Section A:

1. Name & address of the School
2. Type of School (Boys/ Girls/ Co-ed)
3. Category of School
4. Date/ year of Establishment
5. Strength of students in the school
6. Staff strength in the school

#### Section B:

7. Is School Library exists? Yes/ No
8. Is there separate room for Library? Yes/ No  
If yes, approximate area (in sqr. mts)
9. Is the library room is well ventilated, lighted and with well sitting arrangements?
10. a). Is classroom library exists? Yes/No  
b). Reading corner Yes/No

11. Is there a separate library professional in the school or one of the teachers is managing?

12. Physical Resources Available in the library

#### I. Furniture

- (i). Reading tables and chairs
- (ii). Book shelves/ Almirah
- (iii). Catalogue cabinets
- (iv). Newspaper Stands
- (v). Any other, please specify

#### II. Equipments

- (i). Number of computers
- (ii). Scanners
- (iii). Printers
- (iv). Photocopier
- (v). A.V Aids
- (vi). Any other please specify

13. What is the total seating capacity of the library?
14. Is borrowing facility is there in the library? If yes, then how many books are being issued?
15. Is the library accessible to students/ staff with disabilities?
16. Is there a library period for each class? If yes, weekly how many classes?

**Section C: Library Management:**

17. Is there a Library Committee? Yes/ No
  - A. If yes, mention the details of members
  - B. How often meeting is held for improvement of Library?
18. Do the library follows all technical procedures for managing the collection development?  
Such as- Enter books in accession register, Classification and cataloguing of documents.
19. Is there any library rules and standards? Yes/ No
20. Library software used in the library Yes/ No  
If yes, which are the software used  
E-Granthalaya                      b). Koha                      c). Any other

**Resources**

- The school library needs to provide access to a wide range of physical and digital resources to meet the needs of the users according to their age, language, and demographics.
- Collections need to be developed on an ongoing basis to ensure that users have access to new and relevant materials.
- The digital resources such as ebooks (reference, fiction, and non-fiction), online databases, online newspapers and magazines, video games, and multimedia learning materials are becoming a substantial part of the library's resources.
- In addition to collections that meet student learning needs, a school library should include a collection of professional resources, both for the school library staff and for the teachers (i.e., materials on education, subjects taught, new teaching/learning styles and methods)
- and a collection of resources addressed to parents and caregivers.

22. Library Budget for books, magazines and Newspapers-----

**Section D: Library Collection:**

23. Total library collection----
24. Type of collections
  - Textbooks
  - Reference Materials
  - General reading/ Library collection
  - Electronic books and journals
  - Audio-visual Materials
  - Story books
  - Magazines and
  - newspapers from different languages

**Print and Electronic Resources**

- Databases
- Books
- e-Books
- e-journals
- Print journals
- Online streaming video
- Open Educational Statistical resources
- Videos & gaming collection
- Newspapers
- Media equipment
- Multi-search

**Physical Resources**

Physical resources are a crucial aspect of the library system. The physical resources play a key role in the attainment of the library's intended objectives. Physical resources aspire to be an innovative leader in sustainable library planning, design and facilities management.

The physical resources of a library are:

- a) building
- b) lighting
- c) furniture
- d) interior decoration
- e) equipment etc.

**Human Resources**

- ❖ The primary responsibility of the Librarian and other information professionals of the library are to providing reference assistance, developing and managing the collections, and overseeing cataloging/ classification.
- ❖ They are the resource persons to guide the users inside the library. They help in different ways like identification of documents, finding other similar documents, publication details, author details from other writings etc.
- ❖ As a whole they fulfill all the needs of a user related to his/her curricular needs and required information.

**PPT shared by Dr. P. L. Negi, Librarian, RIE, Bhubaneswar**

Lastly Dr. P.K.Gupta oriented the students about school profile format.



### **Dignitaries/ Resource Persons during the orientation**

Dr. Debabrata Bagui ended the session at 5:00 pm by thanking all the coordinator and faculty members. Overall, there was an atmosphere of enthusiasm and learning.

### **Day 2: 28<sup>th</sup> January, 2022 (1<sup>st</sup> session)**

The first session of the second day started at 10.00am with Dr. Elizabeth Gangmei (Associate Professor and coordinator of the programme) greeting the students orienting them about how to interact with school teachers and students. This was followed by online interaction with Principals/ Headmaster/Teacher in charge of the cooperating schools. The session was coordinated by Ms. Moumita Som (Assistant Professor, RIE).



*Dr. Elizabeth Gangmei*



*Ms. Moumita Som*

Here the main focus was letting the student-teachers get familiar with the schools in terms of; its location, infrastructure, strength student in the school, number of teachers etc. In these sessions, the cooperating school teachers clarify the doubts or queries of the students. Overall, the online presentation and interaction was very meaningful and useful.

- Mr. Rajkishor Pradhan (Headmaster, Chilika Govt. High School, Barkul) and Mr. Prasana Sahoo (Teacher & member of Sikhyadarpan) Spoke about the school's history and achievement and facilities available in the schools. The school has been taken under 5T scheme and they also explained the modalities and facilities of online classes.



- Mr. Jagdish Chandra Pradhan (Headmaster, Balugaon Govt. High School) and Gopinath Pradhan (Teacher) spoke on the objective and vision of their school. They threw light on the online facilities provided to the students such as Shiksha Sanjog for providing TLM via WhatsApp, Shiksha Shikar and Shiksha Rath for doubt clearing of students. They provide door step learning service for children with special needs.



- Mr. Laxmidhara Barik (Teacher, J.C. Girls High School) discussed about the strength and infrastructural facilities of the school. He explained about the online class facilities provided to the students and also mentioned that offline doubt clearing classes are also conducted.



- Mr. Niladri Bhusan Behera (Headmaster, Chilka Rani English Medium School) and Monoranjan Mishra (Teacher): They stated that their school is one of oldest school in Chilika and affiliated to CBSE. They provide both English and Odia as medium of instruction. Their students are among the top rank holders in NEET UG exams.



- Ms. Bharati Puspa Singh Rathore (Vice-Principal, Little World English Medium School) & Ms. Smruti Satapathy (Teacher) shared about how the school had started as a play school and now it has been extended to standard 8. With a strength of 300 students and 80 teachers they have been effectively continuing even during the pandemic phase. They also are well equipped with infrastructural facilities like library room, computer lab etc.



- Mr. Bijaya Patra (Teacher, P.S. High School) explained about the modalities of online classes going on through the pandemic. He also spoke about the offline classes being conducted for clearing doubts of the students during weekends following COVID-19 protocol.



The first session of day two ended with vote of thanks from Dr. Elizabeth Gangmei for all the efforts put in the sessions and the resource persons for their valuable time and orientation to the students. Overall, the online presentation and interaction was very meaningful and useful.

### **Day 2: 28<sup>th</sup> January, 2022 (2<sup>nd</sup> session)**

The second session of day two started at 3.00pm and was facilitated by Dr. Elizabeth Gangmei, Coordinator of School Exposure cum Multicultural Placement Programme. In this

session, the main focus was on the activities during School Exposure cum Multicultural Programme, like substitute teaching and observation of day-to-day activities of school.



Prof. B.N. Panda, Dean of Research oriented the student teachers regarding modalities and techniques of observation of teaching of regular teachers and day to day activities of school. He mentioned certain focus areas of observation such as student-teacher relationship, classroom management, teaching learning process, student's interaction and participation etc. Prof. Ramakanta Mohalik also elaborated on the various activities to be undertaken like recording of day-to-day activities of the school, noting of each and every activity of student and teachers during observation, conducting case study on either a single child or a group.

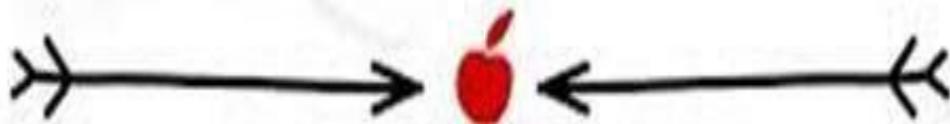


Prof. Manasi Goswami gave a historical overview of the programme and motivated the student teachers and guided them on how to deal with the current situation of virtual classes. She mentioned about the importance of language in order to connect with the students in the school. She also advised the student teachers to be aware of the socio-economic background of the students and to use context specific examples while teaching. Dr. Kumar Parag

discussed about the importance of building emotional connect and initiating interaction with the students. He encouraged the student teachers to also observe the professional schedule of teachers. Thereafter, Mr. Harichandan Kar, explained the meaning and process of substitute teaching. He explained how to successfully handle a substitute class by interacting with students and teaching a lesson or by engaging students in some activities. He further elaborated on the details of how many substitute teaching to be undertaken and how to arrange them by coordinating with the school coordinators. Dr. Upasana Ray elaborated on the meaning of case study and detailed out how to conduct a case study in school.

The second day was summed up by Dr. E. Gangmei by answering the queries regarding report writing and profile building. Thus, the orientation programme for the Multicultural Placement Programme came to an end with a vote of thanks.

A GREAT TEACHER  
Takes a Hand, Opens a Mind  
and Touches a Heart



## Schedule of the Orientation Programme

**Date: 27.01.2022**

**Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr**

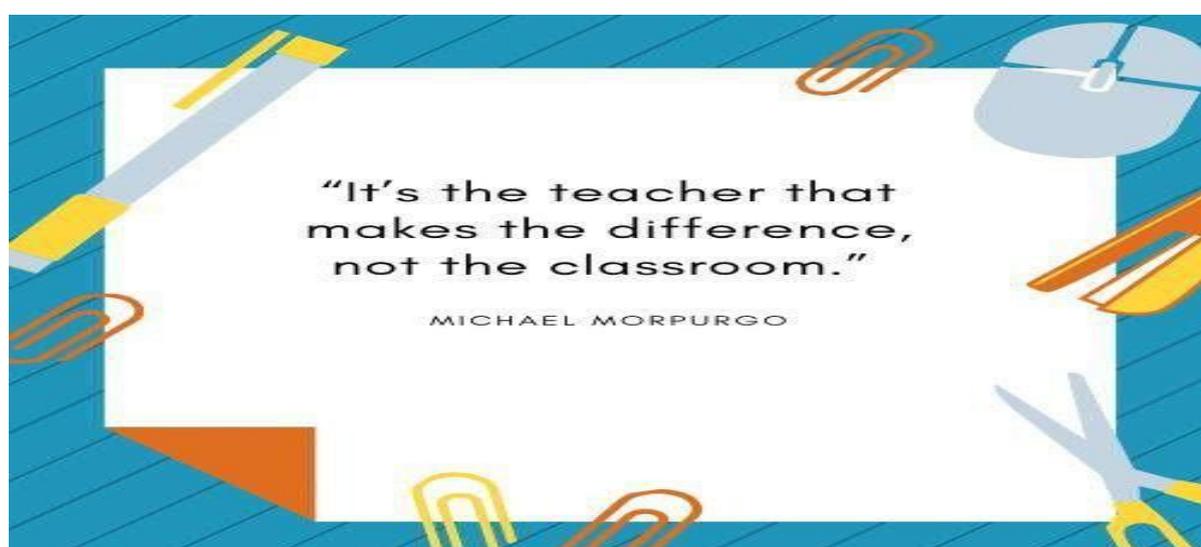
Time	Subject	Teachers
<b>9.00 A.M-10.00 A.M</b>	<b>Registration / Online Joining</b>	<b>Students and Coordinators</b>
10:00 A.M. – 11:30 A.M	Inauguration  Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr	Principal Dean of Instructions Dean of Research Head DE Head DEE Head DESM Head DESSH, Coordinators and Faculty Members
11:30 A.M – 11:45 AM	Break	
11:45 AM - 12:45 PM	Objectives and Importance of School Exposure – Cum – Multicultural programme	Prof. I. P. Gowramma Dr. E. Gangmei Dr. S. Kapoor Dr. D. Bagui
12:45 PM - 1:45 P.M	Lesson plan for Schools from various cultured setup	Prof. R. K. Mohalik Dr. Dhanya Krishnan Ms. Moumita Som
1:45 PM – 2:45 PM	Break	
2:45 PM- 3:45 PM	Classroom Observation	Prof. L. Behera Ms. Saraswati Moharana
3:45 PM – 4:45 PM	Role, duties and responsibilities of various personnel	Prof. B. N. Panda Dr. Upasana Ray
4:45 PM – 5:30 PM	Library Resources School Profile	Dr. P. L. Negi Dr.P.K.Gupta

**Date: 28.01.2022**

**Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr**

Time	Subject	Teachers
10: 00 AM – 12.00 PM  Zoom Meeting ID: 410 351 7282, Passcode: riebbbsr	Presentation of the concerned school by the cooperating school Head Masters/ Principal/ Cooperating Teachers (Separate online link will be created for each course B.Sc. B.Ed. / B.Ed. / B.A. B.Ed.)	Dr. E. Gangmei (B.Ed.) Dr. S. Kapoor (B.Sc. B.Ed.) Dr. D. Bagui (B.A. B.Ed.)
12:00 PM – 1:00 PM	Activities during School Exposure cum multicultural programme	Prof. B. N. Panda Prof. A. K. Mohapatra Prof. R. K. Mohalik Dr. Kalinga Ketaki
1:00 PM – 2:00 PM	Break	
2:00 PM – 2:45 PM	Alternative activities for Multicultural Placement Programme: A Discussion	Prof. (Mrs.) Manasi Goswami Dr. Kumar Parag Dr. Upasana Ray

2:45 PM – 3:30 PM	Activities during School Exposure cum multicultural programme (Substitute Teaching)	Dr. R. R. Sethy Mr. A. K. Shah Mr. Harichandan Kar
3:30 PM – 4:15 PM	Group formation and distribution of responsibilities	Dr. Annapurna Panda, Mrs. Rupa Gupta
4:15 PM – 5:00 PM	Concluding Session	Dr. E. Gangmei, Dr. S. Kapoor Dr. D. Bagui



***School Exposure-Cum-Multicultural Placement Programme in the  
Cooperating schools/institute/organization (1<sup>st</sup> to 15<sup>th</sup> February, 2022)***

**DAY 3: 1.02.2022... Visit to schools started**

**CHILKARANI ENGLISH MEDIUM SCHOOL**



**Activities of the school: Morning Assembly as shared by School coordinator during the programme**



**The activities of school as shared by School coordinator during the programme**

**LITTLE WORLD ENGLISH MEDIUM SCHOOL**



**Teachers of Little world English Medium School, Balugaoan**



Picture Courtesy: Coordinator of the school on different activities

**PANCHUPALLI SOMANATH (P.S.) HIGH SCHOOL**





**Picture Courtesy: Coordinator of the school**

J.C. GIRLS HIGH SCHOOL, BALUGAON





**Picture courtesy: coordinator of the school**

CHILIKA GOVT. HIGH SCHOOL, BARKUL





**Picture courtesy: Coordinator of the school**

**BALUGAON HIGH SCHOOL,**



**Students and teachers of Balugaon High School**



**Picture courtesy: Coordinator of the school**

**Date wise group rotation for School Exposure-cum-Multicultural Placement (2021-22)**

<b>Groups</b>	<b>School Name</b>	<b>1.02.2022-5.02.2022</b>	<b>5.02.2022-15.02.2022</b>
<b>(A,B,C)</b>	Chilkarani English Medium School	A	B
	Panchupalli Somanath (P.S.)High School	C	A
	Little World English Medium School	B	C

<b>Groups</b>	<b>School Name</b>	<b>10.3.2021-14.3.2021</b>	<b>15.3.2021-18.3.2021</b>
<b>(D,E,F)</b>	Chilika Govt. High School, Barkul	E	F
	Balugaon High School, Balugaon	F	D
	J.C. Girls High School, Balugaon	D	E

**Mentor List, Group Leader & Student list: 2 Year B.Ed. 1st Year List of Students for School Exposure-cum-Multicultural Placement (2021-22)**

**GROUP -A**

**MENTORS:** Prof. Ramakanta Mohalik, Ms. Saraswati Moharana, Ms. Bhabani Senapati

**Group Leaders:**

Ajay Kumar Verma (8863040312), Anjali Raj (8809712034), Anupam Pal (9903858458)

Stream	Roll No.	Name of the Student
SOCIAL SCIENCE	1	ABHIJEET KUMAR
	2	AIUSHI SHARMA
	3	AJAY KUMAR VERMA
	4	ANGAD KUMAR SINGH
	5	ANISH KUMAR
	6	ANJALI RAJ
	7	ANKITA KUMARI
	9	ARATI SINGH
	10	ARUMITA BARMAN
	14	DEEPANKAR DAS
	30	PRIYA PAUL
SCIENCE	1	ABHISHEK KUMAR RAJAK
	2	AKASH KUMAR MAHATO
	3	ALKA RANI
	4	AMARTYA BARMAN
	5	ANKITA ROY
	6	ANUPAM PAL
	8	ARZOO PARVEEN
	12	BINITA PRASAD
	07	AROTI SHILA LAKRA

**GROUP -B**

**MENTORS:** Prof.(Mrs) I.P. Gowramma, Dr. (Mrs) Rasmi Rekha Sethy, Dr. P. K. Gupta,

**Group Leaders:**

Yukta Bharti (6306521949), Anish Anil Choudhary (8788768196)

Stream	Roll No.	Name of the Student
SOCIAL SCIENCE	16	JYOTIKA SABHARWAL
	18	KAJAL KUMARI
	19	KRITIKA RAJ
	21	MANISH KUMAR
	22	MANISH KUMAR
	23	MANISH KUMAR
	24	MANJIT KUMAR

	25	MD ANZARUL HAQUE
	26	MD WASIM AKRAM
	28	PEEYUS RAJ
	51	SWATI MAHATO
	55	YUKTA BHARTI
SCIENCE	55	VISHAL SEN
	13	CHOUDHARY ANISH ANIL
	23	PRITHA PATRA
	24	PUSHMATI MAJHI
	25	RANJAN KUMAR SINGH
	26	RITWIK MAZUMDAR
	53	SWETA KUMARI
	32	SAMEER KUJUR
	51	SWEETY PRASAD

**Group – C:**

**MENTORS**- Prof. Laxmidhar Behera, Ms Rupa Gupta, Ms. Sonali Sahoo

**Group Leaders**: Sana Sayeed (7300970041), Sagarika Gupta (6205453366)

Stream	Roll No.	Name of the Student
SOCIAL SCIENCE	32	RAHUL KUMAR DUBEY
	35	RAJU KUMAR
	38	ROSHAN ORAON
	39	SAKSHI
	40	SANA SAYEED
	42	SATISH KUMAR
	43	SHILPA KUMARI
	44	SIMRAN SHARMA
	46	SOURAV KARJEE
	50	SUMITRA HEMBRAM
	11	BALVIE PANDIT
	15	DIVYA KUMARI
SCIENCE	19	LALJI
	20	MD MINNATULLAH
	30	SAGARIKA GUPTA
	38	SNEHA SHARMA
	45	SUMANTI HEMBROM
	46	SUMIT KUMAR YAFDAV
	48	SURABHI KUMARI
	27	RIYA BHOWMIK
	52	SWETA
33	SARANYA KUNDU	

### Group – D

**MENTORS-** Prof. B.N. Panda, Mr. Harichandan Kar, Ms. Aribam Pratima

Stream	Roll No.	Name of the Student
Social Science	08	ANKITA NAYAK
	12	BARSHA RANI SAHU
	17	JYOTIRMAYEE PUHAN
	20	MAMASHRITA SI
	31	PUSPANJALI NAIK
	29	PRATIKSHA PARIMITA SETHI
Science	13	DEBASMITA PANDA
	10	BARSHA RANI BERIHA
	17	ITISHREE BISWAL
	41	SOROJINI GOMANGO
	21	MONALISA B D SUBHAM
	15	GAYATRI BEHERA
	47	SUPRIYA DAS
	18	JYOTSNARANI BARIK
09	BANDANA SAHU	

**Group Leaders:** Debasmita Panda (8910825170), Monalisa Subham (9337388552)

### Group – E

**MENTORS:** Dr.(Mrs) Dhanya Krishnan, Dr. Upasana Ray, Mr. Pratyush Sahoo

**Group Leaders:** Triveni Mohanty (8250888582), Sibani Chaudhury (8763509184)

Group	Stream	Roll No.	Name of the Student
Group E	Social Science	34	RAJESH SINGH
		36	RAKESH SAHU
		37	ROMALIN PATRA
		41	SASMITA PRADHAN
		27	NAMITA PATRA
		45	SOUDAMINI ROUT
	Science	54	TRIVENI MAHANTY
		49	SURABHISHREE PALAI
		54	UDYOGA KHAMARI
		43	SRIYADEVI GOUDA
		14	DIBYA RANI SINGH
		36	SIBANI CHAUDHURY
		34	SAUMYASARTHAK NAYAK
		11	BIKASH SENAPATI
		29	SAGARIKA DALAI
		44	SUCHARITA SAHU

### Group – F

**MENTORS:** Prof. S. P. Mishra, Dr.(Mrs) Elizabeth Gangmei, Ms. Moumita Som

Group	Stream	Roll No.	Name of the Student
Group F	Social Science	48	SUDESHNA SATAPATHY
		49	SUJATA GIRI
		52	SWAYAMPRAVA BHANJA
		53	TARANNUM AHMED
		47	SUBHALAXMI NAYAK
		33	RAJENDRA KUMAR SAHOO
	Science	16	GEETANJALI DASH
		35	SHIVANEE SHIVADARSHANI NAYAK
		42	SOUMYASHREE BISWAL
		50	SWAGATIKA PATRA
		39	SOMALI PRIYADARSHINI MOHANTY
		37	SIMAJYOTI NAYAK

**Group Leaders:** Sujata Giri (9348819258), Swagatika Patra (8480240396)

*Post-Conference School Exposure-Cum-Multicultural Placement Programme  
for B.Ed 2020-2022*



**REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-ODSIHA**

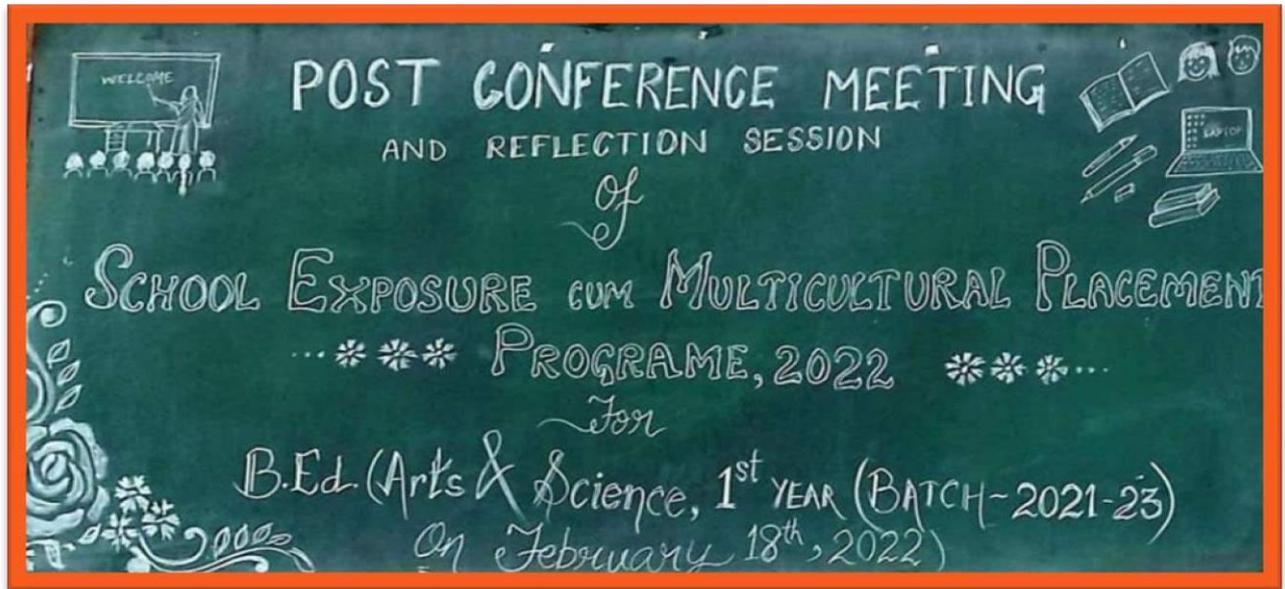
**POST CONFERENCE FOR SCHOOL EXPOSURE**

**CUM**

**MULTICULTURAL PLACEMENT -2022**

**B.Ed 1<sup>ST</sup> YEAR 2021-2023**

**18<sup>TH</sup> MARCH 2022**



**RIE BBSR B.Ed Science and Social Science (2021-2023)**

**School Exposure Cum Multicultural Placement: 2022**

On 18-02-22, the post conference of the school exposure cum multicultural placement program was held. The main aim of this post-conference meet was to share experiences that the students went through in the previous days. It also gave students a chance of expressing

the challenges they faced and teachers guided the students to take these challenges in a positive way and create individual opportunities from these challenges.

*The post-conference event started at 3:30 pm at the Old Auditorium in presence of the following faculty members-*

- 1) Principal of RIE, Bhubaneswar: - Prof. P.C Agarwal.
- 2) Former NCERT Director: - Prof. H.K Senapati.
- 3) Head of Department of Education: -Prof. I.P. Gowramma.
- 4) Prof. Ramakanta Mohalik Dept of Education, RIE, Bhubaneswar
- 5) Librarian: -Dr. (Mrs) P.R Negi Deputy Librarian, RIE, Bhubaneswar
- 6) Coordinator: - Dr. (Mrs) Elizabeth Gangmei.
- 7) Team Members- Ms. Moumita Som, Mrs. Rupa Gupta, Ms. Saraswati Maharana

The post- conference event was anchored by Ajay Verma and Swagatika Patra. Hindi and English were the two modes of communication for the event. Ajay started the event by welcoming all the faculty members by a Hindi phrase and Swagatika Patra addressed our coordinator to once again put light on the program: -



Anchor of the Program

❖ **Dr. (Mrs) Elizabeth Gangmei:**

- Happy to be gathered here in physical mode to share the success of the past 15 days.
- Two days' orientation was held for the students to get familiar with the activities that they were going to experience and learn in the past 15 days.
- School exposure was mainly to observe school activities and class room teaching minutely.

- Multicultural placement program had its own benefits to put students in the exact teaching situation which they observed.
- Online mode came as a challenge for everybody, not only students but mentors were confused on how to overcome this challenge.
- School and their teachers were helpful, group leaders were hardworking and cooperative, and students were energetic and engaged for every coming activity.
- With new challenges, new alternatives came our way.
- Every discussion took place on WhatsApp groups, phone calls and texts.
- Encouraged to see everybody's participation and patience.
- Thankful to the institute, faculty members, principal and senior faculty.
- Also, we learnt a new culture of online teaching.



In the first phase, reflection of the experiences was done by the students. Single member from each group or group leaders came forward to share their experience as a team one by one: -

**Group:(A) Group Leaders - Anupam Pal, Ajay Kr. Verma & Anjali Raj.**

Sharing of experience by group leader: - Anjali Raj

School: - Chilkarani English Medium High School.

## **CHILIKA RANI ENGLISH MEDIUM SCHOOL, BALUGAON**



**Alloted to :  
Group A (School Exposure) &  
Group B (Multicultural Placement)**

**Presented By- Anjali Raj**



### **EXPERIENCE GAINED-**

- Taking responsibility is a great task and comes as a challenge for every student.
- Managing a student needs a lot of patience and calmness.
- One also needs to develop understanding of a child behavior as an individual and as a student in the classroom.
- The work of a teacher is not an easy task; it comes with a lot of responsibility and overall development and participation.

**Group: (B) Group Leaders - Yukta Bharti & Anish Choudhary.**

Sharing of group leader : - Md. Wasim Akram

School: - Little World English Medium High School.

## **LITTLE WORLD ENGLISH MEDIUM SCHOOL, BALUGAON**



**Alloted to :**  
**Group B(School Exposure) &**  
**Group C(Multicultural Placement)**

**Presented By- Md. Wasim Akram**



### **EXPERIENCE GAINED-**

- Teaching-learning materials play an important role in engaging students to the topic or the content.

- It also gave us experience of dealing with students of the present generation building upon internet and technology.
- Constant motivation to become a better teacher is important.
- It also gave us a clear idea of how to use and implement the aids and approaches of teaching in a classroom.

**Group:(C) Group Leaders - Sana Sayeed & Sagarika Gupta**

Sharing by group leader - Sagarika Gupta

**PANCHUPALLI SOMNATH HIGH SCHOOL, BALUGAON**



**Alloted to :**  
**Group C(School Exposure) &**  
**Group A(Multicultural Placement)**

**Presented By- SAGARIKA GUPTA & SATISH KUMAR**

School- P.S High School.



### EXPERIENCE GAINED-

- To be a co-operative teacher and guide the students so that they can easily approach for doubts without any hesitation.
- Classroom builds the creativity power in a teacher so that the students are not bored in the classroom.
- One of the most important experiences is to adjust with today's generation students as a teacher.

### Group:(D) Group Leaders - Debasmita Panda & Monalisa Subham

Sharing by group leader- Debasmita Panda

**J.C.GIRLS HIGH SCHOOL,  
BALUGAON**

**Alloted to :  
Group D(School Exposure) &  
Group E(Multicultural Placement)**

**Presented By- DEBASMITA PANDA**

School- J. C. Girls High School



### EXPERIENCE GAINED-

- Never underestimate student's learning potential and never compare one student with another.
- With content knowledge, teacher should also try to impart moral and cultural values in the students.
- Teaching is a life-learning process, a teacher should be ready to grasp knowledge and appreciate every little effort made by the students.

### Group:(E) Group Leaders - Triveni Mohanty & Sibani Chaudhury

Sharing by group leader - Triveni Mahanty.

School- Chilika Govt. High School.

## CHILIKA GOVERNMENT HIGH SCHOOL, BALUGAON



**Alloted to :**  
**Group E(School Exposure) &**  
**Group F(Multicultural Placement)**

**Presented By-TRIVENI MAHANTY**



### **EXPERINCE GAINED-**

- Never say „no“ to any opportunity that comes in our way.
- Always be ready to face challenges not only as a teacher in a classroom but also as individual outside classroom.
- Interaction and positive bonding with students is very important but that should not hurt their emotions or divert their attention in any other way.

### **Group(F): Group Leader-Sujata Giri & Swagatika Patra**

Sharing by group leader – Sudeshna Satpathy.

School- Balugaon Govt. High School.

**BALUGAON GOVERNMENT HIGH SCHOOL,  
BALUGAON**



**Alloted to :  
Group F(School Exposure) &  
Group D(Multicultural Placement)**

**Presented By- SUDESHNA SATAPATHY**



### EXPERIENCE GAINED-

- Time has its own importance and one should not waste a single second. Teaching students to be punctual is to be developed.
- No matter if you are a student or teacher, discipline should remain for lifetime.
- Application of 5 „E“ model in actual classroom and feedback of students is important.

The ending of first brought the beginning of second phase which brought solutions to the problems faced by students as challenges. Then, Swagatika Patra welcomed the faculty members to shower a light of hope to the students to appreciate their contribution and build their confidence with their encouraging words.



Guests of the Post Conference



Group Leaders and Coordinator

❖ **Prof. Ramakanta Mohalik:**

- Main motive for everything you come through this institute is to make you a better and good teacher.
- Keep the experience with you for lifetime.
- To become a good teacher, observe a good teacher.
- Try to reflect everything you observed in this period of time.
- Try to imagine how you can overcome these challenges when you are kept in place of a teacher.
- Learn from both good and bad days- keep bad days as experience and good days as memory.
- Make these days of your learning as a student-teacher as a process to remember.



❖ **Prof. I.P. Gowramma:**

- If we look at the brighter side, more than challenges, opportunities were there for every student-teacher.
- Everyone – student-teacher, school and school teachers, coordinators and mentors, faculty members cooperated so well and learnt so many new things from this online mode.
- Being a teacher is the best opportunity to serve the society and raise good students.
- Technology has enabled us to do those things we are not familiar with beforehand.
- Even when we were connected through online mode and platform everything went so smooth.
- Every circumstance brings opportunities it's up to the individual whether they cry and take tension or think and make way to overcome it.
- Whatever is missed in these days can be overcome in the coming days or situation.
- Efforts that are given in a task, brings fruitfulness at the end.
- Utilize every opportunity you get without thinking of the results.



❖ **Prof- H.K Senapati:**

- Congratulations for successfully completing the activities that came your way during this program.

- Convert the challenges into opportunities and try to bring solutions according to your point of view.
- Everybody should become an effective teacher but never let your learning capacity go down.
- Only study will not be sufficient to enhance your skills.
- These experiences will help you because now you have understood both challenges that also bring opportunities.
- Experiential learning is important.
- Putting you in such activities will improve your quality education and prepare you as a future teacher.



❖ **Prof. P.C Agarwal, Principal RIE, Bhubaneswar:**

- Learn more but practice more every day.
- Tally everything you experience and every opportunity you get.
- Perception was different when you were in your school days but when you have observed these classes your perception has been updated.
- Adjustment in cultural settings improves your potential as a teacher.
- Plan yourself accordingly for future opportunities.
- Experiences you gained from these activities will definitely help you in upcoming days full of challenges.

- We all if come together as teachers we can build quality education for every child in every school.
- Teacher is a society transformer especially through child community.



Vote of thanks by Ms.Moumita Som (Assistant Professor, RIE): -

- Heartfelt gratitude for being present in the event to every member.
- Extended a word of gratitude to every single cooperating teacher not only from institute but also from schools.
- Thanks for every individual student for taking the activities seriously and participating with a positive attitude.



Both the anchors once again thanked everybody presence in the event for making it a successful one and event came to an end on 5:10 pm in the evening.

**Pictures of Post-Conference:**









**Appendix: A (Observation of 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**

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: ----- Class: ----- Date: -----
8. Lesson plan/ teacher note prepared: Yes/No
9. Approach(s) followed: Constructivist/Behavioristic.

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			
	Presentation phase Exploration, Explanation and			
	Evaluation phase			

- Reflection and feedback of student-teacher

**Signature of Institution Supervisor**

**Signature of Student-Teacher**

**Appendix B (School Profile)**

**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. 1<sup>st</sup> Year**

Name of the Student teacher.....

Stream.....Roll No..... Duration of Placement.....

1. Name of the Multicultural Placement Cluster :
2. Name of the School :
3. Background of the School [History, objectives, Management etc.]:
4. Infrastructural facilities in the School
  - a) Classroom :
  - b) Library :
  - c) Laboratory :
  - d) Games & Sports :
  - e) Playground :
  - f) Toilets (Boys & Girl) :
  - g) Staff common room :
  - h) Any other :
5. No. of Students (Class wise & Gender wise)
6. No. of Teachers (Subject wise & Gender wise)
7. Curricular & Other Curricular activities organized in the school in an academic session
8. Events & features and the role you Played in the school.
9. State the regional, national and International days observed in the school:
10. List out your participation in school Activities (Curricular and other curricular) During multicultural placement:
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.)

Signature of the Student-Teacher

Signature of the institute mentor

**Appendix C (Substitute Teaching)**

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

**School Exposure-Multi-Cultural Placement Programme**

**2 Year B.Ed. 1st Year**

**ACTIVITY- III: SUBSTITUTE TEACHING IN ACTUAL SCHOOL SITUATION**

**1. Name of the Student Teacher:**

\_\_\_\_\_

**2. Roll No:** \_\_\_\_\_ **Class:** Arts/ Science \_\_\_\_\_

**3. Name and Address of the School:** \_\_\_\_\_

**4. Date of Substitute Teaching:** \_\_\_\_\_

**5. Subject Taught:** \_\_\_\_\_ **PC1/2:** \_\_\_\_\_

**6. Topic:**

\_\_\_\_\_

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

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

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

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

**(iv) Specific experiences/Incidences during substitute teaching**

**Signature of Institution  
Supervisor**

**Signature of Student-Teacher**

Each trainee has to conduct/ deliver five substitute teaching activities related to both the pedagogy courses.

**Appendix D (Lesson Plan)**

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

**School Exposure-Multi-Cultural Placement Programme**

**2 Year B.Ed. 1st Year**

**Activity IV: Lesson Plan Format**

<b>Lesson Plan Format</b>					
<b>Date</b>		<i>Prepare a concept map on the lesson/topic</i>		<b>Unit</b>	
<b>Class</b>		<i>(the concept map may be prepared in additional sheet and appended before the lesson)</i>		<b>Subject</b>	
<b>Time</b>				<b>Topic</b>	
<b>Period</b>					
Learning points: Learning objectives Prerequisite knowledge/previous knowledge: Learning resources (what, when to used and how to used): Learning processes (strategies):					
<b>Learning outcome</b>	<b>Sequential learning activities including blackboard work</b>				
	-Engagement -Exploration -Explanation -Elaboration -Evaluation	<b>or</b>	-Introduction -Presentation -Summarization -Evaluation	<b>or</b>	-Observation of authentic situations -Interpretation construction -Contextualization - Collaboration -Multiple interpretation - Multiple Manifestation

Specify how your lesson will be contextualized on children of different school's context i.e. introduction, examples, time, learning resources, assessment etc.

**Appendix E (Case Study)**

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

**School Exposure (Multi-Cultural Placement) Programme**

**2 Year B.Ed 1<sup>ST</sup> Year**

**ACTIVITY- V: CASE STUDY**

1. Name of the student teacher -----
2. Roll No \_\_\_\_\_
3. Name and address of the school -----
4. Name of the Cluster .....

**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. Reflection .....
9. Suggestion for improvement .....

**Or**

**B). INDIVIDUAL- IDENTIFICATION DATA**

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

Signature of institute Mentor

Signature of student teacher

*(The student teachers may prepare case study report of schools focusing vision and mission, brief history, student's enrolment, human and material resources, curricular and other curricular activities, innovation/success stories, strengths and challenges and future directions. The information collected in school process report may be helpful for adaption)*

Regional Institute of Education (NCERT), Bhubaneswar

NOTICE

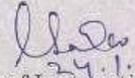
No. 14

Date: 24.01.2022

It is being notified that the Pre-Conference Orientation for School Exposure – Multicultural Placement for B.Ed (First Year), B.A. B.Ed (Third Year) and B.Sc B.Ed (Third Year) will be conducted online on 27.01.2022 and 28.01.2022.

The Multicultural Placement for B.A. B.Ed and B.Sc B.Ed students will be conducted online from 01.02.2022 to 12.02.2022, and from 01.02.2022 to 15.02.2022 for B.Ed students.

This has the approval of the competent authority.

  
24.1.22  
Dean of Instructions

Copy to :

01. PA to the Principal for information of Principal
02. Dean of Research
03. All Heads of Department (DESSH/DESM/DE & DEE)
04. Administrative Officer
05. In-Charge, Academic Section
06. In-Charge, Accounts Section
07. Students concerned through Group Email / WhatsApp
08. Notice Board
09. Programme File (All 3 programmes)

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

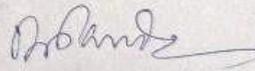
No. RIEB/DE/067

Date: 11.02.2022

NOTICE

The post conference and reflection session of School Exposure cum Multicultural Placement of B.Ed 1<sup>st</sup> Year student teachers will be held offline on 18th February 2022 at 3: 30 pm in the old Auditorium of the institute. All the student teachers of B.Ed 1<sup>st</sup> Year are hereby informed to attend the conference on time positively. The group leaders and the student teachers will be presenting their reflection highlighting their exposure and feedback for improvement of the programme. The faculty members are requested to attend the conference and contribute for improvement of the programme.

This issues with approval of the competent authority.

  
11/2/22  
(B. N. Panda)  
Head, DE

Copy to:

1. APC to principal for information
2. Dean of Instruction
3. Dean of Research
4. I/c Academic Section
5. Chief warden and Wardens (GB Hostel & Homi Bhaba Hostel)
6. Hostel Notice Board

A TEACHER PLANTS THE SEEDS  
OF KNOWLEDGE  
SPRINKLES THEM  
WITH LOVE  
AND PATIENTLY  
NURTURES  
THEIR GROWTH  
TO PRODUCE  
TOMORROW'S  
DREAMS

“  
**Good teachers know  
how to bring out the  
best in students.**

- *Charles Kuralt*

HAPPY  
*Teachers'*  
DAY

