

Bachelor of Education (B.Ed.)

Handbook for Practical Activities

B.Ed. Ist Year

EPCs, Internship and Workshop



**School of Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068
www.ignou.ac.in**

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HANDBOOK DEVELOPMENT TEAM

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Dr. Niradhar Dey
Mr. Ajithkumar C.
Dr. Anjuli Suhane

Handbook Development Coordination

Dr. Gaurav Singh
SOE, IGNOU, New Delhi

Practical Course Coordinators

Internship : Prof. Amitav Mishra
SOE, IGNOU, New Delhi
EPC Course : Dr. Bharti Dogra
SOE, IGNOU, New Delhi
Workshop : Dr. Gaurav Singh
SOE, IGNOU, New Delhi

Format Editing

Prof. S. V. S. Chaudhary
Prof. Vibha Joshi
Prof. N. K. Dash

Language Editing and Proof Reading

Dr. Vandana Singh
SOE, IGNOU, New Delhi

PRINT PRODUCTION

Prof. Saroj Pandey (Director)
School of Education
IGNOU, New Delhi

Mr. S.S. Venkatachalam
Assistant Registrar (Publication)
SOE, IGNOU, New Delhi

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1. INTRODUCTION

This Handbook has been developed to orient you about the practical components of the B.Ed. programme. In this Handbook, various activities which you have to undertake in your school, in the classroom as an intern and in the workshops, have been discussed. These activities will help you to acquire and upgrade necessary skills, knowledge, competencies and attitude to become an effective teacher. To be precise, the Handbook details out the following components:

- Practical Activities to be Undertaken
- Procedures to be Followed to Organize these Activities
- Evaluation Procedure

2. ABOUT THE PROGRAMME

The Bachelor of Education (B.Ed.) programme of IGNOU has been designed with the aim to develop an understanding of teaching-learning process at the secondary and senior-secondary level among student teachers. It focuses on enabling you to reflect critically on perspectives of education and integrate holistically the theory and practices to facilitate your active engagement for knowledge construction.

3. PROGRAMME OBJECTIVES

The B.Ed. programme focuses on:

- developing an understanding of context of education in contemporary Indian Society,
- appreciating the role of contextual and socio-political realities in facilitating learning in inclusive settings,
- creating sensitivity about language diversity in classroom and its role in the teaching-learning process
- developing an understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- identifying, challenging and overcoming gender inequalities in school, classroom, curricula, textbook and social institutions,
- enabling you to acquire necessary competencies for organizing learning experiences,
- developing competencies among student-teachers to select and use appropriate assessment strategies for facilitating learning,
- engaging student-teachers with self, child, community and school to establish close connections between different curricular areas,
- enabling student-teachers to integrate and apply ICT in facilitating teaching-learning process and in school management,
- systematizing experiences and strengthening the professional competencies of student teachers, and
- providing first-hand experience of all the school activities through engaging student-teachers as interns in secondary/senior secondary schools.

4. PROGRAMME STRUCTURE

The programme is essentially a judicious mix of theory and practical courses which will help you to acquire skills and competencies necessary for teaching-learning at secondary/senior secondary level. Illustrations and cases of relevant situations and activities comprise, the core of each course, which are suitably supported by theoretical explanations.

Let us first understand the term credit. Credit, is a representation of the amount of learners' study hours devoted to various aspects of study as studying the material, writing assignments responses, attending counseling and teleconferencing sessions, using audio and video components, undertaking practical activities, etc. One credit is equivalent to 30 study hours. Out of 4 credits of each theory course, 1 credit is allotted to practical assignments.

You have to complete 72 credits for successful completion of the programme.

First Year

Core Courses	: 16 credits
Content-based Methodology Courses (two)	: 08 credits
Workshop – I	: 04 credits
EPC I and II	: 04 credits
Internship – I	: 04 credits

Second Year

Core Courses	: 12 credits
Optional Courses	: 04 credits
Workshop – II	: 04 credits
EPC III and IV	: 04 credits
Internship – II	: 12 credits

First Year

CORE COURSES (16 CREDITS)

Course Code	Course Name	Credits
BES-121	Childhood and Growing Up	4
BES-122	Contemporary India and Education	4
BES-123	Learning and Teaching	4
BES-124	Language Across the Curriculum	2
BES-125	Understanding Disciplines and Subjects	2

CONTENT-BASED METHODOLOGY COURSES (8 CREDITS) (ANY TWO COURSES)

Course Code	Course Name	Credits
BES-141	Pedagogy of Science	4
BES-142	Pedagogy of Social Science	4
BES-143	Pedagogy of Mathematics	4
BES-144	Pedagogy of English	4
BES-145	Pedagogy of Hindi	4

PRACTICAL COURSES (12 CREDITS)

Workshop - I

Course Code	Course Name	Credits
BESL-131	Workshop Based Activities	4

EPC

Course Code	Course Name	Credits
BESL-121	Reading and Reflecting on the Texts	2
BESL-122	Application of ICT	2

Internship – I

Course Code	Course Name	Credits
BESL-133	Internship I	4

Second Year

CORE COURSES (12 CREDITS)

Course Code	Course Name	Credits
BES-126	Knowledge and Curriculum	4
BES-127	Assessment for Learning	4
BES-128	Creating an Inclusive School	2
BES-129	Gender, School and Society	2

OPTIONAL COURSES (04 CREDITS) (ANY ONE COURSE)

Course Code	Course Name	Credits
BESE-131	Open and Distance Education	4
BESE-132	Guidance and Counseling	4
BESE-133	Adolescence and Family Education	4
BESE-134	Vocational Education*	4
BESE-135	Information and Communication Technology	4

* Course BESE-134: Vocational Education is under development.

PRACTICAL COURSES**(20 CREDITS)****Workshop – II**

Course Code	Course Name	Credits
BESL-132	Workshop Based Activities	4

EPC

Course Code	Course Name	Credits
BESL-123	Drama and Art in Education	2
BESL-124	Understanding the Self and Yoga	2

Internship – I

Course Code	Course Name	Credits
BESL-134	Internship II	12

5. PRACTICAL COMPONENTS

The practical components aim at concretizing your experience as an effective teacher. While, the theory courses provide necessary knowledge on which professional skills and competencies could be built; the practical activities will enable you to improve your competencies in teaching and other related activities more effectively and efficiently. It will also enable you to apply knowledge gained through the theory courses to classroom processes.

Objectives:

Objectives of the practical components of B.Ed. programme are to develop:

- a better understanding of the theoretical concepts and principles as well as their applications;
- professional skills and competencies for effective teaching and learning;
- an understanding of the practical experiences in real work situation through internship; and
- a positive attitude towards teaching as a profession and educational innovations.

Types of practical components to be undertaken:

- **Practical-oriented assignments:** [One (1) credit from each theory course] : *Details are already given in Programme Guide.*
- **Enhancing Professional Competencies (EPC):** Four courses: 2 credits each.
- **Internship:** Total 16 credits, Internship-I of 4 credits (First Year) + Internship-II (IInd year) of 12 credits.
- **Workshop Based Practical Activities:** Total 8 Credits; 4 Credits (First Year) + 4 Credits (IInd Year)

5.1 ENHANCING PROFESSIONAL CAPACITIES (EPC) COURSES

There are four EPC courses (from BESL 121 to BESL 124) which will be offered in two years as follows:

B.Ed. Ist Year

Course No.	Course Code	Course Name	Credits
EPC 1	BESL-121	Reading and Reflecting on the Texts	2
EPC 2	BESL-122	Application of ICT	2

B.Ed. IInd Year

Course No.	Course Code	Course Name	Credits
EPC 3	BESL-123	Drama and Art in Education	2
EPC 4	BESL-124	Understanding the self and Yoga	2

There will not be any term end examinations for EPC courses. You have to complete the activities related to EPC courses during and before the workshops. All the reports/outcome of EPC activities will be assessed during the workshops.

Before coming to workshop, you have to complete the following activities in both the EPC Courses, i.e. BESL 121 and BESL 122. Report of these activities dully verified by the Mentor and authenticated by the Head/Principal of the Internship School will be submitted during Workshop-I for assessment purpose.

BESL-121: READING AND REFLECTING ON THE TEXTS

ACTIVITY 1: TYPES OF TEXTS IN OUR SCHOOL CURRICULUM CREDITS ½

This activity is derived from the first unit of block 1 of the Course and is aimed at developing an understanding of different types of texts that we come across in school books—especially published by NCERT. In our school textbooks, we come across different types of texts—literary texts, non-literary texts, narrative texts, expository texts, technical texts, persuasive texts etc. This is an **individual Activity**.

Objectives: This activity will facilitate you to:

- identify different types of texts in school textbooks;
- identify texts which are common in a particular discipline; and
- write a paragraph (8-10 lines) for any type of text.

Activity:

- The activity is meant for student teachers teaching different disciplines.
- Before attempting the activity, you are expected to go through the first unit of Block 1 of Course BESL-121.

- Each of you will first list the different characteristics of each type of text that we come across in school textbooks.
- Then you will identify texts commonly used in your discipline and identify at least one such exemplar of each text from NCERT school textbooks.
- Then you will choose any one type of text and write a paragraph (8-10 lines). For example, language teacher can choose Literary Texts and can write a poem or a story or a drama narration and likewise science teachers can choose Technical Texts and can write about any science concept)

Individual report will be prepared by you and this report will be assessed on the basis of:

- characteristics of different types of texts that we come across in NCERT school textbooks;
- name of the discipline(s) taught by you and types of texts they come across in these disciplines;
- one exemplar of each type of text identified from the NCERT school textbooks (other than given in the Course BESL-121) ; and
- a paragraph (8-10 lines) written by you on any one type of text selected.

ACTIVITY 2: METACOGNITION FOR READING

CREDITS ½

This activity is derived from the third unit of block 1 of the Course and is aimed at developing understanding of metacognition which is ‘thinking about thinking’ as well as metacognitive skills. The use of metacognitive skills is what distinguishes a skilled reader from that of a beginning reader. MARSIS (Metacognitive Awareness of Reading Strategies Inventory) Scale is a supplement to help learners develop an understanding regarding their own metacognitive processes while reading. The Scale uses three metacognitive strategies: a) Global Reading Strategies; b) Problem Solving Strategies; and c) Support Reading Strategies. This is an **individual Activity**.

Objectives: The objectives of this activity are to help you to:

- understand the meaning of metacognition;
- develop metacognitive skills for reading; and
- assess awareness and perceived use of reading strategies while reading using MARSIS Scale.

Activity:

- The activity is meant for student teachers teaching different disciplines.
- You will identify a text from any subject area for reading (one example of home schools is given in Box 1 for reference purpose only).
- Use of MARSIS Scale while reading selected text.
- You will prepare a report on the scores obtained (GLOB subscale, PROB subscale and SUP subscale and overall score)
- You can write a paragraph explaining how use of metacognitive strategies helped you in becoming better readers.

Individual report will be prepared by you and this report will be assessed on the basis of:

- use of MARSIS Scale by you to assess their awareness and perceived use of reading strategies;

- use of MARSIScale for assessment purpose; and
- a paragraph (8-10 lines) written by you on their awareness and use of metacognitive strategies in becoming better readers.

Box 1: The text is taken from The Hindu dated 17 August 2014 (updated on 21 April 2016) titled In School, at Home

In School, at Home

Parents say home-schooling preserves the child's individuality, but experts say social skills develop when children are around peers.

The path that Srividya Murali took when she decided to home-school her two boys may have raised eyebrows, but she found that it best suited her children's needs. "I let them learn what they want to and choose the pace as well," she says. Her sons, Raghav, 9, and Krishna, 4, learn from home, that too only what interests them, without the pressures of performance and evaluation. "I follow a system called "unschooling," whereby I pick up cues on what my children show inclination towards and provide tools to develop those skills," Ms. Murali says.

While this may be frowned upon, many parents in Chennai are choosing the home-schooling experience for their children. Support groups are mushrooming in the city, with parents seeking out other home-schoolers. Swashikshan — Indian Association of Homeschoolers, a volunteer-based, countrywide network formed two years ago, helps connect home-schoolers. "We receive so many queries about home-schooling, with more parents in the city becoming aware of that alternative to mainstream education," Priya Desikan, the contact person for the group in Chennai, says.

So, is home-schooling an option that has "real-life" significance? Urmila Samson, a prominent "un-schooling" parent based in Pune, says it does. Her 22-year-old daughter is pursuing a four-year course in Eurythmy in London now, and despite never attending school, nor appearing for examinations, she was accepted into the programme based on an essay she submitted. "It was a couple of years later that we even knew the university required A-levels," she says.

Ms. Samson says there has been a surge in home-schooling in the country the past five years. "Schools don't allow children to grow up in freedom. Their creativity, risk-taking ability and excitement is often suppressed," she says adding that parents have several reasons to explore home-schooling. "Some may want to because they may fear that schools are not religiously motivated. Or the parents may be working in remote areas or they are academics who wish to educate their own kids," Ms. Samson says.

But if both parents are working, home-schooling as a philosophy of education becomes impractical. Both A.P. Baburaj, an Associate Professor at the Indian Institute of Technology, Madras, and his wife, Gayathri Nair, wanted to home-school their daughter. They, however, chose a centre offering the Montessori method of learning. "We are both academics who value education, but we want an environment where she develops a curiosity for learning, rather than conforming to teachers' expectations," says Ms. Nair.

Clive Elwell, who home-schooled his children and taught briefly at the Centre for Learning (CFL) near Magadi outside Bangalore, put together www.alternativeeducationindia.net back in 2003 when it was felt that parents did not have access to alternative schools, "although they were desperately looking for an education that did not destroy their children." The parents' forum on the site has since seen progressively enthusiastic participation.

However, a point that often comes up in the debate is whether a child who is home-schooled develops social skills. Chennai-based Montessorian Vidya Shankar believes that pro-social skills develop when children are around peers. "Though home-based education is good, teamwork and cooperation to do things together happens when they're around other children," she says.

While there are questions on the legality of home-schooling, due to ambiguity in the scope of the Right to Education Act, home-schooling parents soldier on, unwilling to compromise on the individuality that they say is curbed at "institutionalised, highly regimented" traditional schools.

BESL-122: APPLICATION OF ICT

ACTIVITY 1: USE OF TPACK (TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE) IN TEACHING

Credits ½

This activity is derived from the First Unit of first block of the Course and aims at developing an understanding of the components of TPACK framework for integration of technology in teaching. This is an **individual Activity**.

Objectives: This activity aims to help you to:

- understand components of TPACK framework in teaching; and
- select an appropriate pedagogy and technology for teaching the chosen content.

Conducting Activity:

- You are expected to read Unit 1 of Block 1 of course BESL-122.
- Identify two topics from your discipline.
- Choose an appropriate technology keeping in mind pedagogy and content and their intersection.
- Prepare a report explaining selection and use of technology supported by pedagogy for each topic

Nature of Submission: Individual report submission

ACTIVITY 2: ICT FOR ACADEMIC AND ADMINISTRATIVE SUPPORT TO TEACHERS

CREDITS ½

This activity is derived from the third Unit of first Block of the Course BESL-122 and aims at developing an understanding of the use of ICT in providing academic and administrative support to school teachers. This is an **individual activity**.

Objectives: Objective of this activity is to help you to:

- understand the importance of ICT in academic and administrative support; and
- appreciate the role of ICT in the administrative support.

Conducting Activity

- Read the unit 3 of block 1 of course BESL-122.
- Visit few schools in your area and interact with teachers and identify (based on their experience)
 - ICT infrastructure available generally in these schools;
 - three ways in which ICT has helped them in providing Academic support in their school (collect documentary evidences wherever possible); and
 - three ways in which ICT helped them in providing Administrative support in their school.

Individual report submission based on the information collected on use of ICT in academic and administrative support in schools.

5.2 INTERNSHIP

The Internship has been covered under two courses i.e. BESL-133 and BESL-134 of credit weightages 4 and 12 respectively. **In first year, you have to complete BESL-133, Internship-I only.**

Internship to engage you with activities in the school which will develop you as a reflective practitioner. Besides, you need to engage with the learners in classroom, school and community as well. Internship will provide you opportunities to enhance your skills of teaching and participating in all kinds of school activities including practice teaching.

During internship you will undertake all such roles and responsibilities as are performed by a regular teacher of the school on a full time basis. In addition, you are expected to observe, participate and contribute in all curricular, co-curricular and out of school activities as prescribed in this Handbook.

5.2.1 OBJECTIVES OF INTERNSHIP

After undergoing internship you should be able to:

- acquire the competency of undertaking multiple roles of a teacher with a complete understanding of school as a system;
- undertake responsibility for planning and implementing learning situations for specific units of study;
- develop a broad repertoire of perspectives, professional capacities, teacher disposition, sensibilities and skills;
- modify your visualization/ implementation towards betterment of student learning; and
- reflect upon and consolidate school experiences as well recognize your own development as a teacher.

5.2.2 DURATION OF THE INTERNSHIP

In order to provide broader and meaningful engagement with the learners and the school; the Internship is spread over both years (See Table 1), with different durations as given in Table 1.

Table 1: Durations of Internship during Year I & II

Year	Internship	Credits	Duration (weeks)
Year I	Internship I	4	4
Year II	Internship II	12	16
	Total	16	20

As per the credits allocated, you need to devote 120 hours for the Internship I and 480 hours for the Internship II (1 Credit = 30 Hours). The activities prescribed for you in this Handbook are according to the above duration. **Please note that you shall have to attend the internship schools as per the school timing (from open to close) on daily basis. No leave shall be entertained during the internship.**

5.2.3 SCHOOL SETTINGS FOR INTERNSHIP

In order to understand the education system, self, learners, community, etc., you need to interact with all the stakeholders of the school system in a sustained manner in different school settings through observation, experimentation and information gathering. For this, you should select a higher/senior

secondary school (Referred as School Setting I) that will provide facilities to carry out your practical work including internship (See Appendix 1 of Student Handbook & Prospectus: Application Form and Guide for Applicants for B.Ed. Programme). As you know, all schools are not similar; hence you need to experience the uniqueness and differences among the schools for developing a broader understanding of educational system. Apart from the School already selected earlier, you have to select another school (Referred as School Setting II) to undertake internship in diverse contexts, such as government versus private schools, urban versus rural and tribal areas. It is desirable to have experience of internship in diverse contexts and in a school which may be in contrast in nature to the one selected earlier. For example, if you have selected a government school from an urban area then the other school that you select will be a private school preferably located in a rural/tribal area. Use the Form from the Prospectus (Refer to 2nd Form of Appendix 1) that you have used earlier for the selection of the other school with different context. Out of four weeks of Internship I, you need to spend one week in this school to gain the diverse and varied experiences.

5.2.4 ACTIVITIES DURING INTERNSHIP I

As part of “Engagement with the Field”, during internship you are expected to:

observe and participate in various activities of the school;

reflect on your professional capacities through various prescribed activities.

During Internship-I, you are expected to undertake the following activities as outlined in Table 2.

Table 2: Activities of Internship-I

Sl No.	Activities	School Setting	Time (In Hours)			Credits
			Working	Record Writing	Total	
1	School Observation	I	20	10	30	1
2	Classroom Observation	I & II	20	10	30	1
3	Observation of Diverse School Context	II	20	10	30	1
4	Choose any two activities:					
	(A) Case Study of a learners	I	10	5	15	½
	(B) Addressing School Assembly	I	10	5	15	½
	(C) Organizing Community Service Campaign					
		Total	80	40	120	4

The Table 2 suggests as to how you can plan your activities for the both schools. You shall be involved in all the activities and processes of the school under the supervision of the mentors (the Headmaster/Principal and senior teachers of the school). Further you are required to write in a Reflective Diary and maintain records on daily basis. The details on how to maintain the Reflective Diary and Records are discussed in the Section 5.2.5.

Nature of Activities

The objective of performing the prescribed activities, as given in Table 3, is to gain learning experiences about how a school functions in different contexts and how teaching-learning takes place. You gain experience through observations, discussions and interactions with principal, teachers and the students.

Each activity is to be carried out in three phases: (a) planning/ preparing for the activity; (b) implementing the activity; (c) preparing of the report on the activity. You will discuss with the mentor during these three phases. After preparing the report, you shall get it authenticated by the mentor. Each activity is further discussed under the following heads:

- Nature of the activity
- Objectives
- Your role (as a student teacher)
- Role of the Principal/Mentor
- Evaluation method
- Credit

ACTIVITY 1: SCHOOL OBSERVATION

01 CREDIT

Nature of the Activity

School functions as a social system. It provides learning environments to the students. Within school, there exists a vital relationship among students, teachers and curriculum. Teacher and students interact among themselves both formally and informally. While performing various activities during the internship, you observe how the school nurtures its learning environment; how various students participate in the activities of the school; what learning resources are available; how parents and community participate in various activities of the school- etc. Besides, you can find out practices of the school which are innovative in nature. You can identify the best practices which contribute to the effective functioning of the school. Therefore, you need to actively participate in various activities of the school, interact with students, teachers, staff as well the principal in order to develop insight about various aspects of the school.

Objectives: After doing this activity, you should be able to:

- describe how the school functions as a system and provides learning environments to its students;
- explain the nature of physical, psycho-social and academic environments of the school;
- discuss the learning resources and practices of the school that promote values, inclusiveness, innovations and participation of the students;
- reflect on the best practices and initiatives of the school to enhance quality of learning environments for its students.

Your role

- Go through the points for observation as given in School Observation Schedule (Appendix 1) of this Handbook;
- Plan and conduct school observation based on the criteria given in School Observation Schedule;
- Discuss various aspects of the school with the teachers, students and other stakeholders and obtain information pertaining to those aspects of the school;
- Reflect on school's role in creating and maintaining conducive learning environment in the school.

Output:

You are required to prepare a report of about 1200 words which would include a description about various aspects of the school observed by you along with your reflections on overall functioning, innovations and the best practices of the school. The reflections that you write in your Reflective Diary should be used while writing the report.

Role of the Principal/Mentor:

- Supervises and guides you in undertaking this activity and provides feedback to sharpen your skills required to undertake the activity;
- Guides in preparing the report;
- Authenticates your report.

Evaluation method:

- Rating Scale

ACTIVITY 2: CLASSROOM OBSERVATION**01 CREDIT**

Nature of the Activity:

Classroom observation plays an important role in preparing you for practice teaching. It provides you insight on how an effective teacher teaches. You can also observe such things as how the teacher creates positive environment for learning, how he/she organizes teaching-learning activities and transacts learning experiences for the students. Your observation can provide you explanations on how an effective teacher gives feedback to the students. At the same time you may realize that proper observation of classroom teaching is a challenging task. Teaching is a complex and dynamic activity, and during classroom teaching many things occur simultaneously. At the beginning of the activity you may find it difficult to list all points you intend to note. Gradually you become a good observer; you would not only successfully complete this activity, but also reflect on effective teaching-learning practices in the classroom. In this activity you have to observe 20 lessons (10 lessons each from the two courses you have selected for practice teaching). Before doing this activity, you should go through the units from the 'Content Based Methodology Courses' (The two courses opted by you from BES- 141 to 145);

Objectives: After doing this activity you should be able observe and reflect on how teacher:

- communicates clearly and maintains appropriate expectations on students for their participation and learning;
- uses instructional strategies and transacts learning experiences;
- monitors and assesses students' learning;
- manages time, materials and students' behaviours for effective learning.

Your role

- Go through the criteria for observation as given in Classroom Observation Schedule (Appendix 2) of this Handbook;
- Plan and conduct classroom observations as per the criteria given in Classroom Observation Schedule;
- Reflect on effective classroom teaching-learning practices.

Output

You are required to prepare two separate reports which would be submitted along with duly completed classroom observation schedule as per each 'Content Based Methodology Course'. The reflections on your Reflective Diary which you would write during classroom observation shall be an integral part of the both reports.

Role of the Principal/ Mentor

- Supervises and guides you in undertaking this activity and provides feedback to sharpen your skills required to complete the activity effectively;
- Guides you in preparing the report;
- Authenticates each completed observation forms and the report.

Evaluation method:

- Rating Scale

ACTIVITY 3: OBSERVATION OF DIVERSE SCHOOL CONTEXT

01 CREDIT

Nature of the Activity:

Schools vary in size and physical and human resources as well as socio-cultural and economic backgrounds of the students. Schools also differ from each other based on their locations- such as urban, rural or tribal areas; and management- such as government, aided or private. Therefore you will come across diverse contexts in these schools. Please go to the Section 2.4 of this Handbook i.e. 'School Settings for the Internship' and read it again. Now you shall realize as to why you are asked to select another school with different contexts. The purpose is to develop a broader understanding in you about our education system. For example, a large private school in a city may be equipped with a good sports complex where as a rural school may be using the *panchayat* ground for physical training and sports purposes for its students. But both types of schools may be producing sports persons for the country. You may find that the contexts in the both schools different, but the efforts of both schools may be similar. In the Activity 1 i.e. 'School Observation', you are expected to undertake the observation of a school. However, in this activity, you are required to observe another school with different contexts. Remember that, you are not only required to compare how different both the schools are, but also you are expected to appreciate and reflect upon their different contexts and how they function to achieve their objectives of providing quality education.

Objectives: After doing this activity you should be able to:

- discuss the diverse nature of physical, psycho-social and academic environments of the schools;
- describe the schools' learning resources and practices in terms of promotion of values, inclusiveness, innovations and students' participation in diverse contexts;
- reflect on schools' efforts to improve their quality to provide better learning spaces to their students in diverse contexts;

Your role

- You may use the School Observation Schedule (Appendix 1) of this Handbook in order to observe various aspects of the school;

- Plan and conduct school observation based on the criteria given in School Observation Form during the internship at School Setting II;
- Discuss various aspects of the school with the teachers, students and other stakeholders of the school in order to gather information;
- Reflect on both schools' role on creating and maintaining quality learning environments in diverse contexts.

Output

You are required to prepare a report of about 1200 words, which should include a description about various aspects of the school that you observed along with your reflections on schools with diverse contexts. You are expected to use the reflections from your Reflective Diary while writing the report.

Role of the Principal/ Mentor:

- Supervise and guide you in undertaking this activity and provides feedback to sharpen your skills required to complete the activity effectively;
- Guide you in preparing the report;
- Authenticate your report.

Evaluation method:

- Rating Scale

ACTIVITY 4 (A): CASE STUDY OF A LEARNER

½ CREDIT

Nature of the Activity:

The purpose of case study is to understand a student, his/her strengths and weakness, and to help him/her overcome difficulties in the learning process. We have discussed about case study in Unit 7 i.e. 'Methods of Studying Children and Adolescents' of BES 121 (Childhood and Growing Up). Go through this Unit once again before undertaking this activity. This would help you to get a better understanding on how to identify a student and then how to plan, prepare and conduct a case study. The selected student may be with: (a) exceptional talent in studies, art or sports; (b) special needs; (c) difficulties in studies; (d) behavioural problem or drug abuse; (e) adjustment problems; or (f) a student from a marginalized or a disturbed home environment.

Objectives: After doing this activity you should be able to:

- identify student who needs to be studied in order to provide possible help to resolve his/her problem and facilitate his/her optimal development;
- discuss the student (case) holistically based on analysis of data collected from various sources.

Your role:

- Identify a student for conducting a case study;
- Collect data about the student from different sources;
- Analyze data about the student and suggest the best possible measures to improve student's performance and help him/her to overcome difficulties.

Outcome:

You are required to prepare a report of about 750 words, which would include identification of problem, case history of the student, collection and interpretation of data, findings, suggestions, etc. The reflections on your Reflective Diary shall be used by you while writing the report.

Role of the Principal/Mentor:

- Helps you in identifying a student for conducting case study;
- Guides you in conducting this activity;
- Guides you in preparing the report;
- Authenticates your report.

Evaluation method: Rating Scale

ACTIVITY 4 (B): ORGANIZATION OF A COMMUNITY SERVICE CAMPAIGN

½ CREDIT

Nature of the Activity:

Planning and execution of community service campaign provide you an opportunity for understanding your students better and the relationship of the school with its neighborhood and the community. This activity facilitates team work and develops leadership quality. We have discussed about teacher in community in Unit 13 i.e. 'Teacher in Diverse Role' of BES 123 (Learning and teaching). You should go through this Unit once again before undertaking this activity. You can identify any theme for campaign which is socially useful, such as nutrition, literacy, sanitation, blood or organ donation, immunization, environment protection or supporting children at an orphanage or in a centre for children with disabilities, protection of consumer rights, etc.

Objectives: After doing this activity you should be able to:

- select the theme for the campaign and discuss its importance for both the school and the community;
- plan, organize the campaign and evaluate its usefulness.

Your role

- Select one of the themes for the campaign depending on your interest, availability of time and the resources in the school;
- Plan the campaign, motivate and involve your students;
- Seek cooperation from local agencies, educational institutions, key-persons of the locality, etc to organize the campaign;
- Organize the campaign;
- Evaluate and reflect on the usefulness of the campaign for both the school and the community.

Output:

You are required to prepare a report of about 750 words, which would include the objectives of the campaign, methodology adopted, your observations as the organizer, and outcomes of the campaign.

The report may also contain some photographs related to the campaign. The reflections on your Reflective Diary shall be used by you while writing the report.

Role of the Principal/Mentor:

- Guides you in planning and organizing the campaign;
- Helps in preparing the report;
- Authenticates your report.

Evaluation: Rating Scale

ACTIVITY 4 (C): ADDRESSING THE SCHOOL ASSEMBLY

½ CREDIT

Nature of the Activity:

School assembly is an integral part of school’s daily activities, eventually a part of the school’s first activity of the day. Its purpose is to bring the entire school population together to provide important information, enhance school spirit, and foster a sense of community within the school. It provides an effective means to impart information to the entire school community at one time. The school assembly should be of good quality since it is one of the most important aspects of a school’s curriculum. It has to be planned in a way that nurtures a positive school ethos that stresses care for the self, others and the pursuit of all forms of excellence. Then it nurtures the development of intrapersonal intelligence. The leader of the assembly must ensure appropriate pupil behaviour and attitude. Assembly can be based on a yearly plan that incorporates monthly values and weekly themes. Meaningful engagement in school assembly shall strengthen your involvement in the school. For the school assembly, you can select themes appropriate to the students and may be related to socio-economic problems, environmental and value education, national and international issues.

Objectives: After doing this activity you should be able to:

- select theme for addressing the school assembly;
- plan and organize the school assembly.

Your role:

- Identify two different themes or topics for addressing on two different days of the school assembly;
- Plan the assembly, motivate and involve your students;
- Organize and address the assembly;
- Evaluate the assembly by collecting feedbacks from teachers and students of the school;
- Reflect on the assembly and usefulness of the theme for the students.

Output:

You are required to prepare a report of about 750 words, which would include the objectives of the theme/topic for the school assembly, summary of the address, your observations and outcomes of the assembly. The report may also contain some photographs related to the school assembly. The reflections on your Reflective Diary shall be used by you while writing the report.

Role of the Mentor:

- Guides you in selecting themes/topics for the addresses in the school assembly
- Helps you in organizing the school assembly;
- Provides feedback on quality of presentation, quality of language and clarity of expression;
- Guides you in preparing the report;
- Authenticates your report.

Evaluation: Rating Scale

5.2.5 MAINTENANCE OF RECORDS AND REFLECTIVE DIARY

Table 3 summarizes various records that you are supposed to prepare during your Internship–I.

Table 3: Records to be Prepared During Internship I

Sl	Activities	Credits	Records	Reflective Diary
1	School Observation	One	A report of about 1200 words	During Internship, you need to maintain the reflective diary on daily basis. Whatever activities you carry out, you need to write your reflections. The Diary shall be submitted along with all reports.
2	Classroom Observation	One	Two reports for each Courses (BES 141-145) along with filled observation forms	
3	Observation of Diverse School Context	One	A report of about 1200 words	
4	Any two activities: (A) Case Study of a Student (B) Addressing School Assembly (C) Organizing Community Service Campaign	Half Half	A report of about 750 words	

Reports should be authenticated by the mentors and verified by the Principal of the School. All reports along with Reflective Diary shall be submitted to your Programme Study Center during the Workshop for evaluation.

WRITING REFLECTIVE DIARY

You are also expected to write and maintain your Reflective Diary for all activities. Go through the Unit 15 i.e. 'Teacher as a Reflective Practitioner' of BES 123 (Learning and Teaching). A thorough understanding of the Unit will help you to write the Reflective Diary. For example, you visited a school

or the library of the school or interacted with a group of learners or you observed the classroom teaching of a lesson to the learners by a teacher. In these activities/events, not only you could remember what are the things happened but you might gain new and unique experiences. You need to reflect on these unique experiences by writing them in a diary. During internship, you need to maintain your Reflective Diary on daily basis. The objectives of reflective Diary are to:

- get clear overview of your learning experience in schools during internship;
- help you to understand your strengths and weaknesses as a learner and to realize learning strategies which suit your personal needs;
- make you capable of overcoming learning difficulties through self-evaluation and improving yourself as a teacher.

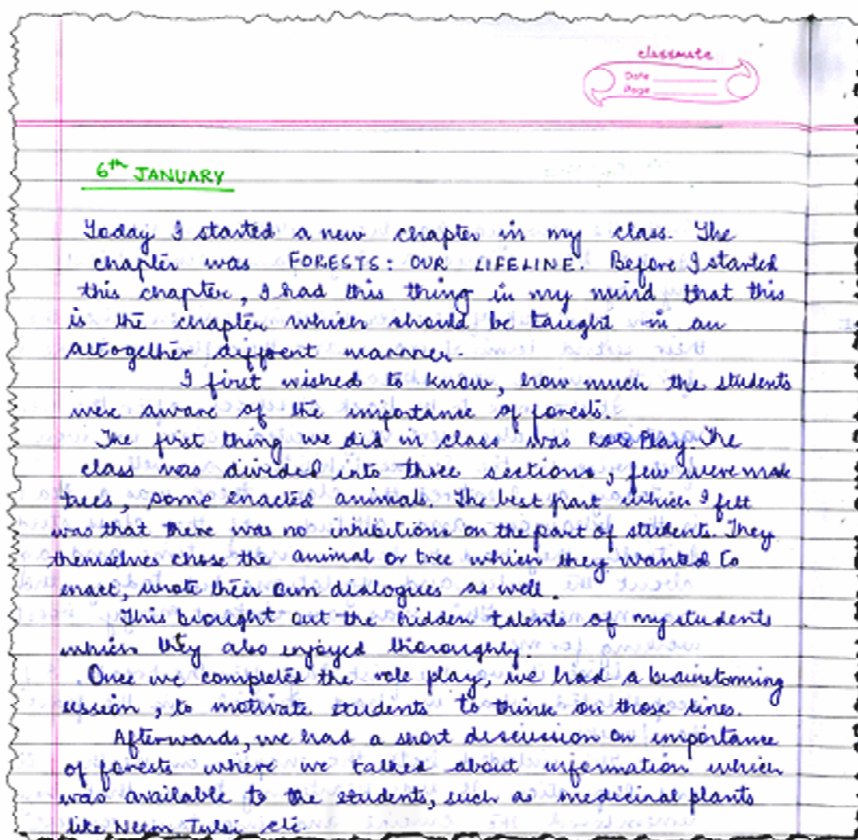
Reflective diary can be structured or unstructured. You need to decide what kind of format you would use. You are free to use either structured or unstructured or both. In a structured one, you need to write with the help of some guiding questions, which you need to answer. In an unstructured reflective diary, there is no question to be answered. You have to write on your own criteria of assessment.

Table 4: Structured & Unstructured Reflective Diary

Writing Structured Reflective Diary	Writing Unstructured Reflective Diary
<p>In the structured diary, you write with the help of pre-decided questions. The following questions can be considered by you:</p> <ul style="list-style-type: none"> • <i>What points I have learnt from the activities?</i> • <i>What did I do in the activities?</i> • <i>Give one or two examples of your most successful acts in the activities. Try to explain what things you did that made them successful</i> • <i>Why did I commit errors in the activity? Give one or two examples, if relevant to the errors or less successful performance in the activities.</i> • <i>The next time you face a similar situation, what if anything, could you do differently to increase your learning?</i> 	<p>In unstructured one, you need to write on your own. However, you can keep following points in your mind- this shall help you:</p> <ul style="list-style-type: none"> • <i>What's my interest in the activity?</i> • <i>What's my reaction to a particular aspect of the activity?</i> • <i>What's my opinion on the content of the activity?</i> • <i>How do I like the way that each of the teaching and learning activities are being conducted/ organized?</i> • <i>How can I relate other things directly or indirectly to things that I have learnt in this activity/course?</i>

This kind of writings gives you the greatest freedom to reflect upon events that are meaningful for improving school system as well as developing you professionally. Now you must have understood that writing a reflective diary is not describing what happened or narrating the event or situation, but reflecting upon and that is more important. As an example, a portion of a sample page of a reflective diary of a teacher is given in Figure 1 (Source: Dogra, B. (2015). Pre-service Science Teachers' Diaries: Tools for Reflection. Teacher Support, 2015, 4(3), 1-18).

Figure 1:



Now you might have got the idea of writing a reflective diary. It is different than that of writing assignments that you have been doing in this programme. It is nothing but a piece of flexible, personal and informal writing.

If you are confronted with questions like how to start, and what to write, how to write; then don't just scramble something in the Diary but go through the points given in Table 5 which would help you.

Table 5: Tips for Writing Reflective Diary

What to write	How to write
<ul style="list-style-type: none"> • Begin with whatever you think about your learning experience in the activity. • No need to write the activity in a chronological order or avoid narration of the activity from beginning to the end (i.e. what you did first and then next or what you observed first and then next). • Describe the meaning of what you learnt in the activity. Also, describe your reactions, feelings, opinions, views on the learning process and the learnt materials. • Describe the good points and bad points, strengths and weaknesses that you come across while performing/observing the activity. • Make advice for yourself and make plan for your learning in the near future. 	<ul style="list-style-type: none"> • Write in first person, as if you are writing a letter to a friend. • There is no right or wrong answer for a journal entry. Therefore, feel free to express your ideas, opinions, and thoughts. • Do not hesitate to share your personal experience if that helps to illustrate your point. • Do not limit yourself to words – diagrams and pictures can be incorporated. • Do not put too many thoughts about how to write in good language; instead spend more effort on what to write. Focus on expression of your ideas.

You need to get a spiral/bounded notebook to write your reflective diary on day to day basis. Although there is no constraint on how much you should write on each day, but it is expected that you may write about 300 words on daily basis, however there is no word limit. Before writing reflections, please do remember to mention the date and time along with title of each activity of the day you observed/ conducted.

School Observation Schedule

(For Secondary/Senior/Higher Secondary Schools)

SECTION I: General Information

Name of the Student Teacher/Internee:		
Enrolment No.		
Name of the School:		
Types of school: Government/Aided/Private		
Location of the School: Urban/Semi-urban/Rural/Tribal		
School has classes from _____ to _____ having total students of _____.		
Address of the School:		
School Recognized by Board/Council:		
Classwise Details:		
Classes	No of Sections	Total Students
IX		
X		
XI		
XII		
Details of Teaching & Non-teaching staff of the school(Types and numbers):		

SECTION II: Criteria for School Observation

Instructions

In this section we provide a number of criteria for observing different aspects of the school. While performing various activities during the internship, you shall come across these aspects of the school. You need to observe simultaneously these aspects while participating in different school activities. Even you can interact with students, teachers, staff or the principal of the school in order to find more accurate and reliable answers to the criteria mentioned in this section. Ensure that while collecting information, the usual activities of the school are not disturbed. Always record your observations in the diary so that you do not forget. Go through the criteria as given under various aspects of the school and review them on daily basis during your internship, so that you remember the next criteria that you may take up for the next day.

Please note that, the information and details about the school collected through this format are only meant for your training purpose and not to be used for any other purposes. You are not supposed to make any judgment about any staff of the school or his/her teaching/working abilities, attitudes, etc.; but you are going to analyze the school from a systemic perspective.

A. Physical Environment of the School

- Give a general description about the physical environment of the school.
- Do you think that school has adequate space for the students to participate in various indoor and outdoor activities? Does the school have lots of open space with trees, lawns, etc. in order to attract and retain the students?
- How do you find the classrooms? Do you find that classrooms have adequate lights (including natural lights)? Do the classrooms have lively appearance with the display of students' works, charts, drawings, etc.? Do the classrooms have adequate space for students to keep their own books, etc.? Is the classroom size adequate according to the number of students? Do they have alternative spaces to learn?
- What kinds of information, pictures, works of the students etc are displayed in different places of the school? Are these permanent in nature or updated/replaced regularly? How do the students like these displays? Are these displays stimulating or non-stimulating and monotonous for the students?
- Does the school have playground for outdoor learning activities? Is it adequate for the various sports offered by the school?
- Does the school have vehicle/cycle parking space, toilets and other common facilities?
- How clean are the school campus- classrooms, office rooms, labs, outdoor spaces? Do the students take own responsibilities in keeping the school clean?
- How do you find the building, furniture and equipments of the school?

B. Nurturing an Enabling Environment

- Does the school create such an environment where students feel secure and there is absence of fear? Do the students ask questions freely; engage in dialogue with the teachers as well as peers both inside and outside classroom?
- Does the school create such an environment which promotes equality and equity and removes discrimination among students?

- Do the students belonging to SC/ST groups, disability and other disadvantaged groups feel low or face ill treatment in the classroom? Is the school sensitive towards their needs?
- Are the girls subjected to stereotyped expectations based on the notions of their future roles as house makers- or they are provided opportunity to develop their capabilities for any future role irrespective of gender?
- Do you find that the culture of the school highlights the identity of the students as 'learners' and creates an environment that unlashes the potential of each student?

C. Students' Participation in the School & Promotion of Values

- What values does the school intend to promote among students through participation in various activities? Does the school have its own values that it wishes to promote?
- Whether these values have been integrated into the curriculum?
- Do you find that the existing environment of the school discourages unhealthy competitions among students? Does the school encourage competitiveness among students?
- Does the school provide democratic environment and democratic participation of students both within and outside the school?
- Does the school have a policy of inclusion? Do the students with disabilities, students from marginalized sections get equal opportunity to participate in school activities?
- What special efforts that the school makes in empowering the weak, marginalized and disabled students to ensure their participation in various activities?

D. Learning Resources

- Besides the text books, whether the school facilitates students of using supplementary books, workbooks and online reading materials?
- Whether the school gives importance to the use of Atlases, Manuals as important as important learning materials? How do the students use these resources?
- How are the supplementary resource materials such as audio, video and web-based resources used by the schools for the students? How do the students benefit from these resources?
- Does the school organize groups activities such as small drama, making of small video or exhibitions in which students can participate? How do these activities help students?
- Does the school have a library? Whether the library follows a system of cataloguing so that students can easily locate the library resources? Is the facility of borrowing books available? Is there reading corner available in the library? How much time is allocated to students to use the library? How useful do the students find the library resources?
- How does the school use ICT resources for the students? Whether the students can use internet? How do the students use internet for their learning?
- Has the school integrated ICT in teaching-learning process? Whether the school has adequate stock of CD and software for the use of students? How does their use influence students' learning in different subjects?
- Does the school have laboratories for the study of various practical related subjects? How are these labs equipped? How do the students use the labs? What activities do they carry out in the labs?

E. School's Annual Calendar and Time Table

- Does the school have annual calendar of activities which includes curricular and co-curricular activities, examination, holidays, and events to be organized in the school? Does the school develops it or it is provided by the higher authority/council/board?
- How is organization of the annual activities distributed amongst the teachers? How are they planned?
- How does the school plan instructional time in terms of classroom teaching, class based assignments, projects and home assignments? Is there any clear roadmap for this?
- How is the time allocated in the time table for morning assembly, various subjects and other activities?
- Whether the time table provides time to teachers to reflect on the activities performed during a day and prepare for the next day's lesson?

F. Discipline and Students Participation in School Management

- How does the school maintain discipline amongst the students? Does the school have any rules or norms to define 'good' and 'desirable' behaviour?
- How does the school inculcate value/habit of self-discipline amongst the students for learning and development?
- Does the school involve students in framing rules and regulations, so that they understand their need and follow them accordingly?
- Do the students select monitors, prefects or captains amongst them? Whether this system helps them in maintaining classroom or school discipline?
- Does the school encourage the students to elect their own representatives to students' council which participates in the management of the school? How does the School Council support the school administration in various activities of the school?

G. Parent and Community Participation

- How does the school make the parents understand what their ward is learning in the school? How does the school uses feedback received from the parents?
- Does the school have school management committee, parent-teacher association or alumni association? How are these bodies involved in school activities?
- How does the school use the community recourses to enhance students' knowledge and experience in relation to particular topics being taught (for example –inviting locally available persons like artisan, retired soldier or local doctor or even local mechanic to address on the relevant topics)?
- Are the students encouraged to use local examples and issues in exploration and creation of new knowledge and information?
- How does the school encourage students to explore historical information of their locality, environmental issues and traditional knowledge and to reflect on these aspects?

H. Innovations and Best Practices:

List the innovations and the best practices of the school.

Classroom Observation Schedule

Name:		School:	
Date:	Time:	Class:	Subject:
Lesson/Topic:			
A. Teacher's Expectations from Students			
1. What did the teacher expect the students to learn from the lesson?			
2. How did the teacher communicate the purpose and relevance of the lesson to the students?			
3. Whether the students did demonstrate that they understood what the teacher expected for them to learn?			
4. What did the teacher expect the students to do during and after the lesson?			
5. Did the teacher provide opportunities to the students to reflect on their learning experiences?			
B. Use of Instructional Strategies to Facilitate Learning			
1. What instructional strategies did the teacher use to teach the lesson?			
2. Whether the instructional strategies used by the teacher were effective? If yes or no-then why?			
3. Did the teacher make any change in instructional strategies during the lesson, and why?			

4. Did instructional strategies promote a higher level of thinking and performance among the students?	
5. Whether the instructional strategies were—or were not—effective in enhancing student learning and success?	
C. Providing Content for Students	
1. What was the content of the lesson?	
2. How did the content relate to the learners and the learning?	
3. What suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content?	
4. If content errors were made, did the teacher recognize and correct them?	
5. How did the teacher present the content in order to make it clear and meaningful to the students?	
D. Monitoring, Assessing, and Enhancing Learning	
1. How did the teacher maintain a constant awareness of student performance throughout the lesson?	
2. How did the teacher monitor student engagement, understanding, and performance during the lesson?	
3. What adjustments, if any, did the teacher make during the lesson, and why?	
4. What types of instructional feedback did the teacher provide to the students?	
5. How effective was the feedback in terms of enhancing student learning?	

E. Maintaining an Environment that Promotes Learning	
1. Describe the physical environment of the classroom.	
2. Did the teacher manage the distractions (if any) was present in the learning environment? How?	
3. How was the tone of classroom environment (fearful/unfearful)? Did the teacher create with motivation and positive attitude for the students?	
4. In what ways did the teacher facilitate inquisitiveness of the students?	
5. How did the teacher create the interest of the students to learn, improve cooperation and teamwork?	
F. Managing the Classroom	
1. What were the teacher's expectations of students' conduct in the classroom?	
2. How did the students demonstrate that they understood the ways in which they were expected to conduct themselves in the classroom?	
3. How did the teacher address inappropriate student behaviors, if any, during the lesson?	
4. How did the teacher maximize utilization of instructional time?	
5. How did the teacher manage time between activities and/or classes?	

Any other Remarks: *(If any)*

5.3 WORKSHOP–BASED ACTIVITIES

Classroom interaction requires fair understanding of various methods of teaching and modes of communication includes proper planning of instruction, methods of teaching specific subjects/topics and also classroom management strategies needed for organizing teaching. Besides, the teacher has to play a multifaceted role as a manager; researcher and the facilitator. To prepare you to effectively perform all these roles, **two workshops of 12-days each have been planned. Normally 1st workshop will be conducted after the completion of Internship –I and before the commencement of the first year term-end examination and 2nd workshop will be conducted after the completion of the Internship –II and before the second year term end examinations.**

Please note:

1. Workshops are mandatory for all Learners.
2. No workshop will be organized during the term-end examination schedule of IGNOU.
3. You will be allowed to attend 1st workshop only after completion of Internship-I, and similarly to attend the 2nd workshop only after completion of Internship-II.
4. Minimum one year gap is compulsory between both the workshops, i.e. you can not attend both the workshops in the same year.
5. Without completing Internship-I, Workshop-I and Internship-II, you will not be allowed to attend Workshop II.
6. Cent percent attendance is compulsory in the workshops. Failing to which, you have to attend the workshop again in the subsequent year.
7. To successfully completion of the B.Ed. programme, you have to complete all the activities of the workshops.

The workshop facilitators and workshop directors specially oriented for the purpose will conduct the workshops. In the workshop you will participate individually as well as in groups, in various activities and will sharpen your skills. You will work on your activities under the direct supervision/ guidance of teacher educators and the workshop will also give you the opportunity to work with your fellow teachers. The quality and extent of participation and the progress made by you will be monitored and evaluated by the workshop facilitators. Therefore, you are expected to come fully prepared to the workshops. This preparatory phase is known as “the pre-workshop activity”. The activities performed during the workshop are known as “during workshop activity”. All the activities done during workshop have to be practiced by you during the real teaching- learning situations in your classrooms. These expectations are given under “post-workshop activities”.

You should know that activities of the first workshop are based on first year theory courses, EPC courses for first year and the activities to be carried out during the internship. Apart from these the first workshop orients you on various teaching skills. The activities of the second workshop are based on the second year theory courses, EPC courses for the second year, various aspects of internship and practice teaching. The activities conducted in this workshop will help you to sharpen your teaching skills with innovative teaching methods.

Workshop 1

Day	Session I	Session II	Session III	Session IV	Total Number of Sessions
1	Welcome and introduction An Overview of B.Ed. programme About the Workshop		Paradigm Shifts in Teacher Education	Quality Concerns in Secondary Education	04
2	Childhood in Different Contexts: Implications for	Sharing Reflections Narrated in Reflective Diary	Unit Planning	Presentation of unit-plans in concerned pedagogy Subjects BES 141 BES 142 BES 143 BES 144 BES 145	08
3	5-E model of Lesson planning: Discussion and Demonstration	Integration of ICT Resources in teaching- learning	Preparation of Audio/video programme for teaching-learning	Preparation of Learning Resources	04
4	Preparation of lesson Plans BES 141 BES 142 BES 143 BES 144 BES 145 (You will participate in two sessions related to your teaching subjects)		Developing Empathy	Presentation of Audio/ video programme	12
5	Assessment of Reflective Diary and Reports of the activities undertaken during Internship-1.		Presentation of lesson plan in simulated situation (one lesson in each subject) BES 141 BES 142 BES 143 BES 144 BES 145		12
6	Assessment of Reflective Journals and Reports of the activities undertaken during Internship-1.		Presentation of lesson plan in simulated situation (one lesson in each subject) BES 141 BES 142 BES 143 BES 144 BES 145		12
7	Constitution of Disciplinary Knowledge and its Perspectives	Organizing Subjects in School Curriculum	Presentation of lessons plan in simulated situation (one lesson in each subject) BES 141 BES 142 BES 143 BES 144 BES 145		12
8	Teacher as an Action Researcher		Assessment tools and Techniques	Child Right: Role of a Teacher	04
9	What is Language across the Curriculum?	Using Literature to Teach Mathematics	Preparation and Presentation of Subject specific Assessment tools BES 141 BES 142 BES 143 BES 144 BES 145		12
10	Using Different Texts for Developing Critical Thinking Skills	Using a Suitable Resource from NROER	Use of Concept Map Software for Classroom Assessment		04
11	Reading Across the Curriculum		Assessment of Activities related to EPC-I		04
12	Assessment of Activities related to EPC-II		Valedictory		04

- *Session IV on Day 2, Session I & II on day 4, Session III & IV of day 5, 6, & 7 will be organized as 05 parallel sessions related to various pedagogy subject.*
- *There will be 92 sessions during 12 days.*

LIST OF ACTIVITIES/REPORTS FOR ASSESSMENT IN WORKSHOP 1

Following submissions/presentations are to be assessed for Course BESL-131, Workshop Based Activities. Please ensure that each of the following activity/report is completed and submitted by you during the workshop.

Day	Session	Title of the Session	Nature of Work	Nature of Submission
1	III	Paradigm Shifts in Teacher Education	Group	Group Presentation Report
1	IV	Quality Concerns in Secondary Education	Group	Group Presentation Report
2	I	Childhood in Different Contexts	Group	Group Presentation Report
2	IV	Presentation of Unit Plan	Individual	One Unit Plan each in two pedagogy subjects based on Concept Mapping
3	IV	Preparation of Learning Resources	Individual	The learning resource developed by you
4	III	Developing Empathy	Group	Group Presentation Report
4	IV	Audio/video Programme	Individual	A/V Programme
5	III & IV	Lesson Planning and Simulated Teaching	Individual	One lesson plan each in both pedagogy subjects
6	III & IV	Lesson Planning and Simulated Teaching	Individual	One lesson plan each in both pedagogy subjects
7	I	Constitution of Disciplinary Knowledge	Group	Group Presentation Report
7	II	Organizing Subjects in School Curriculum	Group	Group Presentation Report
7	III & IV	Lesson Planning and Simulated Teaching	Individual	One lesson plan each in both pedagogy subjects
8	I & II	Teacher as an Action Researcher	Group	Action Research Proposal
8	IV	Child Right: Role of a Teacher	Group	Group Presentation Report
9	I	What is Language Across the Curriculum	Group	Group Presentation Report
9	II	Using Literature to Teach Mathematics	Group	Group Presentation Report
9	III & IV	Assessment Tools	Individual	Developed Assessment Tools

- Note:**
- **In order to get Cumulative Grade for the Course BESL-131: Workshop Based Activities, only above mentioned activities will be graded.**
 - **Grades of the Activities to be carried on Day 10, 11 or 12 will be used to get cumulative grades of EPC Courses.**

DETAILS OF WORKSHOP-BASED ACTIVITIES

Workshop I

In the workshop, each session will be of 90 minutes duration. In the beginning of each day a 15 minute slot has been allotted to a brief report of the previous day's activities, which will help you to recapitulate the activities conducted on the previous day and link it with today's activities. Session-wise break up of the workshop is as follows:

DAY 1 SESSION I & II: WELCOME AND INTRODUCTION

OVERVIEW OF B.Ed. PROGRAMME: ABOUT THE WORKSHOP

This session is an introductory session about the workshop. Workshop In-charge will introduce the nature, importance and objectives of workshop. You will give self-introduction to know each other.

PIC/Workshop in-charge will explain the various activities to be carried out by you during the two-year B.Ed. programme. As you are attending the workshop along with other learners, the workshop in-charge will provide the details about the B.Ed. Programme. He will discuss do's and don'ts during the workshop, general schedule of the workshop and activities to be carried out by each of you. Assessment strategy for various activities, reports of internship activities, etc. will also be explained in this session.

DAY 1 SESSION III: PARADIGM SHIFTS IN TEACHER EDUCATION

This session aims to facilitate you to discuss the paradigm shifts in teacher education.

Pre-Workshop Activity

You should study the Courses BES-123 and BES-124 thoroughly along with major discussion points of NCF-2005 and NCFTE-2009.

During Workshop Activity

The resource person will initiate the discussion with a brief presentation on recent changes in teacher education in India in the light of NCF-2005 and NCFTE-2009.

You are expected to form small groups and each group will discuss on any of the following issues:

- Socio-cultural perspectives of learners
- Diversities among the learners
- Constructivist pedagogy
- Learner centered teaching methods
- Content-based pedagogical knowledge
- Language across the curriculum
- Continuous comprehensive assessment with special reflections on 'Assessment for Learning' and 'Assessment of Learning'.

Each group will make a presentation after group discussion and submit the report for assessment to workshop facilitator/ resource person.

Post-Workshop Activity

You are expected to make an assessment of themes and discussion and mention it in your reflective diary.

DAY 1 SESSION IV: QUALITY CONCERNS in SECONDARY EDUCATION

This session aims to:

- to discuss the quality concerns in secondary education in India, and
- to discuss the initiatives taken for quality improvement in secondary education.

Pre-Workshop Activity

You are expected to read the unit 3 of Block-1, Unit-6, 7, & 8 of Block-2 and Unit-13 of Block-4 of the Course BES-122: Education and Policies.

During Workshop Activity

The resource person will initiate discussion with a presentation on various quality issues in secondary education in India. S/he will give a brief presentation on various recommendations related to secondary education given by various commissions and committees in India.

You are expected to form small groups and each group will discuss on various quality concerns and initiatives which have been taken to improve quality of secondary education. Each group will present the views of the group before the peers.

Each group will make a presentation after group discussion and submit the report for assessment to workshop facilitator/ resource person.

Post-Workshop Activity

You are expected to make an analysis of the discussion held during the session and mention it in your reflective diary.

DAY 2 SESSION I: CHILDHOOD IN DIFFERENT CONTEXTS: IMPLICATIONS FOR TEACHERS

This session aims to:

- sensitize teachers about diverse socio-economic and cultural backgrounds of learners;
- discuss the varied growing up experiences of children and their impact on learning process

Pre-workshop Activity

Read the Units 1, 2 & 3 of Block 1 of Course BES-121: Childhood and Growing Up.

During Workshop Activity

The resource person will initiate discussion with student - teachers on the concept of childhood. S/he then will divide them into various groups and ask them to select a group leader. Each group is assigned a task to share their growing up experiences, followed by detailed discussion on the growing up experiences of children in different contexts such as:

- growing up as an orphan
- growing up in a slum area
- different growing up experiences of children and their impact on teaching-learning process.

In the plenary session group-wise presentations will be made by the group leader on the outcomes of discussion which will be followed by open comments and observations from other groups.

Post-workshop Activity

Each group will submit its report to workshop facilitator for assessment.

DAY 2 SESSION II: SHARING REFLECTIONS NARRATED IN REFLECTIVE DIARY

This session will help you to:

- strengthen your school based practices on the basis of your reflections.

Pre-Workshop Activity

Read the unit 15 of ‘Block 4: Teacher as a reflective practitioner’ in the course BES-123.

During Workshop Activity

In the beginning of this Handbook, you have been asked to maintain a reflective diary. You will share your reflections regarding teaching learning practices with your peers.

Post-Workshop Activity

You should continue to write a reflective diary throughout the workshop and submit it to workshop coordinator for assessment at the end.

DAY 2 SESSION III: UNIT PLANNING

This session will help you to develop a unit plan using concept mapping strategy.

Pre-workshop Activity

Go through Unit 10: Organizing Teaching Learning, Block 3 of the Course BES-123. Identify a topic/theme of your choice for developing a concept map.

During workshop Activity

The resource person will discuss how to use concept map for planning a unit. You will practice for preparing unit plans based on concept map under the guidance of the workshop facilitator.

Post-workshop Activity

Prepare one concept maps based unit plan on any unit from your selected pedagogy subjects and submit it for assessment purpose after presentation in next session.

DAY 2 SESSION IV: PRESENTATION OF UNIT –PLANS IN CONCERNED PEDAGOGY SUBJECTS

In this session you have to present the unit plan you have prepared session III, day 2, from in your teaching subject and get the feedback from your peers and resource person.

Note: 05 parallel sessions, based on the pedagogy of specific subjects, will be organized.

Pre-workshop Activity

You should study Unit 10: Organizing Teaching Learning, Block 3 of the Course BES-123.

During workshop Activity

In this session you are expected to present the concept map based unit which you have developed in previous session. Each one of you has to present your unit plan in your subject group and take the feedback from the resource person and peers.

Post-workshop Activity

You are expected to develop unit plans as a part of your teaching-learning process your schools.

DAY 3 SESSIONS I: 5-E MODEL OF LESSON PLANNING

The activity in this session will facilitate you to understand the process of developing 5-E model of lesson planning.

Pre-workshop Activity

Go through the Unit 10: Organizing Teaching Learning, Block 3 of the Course BES-123

During workshop Activity

The workshop facilitator /resource person will make a presentation on general steps of 5- E based lesson planning. S/he will also highlight merits of using 5-E approach. S/he will demonstrate a model 5-E based lesson plan development.

Post-workshop Activity

You have to identify the themes/topics of your choice for development of lesson plans in your pedagogy subjects from the units on which you have developed unit plans.

DAY 3: SESSION II: INTEGRATION OF ICT RESOURCES IN TEACHING-LEARNING

The activity in this session will help you to become aware of the process of integrating ICTs in teaching-learning process.

Pre-workshop Activity

Go through the Block 3, Unit 11: Teaching-Learning Resources of BES 123.

During Workshop Activity

The workshop facilitator /resource person will make a brief presentation on merits/demerits, selection, integration and use of various ICT resources in classroom. You should share your experiences of using ICT resources in real classroom situation with relevant examples.

Post-workshop Activity

You are expected to intelligently select and integrate ICTs, and use them in your classroom. You should also assess the effect of these ICTs on learning. It is expected from you that you will integrate various ICT resources while presenting your lessons in simulated situation.

DAY 3 SESSION III: PREPARATION OF AUDIO/VIDEO COMPONENTS FOR TEACHING-LEARNING

The activity in this session will help you to design and develop an educational audio/ video content.

Pre-workshop Activity

Select a topic on which you can develop a short audio/video component during the workshop.

Bring a mobile phone or a digital camera to record an audio/video content.

During Workshop Activity

The resource person will make a presentation on the development of audio/video components in teaching and learning. You will be oriented to the process of development of audio/video in different formats for uploading on YouTube, social media sites or blending with power point presentation.

You have to develop a video or an audio programme of approximately 5 minute duration on the selected theme using your mobile phone/digital camera. It may include demonstration, narration of an event, experiment or any other educational activity. It will be recorded in a suitable format and displayed during the workshop.

The audio/video thus developed, will be assessed by at least two peers on quality of audio and visuals, clarity of language, comprehensibility and also evaluated by the evaluator.

Post-workshop Activity

Submit a copy of audio/video to workshop facilitator/resource person after presentation on Day V, Session 2. You may use it in classroom situation later.

DAY 3 SESSION IV: PREPARATION OF LEARNING RESOURCES

The activity in this session will help you to develop learning resources by using locally available materials.

Pre-workshop Activity

- Go through the Block -3, Unit 11: Teaching Learning Resources of the Course BES-123.
- Think about the learning resource you want to prepare and collect locally available materials for the same.

During Workshop Activity

You will individually prepare a learning resource by using locally available materials on any teaching topic which you are going to teach in simulated teaching.

Post-workshop Activity

Use locally available material as learning resource in your teaching.

DAY 4 SESSIONS-I AND II: PREPARATION OF LESSON PLANS

Purpose of this session is to develop lesson plans based on 5- E Model in your respective teaching subjects.

Note: This session will take place in 05 parallel pedagogy subject specific sessions simultaneously. Once you prepare a lesson plan in your pedagogy subject 1, you change the room and do the same for your pedagogy subject 2.

Pre-workshop Activity

Go through the unit related to lesson planning in your teaching subject i.e. courses BES-141 to BES-145.

During Workshop Activity

In these sessions resource persons will demonstrate model lessons related to different teaching subjects. They also discuss various strategies for developing 5-E based lesson plans in different subjects.

Post-Workshop Activity

You have to prepare lesson plans in two different pedagogy subjects during other sessions of workshop.

DAY 4 SESSION III: DEVELOPING EMPATHY

This session aims to develop an understanding about empathy as well as to develop skill to deal with children empathetically.

Pre-workshop Activity

Read the Unit-10, Block 3 of Course BES-121: Childhood and Growing Up.

During Workshop Activity

The resource person discusses the meaning of the word ‘empathy’ and its significance for a teacher in teaching-learning context. S/he will make various groups and provide various situations such as:

- a disabled child in a normal classroom
- a child who is bullied by his peers
- children from multicultural backgrounds

You will be asked to put yourselves in any one of the situations above so that you can ‘empathize’ with the child and imagine what a child feels and goes through. Based on your perceptions of putting yourselves in the ‘shoes of others’, you will be asked to think of appropriate ways of dealing with such children. Each group will be asked to share their reflections.

Post-Workshop Activity

Apply the suggested ways when you deal with children.

DAY 4 SESSION IV: PRESENTATION OF AUDIO/VIDEO PROGRAMME

The objective of this session is to present the audio/video component developed by you and give provide the feedback.

Pre-workshop Activity

You will develop a 5 minute audio/video related to your teaching subject based on inputs provided on Day 3 Session III.

During Workshop Activity

Present the audio/video developed by you in session III of day 3. Resource person and peers will give their observations on quality/academic use and nature of the programme.

Post Workshop Activity

You have to submit your audio/video in soft copy to resource person for assessment purposes.

DAY 5 SESSIONS I AND II: ASSESSMENT OF REFLECTIVE DIARY AND REPORTS OF THE ACTIVITIES UNDERTAKEN DURING INTERNSHIP-1

(First 25 Learners)

Purpose of these sessions is to assess the practical activities carried out during Internship-1.

Pre-workshop Activity

Complete all the activities suggested in Handbook and material related to internship-1 and bring all reports.

All of your reports and reflective journals should be approved by mentors and authenticated by Head/Principal of the Internship school.

During Workshop Activity

You will make a presentation of the activities completed by you during Internship-1. Resource person will assess the quality of the activities with the help of tools provided to them and submit the grades to workshop in-charge/PIC.

Out of 50 learner, 25 will present their reports and rest 25 will give constructive feedback.

DAY 5 SESSIONS III & IV: PRESENTATION OF LESSON PLAN IN SIMULATED SITUATION

These sessions will be organized in 5 parallel sessions for all 5 pedagogy courses. Learners will present their lesson plans related to their pedagogy subjects.

Pre-workshop activity

Prepare one lesson plan each for your two pedagogy subjects based on 5-E Model.

During Workshop activity

In session III and IV, you will be divided into groups based on your pedagogy subjects. In these two sessions you have to teach at least one lesson for each of two pedagogy subjects' and collect feedback from peers and work shop facilitator/resource person.

Post-Workshop activity

- You have to further practice and try to refine these lesson plans.
- You have to prepare lesson plans for coming simulated teaching practice sessions in each of the pedagogy subjects.

DAY 6: SESSIONS I AND II: ASSESSMENT OF REFLECTIVE JOURNALS AND REPORTS OF THE ACTIVITIES UNDERTAKEN DURING INTERNSHIP-1

(Rest 25 Learners)

Purpose of these sessions is to assess the practical activities carried out during Internship-1.

Pre-workshop Activity

Complete all the activities suggested in Handbook and material related to internship-1 and bring all reports.

All your reports and reflective journals should be approved by mentors and authenticated by Head/Principal of the Internship school.

During Workshop Activity

You will make a presentation of the activities completed by you during Internship-1. Resource person will assess the quality of the activities with the help of tools provided to them and submit the grades to workshop in-charge/PIC.

Out of 50 learner, 25 will present their reports and rest 25 will give constructive feedback.

DAY 6 SESSIONS III & IV: PRESENTATION OF LESSON PLAN IN SIMULATED SITUATION

These sessions will be organized in 5 parallel sessions for all 5 pedagogy courses. Learners will present their lessons in the session related to their pedagogy subjects.

Purpose of these sessions is to present one lesson each on the basis of formats provided in different subjects.

Pre-workshop activity

You have to prepare one lesson plan each for your two pedagogy subjects based on 5-E model.

During Workshop activity

In session III and IV, you will be divided into groups related to various pedagogy subjects. In these two sessions you have to teach at least one lesson each of two pedagogy subjects' and collect feedback from peers and work shop facilitator/resource person.

Post-Workshop activity

- You have to further practice and try to refine these lesson plans.
- You have to prepare another one lesson plan in each of the pedagogy subjects.

DAY 7 SESSION I: CONSTITUTION OF DISCIPLINARY KNOWLEDGE AND ITS PERSPECTIVES

Objective of this session is to facilitate you to:

- discuss the evolution of a discipline in broad areas of knowledge.
- explain the characteristics of a discipline.
- explain the historical, socio-cultural, political and philosophical perspectives responsible for the evolution of disciplines.

Pre-Workshop Activity

You are expected to read the Block-1, Unit-1 'Knowledge and Discipline' and Unit 2 'Perspectives of Disciplinary Knowledge' of the Course BES-125. You are also expected to read the Chapter-II 'Learning and Knowledge' of National Curriculum Framework, 2005.

During Workshop Activity

Group discussion approach with reflection on the issues related to the theme will be adopted to conduct the session. The resource person will initiate discussion by clarifying the concept, characteristics of

discipline, disciplinary knowledge, evolution of a discipline, and ‘perspectives of the disciplines’ with the help of suitable illustrations/examples. You are expected to generate ideas and reflections on the issues in a small group. Each group will be assigned a discipline/subject to deal with and present.

Post-workshop Activity

You are expected to thoroughly understand the theme and practice it in classroom interactions and you are also expected to take part in general discussions with the colleagues in your schools for contextual reflection on various issues relating to the theme.

DAY 7 SESSION II: ORGANIZING SUBJECTS IN SCHOOL CURRICULUM

The objective of this session is to facilitate you to

- discuss the bases of organizing subjects in school curriculum,
- explain the appropriateness of the subjects in curriculum at different levels,
- describe the needs of the students and teachers in the formulation of school subjects and its transaction, and
- discuss the issues concerned with designing uniform vs. locally designed syllabus.

Pre-workshop Activity

You are expected to read, Block-2, Unit-5 :Organizing Subjects in School Curriculum, of the BES-125. Besides, you should have fair understanding of the Course ‘Understanding Disciplines and Subjects’. You are also expected to read the National Curriculum Framework, 2005, specially the issues relating to curriculum. You will come with a secondary level textbook on the subject of your choice.

During Workshop Activity

This will be a group activity (ideally five groups). Group discussion approach with reflection on the issues related to the theme will be adopted to conduct the session. The resource person will initiate discussion by clarifying the concept of the components of designing a school curriculum and selection of subjects/content to incorporate in the curriculum. The resource person is also expected to enrich discussions on issues related to linking disciplinary knowledge with the content in the school curriculum, arrangement of subjects in school timetable, organization of chapters in a subject and the flow of content in a chapter, inclusion of variety of learners’ experiences in the content, use of variety of evaluation strategies in the content, and the issues relating to uniform and locally designed curriculum. Learners may be assigned a text book of secondary classes on subject of their choice and they may deal at least one Unit/Chapter of the book. The learners may be initiated to generate ideas and reflections on the issues/parameters mentioned above in their groups, express their experiences and thoughts and present it before the class. The performance of the learners may be evaluated by using group activity evaluation tool.

Post-workshop Activity

You are expected to thoroughly understand the theme and practice it in your classroom interaction and you are also expected to take part in general discussions with the colleagues in your schools for contextual reflection on various other issues relating to the theme. Prepare a report on it. Moreover, it is also expected that you will be able to select the subjects with justification for designing school curriculum at different levels whenever you get such opportunity.

DAY 7 SESSIONS III AND IV: PRESENTATION OF LESSON PLAN IN SIMULATED SITUATION

These sessions will be organized as 5 parallel sessions for all 5 pedagogy courses. Learners will present their lessons in the session related to their pedagogy subjects.

Purpose of these sessions is to present one lesson each on the basis of formats provided in different subjects.

Pre-workshop activity

You have to prepare one lesson plan each for your two pedagogy subjects based on 5-E model.

During Workshop activity

In session III and IV, you will be divided into groups related to various pedagogy subjects. In these two sessions you have to teach at least one lesson each of two pedagogy subjects' and collect feedback from peers and work shop facilitator/resource person.

Post-Workshop activity

– You have to further practice and try to refine these lesson plans.

DAY 8 SESSIONS I AND II: TEACHER AS AN ACTION RESEARCHER

The objective of these sessions is to help you to prepare a proposal for an action research.

Pre-workshop Activity

Read the section on Action Research discussed in Unit 14 of Block 4 of the Course BES 123, and list problems for action research.

During Workshop Activity

This is a group activity. Every group will identify a suitable problem and prepare an action research proposal. The group will discuss the proposal within group as well as with other groups and revise the proposal on the basis of feedback received.

Post-workshop Activity

Suggestions will be incorporated into the action research plan and the revised plan will be presented and submitted for assessment after the presentation.

It is also expected that you will carry out an action research at your school and will submit its report in next workshop.

DAY 8: SESSION III: ASSESSMENT TOOLS AND TECHNIQUES

The objective of this session is to develop an understanding about various types of tools and techniques for scholastic and co-scholastic assessment.

Pre-workshop Activity

Reflect on using various tools and techniques and go through CBSE Modules for CCE (class IX-X) available at http://cbseacademic.in/publication_sqps.html

During Workshop Activity

Resource Person will make a short presentation on various tools and techniques to be used for assessment at secondary level. Subject specific groups will be made and asked to discuss the appropriateness of various tools and techniques.

Post-workshop Activity

Outcome of the discussion will be used in next sessions for developing assessment tools.

DAY 8: SESSION IV: CHILD RIGHT: ROLE OF A TEACHER

The objective of this session is to develop awareness about child rights and discuss various situations where child rights are violated.

Pre-workshop Activity

Read the Unit-11, Block 3 of Course BES-121: Childhood and Growing Up.

During Workshop Activity

The workshop facilitator/resource person will initiate discussion with you on the topic child rights through examples based on their experiences/clippings from newspapers. You will, then, be divided into small groups. Each group will discuss various issues concerning the rights of child, keeping in view of the following points:

- situations in and outside classrooms where child rights are denied;
- various ways by which children are exploited;

Each group leader will make a final presentation on the outcomes of discussion which will be followed by open comments and observations from other groups.

Post-workshop Activity

Each group will submit its report to workshop facilitator for assessment.

DAY 9 SESSION I: WHAT IS LANGUAGE ACROSS THE CURRICULUM

This activity is derived from the all the units of Block-1, of the Course BES 124 and is aimed at reinforcing an understanding of the central role of language, not only in specific subjects (mother tongue, foreign language, second language) but also in each subject in every activity and across the whole school curriculum.

The objectives of this activity are to:

- sensitize you to appreciate the role of language in learning of all subject matters
- enable you establish a language connect between different curricular areas and enhance awareness of the relatedness of subject and language aspects;
- enable you develop academic language skills and competencies through use of specific strategies in subject specific classrooms;
- to motivate you to use group techniques in their classroom

During Workshop Activity

You will work in mixed subject groups. Each group is asked to write a passage on

- What is the function of language?
- Why should the teacher focus on supporting language development?

Based on the example given in the Box, the group discusses how the following learning skills apply in all subjects and give examples from different subjects

- Locating information
- Gathering facts
- Organizing information
- Acquiring information
- Communicating orally
- Interpreting pictures
- Evaluating and applying

Example:

- Locating information – *find the number of districts in the map* provided; find the word, *in the first paragraph*, which means..., which *vitamins* do you find *in the green vegetables*?
- Gathering facts – *list the occurrences* that led to the 1857 uprising or the first war of Independence, mention the steps you need to take to repair a broken valve.
- Organising information – draw a table in which you present the advantages and disadvantages of **over-draft**.
- Acquiring information – using strategies through reading: skim the text below and give an idea of what the text suggests.
- Acquiring information- setting purpose for listening: listen to the recording of the Independence Day speech of Pt. Nehru and present your observations on his vision of India.
- Communicating orally – speaking with accuracy and pose, and in writing with clarity and exactness, using the writing process. Based on your recent lesson on obesity, prepare a written presentation, from which an oral presentation will be made, on the diet one must follow to avoid obesity build-up.
- Interpreting pictures – see the attached cartoon on democracy and present your interpretation of the text to the class.
- Evaluating and applying – applying problem-solving and information critical thinking skills. Do you think the newspaper article on the new education policy is subjects the problems in school education?

The Resource Person / facilitator scaffolds the discussion on LAC after each group makes their presentation.

DAY 9: SESSION II: USING LITERATURE TO TEACH MATHEMATICS

This activity is based on the two Blocks of the Course BES 124: Language across the curriculum, and is intended to demonstrate that Mathematics develops out of human experiences, as depicted in literature. This activity is also designed to motivate the student-teachers to teach various forms of literature (stories, poems, etc.) with a focus on reading, writing, and communicating mathematically.

The objectives of this activity are to:

- motivate you to use literature, which often depicts real-life situations, for engaging students in authentic problem solving and exploring mathematical concepts;
- to develop skills amongst you enabling you to use strategies of asking questions, making connections, visualizing, inferring, predicting, determining importance, and synthesizing while interacting with literature and mathematics texts;
- to motivate you to use mathematical discourse in the classroom by encouraging students to reflect on mathematical concepts.

During Workshop Activity

You will work in groups. Each group collects a story / article / poem with Mathematical content. Group prepares questions with a focus on a Mathematical concept or a skill like

numeracy;
geometric labels;
information about measurement;
maps and diagrams;
fractions.

Each group makes a presentation and discusses the use and advantages of selecting appropriate strategies which can be used in the classroom.

The Resource Person / facilitator scaffolds the discussion on LAC after each group makes their presentation.

Example 01

In the Jungle Book by Rudyard Kipling, there is a council made primarily of wolves called the Wolf Council. There are 3 members that are not wolves (Baloo, Bagheera, and Mowgli) and there are members of the jungle but not the Wolf Council (Share Kahn, Kaa, Riki, Tiki, Tavi and Toomai the elephant). There are 60 members of the Wolf Council, not including the three mentioned above, and two hundred members total in this particular area of the jungle. How many members are in each group?

Question: What type of Venn Diagram would you use for the above scenario? Also solve the problem given in the scenario and explain reasons for your answer in 3-4 sentences.

Example 02

According to a folktale from South India, a peasant fell in love with a princess and asked for her hand in marriage. The king refused to oblige the peasant, the princess came to know about this and fell sick. She however got well with the help of the peasant. The king told him to ask for anything except the hand of his daughter as a reward. The peasant then asked for a grain of

rice which, he said, should be doubled everyday for 100 days. The king was happy with the request but shocked when explained that he would have to give..... grains. He instead chose to give his daughter in marriage.

Question: What is the answer? Write down the steps you have followed in arriving at the answer.

The teacher scaffolds the concept of exponents, its definition and properties with the help of this story..

DAY 9: SESSIONS III AND IV: PREPARATION AND PRESENTATION OF SUBJECT SPECIFIC ASSESSMENT TOOLS

These sessions will help you to develop different assessment tools in your pedagogy subjects.

Pre-workshop Activity

Go through the CBSE Modules for CCE (class IX-X) and discussion held during session II.

During Workshop Activity

You will be asked to identify the content from your respective teaching subjects and develop an assessment tool for scholastic assessment along with the assessment parameters.

You have to develop a tool and present it in your respective subject groups.

Post-workshop Activity

You will submit the tool for assessment purpose to workshop facilitator/resource person.

DAY 10: SESSION I: USING DIFFERENT TEXTS FOR DEVELOPING CRITICAL THINKING SKILLS

This activity is aimed at developing awareness among you that reading followed by thinking about the read text can help in text comprehension. Lou & Chan (2014) define critical thinking as the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. After going through the example (as given in the **Box 1**), you get a fair idea about how critical thinking can be developed using reading comprehension questions across the curriculum.

Objectives: This activity focuses on helping you to:

- understand the concept of critical thinking.
- identify reading material that will develop critical thinking skills; and
- plan questions to monitor their students' critical thinking skills.

Pre-workshop Activity

Go through Unit 2 of Block 1 of the course BES-121: Reading and Reflecting on the Text.

During Workshop Activity

The activity will be conducted in mixed groups (participants from different disciplines). Before conducting the activity, the workshop facilitator will identify a text from any subject area and plan questions that will help in monitoring your comprehension of the topic. Each one of you will read the text material and answer the questions given at the end. You can practice this strategy 'Developing Critical thinking skills among learners' using different types of reading materials.

Box 1: The following text is taken from The Hindu dated 3 September 2015 titled Beyond the pass-fail binary. This text is written by Rohit Dhankar.

BEYOND THE PASS-FAIL BINARY

A contradiction between an outmoded authoritarian system and a more enlightened idea of education is reflected in the clamour for the removal of the no-detention policy.

The national press is abuzz with reports on whether to re-introduce the old pass-fail system or continue with the current automatic promotion (referred to as “no-detention policy [NDP]”) to the next class, brought in as part of the implementation of the Right To Education Act (RTE, 2009). The central government is treading cautiously “[i]rrespective of the unanimous outcry for revocation” of the NDP and has asked for written responses from all State governments, according to news reports. Educationists, however, say, “Just by failing children, you do not make them good learners”. The teachers often complain about ‘no detention’ and ‘no punishment’, seeing the two punitive measures as the most effective tools of control over children — and control, as we all know, is seen as a necessary condition for making children learn.

Both claims, it seems, have some truth in them but miss the real issue by a wide margin. Exams have a tendency to become the only motivation for learning. All educated Indians are thoroughly conditioned to believe that “no exams, no learning”. This belief is easily transferred to children in a system that has almost no idea of the joy of learning in itself.

While educationists are right that failing children does not make them good learners, they are wrong to think that education can be completed just by automatic promotion to the

next class. The idea that children drop out because of failure is actually wrong; they do because of non-learning and failure is just the last straw on the proverbial camel's back.

In such a situation the only thing the no-detention policy can ensure is the pretence of completing elementary education without any real learning. However, if we want to understand the educational worth of no-detention, we have to take into account three important ideas promoted by the RTE simultaneously. They are: admission in age appropriate class (AAAC), continuous and comprehensive evaluation (CCE), and no-detention policy (NDP). All three ideas come from what could be broadly called the progressive education movement in the West that entered India under the name of "child-centred education". It talks of classroom process being guided by the child's interests and learning through activities. Modestly, it can start from where the child is and help her actively engage in making meaning through constructing concepts and forming relationships between them. The goal is to arrive at the knowledge generally accepted today.

These ideas demand that children work together and progress in rational enquiry in a free atmosphere. It is assumed that interaction and collaboration with children of similar age will help them in this progressive meaning making. Therefore, the need for the AAAC. Similarly, children progress with varied speeds and not necessarily through the same conceptual routes; therefore, one periodic examination on fixed questions for all becomes inappropriate and leaves much of the child's progress in scholastic as well as moral and emotional development un-assessed. Hence, the need for the CCE. Since children progress as per their own speed, which is necessary for conceptual clarity, there is no point in pass-fail in classes. This will only artificially bunch children together. Therefore, the need for the NDP.

The three ideas are closely connected through assumptions regarding knowledge, human learning and the child's nature. They are complementary to each other and can only work in any education system if taken together seriously.

Curves vs. ladders

If we accept the assumptions underlying AAAC, CCE and NDP, then the organisation of the curriculum and the school structure will need fundamental changes. The curriculum and syllabi will have to assume a "learning continuum" rather than a "learning ladder". A continuum imagines a curve of learning, an individual path taken by each child, which does not necessarily have any time-bound milestones. The knowledge, skills and values in the curriculum and syllabus may be organised sequentially, but no year-wise rigid packaging can be admitted.

In the learning ladder paradigm, on the other hand, the curriculum and syllabus are neatly organised in yearly packages, which we call grades or classes, to be learnt in one year. Exams may come during the year, but results are aggregated at the end and the decision on whether sufficient learning has happened is expressed in the form of a pass or fail. In case of failure, the whole chunk has to be learnt again; in case of a pass, no further opportunity to strengthen learning in the already covered areas is needed.

Organising curriculum in the form of learning continuum will immediately contradict the grade-wise structure of the school. Since learning is supposed to be continuous, no rigid, year-wise division is made. Putting children into different grades and the pass-fail kind of examination system becomes redundant and an impediment to teaching-learning. The only form of assessment that can serve the purpose then is the CCE.

Our education system is profoundly authoritarian. The idea of progressive creation of knowledge by the child directly contradicts the idea of knowledge as finished product, enshrined in the textbook. The grade-wise organisation of curriculum goes very well with this idea of knowledge. The class-wise structure of the school is an administrator's delight as it can be used for simple delineation of tasks for teachers and students. And the pass-fail examination system is a natural, logical outcome of these ideas of knowledge, learning, curriculum and school.

The contradiction between an outmoded authoritarian system and a more enlightened idea of education is being played out in the form of introduction and then the clamour for removal of CCE and NDP. CCE and NDP simply cannot be meaningfully implemented unless we challenge and dismantle the authoritarian education system.

All the three ideas of CCE, NDP and AAAC are theoretically sound, practically proven, and much better for quality education. That is what makes the current antagonism to NDP misguided — the fault lies in the authoritarian structure of the school, not in the NDP. Expecting education administrators to understand the CCE and NDP properly would be a pipe dream. But what of the educationists who advise on policies like RTE? Do they lack the courage to suggest the dismantling of the authoritarian structure of schools? At present we are discussing a new education. policy for the nation. A more enlightened vision of education and schools should have been at the centre of this discussion. One is dismayed to note that those guiding the policy debates seem to have no awareness of this dire need of our education system. And therefore, we will continue barking up the wrong tree.

Think and Discuss

1. What are the three important ideas promoted by RTE, borrowed from the Progressive Education movement in the West?
2. The curriculum and syllabi will have to assume a “learning continuum” rather than a “learning ladder”. Explain.
3. How would our classrooms need to be reorganised so as to ensure students are a part of the learning continuum?

Post-Workshop Activity

You are expected to identify such texts from various sources (news papers, magazines, journals, books, etc.) and use it for development of critical thinking skills among your students.

DAY 10 SESSION II: USING A SUITABLE RESOURCE FROM NROER (National Repository of Open Educational Resources)

This activity is aimed at developing an understanding of the use of NROER resources by school teachers in their day-to-day teaching. This platform provides different digital resources such as educational videos, audio, images, documents, and interactive modules.

Objectives: This session aims to help you to:

- identify different themes and tools mapped to the National curriculum in their subject areas;
- locate different resources such as images, audios and videos available for different topics covered in the classroom; and
- use selected digital resource (s) in their lesson plan.

Pre-workshop Activity

Go through Unit 2 of Block 1 of the course BES-122: Application of ICT.

During Workshop Activity

Workshop facilitator will make a presentation on different features and resources available on NROER for school teachers. Workshop facilitator will make subject specific student teachers groups. Each group will identify a topic from their discipline and will prepare a lesson plan using resource (s) from NROER; and each group will present its plan.

Post Workshop Activity

Submit the lesson plan prepared by each group (mentioning resources used from NROER). Practice this strategy of finding OERs related to different topics on NROER website.

DAY 10 SESSIONs III AND IV: USE OF CONCEPT MAP SOFTWARE FOR CLASSROOM ASSESSMENT

This activity is aimed at developing an understanding of the use of Concept Map software for assessment.

Objectives: The objective of this session is to facilitate you to:

- select a concept taught in the class;
- select an appropriate software or web-based tool (e.g. cmap, freemind, etc.) for preparing a concept map ; and
- grade concept maps by using and providing a set of criteria within a rubric.

Pre-workshop Activity

Read the Unit 2 of Block 1 of the course BESL-122: Applications of ICT.

During Workshop Activity

Workshop facilitator will prepare a presentation on installation and use of software and web based tools in making concept maps and its grading. Each subject specific group will construct a Concept Map using software or web based tool. Then grade it with the help of a set of criteria within a rubric (an example is given on page 28 in Unit 2 of BESL-122). Each group will submit the scoring criteria for grading Concept Map. This will be followed by presentation by each group.

Post Workshop Activity

Group presentation report and concept map will be assessed by the resource person on the basis of:

- construction of the Concept Maps (use of hierarchy and propositions);
- grading of the Concept Map;
- understanding of the concept represented through the Concept Map.

DAY 11: SESSIONs I & II: READING ACROSS THE CURRICULUM

This activity is aimed at developing understanding of how a piece of writing helps us in developing vocabulary and building cross-curricular concepts. By reading a science-based article, for instance, we (as given in **Box 2**) can understand a concept of science which also connects several disciplines. For

instance, let us take the example of the text given in the box – we have often read about Drones being used for surveillance. In the text given in the box, we will read how drones are being used in education. In this article – published in an educational magazine – Educause - (accessed from - <https://library.educause.edu/resources/2015/1/7-things-you-should-know-about-drones> - on 01 Dec 2016), we see how a concept of science that connects several disciplines and ultimately helps us develop a perspective of the world around us. Reading such articles can help us in motivating our students to show interest in the diverse fields of science. The worksheet questions can be prepared from the chosen text.

Objectives: The objectives of this activity/session are to facilitate you to:

- understand the concept of ‘Reading across the Curriculum’;
- appreciate an interdisciplinary perspective for a concept; and
- develop a worksheet to help learners read across the curriculum.

Pre-workshop Activity

Read Unit 1, block 1 of the Course BESL 121: Reading and Reflecting on the Text.

During Workshop Activity

The activity will be conducted in mixed groups (participants from different disciplines). Before conducting the activity, the workshop facilitator will choose a few articles from different sources such as newspaper, textbooks etc that are related to some topics in the secondary classrooms. One such example for reference purpose is given in **Box 1**.

Each group will be given one such article and after reading this article the group will identify two or three disciplines where the concept is being used. Each group will develop one worksheet for ‘Reading across the Curriculum’. This will be followed by presentation by groups.

Post Workshop Activity

Group presentation, report including worksheet will be assessed on the basis of:

- relevance of the topic with the disciplines;
- relevance of the worksheet developed to help students read across the curriculum;
- understanding of the concept of the ‘Reading Across the Curriculum; and
- ensuring learner’s involvement.

Box 2: Things you should know about Drones

7 things you should know about Drones

Scenario

Spencer, a mechanical engineering major, is taking a seminar on robotic design. Last quarter, Spencer built an un-manned aerial vehicle, which he will test in a collaborative project this quarter. The instructor puts up a Facebook page where people from across campus propose projects for which a drone would be helpful. Spencer responds to a posting from Maddie, a graduate student in environmental engineering, who would like

to use a drone to survey a 240-acre wetland on property the university owns. Her master's thesis will evaluate the impact of a development the institution has proposed for the site, and using a drone for that survey will be far faster, safer, and less disruptive to the habitat than doing it on foot and by boat.

Spencer installs a video camera on the drone, along with several sensors to measure temperature and air quality. The next day, Spencer flies his quadcopter over the designated area while Maddie watches the video in real time. The drone sends images of power lines, neighboring traffic flows, and the lake that borders the site. The heat sensor detects several warm areas that suggest mammal or bird habitats, and the air quality sensors show a spike in carbon monoxide near the highway.

Spencer and Maddie return to the site three days later to fly the drone over a three-acre patch, solid with under- growth. Data from the previous flight suggest 11 potential wildlife habitats there, a half-mile from the highway. Spencer equips the drone for close-up still photography, and the images they collect confirm the presence of nesting wood ducks, the very birds the wetlands were designated to protect. Use of the drone was essential to this because the waist-high undergrowth would make walking the area nearly impossible. and the wood ducks would have disappeared at the first hint of human intrusion. Spencer gains valuable experience with his drone from the collaboration with Maddie, and she obtains the information she needs to not only complete her thesis but also hopefully persuade the university not to develop the area.

1. What is it?

Drones, also known as unmanned aerial vehicles, are perhaps most widely recognized for their use in military and police activities. But these compact, remote-controlled devices are finding a growing number of uses in education and scholarly research, where they support remote viewing, landscape searches, site monitoring, and data gathering. A re- search botanist might use a drone to survey rare plant life on cliff outcroppings, or an instructor in city planning might use the tool to capture environmental data about the proposed inner-city site for a student-designed housing project.

2. How does it work?

Although some drones can be programmed to fly without the interaction of a human pilot, the majority are remote-controlled devices. Most often, these take the form of a small multicopter, ranging in size from some that would fit in the palm of a hand to others that weigh a couple of hundred pounds. They take off vertically and use their multiple rotors to move, balance, and hover. Drones run on re-chargeable batteries, and ground control often consists of a radio-controlled unit with switches and buttons or a smart- phone or tablet that presents a display with virtual controls. Drones might carry one or more cameras or sensors to record data that are subsequently sent to software on ground- based equipment such as a laptop or tablet.

3. Who's doing it?

Researchers and instructors at numerous colleges and universities been employing drones in experimental programmes over the past few years. Students at Bergen Community College in New Jersey built drones to capture images for 3D maps of the campus. The University of

Colorado at Boulder uses the technology to measure super-cell thunderstorms to try to determine what causes them to produce tornadoes. At the UC Davis Department of Biological and Agricultural Engineering, drones are employed experimentally for crop dusting. Kansas State University Salina has an Unmanned Aircraft Systems program where students can earn a bachelor's degree studying the flight, maintenance, and engineering of drones. In Canada, drones are approved for use in such efforts as the journalism program at Langara College in Vancouver. There, aspiring reporters study the legal and ethical aspects of using drones for news coverage and are taught how to pilot drones for that purpose. In the United States, however, regulations are hazy. At the Drone Journalism Lab at the University of Nebraska–Lincoln, students were using unmanned aerial vehicles as a newsgathering tool, but their local drones were grounded by a cease-and-desist order from the FAA.

4. Why is it significant?

Because drones are frequently tied into a network, can be controlled by mobile devices, and could continuously upload images and sensor data to devices or online repositories, they can be seen as part of the growing Internet of Things. Drones provide a sandbox for studying the ways education can incorporate the rapidly exploding field of robotics into teaching and learning. Because they have become relatively inexpensive, they are cost-effective for field work, opening areas of study not previously available. Much of the effectiveness of drones has been made possible through more powerful and lighter cameras with stabilization units capable of taking high-resolution images from a flying platform. Better resolution allows users to create 3D maps or distinguish small changes in landscapes, on buildings, or in crowds. Miniaturization, too, has played a key role in that numerous kinds of sensors can accompany drones, measuring everything from changes in polar ice sheets to the chemical environment of a volcano. As a curious benefit of miniaturization, tools and components, such as mobile hotspots, GPS trackers, tiny cameras, or RFID tags, are lightweight enough to be delivered via drone to field work efforts.

5. What are the downsides?

Drone crashes can injure people, damage property, or cause other trouble due to inexperienced handling or unforeseen problems. Because drones can easily go where humans cannot, they raise numerous ethical concerns regarding privacy and security. They also raise questions in research, notably whether a flying device will affect the animal and human life forms being observed. These and other issues have placed drones in unsettled legal terrain with an uncertain and changing regulatory climate. Until new rules go into effect, regulation in the United States specifies how drones can be flown but is ambiguous about who can fly them and for what purposes. Drones are legal for recreational purposes but cannot be flown higher than 400 feet, cannot be deployed too close to an airport, and cannot be used for commercial purposes without individual FAA approval. But what constitutes “commercial” activities is unclear, and it has at times been interpreted to mean any activity that is not recreational or part of a government program.

6. Where is it going?

Drones are certain to see increased use going forward because they provide a relatively inexpensive and effective platform to carry out a wide range of activities. On campus, Wi-Fi hotspots on drones could be sent to hover or perch at specified campus locations to provide or boost connectivity. With increased frequency, drones will be used for wilderness observation, traffic control, and farmland monitoring. Autonomous drones, which follow coded instructions

for their routes and activity rather than depending on remote control, will find greater use in data gathering and observational activities; particularly where the same set of locations must be observed over time. As more of these devices fill the airspace over our heads, new FAA rules and regulations will emerge. Current news stories suggest that some operators might be required to have licenses. If the convoluted regulations that apply to drones are clarified and updated, many new opportunities could emerge for the use of drones in higher education, both for researchers and for faculty and students, who could use them in many kinds of learning activities.

7. What are the implications for teaching and learning?

The use of drones in research, classrooms, labs, and group projects is still new but gaining in popularity. These devices can support activities from the filming of student movies to the evaluation of crop conditions for agricultural studies. They support student mapping on campus and monitoring in a variety of academic fields. Drones offer new angles for digital storytelling and provide photographs of hard-to-reach areas for class, lab, and research activities in biology, botany, zoology, archeology, and wildlife behavior studies. These highly sophisticated machines are often built by students who program them to carry cameras and relay the images, or engage in remote sensing and sampling from areas not easily accessed. Where drones enable remote viewing, they offer us easy access to overhead views and new perspectives, literally changing the highly sophisticated machines are often built by students who program them to carry cameras and relay the images, or engage in remote sensing and sampling from areas not easily accessed. Where drones enable remote viewing, they offer us easy access to overhead views and new perspectives, literally changing the way we see the world around us.

Worksheet Questions:

1. Define - Drone
2. Identify the disciplines.
3. Can you think of any student in your class / school who would be interested in reading such an article? Give reasons for your answer.
4. In your opinion should Class 11 & 12 students study Robotics in school as a subject or should they be taught this subject when they are in college?

DAY 11 SESSIONS III AND IV: ASSESSMENT OF ACTIVITIES RELATED TO EPC-I

The objective of these sessions is to help you to assess the practical activities related to EPC-1, i.e. Reading and reflecting on the text.

Pre-workshop Activity

Complete all the activities suggested in handbook related to EPC-1 BESL 121: Reading and reflecting on the text and bring all reports.

During Workshop Activity

You will make a presentation of the activities related to EPC 1, carried out by you. Resource person will authenticate and assess the quality of the activities with the help of tools provided to them and submit the grades to the workshop in-charge/PIC.

DAY 12 SESSIONS I AND II: ASSESSMENT OF ACTIVITIES RELATED TO EPC-II

The objective of these sessions is to help you to assess the practical activities related to EPC-2, i.e. Application of ICT.

Pre-workshop Activity

Complete all the activities suggested in handbook related to EPC-2 BESL 122: Application of ICT and bring all reports.

During Workshop Activity

You will make a presentation of the activities related to EPC 2, carried out by you. Resource person will authenticate and assess the quality of the activities with the help of tools provided to them and submit the grades to the workshop in-charge/PIC.

DAY 12 SESSIONS III & IV: VALEDICTORY

In this session, participants will share their feedback about various aspects of the workshop. Workshop in-charge or PIC will inform them about next events like second year workshop, internship, examination form, assignments, etc.

6. ROLE OF THE MENTOR AND SUPERVISOR (TEACHER EDUCATOR)

The mentor will be a senior teacher teaching in the same school which you have to select in the as internship school. The mentor should have the same subject background as yours. S/he can also be the principal/headmaster/headmistress of that school.

The supervisors will be identified by the PSC in consultation with RC. S/he will be a teacher educator and will visit the school chosen by you for internship time to time.

The mentor and supervisor will:

Encourage, assist, guide, observe, advise and motivate you. They will write a comprehensive report on your activities, which you will undertake during internship. The mentor and supervisor will work as your guide and will help you in the planning and delivery of activities.

They will ensure that you are regular and punctual in classroom and school. They will have discussions with you.

They will suggest strategies for class management and help you in organizing your classroom time.

They will provide you feedback on teaching skills, mannerism, speech, aids, organizing activities, etc.

7. SCHEME OF MONITORING AND SUPERVISION OF B.ED. THEORY AND PRACTICAL

The practical work is an essential component of the B.Ed. Programme as it is based on various practical activities concerned with development of skills and competencies among student teachers. The various practical activities of B.Ed. practical work are classified under four categories i.e. practical assignments, EPC related activities, workshop-based practical activities and Internship. For the smooth organization of the practical activities, effective monitoring and supervision is required. It is deemed desirable that

you, as student teachers, should be well aware of the details of the mechanism for your convenience and for enhancing the quality of teacher education. The scheme to monitor and supervise the practical activities at different stages/places of the organisation is as follows:

The organizations that will organize, monitor and supervise these four categories of practical activities.

- i) **Internship School:** It is the secondary/senior secondary school where you are attached as fulltime intern and carries out all activities.
- ii) **Programme centre:** It will be a teacher training institution where academic counseling and practical workshop will be conducted.
- iii) **Regional centre:** It is one of the regional centres of IGNOU. It will be utilized to organize, monitor and supervise practical activities related to the B.Ed. programme.
- iv) **School of Education (Headquarters):** The school will plan, organize, monitor, supervise and guide all the activities related to the B.Ed. Programme.

For the monitoring and supervision to be effective, appropriate number of academics (full/part time) will be engaged. The process of monitoring and supervision of the practical activities and the resource persons involved at various stages of implementation is summarized in following table:

Centre/	Nature of Practical Activities	Academic Person Involved	Monitoring and Staff Supervision
Internship School	EPC related activities Internship activities	Headmaster/ Principal/mentor	Mentor or senior subject teacher will supervise the activities and Headmaster/Principal will monitor the activities and practice teaching.
Programme Study Centre	a) Workshop based	Programme centre Coordinator/Work-activities workshop director One ARD from the Regional Centre.	The workshop-based activities will be coordinated and supervised by the shop facilitator/Programme Centre Coordinators. The Workshop director and workshop facilitator Will conduct practical activities in the Programme centre.
	b) Practical oriented assignments based on theory courses	Academic counsellor/ workshop facilitator	These assignments will be received at the programme centre.
Regional Centre	The process of organization and implementation of the theory and practical activities.	SOE faculty/ resource persons and or consultant engaged for the purpose.	Data collected from the various sources will be analyzed appropriate feedback and incorporated in the programme.

Thus, the faculty of the School of Education or external resource persons appointed by SOE along with staff from the Regional Centers will be engaged in supervision and monitoring of practical work at the Programme. Centre. Appropriate rating scales of supervision/monitoring have been developed to carry of supervision and monitoring of school-based internship activities and workshop-based activities.

8. EVALUATION PROCEDURE

Considering the need of continues and comprehensive evaluation in B.Ed. practicals, it is desirable to involve Principal/Head Master for authenticating the activities undertaken by intern during internship. **The grades** will be provided by workshop facilitator/resource persons during workshop, which may be moderated by SOE faculty or the external resource persons appointed by the SOE (if required).

8.1 Internship Activities (BESL-133)

Reports of all internship activities (as discussed in section 5.3) will be authenticated and commented upon by mentor. Principal/Head Teacher of the internship school will verify the activities. All the reports will be assessed with the help of rating scales at the programme centers by workshop facilitator (Resource person) during the workshop and a cumulative grade awarded.

S. No.	Name of the Activity	Grade Awarded
4.1	School Observation	
4.2	Classroom Observation	
4.3	Observation of Diverse School Context	
4.4. (A)*	Case Study of a Student	
4.4. (B)*	Addressing School Assembly	
4.4. (C)*	Organizing Community Service Campaign	
Cumulative Grade of Internship (BESL:133)		

*Any two activities will be submitted in 4.4.

8.2 Workshop-Based activities (BESL-131)

Evaluation of workshop-based activities will be done by Coordinator/head of programme centre in consultation with workshop facilitator/workshop director involved in the workshop and may be moderated by SOE faculty or external resource persons appointed by the SOE (if required).

The cumulative grade sheets together with all the individual rating scales will be sent to RC for submitting the finalized assessment to the Student Evaluation Division of IGNOU.

S. No.	Day	Session	Name of the Activity	Grade Awarded
Cumulative Grade of Internship (BESL:131)				

8.3 EPC Courses (BESL-121 and BESL-122)

Grading of activities under EPC-1 i.e. **BESL-121** and EPC-2 i.e. **BESL-122** will be done separately.

Student teacher will complete the activities discussed under section 5.2 and submit the reports during workshop. Reports of all EPC activities (as discussed in section 5.2) will be authenticated and commented upon by mentor. Principal/Head Teacher of the internship school will verify the activities. All the reports will be assessed with the help of rating scales at the programme centers by workshop facilitator (Resource person) during the day 11 and 12 of the workshop and separate grade will be awarded on each of the following activity.

Course Code	Name of the Activity	Grade Awarded
BESL-121	Types of Texts in our School Curriculum	
BESL-121	Metacognition for Reading	
BESL-122	Use of TPACK (Technological Pedagogical Content Knowledge) in Teaching	
BESL-122	ICT for Academic and Non-academic Administrative Support to Teachers	

There are 04 activities related to EPC on Day 10 and 11 of the Workshop. Report of each activity will be assessed during the day 11 and 12 of the workshop and separate grade will be awarded on each of the following activity:

Course Code	Name of the Activity	Grade Awarded
BESL-121	Using Different Text for Developing Critical Thinking	
BESL-121	Reading Across the Curriculum	
BESL-122	Using OERs	
BESL-122	Use of Concept Map Software for Classroom Assessment	

After assessment of all the 8 activities (04 for BESL-121 and 4 for BESL-122), cumulative grades will be awarded to each learner separately for courses BESL-121 and 4 for BESL-122.

Course Code	Name of the Activity	Grade Awarded
BESL-121	Types of Texts in our School Curriculum	
BESL-121	Metacognition for Reading	
BESL-121	Using Different Text for Developing Critical Thinking Skills	
BESL-121	Reading Across the Curriculum	
Cumulative Grade of BESL:121		

Course Code	Name of the Activity	Grade Awarded
BESL-122	Use of TPACK (Technological Pedagogical Content Knowledge) in Teaching	
BESL-122	ICT for Academic and Non-academic Administrative Support to Teachers	
BESL-122	Using a suitable resource from NROER	
BESL-122	Use of Concept Map Software for Classroom Assessment	
Cumulative Grade of BESL:122		



Supervision and Monitoring Performa (For Mentor)

EPC Activities

1. I helped/guided the students in carrying out the following EPC activities:

-
-
-
-

2. I have received following reports and certified the conduct of following activities.

-
-
-
-

3. I have gone through the report prepared by the student teacher (specify name and enrolment number) on the conduct of the following activities (Name the activities).

-
-
-
-

4. I have submitted the report to Programme Centre/Regional Centre/SOE.

Signature of Mentor

Signature and Seal of the Principal

Supervision and Monitoring Performa (For Mentor)

Internship Activities

Certified that:

1. I helped/guided the students in carrying out the following Internship activities:

-
-
-
-

2. I have received following reports and certified the conduct of following activities.

-
-
-
-

3. I have gone through the report prepared by the student teacher (specify name and enrolment number) on the conduct of the following activities (Name the activities).

-
-
-
-

4. I have submitted the report to Programme Centre/Regional Centre/SOE.

Signature of Mentor

Signature and Seal of the Principal

9. TOOLS FOR ASSESSMENT

FOR INTERNSHIP ACTIVITIES

Activity 1: School Observation

Name:

Enrolment No.:

Name of the school:

z

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of different aspects* of the school	1	2	3	4	5
– In depth observation is done	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for school improvement	1	2	3	4	5
– Quality of presentation in the report	1	2	3	4	5

** Various aspects as per School Observation Form*

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 2: Classroom Observation

A: Teaching Subject 1

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of various aspects* of teaching-learning	1	2	3	4	5
– Appropriateness of explanations provided	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for effective teaching-learning	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

* Various aspects as per Classroom Observation Form

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 2: Classroom Observation

B: Teaching Subject 2

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of various aspects* of teaching-learning	1	2	3	4	5
– Appropriateness of explanations provided	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for effective teaching-learning	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

* Various aspects as per Classroom Observation Form

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 3: Observation of Diverse School Context

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating					
– Coverage of different aspects* of the school in diverse context		1	2	3	4	5
– In depth observation is done		1	2	3	4	5
– Reflections made in the Report		1	2	3	4	5
– Suggestion for both schools for improvement		1	2	3	4	5
– Quality of presentation in the report		1	2	3	4	5

* Various aspects as per School Observation Form

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 4 (A) : Case Study of a Student

Name:

Enrolment No.:

Name of the case:

Rating is to be done according to the following criteria:

Criteria	Rating					
– Relevance for the case study		1	2	3	4	5
– Appropriateness of data – gathering methods		1	2	3	4	5
– Analysis and interpretation of data & Suggestions for improvement		1	2	3	4	5
– Reflections on case		1	2	3	4	5
– Quality of Presentation in the report		1	2	3	4	5

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 4 (B): Organization of a Community Service Campaign

Name:

Topic: Date :

Time/Duration.....

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Appropriateness of theme	1	2	3	4	5
– Planning and organization of the campaign	1	2	3	4	5
– Involvement of student & members of the community	1	2	3	4	5
– Reflections made on the campaign	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

Activity 4 (C): Addressing the School Assembly

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Relevance of the theme selected	1	2	3	4	5
– Organization of the assembly address	1	2	3	4	5
– Quality of address (content)	1	2	3	4	5
– Communication skill	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of Evaluator

Note: Rating Score: 1: Very Poor, 2: Poor, 3: Average, 4: Good, 5: Very Good

RATING SCALE FOR ASSESSMENT OF ACTIVITIES IN WORKSHOP

A. Rating Scale to Assess Individual Activity

Name of the teacher :

Enrolment Number :

Rating is to be done according to the following criteria:

Components	Rating				
	1	2	3	4	5
Relevance of the content	1	2	3	4	5
Organization of the activity	1	2	3	4	5
Inclusion of any innovative Idea/suggestion	1	2	3	4	5
Use of local resources (Contextualization)/ children's experiences	1	2	3	4	5
Applicability in classroom	1	2	3	4	5
Suitability for learners	1	2	3	4	5

Overall rating:

Overall grade:

Signature of Resource Person

B. Rating Scale to Assess Group work reports

Name of the teacher :

Enrolment Number :

Rating is to be done according to the following criteria:

Components	Rating				
	1	2	3	4	5
Relevance of the content	1	2	3	4	5
Participation in the group activity	1	2	3	4	5
Comprehensiveness of the report	1	2	3	4	5
Coordination and cooperation of the group	1	2	3	4	5
Innovative Ideas/suggestions	1	2	3	4	5
Feasibility 1	2	3	4	5	
Structure of the report	1	2	3	4	5
Presentation of the report	1	2	3	4	5
Time management	1	2	3	4	5

Overall rating:

Overall grade:

Signature of Resource Person

C. Rating Scale to Assess Audio/video

Name of the teacher :

Enrolment Number :

Components	Rating				
	1	2	3	4	5
Relevance of the topic	1	2	3	4	5
Suitability of Audio-video content	1	2	3	4	5
Presentation of the digital content	1	2	3	4	5
Appropriateness of the format selected	1	2	3	4	5

Has the CD been appended?

Yes/No

Overall rating:

Overall grade:

Signature of the Resource Person

D. Rating Scale for Action Research Proposal

Name of the teacher :

Enrolment Number :

Title :

Rating is to be done according to the following criteria:

Components	Rating				
	1	2	3	4	5
Relevance of the study	1	2	3	4	5
Relation of the stated objectives to the problem	1	2	3	4	5
Appropriateness of methodology for problem identification	1	2	3	4	5
Methodology adopted	1	2	3	4	5
Applicability of the findings	1	2	3	4	5
Structure of the proposal	1	2	3	4	5
Comprehensiveness of the proposal	1	2	3	4	5
Presentation of the proposal	1	2	3	4	5

Overall rating :

Overall grade:

Signature of the Resource Person

E. Rating Scale for Learning Resource

Teaching aid prepared by teacher is to be evaluated by the workshop facilitator.

Name of the teacher :

Enrolment Number :

Type of the Teaching aid :

Whether the aid is low cost/no cost/zero cost :

Components	Rating				
Relevance of the aid according to:					
a) Teaching-learning context	1	2	3	4	5
b) Content covered	1	2	3	4	5
c) Level of children	1	2	3	4	5
d) Appropriateness of the teaching aid	1	2	3	4	5
Achievement of the stated objectives of preparation of teaching aid	1	2	3	4	5
Use of locally available (inexpensive indigenous) materials for preparation of teaching aid	1	2	3	4	5

Overall rating:

Overall grade:

**Signature of
the Resource Person**