

Bachelor of Education (B.Ed.)

Handbook for Practical Activities B.Ed. II Year EPC, Internship and Workshop



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1. INTRODUCTION

This Handbook has been developed in continuation of Handbook-I, which was provided to you in first year of the B.Ed. programme. This Handbook will orient you about the practical components of second year of the B.Ed. programme. In this Handbook, various activities that you have to undertake in your school, classroom as an intern, and in the workshops have been discussed. These activities will help you to acquire necessary skills, knowledge and competencies and develop attitude required of an effective teacher. Further, it will also enhance your performance as a professional. To be precise, the Handbook deals with the following components:

- Practical activities
- Procedures of organizing these activities
- Evaluation procedure

2. ABOUT THE PROGRAMME

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

3. PRACTICAL COMPONENTS IN B.ED. II YEAR

The practical component aims at concretizing your experiences as an effective teacher. While the theory courses provide you 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. The practical works will facilitate you to apply knowledge gained from the theory courses to classroom processes.

You have already completed the activities suggested in B.Ed. First Year Handbook. In this Handbook, we will discuss various practical activities to be completed by you in the second year of the B.Ed. programme. Our purpose is to enable you to perform better and more systematically. The specific objectives of the practical components of B.Ed. programme are given below.

The practical components should help you 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 inclination towards educational innovations.

Considering the Open and Distance Learning (ODL) system through which this programme is being delivered, the practical activities in B.Ed. II year are being organized as follows:

- Practical-oriented assignments of one credit from each theory course (*Details are given in Programme Guide*).
- Enhancing Professional Competencies (EPC) of two credits each for two courses.

- Internship-II of twelve credits
- Workshop-II of four credits

3.1 ENHANCING PROFESSIONAL CAPACITIES (EPC) COURSES

EPC courses BESL 121 to BESL 124 have been designed to enhance professional capacities of student teachers. You have already completed activities of two courses in your B.Ed. First Year i.e. BESL-121 and BESL-122. **In B.Ed. II Year, activities related to the following two courses are to be completed by you:**

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

As you know that **there will be no term end examination for the EPC courses**, you have to complete the activities related to EPC courses prior to, as well as, during the workshops. **All the reports/outcomes of EPC activities will be assessed during the workshop.** Details of EPC activities are given below:

EPC activities to be undertaken before the Workshop-II

Every student teacher has to complete the activities pertaining to both EPC courses. *Some activities have to be carried out during the Workshop –II, details of which are given in the section of Workshop Based Activities.*

Each student teacher has to complete activities of one credit each (Total two credits each for both courses) before attending the workshop.

Report of the activity **duly verified by the Mentor and authenticated by the Head/Principal of the Internship School** should be submitted during the Workshop-II for assessment.

3.1.1 Drama and Art in Education

Activity 1: Organization of Drama and Art Activities

Credit: 1/2

This activity is derived from the first Unit of Block 1 of the Course BESL-123 and is aimed at developing an understanding of the various pre-requisites for organization of drama and art in schools; such as, infrastructure, classroom organization, practices in classroom and outside, use of local resources, and organization of workshops by involving local artisans for learners. This is an **individual activity**.

Objectives: This activity will enable you to:

- recognize the need of basic facilities for organization of drama and arts activities; and
- encourage learners to share their resources and materials in group activities.

Activity:

- Before attempting the activity, you are expected to go through the first Unit of Block 1 of the Course BESL-123.

- You should collect information related to your school (if you are teaching in the school) or any nearby school (if you are not teaching in a school) on: (1) Infrastructure facilities available for organization of drama and art activities; (2) classroom physical space available for organization of arts activities; (3) use and sharing of local resources and materials by learners for group activities; (4) organization of workshops by local artisans for learners and; (5) frequency of such workshops organized in the school.
- You need to give suggestions how available resources can be utilized in a more effective way.
- You should interact with other teachers of the school and take their suggestions too.

A report on the activity has to be prepared by you and that report will be assessed on the basis of:

- collection of information on all the themes;
- analysis of collected information;
- developing linkages between collected information;
- suggestions given based on experience, observations and interaction with other teachers.

Activity 2: Developing Multidisciplinary Thematic Activities

Credit: 1/2

This activity is derived from the first Unit of Block 1 of the Course (BESL-123) and is aimed at developing an understanding of the use of multidisciplinary thematic activities in classroom teaching. This is an **individual activity**.

Objectives: This activity will enable you to:

- explain the meaning of the term ‘multidisciplinary thematic activities’;
- identify the disciplines which can be integrated across the curriculum while teaching a thematic unit;
- write the objectives by covering each discipline;
- match each objective with a skill that the student is expected to demonstrate;
- design assessment items keeping in view the content of identified disciplines.

Activity

- Before attempting the activity, you are expected to go through the first unit of Block 1 of the Course BESL-123.
- You are expected to choose any one theme out of the four themes given below:
 - i) Air
 - ii) Energy
 - iii) Environment
 - iv) Water
- Develop objectives for each discipline to be covered in the chosen theme.
- Each objective must match with a particular skill that the students are expected to demonstrate as multidisciplinary theme.
- Develop assessment items from all the disciplines which are to be included in the activities.

A report on the activity will be submitted by you and that report will be assessed on the basis of:

- chosen theme;

- integration of drama, arts and school subjects;
- designing thematic multidisciplinary activities; and
- designing assessment items for multidisciplinary activities.

3.1.2 Understanding the Self and Yoga

Activity 1: Discovering Oneself, Expressing Oneself

Credits: 1/2

This activity is derived from the first Unit of Block 1 of the Course (BESL-124) and is aimed at developing an understanding of the need for self-expression and the provision of opportunities to discover one’s potential and desires. This is an **individual activity**.

Objectives: This activity will enable you to:

- express yourself; and
- realize your potentials and desires.

Activity

- Please click the web link which is given below and go through the article on different ways in which a person can creatively express oneself:

<https://www.byoumagazine.com/ways-to-express-yourself/>

The text of the above mentioned article has been presented in the Box-1. As a human being, we can express ourselves in a number of ways but in this text, you will find only 20 ways to express yourself.

Box-1

Be Unique! 20 Ways to Express Yourself. **November 24th is to celebrate “Your Unique Talent Day”!** Everyone has unique talents, but may be you haven’t found yours yet. Here are great ways you can express yourself to help you find that special talent of yours! Have you had an idea you couldn’t quite put to words? Have you said something aloud but then struggled to write an essay about it? Everyone expresses in different ways, but self-expression is important; when you express yourself, you speak up and offer the world something unique. Being YOU means sharing your ideas, pursuing your passions, and expressing yourself! If you don’t share your ideas, no one will ever hear them and the world will miss out on something truly important. So, here you go: 20 great ways for you to express yourself!

1) **Paint**

Painting is a great way to let your thoughts out; you can create something that clearly connects with who you are and what you feel, or you can create something abstract yet just as meaningful.

2) **Take photographs**

Photographs capture your feelings and experiences. If you see something that catches your eye and inspires you, take a picture!

3) **Write a story**

Writing allows you to get your feelings down on paper. Whether you’re writing a fictional story or releasing your own feelings (or may be both), you can create something out of your thoughts and ideas when you write.

4) Create outfits

Fashion is a great way to express yourself! Putting outfits together is an awesome way to use your creativity! Remember that dressing up will never get old.

5) Dance

There are many options for those interested in dance: ballet, jazz, hip hop... The list goes on. Though dance may take some getting used to for some people, especially in front of an audience, dancing is an effective way to break out of your shell! Dancing in your room is fun too.

6) Play music

If you already know how to play an instrument, that's awesome; you can play and create music that tells a story! If you want to know how to play an instrument, you can take lessons and learn how music can be a creative outlet for you.

7) Draw

If you love details, drawing may be a great form of self-expression for you! When you draw, you create something beautiful from simply using a pencil and paper. How cool is that?

8) Speak to people

If you really love something, a great way to express yourself is to teach other people about it! You can do this by speaking at an event, talking to your friends, tutoring your peers in a subject you love, or giving your siblings advice.

9) Code

Love computers? Coding can be used to do all sorts of cool things such as build websites. If you don't know how to code but are interested in coding, there are many places where you can learn more about how to code.

10) Plan events

Maybe you love planning your birthday parties or working with your family to plan your family events. When planning events, you get to use your creativity and organizational skills at the same time! Maybe put together a themed sleepover with your gal pals or a day at the park?

11) Film videos

Film has the power to bring experiences to life. Whether you enjoy celebrity interviews, music videos, or inspiring movies, create a video yourself! Be a reporter and interview one of your friends. Make a movie using your own script. Sing an original song and direct a video.

12) Construct something

Use your creative mind to build something out of ceramics or wood. If you haven't used ceramics or wood to create a project before, check out classes at your school or in your community.

13) Bake

Baking allows you to experiment! For those of you who love science, did you know that you actually use Chemistry while baking? Of course, decorations allow you to express yourself too and you get a sweet treat out of it!

14) Write a script

Writing a script by focusing to a character or specific personality is different from the writing that you're probably used to. It's an amazing way to exercise your mind! Write something silly and perform it for your family or friends.

15) Act in a play

Actors are also important to a play or movie. Channeling another person might not seem like a way to express yourself, but acting actually opens you up to new perspectives and increases self-esteem! See if there's a local theater or community center that's putting on a production!

16) Invent a game

Have the games you play become a little boring? Create your own! Whether you want to build your own board game or write funny sayings on cards, create a game that YOU love!

17) Make a comic book

Another interesting form of writing is comic book writing. Create your own comic book or comic strip starring you and your friends. Invent your own hero or make yourself the hero!

18) Create a quiz

Write your own quiz, about you, your favourite celebrity, anything! And have your friends take it.

19) Keep a journal

In a journal, you can express all of your feelings and share your adventures! A journal, like any of these activities and art forms, can be whatever you want it to be-it can B-YOU. Look for how you can make your own journal in the upcoming issue of BYOU Magazine!

20) B-Smart!

The best way to express yourself is by embracing your intelligence and sharing your passions! Go show the world how brilliant you are!

Written by Paige Sheffield

Now share your unique talents.

- Answer the following questions:
 - a) Which activity gives you the most happiness, even when you are tired?

- b) How often are you able to engage in these activities?
- c) How do engaging in these activities help you?
- Please take out one hour a week (for four weeks) for engaging in the activity of your choice.
- Prepare a report recording your experiences, thoughts, difficulties faced, insights drawn etc. while engaging in the activities for four weeks.

Nature of Submission:

You have to submit a personal portfolio comprised of written report prepared on a weekly basis. Other means can include weekly blogs, or video/photo journals also.

Activity 2: Similarities and Differences in Childhood Experiences

Credits 1/2

This activity is derived from the third unit of Block 1 of the Course (BESL-124) and is aimed at developing an understanding of similarities and differences in childhood experiences even within the same family. This is an **individual activity**.

Objectives: This activity will help you to explore and understand:

- multiple childhoods;
- universals in childhood; and
- patterns of similarities and differences in the childhoods experienced in their own families.

Activity:

- You will prepare an interview schedule to explore experiences of people on:
 - i) their own childhood;
 - ii) lifestyle and family interactions;
 - iii) daily routines;
 - iv) type of play and leisure activities;
 - v) food; and
 - vi) cultural stereotypes about children.
- You are then expected to conduct interviews with one male and one female members of at least two generations (if possible then 3 generations) of their family/extended family (neighbours can also be taken). In this manner you are expected to conduct 4-6 interviews.
- Thereafter, analyze the collected data for :
 - i) differences and similarities across generations;
 - ii) compare personal experiences vis-a vis those of family or similar group;
 - iii) differences and similarities across different community groups (if available in the data)
 - iv) compare experiences of male with experiences of female.

Nature of Submission

You have to prepare a report and submit it. Your performance in the activity shall be assessed on the basis of:

- nature of information collected;
- variety of themes analyzed;

- depth of analysis;
- meaningfulness of linkages expressed; and
- a meaningful exploration of one’s own roots.

3.2 INTERNSHIP-II

The Internship has been covered under two courses i.e. BESL-133 and BESL-134 and the credit weightages to both courses are 4 and 12 respectively. In this Handbook on Internship II, we have discussed how you would engage yourself in various activities during the internship under BESL-134. From the overview of the Practical Courses, you might have observed that they require you to engage with activities in the school which will develop you as a reflective practitioner. Besides, you need to engage with the students in classroom, school and community as well. Even if you might have experience of teaching and organizing school activities; the Internship will provide you with opportunities to enhance your skills of teaching and participating in all kinds of school activities.

3.2.1 Objectives of Internship

After undergoing Internship II, 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 of planning and implementing teaching-learning activities for specific units of study;
- develop various teaching skills and competencies and positive attitude towards teaching;
- reflect upon and consolidate school experiences as well as foster own development as a teacher;
- develop a broad spectrum of perspectives on teaching as a profession.

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

3.2.2 Duration of the Internship

In order to provide broader and meaningful engagement with the students and the school; the Internship is spread over both years, with different durations as given in Table 3.1.

Table 3.1: Durations of Internship during Year I & II

Year	Internship	Credits	Duration (weeks)
Year I	Internship I (BESL-133)	4	4
Year II	Internship II (BESL-134)	12	16
Year I & II	Total	16	20

As per the credits allocated, you need to devote 120 hours for the Internship I and 360 hours for the Internship II (1 Credit = 30 Hours). The activities described 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.**

There is direct linkage between activities of Internship I with activities of Internship II. During your Internship I, you must have been familiarized with the internship process, activities and preparation as well as maintenance of records and reflective diary. You had also undertaken several activities such as: (a) School Observation; (b) Classroom Observation; (c) Observations of Diverse School Contexts; and (d) some School Based Activities. During Internship I, you were mostly engaged in observing teaching-learning process as well as participating in school based activities. During Internship II, you shall be actively engaged in teaching-learning activities as well as undertaking several school-based activities for an extended period. The details of activities of Internship II are given in Table 3.2.

3.2.3 Selection of School for Internship-II

During Internship II, you will undertake all such roles and responsibilities as performed by a regular teacher of a school. If you happened to be an in-service teacher, you may choose your own school for your internship purpose. Ensure that the school where you teach has classes at secondary or senior secondary level; if not, then at least at upper primary level. Besides the above, the school should have subject specific trained and experienced teachers to mentor your teaching practice and school-based activities. In case your school is not fulfilling the above conditions or if you are not an in-service teacher, then you have to look for nearby secondary/senior secondary school in your locality or may prefer a neighborhood secondary or senior secondary school.

3.2.4 Activities During Internship-II

As part of 'Engagement with the Field', during Internship II, you are expected to: (a) undertake practice teaching and various activities of the school; (b) reflect on your professional capacities through various prescribed activities. During Internship-II, you are expected to undertake the following activities as outlined in Table 3.2.

Table 3.2: Activities of Internship-II

Sl. No.	Activities	Specific Activities	Time (In Hours)			Credits
			Working	Record Writing	Total	
1	Preparation of Unit Plan	Subject I	24	06	30	1
		Subject II	24	06	30	1
		Total	48	12	60	2
2	Planning of Lessons & Practice Teaching	Subject I	80	10	90	3
		Subject II	80	10	90	3
		Total	160	20	180	6
3	Development of Learning Resources	Non-Digital (Conventional)	12	03	15	½
		Digital	12	03	15	½
		Total	24	06	30	1

4	Development and Administration of Assessment Tools	Scholastic Area	12	03	15	½
		Co-scholastic Area	12	03	15	½
		Total	24	06	30	1
5	Planning and organizing Parent Teacher Meeting		12	03	15	½
6	Organizing Co-curricular Activities		12	03	15	½
7	Organizing Community Service Campaign	Survey of the local community	12	03	15	½
		Planning & execution of social/community service campaigns	12	03	15	½
		Total	24	06	30	1
		Total	304	56	360	12

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 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 5.3.6. of Internship I in Student Teachers' Handbook (Handbook for Practical Activities – B.Ed. I-Year).

3.2.5 Nature of Activities

The objective of performing the prescribed activities, as given in Table 3.2, is to acquire learning experiences about how a school functions in different contexts and how teaching-learning takes place. You acquire learning experience through your engagement in practice teaching and school-based activities along with discussions and interactions with the principal, the 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 the report on the activity. During these three phases, if you have any doubt, you shall discuss with your mentors. After preparing the report, you shall get it authenticated by the mentor(s).

Each activity is further discussed under the following heads:

- Nature of the activity
- Objectives
- Your role (as an intern)
- Role of the Principal/Mentor
- Evaluation method
- Credit

Nature of the Activity

Unit planning refers to the planning of units prescribed in the syllabus, according to which a teacher further plans lessons which are to be delivered. Unit plan not only includes the planning of content but also depicts the activities to be undertaken and the evaluation procedure to be adopted to assess the achievement of the desired objectives. Unit plan includes learning objectives and concepts to be taught in various lessons. While planning a unit, you need to take into consideration the nature of the unit, the importance assigned to it. You also take decisions about how lessons will be organized keeping in view the abilities, interests and difficulties of the students as well as availability of time. Concept map as a tool is used for planning learning experiences and hence is very useful for unit planning. Unit planning is explained in your SLMs, i.e. Unit 9 of Block 3 of BES 123 (Learning and Teaching); and also in SLMs related to Content Based Methodology Courses BES- 141 to 145; for example Unit 5 of Block 2 of BES 141 (Teaching-Learning of Science); Unit 4 of Block 1 of BES 142 (Pedagogy of Social Sciences); Unit 6 of Block 2 of BES 143 (Teaching-Learning Mathematics); Unit 4 of Block 1 of BES 144 (Instructional Planning in Teaching English), etc.

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

- o make decisions about what to teach and how to teach;
- o understand on how to keep pace while planning unit to achieve its objectives;
- o stimulate students' interest through overarching content that is relevant to them;
- o sequence the content and translate the learning objectives into lesson objectives.

Your role

- Go through the Units of the Blocks of the Courses mentioned above before you start this activity;
- Select units from each subject area (from the two subjects selected by you for teaching) for unit planning. Select adequate number of units from the syllabus of the subjects for developing unit plans leading to minimum of 20 lessons for one particular subject of teaching;
- For developing unit plan, select a unit/chapter, divide it into sub-units. Formulate learning objectives for each sub-unit;
- Develop instructional procedures for each unit. Instructional procedure would include number of periods, main teaching points, teaching-learning activities, methods and media;
- Plan and prepare evaluation questions and also questions for the unit test;
- Use the format as in Appendices 'C' as guideline for preparing unit plans.

Output:

You are required to prepare unit plans leading to at least 20 lessons for each subject that you intend to teach in the school. Maintain separate registers for the unit plans of both the subjects. You are also required to maintain a Reflective Diary in which you can write your reflections about this activity. The same register prepared by you for the 'Unit Plans' will also be used for preparing 'Lesson Plans'.

Role of the Principal/Mentor:

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

Evaluation method:

- Rating Scale

Activity 2: Planning of Lessons & Practice Teaching**06 Credits****Nature of the Activity:**

Your theory courses in the curriculum are aimed at strengthening your understanding of various aspects of teaching in the classroom. They provide you with different modes, methods, techniques and strategies of curricular transaction. But unless you use these methods and techniques and implement them in the actual classroom situation, you cannot develop the skills of using them. For this purpose, an intensive actual classroom teaching is to be undertaken by you during this internship. During the Internship I, you had an exposure towards practice teaching. Under Activity 2, you had observed and reflected on how teacher communicates clearly and encourages students for their participation and learning; uses instructional strategies and transacts learning experiences; monitors and assesses students' learning; and manages time, materials and students' behaviours for effective learning.

Good lesson planning is the core of practice teaching. Lesson planning refers to the sequencing of teacher's actions for teaching-learning or events or episodes that she/he plans, organizes and carries out in order to create a learning environment for the students. Lesson plan is a written account of what a teacher would like to implement during a certain lesson or class period. A successful lesson plan addresses and integrates four key components such as: (a) content analysis, (b) objective for student learning, (c) teaching/learning activities including selection of methods and media, and (d) methods to assess student understanding. You need to learn the steps to prepare your lesson plans. Lesson planning is explained in your SLMs, i.e. Unit 9 of Block 3 of BES 123 (Learning and Teaching); and also in SLMs related to Content Based Methodology Courses BES- 141 to 145; for example Unit 5 of Block 2 of BES 141 (Teaching-Learning of Science); Unit 4 of Block 1 of BES 142 (Pedagogy of Social Sciences); Unit 6 of Block 2 of BES 143 (Teaching- Learning Mathematics); Unit 4 of Block 1 of BES 144 (Instructional Planning in Teaching English), etc.

The primary focus of teaching is on engaging learners meaningfully and in authentic learning tasks by providing them opportunities to construct knowledge on their own. Constructivist approach to teaching-learning does not follow fixed steps rather it is flexible. There are many constructivist approaches of planning lessons, but we have used 5E approach to plan lessons for teaching in the classroom. This approach has five stages of delivering a lesson, i.e. Engage, Explore, Explain, Elaborate and Evaluate. In the constructivist classroom, students work primarily in groups. There is a great emphasis on social and communication skills as well as collaboration and exchange of ideas. The details of five stages are given in Table 3.3.

Table 3.3: 5E's Activities

5Es	Suggested Activity	What the Teacher Does	What the Student Does
Engage	<ul style="list-style-type: none"> • Demonstration • Reading • Free Write • Analyze a Graphic Organizer • KWL • Brainstorming 	<ul style="list-style-type: none"> • Creates interest • Generates curiosity. • Raises questions. • Elicits responses that uncover what the students know or think about the concept/topic. 	<ul style="list-style-type: none"> • Asks questions such as, Why did this happen? What do I already know about this? What can I found out about this? • Shows interest in the topic.
Explore	<ul style="list-style-type: none"> • Perform an Investigation • Read Authentic Resources to Collect Information • Solve a Problem • Construct a Model 	<ul style="list-style-type: none"> • Encourages the students to work together without direct instruction from the teacher. • Observes and listens to the students as they interact. • Asks probing questions to redirect the students' investigations when necessary. • Provides time for students to puzzle through problems. 	<ul style="list-style-type: none"> • Thinks freely but within the limits of the activity. • Tests predictions and hypotheses. • Forms new predictions and hypotheses. • Tries alternatives and discusses them with others. • Records observations and ideas. • Suspends judgement.
Explain	<ul style="list-style-type: none"> • Student Analysis & Explanation • Supporting Ideas with Evidence • Structured Questioning • Reading and Discussion • Teacher Explanation • Thinking Skill Activities: compare, classify, error analysis 	<ul style="list-style-type: none"> • Encourages the students to explain concepts and definitions in their own words. • Asks for justification (evidence) and clarification from students • Formally provides definitions, explanations, and new labels. • Uses students' previous experiences as basis for explaining concepts. 	<ul style="list-style-type: none"> • Explains possible solutions or answers to others. • Listens officially to others' explanations. • Questions others' explanations. • Listens to and tries to comprehend explanations the teacher offers. • Refers to previous activities. • Uses recorded observations in explanations.
Extend	<ul style="list-style-type: none"> • Problem Solving • Decision Making • Experimental Inquiry • Think Skill Activities: compare, classify, apply 	<ul style="list-style-type: none"> • Expects the students to use formal labels, definitions, and explanations provided previously. • Encourages the students to apply or extend the concepts and skills in new situations. • Reminds the students of alternative explanations. • Refers the students to existing data and evidence and asks, What do you already know? Why do you think...? 	<ul style="list-style-type: none"> • Applies new labels, definitions, explanations, and skills in new, but similar situations. • Uses previous information to ask questions, propose solutions, make decisions, and design experiments. • Draws reasonable conclusions from evidence. • Records observations and explanations. • Checks for understandings among peers.

Evaluate	<ul style="list-style-type: none"> • Any of the Above • Develop a Scoring Tool or Rubric • Test (SR, BCR, ECR) • Performance Assessment • Produce a Product • Journal Entry • Portfolio 	<ul style="list-style-type: none"> • Strategies from Explore apply here also. • Observes the students as they apply new concepts and skills. • Assesses students' knowledge and/or skills. • Looks for evidence that the students have changed their thinking or behaviors. • Allows students to assess their own learning and group-process skills. • Asks open-ended questions, such as: Why do you think...? What evidence do you have? What do you know about x? How would you explain x? 	<ul style="list-style-type: none"> • Answers open-ended questions by using observations, evidence, and previously accepted explanations. • Demonstrates an understanding or knowledge of the concept or skill. • Evaluates his or her own progress and knowledge. • Asks related questions that would encourage future investigations.
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Source: <http://www.mcps.k12.md.us/curriculum/science/instr/5Esactivities.htm>

During practice teaching you are required to plan your lessons, deliver them under the supervision of your mentor and get feedback from the mentor to improve your teaching competencies.

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

- o effectively plan and prepare lessons;
- o develop skills of using various techniques and methods of teaching as well as different media;
- o communicate clearly and encourage your students for their participation and learning;
- o use different instructional strategies and learning experiences;
- o monitor and assess your students' learning;
- o manage time, materials and your students' behaviors for effective learning;
- o provide your students an opportunity to reflect through self evaluation and discover their own strengths and weaknesses.

Your Role

- Select a topic from the Unit on which you have prepared unit plans. Prepare lesson plan on same topic. For preparing lesson plan, a general format is provided in Appendices 'D' as a sample for you;
- You have to deliver a total of 40 lessons: 20 lessons in each subject. Some topics may take two periods or even more;
- Get all the lesson plans approved by your mentors. A mentor is a senior trained teacher or headmaster of the school where you are to deliver the lessons during the Internship II. If not done earlier, then you must have to identify the mentors for both teaching subjects and submit their names to your PSC;
- You have to ensure that 20 lessons (10 lessons in each of the two subjects) are observed by your mentors;

- You have to prepare a lesson plan in the separate registers that you have used for the ‘Unit Planning’ of each subject. Your lesson plan should be available with you while delivering lesson(s) in the classroom;
- You should develop and/or arrange appropriate teaching learning resources/ teaching-learning aids to present your lesson meaningfully;
- As your lesson will be supervised and commented upon by mentor and supervisor, you should make copies of Teaching Assessment Scale (TAS) and make them available to them. The TAS is given in the Appendices ‘E’ (E₂).

Output:

You are required to prepare the lesson plans of both subjects in registers that you have already used for preparing the unit plans. You are also required to include your reflections on the ‘Reflective Diary’ which is maintained by you on daily basis during your internship.

Role of the Principal/ Mentor

- Supervises and guides you in undertaking this activity and provides feedback to improve your skills required to complete the activity;
- Guides you in preparing the lesson plans and delivery of lessons during practice teaching;
- Authenticates each completed lesson plans.

Evaluation Method:

- Teaching Assessment Scale (TAS)

Activity 3: Development of Learning Resources

01 Credit

Nature of the Activity:

Learning resources including teaching-learning materials (TLMs) are designed to enhance and support the effectiveness of the learning process. The TLMs have significant role during the lessons as these materials facilitate learning and assessment activities. Besides making the lesson interesting, TLMs help you to deliver lesson successfully and easily. There are many different types of teaching and learning materials which can be used by both teacher and students. In this digital age, the types and use of TLMs have significantly increased; however the conventional (non digital TLMs) have not yet lost their relevance. While delivering 40 lessons during your practice teaching, you shall be required to develop several digital as well as non-digital TLMs. Few examples of such TLMs are given below:

Some Examples of Conventional/Non-digital TLMs	Some Examples of Digital TLMs
<ul style="list-style-type: none"> • Charts, • Diagrams including flow charts, Models, • Activity Books, • Flip charts, • Puzzles, etc. 	<ul style="list-style-type: none"> • Graphics images or photos • Audio and video • Simulations • Animations, etc.

The purpose of this activity is to encourage you to give importance to the development of TLMs during practice teaching. During the internship period, you are expected to develop some teaching-learning materials of good quality with (i) innovations, (ii) use of low cost materials, and (iii) modern technology (for digital learning materials) for enhancing students' engagement, interest and effective learning.

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

- o explain the purpose and importance of teaching and learning materials;
- o identify the different types of teaching and learning materials;
- o assess the need for teaching and learning materials and prepare them as per learning needs;
- o use teaching and learning materials made by you in the classroom and improve them according to the feedback received from the mentors;
- o develop strategies for the effective use of teaching and learning materials.

Your Role

- Go through the Unit 11 on 'Teaching-Learning Resources' in Block 3 of BES-123 (Teaching Learning Process);
- Select the best four self-made TLMs which you have used during your practice teaching. Collect feedback on those TLMs from your students and mentors and further improve them;
- During the Workshop II, you need to bring those TLMs for evaluation as per the following:

Subjects	No. of TLMs		Total
	Non-Digital	Digital	
Subject One	1	1	2
Subject Two	1	1	2
Total	2	2	4

- Reflect on your experience of preparing TLMs and their use in teaching-learning process.

Output

You are required to prepare a report with photographs/ printouts/photocopies/soft copy in CD on TLMs made by you along with brief description of the TLMs. You are expected to use the reflections from your Reflective Diary while writing the report.

Role of the Principal/ Mentor:

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

Evaluation method:

- Rating Scale

Nature of the Activity:

Assessment of learning is one of the most important functions of teachers in schools. The ‘assessment of learning’ is the process whereby teacher attempts to describe and quantify the knowledge, attitudes or skills of a student. The assessment can be formative or summative. The tools and techniques for assessment of scholastic and co-scholastic areas are different. Scholastic areas are more concerned with cognitive and knowledge aspects and can be assessed directly by observing their reactions to various learning experiences. Similarly, assessment in co-scholastic areas needs to be done systematically and methodologically. Various tools and techniques for assessment of co-scholastic areas are outlined in the following table. While developing an assessment tool for scholastic area; once the learning objectives have been defined, the next task is to formulate a test blue print which specifies domain wise learning outcome and enlists the skills that need to be tested for each domain along with relative importance of each. Then as per blue print, we need to develop test items and prepare the tool along with the appropriate scoring system. Once the tool is developed, you can administer it on pilot basis on few students to find out the weakness in your tool. Based on the feedback received, you can further modify it and prepare the final tool for administration on the target group of students. After administrating the tool on the group of students, you have to interpret the results and present those using suitable statistics and graphs.

In case of co-scholastic area you need to take care of the following steps: (a) specifying behaviors/ indicators of the concerned area/skill so that a blue print can be developed to prepare the tool with suitable test items; (b) collecting evidences in respect of behavior/indicators through observation and other techniques on pilot basis to find out the suitability and weakness of the tool developed by you, so that feedback on developed tool can be collected to modify it as the final tool; (c) administering the tool and recording of the evidences; (d) analysis of the recorded evidences; (e) interpreting and reporting of the test results through suitable statistics and graphs.

Some Examples of Assessment Tools for Scholastic Area	Some Examples of Assessment Tools for Co-scholastic Area
<ul style="list-style-type: none"> • Objective Type (MCQs, etc.) • Short answer & Long answer • Assignments • Quizzes • Rubrics, • Portfolio Analysis, etc 	<ul style="list-style-type: none"> • Observation schedule • Interview schedule • Checklist • Questionnaire • Situational tests, etc

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

- o identify objectives for development of tool;
- o understand the difference in development of tool in scholastic and co-scholastic areas;
- o develop skill to prepare blue print, design test items and scoring keys;
- o administer the tool, and interpret the test results.

Your Role:

- Please go through Block 2 (Techniques and Tools of Assessment and Evaluation) of Course BES127 (Assessment for Learning) before you start this activity;
- Identify objectives and suitable type of tool that you intend to develop in scholastic and co-scholastic areas (one from each area);
- Prepare blue print for each tool;
- Develop the draft tools and administer it on a few students and collect feedback from them to improve the tools;
- Develop the final tools, administer them on students and interpret the test results by using suitable statistics and graphs;

Outcome:

You are required to prepare a report of about 1000 words, which would include descriptions on steps followed in developing and administering tools as well as interpretation of test results. The blue print and tool developed by you for each area, should be attached to the Report. The reflections that you have written on your Reflective Diary shall be included by you in the report while writing it.

Role of the Principal/Mentor:

- Helps you in development of tools, their administration on students and interpretation of test results;
- Guides you in conducting this activity;
- Guides you in preparing the report;
- Authenticates your report.

Evaluation method:

- Rating Scale

Activity 5: Planning and Organizing Parent Teacher Meeting**½ Credits****Nature of the Activity:**

Research has shown that parental involvement is the most important factor in a student's success in school. Parent Teacher Meeting (PTM) gives the teachers an opportunity to share students' progress and coordinate plans for helping them learn even more. A parent-teacher meeting is a great opportunity to: (a) share academic progress based on classroom observations, student's assessment based on portfolios and assignments or test results; (b) learn from parents or guardians so that you can be better informed about students' strengths, needs, behaviors, and learning styles; (c) discuss enrichment or intervention strategies to support students' learning. The Parent Teacher Meeting should be planned and organized in a systematic way as suggested below:

A) Planning for the Meeting

- Schedule the meeting well ahead by allowing a reasonable amount of time for the teacher as well as parents.
- Meeting can be of routine type to review students' progress or on any specific topic. Prepare yourself by short listing important information that you feel the parents really should have.

- Before meeting, make sure that you have updated information about the student.
- Decide whether students will participate. Sometimes it is helpful to have students explain their work and set goals for their own future. Also tell the students what you will be discussing with their parents.

B) Communicate Prior to Meeting

- Communicate to the parents about the date and time of the meeting. Include information about the timing and the purpose of the meeting.
- Encourage parents to send you their queries which they would like to be addressed and note any topics they would like to discuss.
- Inform the parents that they can discuss with their children before the meeting. They can discuss what the teacher might say and issues of the child.

C) Meeting with Parents

- Begin PTM by discussing positive aspects of the student's experiences in your class. Always start and end with a student's strengths.
- Explain your expectations from the student and how his/her progress is assessed.
- Talk about the student's work. Discuss the student's performance in each subject and assessment of his/her performance.
- During meeting, display student projects and provide additional information on school's activities, as well as school's upcoming activities in which student can participate.
- Listen to parents. It will help you understand what they want for their child. As many parent-teacher organizations suggest that the most effective parent-teacher communication grows out of a truthful and thoughtful collaboration between both of them.

D) Ending the Meeting

- Close the meeting by setting goals for the child's future work.
- Suggest strategies for meeting those goals.
- Make an agreeable plan to communicate regularly about the student's growth.

After your meeting, design your instructional practices based on what you learned from parent's feedback on student's strengths and weaknesses, and information gained on home learning environments. Continue to communicate with parent on an ongoing basis to update on student progress.

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

- o acquire skills necessary for systematically and effectively organizing Parent Teacher Meeting (PTM)

Your Role

- Read the above guidelines of conducting PTM;
- Discuss your plan with the School Principal and your Mentor and seek their cooperation in organizing the meeting;

- Organize the PTM;
- Evaluate and reflect on the usefulness of the meeting for both the school and the parents.

Output:

You are required to prepare a report of about 750 words describing the steps you followed in conducting PTM, the points discussed and observed during the PTM. Include the notice/circulars which are sent to the parents informing about the meeting and copies of the points that you had identified to discuss with them. The report may also contain some photographs related to the meeting. The reflections that you have written on your Reflective Diary about this activity shall be included by you in the report while writing it.

Role of the Principal/Mentor

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

Evaluation:

- Rating Scale

Activity 6: Organizing Co-curricular Activities

½ Credit

Nature of the Activity:

Co-curricular activities (CCAs) are also significant components of school curriculum which help to develop various aspect of positive personality in the students. For all-round development, there is a need of emotional, physical, spiritual and moral development, hence it is complemented and supplemented by co-curricular activities. There are a large number of CCAs and some of these are presented in the box below. During your internship, you need to organize some of the CCAs.

Some Examples of CCAs
Sports, Debate, Art, Music, Drama, Debate And Discussion, Story Writing Competition, Essay Writing Competition, Art Craft, Recitation Competition, Wall Magazine Decoration, Writes Ups For School Magazine, Folk Songs, Folk Dance, Flower Show, School Decoration, Sculpture Making, Fancy Dress Competition, Preparation of Chart & Models, Album Making, Photography, Clay Modeling, Toy Making, Soap Making, Basket Making, Organization of Exhibitions, Celebration of Festival, etc.

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

- o acquire skills necessary for systematically and effectively organizing and managing co-curricular and sports activities.

Your Role:

- Plan for organizing any two CCAs;
- Discuss your plan with the School Principal and your Mentor and seek their cooperation in organizing this activity;
- Organize the CCAs;

- Collect feedback on the effectiveness of the activities from the mentor, colleagues and the students;
- Reflect on how you have organized CCAs.

Output:

A report of about 750 words has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial and implementation problems, outcomes of the activity, your observations during the entire duration of the activity, feedback and suggestions for improvement of CCAs. The report may also contain some photographs related to the activity. The reflections that you have written on your Reflective Diary about this activity shall be included by you in the report while writing it.

Role of the Mentor:

- Guides you in selecting suitable CCAs
- Helps you in organizing the CCAs;
- 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

Activity 7: Organizing Community Service Campaign

1 Credit

Nature of the Activity:

With opportunities to serve the local community from kindergarten through high school, students develop an understanding of how they fit into society and how they can help to solve societal problems. Community service inculcates empathy among students and fosters their identities as responsible citizens. Through community service campaign, students can identify community needs and develop projects that will address those needs. Give students time and support to involve themselves in community service. It enhances creativity and decision making abilities among the students. No doubt, the experience of community service will be more meaningful and memorable to all students. Wherever possible, encourage collaborations between classes, clubs, and schools within the neighborhood. Collaborate with community organizations and government agencies.

Some Themes for Community Service Campaign

Education of under privileged children (including slum & street children); Awareness on inclusive education, girls' education, adult education; Awareness on RTE, prevention of school drop out; Preservation of local tradition and history; Awareness on prevention of infectious diseases such as dengue, HIV AIDS etc; Awareness on environmental protection and prevention of pollution, drinking water and sanitation; Supporting local social service activities; Organizing sports or useful activities for children with disabilities, support for senior citizens, etc.

In this activity, you will identify any one theme for conducting community service campaign. You might know on how to conduct a community service campaign. However, we have briefly discussed the steps for conducting school campaign for community service.

A) Survey of the local community

Step 1– Explore: To identify and make a plan for your campaign, it is important for you to explore the local community. You may take up a survey to get information from the local community in order to know the various areas/ themes in which community service campaign can be organized. The basic information can be collected from the students as they are familiar with the local community. This would help you to decide the area/theme. Once you have identified the theme, you shall be interested to know about the current status of the community on your selected theme. To assess the current status of the community, you may develop a checklist, or an observation schedule, or an interview schedule. This would help you to make plans to raise awareness to prevent or solve the problems.

Step 2– Decide: Discuss with your students, mentors and the School Principal on how to go about in conducting the community service campaign. Organize ongoing learning activities in classrooms to discuss about the community related issues on which your campaign is planned. Discuss the implementation strategies and develop the awareness material by the group.

Step 3– Organize the activities outside the classroom: camps, campaigns at suitable place in the community or it may be a form of rally also.

Step 4– Form groups or clubs of students in your school to follow up the issue.

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

- o acquire skills of identifying theme and planning of community service campaign;
- o organize community service campaign and evaluate its impact on students.

Your Role:

- Plan any one community service campaign;
- Discuss your plan with the School Principal and your Mentor and seek their cooperation to organize this activity;
- Prepare suitable checklist/interview or observation schedule to conduct a survey in the local community to collect data on the selected issue;
- Organize the community service campaign with active involvement of the students;
- Evaluate the activity by collecting feedback on the effectiveness of the campaign from the mentor and the students;
- Reflect your experience of organizing community service campaign.

Output:

A report of about 1000 words has to be prepared by you. It should include a report of community survey for collecting baseline data, brief note on the planning activity, organization of the activity, managerial and implementation problems, outcomes of the activity, your observations in the entire duration of the activity as well as feedback and suggestions for their improvement. The report may

also contain some photographs related to the activity. The reflections that you have written on your Reflective Diary about this activity shall be included by you in the report while writing it.

Role of the Mentor:

- Guides you in planning for collecting necessary data,
- Helps you in organizing the activity;
- 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 (½ credit for collection of baseline data & ½ credit for organizing the activity)

3.2.6 Maintenance of Records And Reflective Diary

During internship, you shall be required to maintain several records as mentioned under various activities of the internship. Table 3.4 summarizes what kind of records you suppose to prepare during your Internship–II.

Table 3.4: Records to be Prepared During Internship-II

Sl. No.	Activities	Credits	Records Note: Details are described under the activity.	Reflective Diary
1	Preparation of Unit Plan	1+1	Written in a note book for each subject separately	You need to maintain on daily basis. Whatever activities you carry out, you need to write your reflections. The Diary shall be submitted along with all reports.
2	Planning of Lessons & Practice Teaching	3+3		
3	Development of Learning Resources	½ +½	TLMs with report as per activity	
4	Development and Administration of Assessment Tools	½ +½	A report of about 1000 words	
5	Planning and Conducting Parent Teacher Meeting	½	A report of about 750 words	
6	Organizing Co-curricular Activities	½	A report of about 750 words	
7	Organizing Community Service Campaign	½ +½	A report of about 1000 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

We have already discussed how to maintain records for each activity. You are also expected to write and maintain Reflective Diary for all activities during Internship II. Regarding writing reflective diary, we have discussed in detail in Handbook for Practical Activities, B.Ed. I year in the section related to Internship I. You need to get a spiral/bounded register to write 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.

3.3 WORKSHOP-BASED ACTIVITIES-II

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

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 are allowed to attend 1st workshop only after completion of Internship-I, and similarly to attend the 2nd workshop after completing Internship-II.
- 4) Minimum gap of one year is compulsory between the two workshops; 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) Hundred percent attendance is compulsory during the workshops. Failing which, you will have to attend the workshop again in the subsequent year.
- 7) For successful completion of the B.Ed. programme, you have to complete all the activities of the workshops.

The workshop facilitators and workshop directors are specially oriented for the purpose; they will conduct the workshops. During the workshop you have to participate in various activities individually as well as in groups. You will carry out activities under the supervision/ guidance of teacher educators. The workshop will also give you the opportunity to work with your fellow student 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 for the workshops. This preparatory phase is known as “the pre-workshop activity”. The activities performed during the workshop are known as “during the workshop activity”. All the activities undertaken during the

workshop have to be practiced by you during the real teaching- learning situation in your classrooms. These expectations are given under “post-workshop activities”.

3.3.1 Schedule of Workshop-II

You should know that activities of the second workshop are based on the second year theory courses and EPC courses. In addition to these, this workshop will help you in developing your pedagogical skills with innovative teaching methods. The schedule of workshop 2 is given below.

Table 3.5: Schedule of Workshop II

Day	Report of Previous day activities (15 min)	Session I (90 min)	Session II (90 min)	Session III (90 min)	Session IV (90 min)	Total Number of Sessions
1	—	Welcome and Introduction About the workshop-II	Contextualizing Curriculum			04
2	Report of Day 1	Curriculum Analysis		Why is Assessment?		04
3	Report of Day 2	How to Assess?		Analyzing and Interpreting Learners' Result		04
4	Report of Day 3	Understanding Children with Special Needs		Resources for Creating an Inclusive School		04
5	Report of Day 4	Activities Related to Optional Courses BESE-131, BESE-132 and BESE-135 (select activities for any one course from Table 4.2)		Assessment of Reflective Diary and Reports of Activities undertaken During Internship - II		08
6	Report of Day 5	Activities Related to Optional Courses BESE-131, BESE-132 and BESE-135 (select activities for any one course from Table 4.2)		Assessment of Reflective Diary/ Journal and Reports of Activities of Internship - II		08
7	Report of Day 6	Activities Related to Optional Courses BESE-131, BESE-132 and BESE-135 (select activities for any one course from Table 4.2)		Presentation of Action Research Report		08
8	Report of Day 7	Textbook Analysis from Gender Perspective		Identification of Social Practices Hindering Gender Parity		04
9	Report of Day 8	Cooperative Learning Method		Learning Stress Relieving Technique		04
10	Report of Day 9	Understanding Self		Understanding Environmental Issues through Drama		04
11	Report of Day 10	Visual Art Forms in Teaching-Learning Process		Assessment of Activities related to EPC-III		04
12	Report of Day 11	Assessment of Activities related to EPC-IV		Feedback and Valedictory		04

Table 4.2: Activities related to optional courses for day 5, 6 and 7

Course	Name of Activities Suggested	Sessions Required
BESE-131	Understanding the concept of ‘Open and Distance Education’	1
	Transforming a lesson from text book of a class or a chapter from a book into an SLPM Unit	2
	Identifying the feature(s) of any one web 2.0 tool useful for teaching-learning purpose and Using a rubric for its assessment	1
	Sharing of your crucial problems and; experiences related to pursuing of the B.Ed. programme	2
BESE- 132	Planning School Guidance Programme	2
	Teacher as Counsellor: Role Play	4
BESE 135	Development and Presentation of Non-projected Teaching Learning Resources	2
	Development and Presentation of Digital Teaching Learning Resource	2
	Selection and Integration of ICT	2

3.3.3 Sessions of Workshop-II

Each session of the workshop 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 on going days activities. Session - wise break up of the workshop is as follows:

Day 1 – Session-I: Welcome and Introduction

About the Workshop-II

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

PIC/Workshop in-charge will explain various activities to be carried out by you during the workshop. S/he will discuss do’s and don’ts during the workshop, general schedule of the workshop and activities to be carried out by you. Assessment strategy for various activities including internship activities will also be explained during this session.

Day 1–Sessions-II, III and IV: Contextualizing Curriculum

Objectives: The objectives of these sessions are to facilitate you to:

- understand the importance of contextualizing curriculum;
- practice how to contextualize the curriculum in your subject area.

Pre-workshop Activity

You are expected to go through the Block 2 of the Course BES:126 on Knowledge and Curriculum. You are required to bring the text book of secondary level on any teaching subject.

During – workshop Activity

The session will start with a brief presentation of 15-20 minutes by the resource person. The resource person will discuss the need for contextualization of curriculum and how to contextualize the curriculum.

After the presentation, the resource person will help in the formation of groups consisting of five members, who have done the practice teaching in the same subject in their schools. Each group will identify a group leader who will make the presentation after completing the activity.

Each group has to follow the steps given below for completing the activity:

- Select a topic of your choice from a subject which you are teaching.
- Identify your learners' needs, issues and themes.
- Gather information and materials and adapt learning material (lesson) according to the needs of your learners.
- Reflect on and evaluate the contextualized lessons.
- Make a presentation.

Post Workshop Activity

Revise the lesson that you have contextualized based on the feedback from the peers and the resource person and submit the report.

Day 2–Sessions-I and II: Curriculum Analysis

Objectives: The objectives of these sessions are to facilitate you to:

- analyze the curriculum with respect to various dimensions of curriculum organization, and
- evaluate the present curriculum prescribed in your school.

Pre-workshop Activity

You are expected to go through the Block 1 and 2 of the Course BES 126: Knowledge and Curriculum. Also bring the textbook of secondary level on any teaching subject.

During-workshop Activity

Since it is a group activity, you are expected to form a group consisting of five members, who have done the practice teaching in the same subject in their schools. After the formation of groups, identify a group leader who will make the presentation after completing the activity. Each group has to follow the steps given below:

- Select syllabus of any subject of your choice.
- Analyze and ascertain the extent to which following components have been considered in the syllabus:

- Nature of different disciplines
- Social considerations

(Give examples from the texts)

- Give your inputs on each of the above mentioned aspects.
- Make a presentation.

Post Workshop Activity

Revise the presentation based on the feedback from the peers and the resource person and submit the report.

Day 2–Sessions-III and IV: Why is Assessment?

Objectives: At the end of the activity, you will be able to:

- explain the importance of assessment in the teaching-learning process;
- understand difference between ‘assessment of learning’ and ‘assessment for learning’;
- give examples of the concept of ‘assessment for learning’ and
- practice assessment for learning in your classroom teaching.

Resources required

You are required to study the following resources before undertaking the activity of these sessions.

- Unit-2 ‘Perspectives of Assessment’, Block-1, BES-127, B.Ed., IGNOU, New Delhi.
- National Curriculum Framework, 2005, pp.71-77, NCERT, New Delhi.
- Secondary level text books on subject of your choice (Class IX-X).

Pre-workshop Activity

For conducting the activity, you are expected to have conceptual understanding of the concept of ‘assessment for learning’ and ‘assessment of learning’ that you have studied in Unit-2, Block-1 of the course BES-127. You are also required to study the section 3.11 ‘Assessment and Evaluation’ pp.71-77, of NCF, 2005.

During-workshop Activity

This is a small group activity. There will be five groups with 10 learners each. The resource person will initiate discussion on the purpose of assessment of learning in general and emphasize on assessment for learning in particular, with suitable examples from his/her own classroom practices. You are expected to share your own experiences of assessment techniques that you have been using.

You will be asked to discuss in small groups and suggest examples of assessment practices that enhance the learning of students. Each small group will be assigned with a school subject (English, Hindi, Social Science, Mathematics and Science) for discussion and presentation. The assessment of your performance in the group will be done by the resource person. Moreover, presentations made by the groups will also be assessed by the resource person. Group activity assessment tool can be used by the resource person for assessing this session.

Post-workshop Activity

The activity will facilitate you to use assessment as a tool to improve the learning of students in your classrooms.

Day 3–Sessions-I and II: How to Assess?

Objectives

At the end of the activity, you will be able to:

- explain the types of tools used for assessment of scholastic and co-scholastic areas;
- share the feedback on the tools you have developed during your internship;
- prepare a blue-print of an assessment tool; and
- develop a tool as per the blue-print for assessing scholastic/co-scholastic areas of students' performance/abilities in small groups.

Resources required

You are required to study the following resources before undertaking the activity:

- Unit 5 & 7 of Block-2 and Unit 9 & 10 of Block-3, BES-127, B.Ed., IGNOU, New Delhi.
- Secondary level text books on subject of your choice (Class IX-X).

Pre-workshop Activity

You must have developed understanding on using various tools for assessing scholastic and co-scholastic abilities of the students. You have studied Unit 5 & 7 in Block-2 and Unit 9 & 10 in Block-3 of BES-127. You have also prepared the tools of assessment during internship.

During-workshop Activity

This is a small group activity. There will be five groups with 10 learners in each group. The resource person will initiate discussion on various types of tools and the process of their development. The resource person will encourage you to share your experiences and feedback on the tools that you have developed during your internship.

The resource person will describe the process of preparing a tool starting from the blue-print. The resource person will also demonstrate how to write various types of items (for example - objective, short-answer or essay type). The following tools will be described during this session:

- Subject based achievement test
- Rating scale
- Interview schedule
- Observation schedule
- Socio-metric technique

After describing the process of developing the above tools, the resource person will ask each group to develop one tool. You will work in small group and write the items as per the blue-print you have prepared. This will be followed by presentation of the tool/test items by each group. While making presentation, your group leader will explain the process of tool development along with the group members. Feedback and suggestions will be provided to your group by other groups and the resource person.

Post-workshop Activity

On the basis of the observation and feedback received, each group will modify the tool and submit it to the resource person. The group performance will be assessed on the basis of tool it has developed. This activity will further help them to prepare many such tools during their teaching in school.

Day 3–Sessions-III and IV: Analysing and Interpreting Learners’ Result

Objectives: At the end of the activity, you will be able to:

- explain the descriptive statistics used for analyzing the results of learners;
- arrange data in a frequency distribution table;
- select suitable statistics for analysis of a given data; and
- calculate and interpret the results of the learners as per the given data.

Resources required

The following resources are required for undertaking this activity:

- Unit 13, 14 and 16 of Block-4, BES-127, B.Ed., IGNOU, New Delhi.
- Simple calculator
- Achievement data brought by the learners.
- Graph paper

Pre-workshop Activity

You must have developed understanding of tabulation and graphical presentation of data, use of measures of central tendency and correlation statistics for calculating and analyzing results of the students. You are required to bring sample achievement scores of the students in different subjects of at least one class. One example is given in Table 4.3

Table 4.3: Subject-wise scores of the students in Class X Examination

S.No.	Name of the Student	Scores in different Subjects (Max. marks in each subject is 100)					Total (500)
		English (100)	Hindi/ Regional Language (100)	Mathematics (100)	Science (100)	Social Science (100)	
1	X1	45	62	58	39	50	254
2	X2	71	83	96	75	68	393
3	X3	-	-	-	-	-	-
4	X4	-	-	-	-	-	-
5	X5	-	-	-	-	-	-
6	X6	-	-	-	-	-	-
7	X7	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
20	X20	-	-	-	-	-	-

[30 Minutes]

During-workshop Activity

This activity will be undertaken by you in pairs. The resource person will initiate the discussion on analysis and interpretation of the results of the students in term end examination as well as board examinations.

The resource person will give certain examples of statistical calculation such as Mean, Median, Mode, Correlation, and use of appropriate graphs for analyzing and interpreting results of the students using the data given in Table 4.3. The resource person will also discuss the methods and formulas of the following statistics:

- Calculation of Mean, Median and Mode (Individual and group scores)
- Correlation (Rank-order and product moment method)
- Graphical presentation of data

Each pair of student teachers will be assigned one of the following tasks:

(The list given below is suggestive and not prescriptive. The resource person may add activities to the list, if required)

- Calculate and compare subject-wise mean scores of students and interpret them.
- Calculate and compare subject-wise mean scores of students with the mean of the total scores and interpret them.
- Graphically present the scores of students in Mathematics and English and interpret them.
- Graphically present the scores of students in Science and Social Sciences and interpret them.
- Convert the raw scores into group scores and prepare frequency distribution table.
- Calculate correlation between the scores of Mathematics and Science using rank-order method; and find the coefficient of correlation and interpret the results.
- Calculate correlation between the scores of students in Hindi/Regional Languages and Social Science using product moment method, find the coefficient of correlation and interpret the results.
- Calculate correlation between the scores of Science and Social Sciences using product moment method and interpret the results.
- Find out correlation between the scores of Mathematics and the total scores of the students using rank-order method and interpret the results.
- Find out the correlation between the scores of English and the total scores of the students by using rank-order method and interpret the result.

The activity will be followed by presentation. Thirty minutes time will be given to each pair of student teacher for presentation of work.

Post-workshop Activity

The activity will help you to analyze and interpret students' achievement data in your school using a variety of statistical techniques.

Day 4–Sessions-I and II: Understanding Children with Special Needs

Objectives

At the end of the activity, you will be able to:

- explain the specific needs of children with special needs;
- identify learning barriers of children with special needs in the inclusive classroom.

Pre-workshop activity

You should go through Block 1 of BES 128 “Creating an Inclusive School”. You will also identify a child with special needs and collect necessary information.

During workshop activity

The resource person will initiate the discussion on various kind of special needs and will ask you to share the experiences of the children with special needs in your school. Then groups will be formed. Each group will be assigned any one category of children having special needs (i.e. visual impairment, hearing impairment, intellectual disability, specific learning disability, autism spectrum disorder, multiple disabilities etc). Each group will discuss the specific needs as well as the barriers to their learning related to the children of the category assigned to them and make a presentation followed by discussion.

Post-workshop activity

This activity will facilitate you to develop an understanding of children from diverse and their specific needs during teaching-learning process.

Day 4–Sessions-III and IV: Resources for Creating an Inclusive School

Objectives: At the end of the activity, you will be able to:

- list the common resources that the school has to promote inclusive practice;
- identify the required resources and findout the ways to procure them.

Pre-workshop Activity

- i) Go through Unit-8 “Resources for Inclusion” of Block 2 of BES 128: Creating an Inclusive School.
- ii) Go through the list of indicators listed in the box given and find out the availability of resources in the school where you are doing the internship and prepare your own list.

During-workshop Activity

The resource person will initiate the discussion on resources required for creating an inclusive school. After discussion, you will be divided into small groups and prepare a report based on the data collected with the help of following indicators during the internship:

Indicators

- Children with special needs do not face any difficulty in coming to the school and there are proper transport arrangements.
- There are facilities available to look after their health and social difficulties.
- Availability of sufficient number of books in Braille and talking/daisy books in the school library for children with visual impairment is ensured.
- Teaching of Braille, orientation and mobility skills and sign language is an important part of the school programme
- Resource support in the form of teaching-learning/supplementary material in different languages is available in the school, including tribal languages.
- The school makes provision for removing architectural barriers and adapting the physical environment to improve accessibility of the school premises.
- Provision for resource staff like speech therapist, primary health worker, physiotherapist special educator etc. for meeting the special needs of children form an important part of the budget.
- Educational administrators make constant efforts to leverage (get) funds from multiple sources for providing resource support to all students.
- Use of ICT and assistive devices to support the inclusion of all students in the classroom is encouraged.
- The school provides facilities like ICT and other technological support along with training for both staff and students.

Reference: *Adopted from Index for developing Inclusive Schools*, NCERT, New Delhi.

http://www.ncert.nic.in/departments/nie/degsn/pdf_files/INDEX%20FINAL%20FOR%20WEBSITE.pdf

Group leader will present the report followed by discussion.

Post-workshop Activity

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

(Note: Session I and II on Day 5, 6 and 7 have been assigned to activities related to optional course i.e. BESE-131, BESE 132 and BESE-135. Every learner will undertake activities related to the course, which S/he has opted for term end examination. Number of activities may vary from course to course but one learner has to complete all the activities related to a particular course)

Course BESE-131: Open and Distance Education

Session: The Concept of ‘Open and Distance Education’

(Session required: 01)

Objectives: At the end of the activity, you will be able to:

- distinguish between the following pairs (sets) of terms/concepts:
 - De-schooling and non-formal education;
 - Correspondence education and distance education;

- Distance education and open education;
 - Distance learning and distance education;
 - Open learning and open education;
 - Open and distance learning and open and distance education; and
 - Lifelong learning and lifelong education.
- understand the above terms in their evolutionary, philosophical and integral perspective.

Pre-workshop Activity

- i) You should read Unit-2 in general (and sections 2.2 and 2.3 in particular) of Block-1 of course BESE-131.
- ii) You will prepare a chart of key elements/features, similarities and differences between each of the above mentioned pairs (sets) of terms. While doing it, for your convenience, you can use the Format given at **Table 4.4**.

During-workshop Activity

- i) The resource person will make a brief presentation highlighting the key elements/features of all the above terms/concepts. Later, s/he will divide the participants into small groups of not more than 10 members in each group. Each group will choose its group/team leader.
- ii) You will share and discuss in your group the points from the chart prepared by you. Each group will thus discuss and prepare a consolidated chart of key elements/features, similarities and differences in respect of the above pairs/sets of terms. ‘
- iii) Each group will make its presentation based on the respective consolidated chart prepared by it, which will be followed by a brief discussion confining to the points of agreements and disagreements on the distinctive characteristics/features, similarities and differences regarding these terms for having better clarity of the same.

Post-workshop Activity

You will keep the final consolidated chart of these concepts as a reference material with you for your future engagements in any academic discourse on the same. You may reflect upon these terms/ concepts further and make critical analysis of the same, including such other relevant terms/concepts.

Table 4.4: Key Terms Related to ODL

Sl.No.	Concept/Term		Key elements/ features	Common features/ characteristics	Main differences
I.	1.	De-schooling			
	2.	Non-formal education			
II.	1.	Correspondence education			
	2.	Distance education			
III.	1.	Distance education			
	2.	Open education			
IV.	1.	Distance learning			
	2.	Distance education			
V.	1.	Open learning			
	2.	Open education			
VI.	1.	Distance learning			
	2.	Open learning			
VII.	1.	Open and distance learning			
	2.	Open and distance education			
VIII.	1.	Lifelong learning			
	2.	Lifelong education			

Transformation of a Lesson from a Class Text Book or a Chapter from a Book into an SLPM Unit **(Sessions Required: 02)**

Objectives: At the end of the activity, you will be able to:

- understand and experience the process of preparation of a Self-Learning Print Material (SLPM) unit; and
- acquire the skills of preparing a SLPM unit.

Pre-workshop Activity

- i) You should read Units 5 and 7 of Block-2 of BESE-131.
- ii) You should identify a lesson of your choice from a class textbook of your subject or a chapter from a book of your choice and expertise, and bring with you at least three photostat copies of the same.

During-workshop Activity

- i) The resource person will make a brief presentation explaining the principles, characteristics, essential requirements and process of preparation of an SLPM unit. Later, the resource person will divide the participants into small groups of not more than 5 members in each group, depending upon their preferences. Each group will choose its group/team leader.
- ii) You, as a member, will actively participate in your group discussion. Your group will transform a lesson/chapter of your collective choice into an SLPM unit.
- iii) Each group will make a brief presentation of the SLPM unit (transformed lesson/chapter) prepared by it, which will be followed by a brief discussion confining to the merits and demerits of the unit structure and overall presentation of the contents in the unit.

Post-workshop Activity

- i) You will revisit a few units of your choice from first/second year courses of the B.Ed. Programme material and write down your critical observations / reflections on the same.
- ii) You may use your reinforced understanding and experience to critically reflect upon and analyze any SLPM unit(s) of any course of any programme of any other open university in India or abroad.

Session: Identifying the Feature(s) of any one Web 2.0 Tool Useful for Teaching-learning Purpose and Using a Rubric for its Assessment **(Session required: 01)**

Objectives: At the end of the activity, you will be able to:

- explore the key features of any Web 2.0 Tool of your choice;
- identify the specific feature(s) of the tool useful for teaching-learning purpose; and
- apply rubric for assessment of the Web 2.0 Tool based on your experience in using it.

Pre-workshop Activity

- i) You should read sections 8.4 and 8.6 of Unit-8 of Block-2, and section 11.5 (sub-section 11.5.2) of Block-3 of course BESE-131.

- ii) Browse the Web 2.0 Tool of your choice and explore its key features from the point of view of their uses for students and teachers. Reflect upon adoptability of specific feature(s) of the tool for teaching-learning activity. Write down on a separate sheet(s) of paper the specific feature(s) of the tool adoptable for pedagogical purposes. You can use the rubric given at **Table 4.5** for assessment of the tool based on your experiences in using it.
- iii) Bring the written sheet(s) of your notes about the tool as well as the assessment of the tool that you have done on the rubric.

During-workshop Activity

- i) The resource person will elicit from each one of you the name of the Web 2.0 Tool you explored. Based on the responses, the resource person will put all those who explored the same tool into a particular group. Thus, based on the commonness of the tool explored, groups will be formed accordingly and the groups will remain intact. (Note: If you attempted all together a different tool, then you will be treated separately).
- ii) Each group as a whole will be called on to the front separately, facing the rest of all, to make its collective presentation before them. Each group member will make/present a few precise points about the tool and its specific feature(s) without repeating the similar points, if any, already mentioned by other members of the group. You need to make your points in brief and precise manner. (Note: If you attempted all together a different tool and considered as separate one, then you will be given an independent opportunity to present about the tool you explored.
- iii) You will note down the features of the tools explored by other groups, when they present their respective reports. You will share the notes you prepared, as a part of pre-workshop activity about the tool you explored, with such notes of other members of your group and also of other groups.

Post-workshop Activity

You are expected to explore and experience the advantages, utility and adoptability of the features of other relevant tools presented by other groups. You may also try to adopt and apply the relevant tools in pedagogical transactions during and outside the classroom interactions, as may be possible.

Table 4.5

Name of the Tool:					
Feature(s) useful for teaching-learning:					
Rating Aspect	Excellent (Exceeds Expectation) 17-20	Very Good (Up to the Expectations) 13-16	Average (Close to Expectations) 9-12	Below Average (Below Expectations) 5-8	Poor (Most Disappointing) 0-4
Accessibility					
Design					
Contents					
Presentation					
Interactivity					
Application (Adoptability)					

Session: Sharing of Issues and Experiences Related to the B.Ed. Programme

(Session required: 02)

Objectives: At the end of the activity, you will be able to:

- share your experiences with special reference to the key issues of the B.Ed. programme from IGNOU;
- identify the gaps between the policy and practice related to implementation of the B.Ed. Programme;
- identify the factors affecting your continuation in B.Ed. programme; and
- seek suggestions and feedback for resolving the issues for your better progress in the B.Ed. programme.

Pre-workshop Activity

- i) You should study Unit-12 of Block-3, and Units-13, 14 and 15 of Block-4 of course BESE-131.
- ii) You will identify the gaps between the policy and the practice, or the promises made and the systemic issues, if any, in implementation of the B.Ed. programme. In so doing, you will compare the programme policy (includes the guidelines and schedules given in the Programme Guide, Handbooks, etc) with the practice in reality (at ground level) in respect of B.Ed. programme.

- iii) You will recall and record the key issues you noticed and those that have been resolved with regard to the pursuance of B.Ed. Programme. Also, you will prioritize the issues and the crucial factors affecting to resolve these issues.
- iv) You will prepare a brief report of the efforts made by you to get the issue resolved including those unresolved yet and bring the report with you to the workshop for presentation and discussion.

During-workshop Activity

- i) The resource person will invite you to share your experiences in dealing with the major issues indentified by you. On the basis of report you prepared, you will share in brief the crucial factors and experiences related to pursuance of the B.Ed. Programme. The resource person will listen to the experiences of all other participants as well.
- ii) The resource person will identify the broad areas of practical importance to ODE and divide the participants into groups accordingly. Each group will discuss the crucial issues, experiences and solutions relevant to the concerned area. In your group, you will offer your suggestions and feedback to resolve the unresolved issues of yours' as well as of other participants. Each group will prepare a brief report of 1000 words on the key issues and suggested solutions.
- iii) Each group will present its report in brief highlighting the key issues and the solutions that emerged. It will be followed by a brief discussion. The resource person will finally sum up the discussion and also prioritize the key issues and solutions for the benefit of the participants.

Post-workshop Activity

You will attempt to use the feedback and suggestions (including the solutions that emerged) for addressing your persisting problems, if any. You will also try to help, guide and advise others to solve their unsolved problems in the light of the experiences shared during the session.

Course BESE-132: Guidance and Counselling

Session: Planning School Guidance Programme

(2 Sessions)

Objective: At the end of the activity, you will be able to:

- plan and develop a school/guidance programme

Pre-workshop Activity:

Study units 5, 6 & 7 before attending the workshop. You will observe and critically analyze and make a note of the guidance services prevalent in the schools where you are interning. If the school is not offering guidance services, hold a discussion with the principal/teachers and find out the reasons for not providing guidance services. Engage with the students and find out the areas (educational/vocational/personal) where they need guidance intervention.

During-workshop Activity:

You, in small groups (3-4) would plan and prepare a school guidance programme for one academic year. Each group will then present the blue print of the guidance programme before the class. This would be followed by discussion and feedback.

Post workshop Activity:

Each group would modify the blue print of the guidance programme based on the discussion and feedback and submit to the workshop coordinator.

Session: Teacher as a Counsellor: Role Play

(4 Sessions)

Objectives: At the end of the activity, you will be able to:

- develop counselling skills through role play.

Pre-workshop Activity:

Students will read units 1, 4 & 8 before attending the workshop. Students will interact with the school counsellor where they are interning and develop an understanding of the different types of counselling services offered in the school and the related issues and concerns. If the school does not offer counselling service, find out the reasons. Write your critical analysis of the situation and the need for counselling service in the school.

During-workshop Activity:

Students will develop their counselling skills through role playing. Each student will play the role of a counsellor at least once during the workshop. While conducting the role play, the group should select different areas of counselling such as academic/career/personal (involving social and emotional adjustment, crisis situation, substance abuse, child abuse, relationship issues, etc.). Each role-play session would be followed by discussion and feedback.

Post-workshop Activity:

The students should use the feedback to review and improve their skills as a counsellor.

Note: This session requires a resource person with some specific skills. A teacher educator who has been teaching the course 'Guidance and Counselling' for the professional counsellors.

Role of Resource Person in activities

Planning School Guidance Programme

(2 Sessions)

The RP should engage with the students and help them identify guidance needs in schools and plan guidance programme for one year. During the group activity, the RP would keenly observe the students and provide necessary inputs to each group as and when needed. After the group leaders present the report the RP and the peers would give feedback.

Teacher As A Counsellor : Role Play

(4 Sessions)

In a role play session, the RP would demonstrate the use of various skills in the counselling process. The RP should plan the role play sessions in such a way that different areas (social, personal, academic, career, child abuse, substance abuse, crisis situations, relationship issues, etc.) of counselling can be taken up. After each session, the RP and the peers should give feedback to the participants about the different counselling skills used by him/her during the role play, their appropriateness and effectiveness and how to improve the skills.

Course BESE-135: Information and Communication Technology

Session: Development and Presentation of Non-projected Teaching-Learning Resource

Objective: At the end of the activity, you will be able to:

- enable you to develop non-projected teaching-learning resource on a topic of your choice from secondary school curriculum;
- help you to demonstrate how the same teaching-learning resource can be used in teaching the topic chosen by you.

Pre-workshop Activity

- i) Go through Unit 5, Block 2 of BESE-135: Information and Communication Technology related to non-projected teaching-learning resources.
- ii) Identify a topic of your choice from the secondary school curriculum.
- iii) Prepare any appropriate two-dimensional or three-dimensional teaching-learning resource on the same topic.

During-workshop Activity

- i) Presentation of non-projected teaching-learning resource developed by you.
- ii) Presentation will be made by you as per following points:
 - Name of the topic
 - Learning objectives
 - Non-projected teaching-learning resource developed for the topic
 - Appropriateness of choosing the teaching-learning resources
 - Demonstration of the use of teaching-learning resource to teach the topic.
- iii) Feedback from the other student teachers.
- iv) Feedback from the resource person.

Post-workshop Activity

- i) Submission of teaching-learning resource prepared by you.
- ii) Assessment of teaching-learning resource by the resource person.

Session: Development and Presentation of Digital Teaching-Learning Resource

Objective: At the end of the activity, you will be able to:

- enable you to develop a digital teaching-learning resource on a topic of your choice from secondary school curriculum;
- help you to demonstrate how the same teaching-learning resource can be used in teaching the topic chosen by you.

Pre-workshop Activity

- i) go through Unit 6, Block 2: Digital Learning Resources of BESE-135: Information and Communication Technology.
- ii) identify a topic of your choice from the secondary school curriculum.

- iii) develop any one of the following digital learning resource on the same topic:
- Animated power point presentation
 - A short audio on any topic of your choice from secondary/senior secondary curriculum
 - A short video on any topic of your choice from secondary/senior secondary curriculum

During-workshop Activity

- i) Presentation of digital teaching-learning resource developed by you.
- ii) Presentation will be made by you as per following points:
- Name of the topic
 - Learning objectives
 - Digital teaching-learning resource developed for the topic
 - Appropriateness of choosing the teaching-learning resources
 - Demonstration of the use of teaching-learning resource to teach the topic.
- iii) Feedback from the other student teachers
- iv) Feedback from the resource person

Post-workshop Activity

- i) Submission of teaching-learning resource developed by you.
- ii) Assessment of teaching-learning resource by the resource person.

Session: Selection and Integration of ICT

Objectives: At the end of the activity, you will be able to:

- select a topic of your choice from the secondary school curriculum;
- select appropriate ICTs to teach the same topic;
- integrate selected ICTs in content points to be taught on the topic.

Pre-workshop Activity

- i) To go through unit 10 of BESE-135: ICT of B.Ed. programme.
- ii) To go through any other relevant resource available to you.
- iii) Prepare a chart on selection and integration of ICT.
- iv) The following points need to be mentioned under selection of ICTs:
- Subject and class
 - Selection of the topic
 - Learning objectives to be achieved
 - Selection of teaching-learning method to teach the topic
 - Selection of ICTs
 - Factors considered while selecting ICTs,
 - Integration of ICTs needs to be presented in the following table,

Subject:

Class:

Topic:

Time:

Teacher's activity	Method to be used	ICTs to be used	Time

*include the table in the chart.

During-workshop Activity

- i) Presentation of the chart on selection and integration of ICTs by you
- ii) Feedback from other student teachers on the presentation
- iii) Feedback from the resource person on the presentation

After-workshop Activity

- i) Submission of the chart prepared by you.
- ii) Assessment of the chart and your performance during the presentation by the resource person.

Day 5: Sessions III and IV: Assessment of Reflective Diary/Journal and Reports of Activities of Internship-II (First 25 Learners)

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

Pre-workshop Activity

- i) Complete all the activities suggested in this Handbook and reports/records related to Internship-II and bring them.
- ii) Note that all of your reports and reflective journals should have been approved by the mentors and authenticated by Head/Principal of your Internship school.

During-workshop Activity

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

(Rest 25 learners will attend the session and give constructive feedback to peers)

Day 6: Sessions III and IV: Assessment of Reflective Diary/Journal and Reports of Activities of Internship-II

(Rest 25 Learners)

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

Pre-workshop Activity

- i) Complete all the activities suggested in Handbook and the reports/records related to Internship-II and bring all reports.
- ii) Note that all your reports and reflective journals should have been approved by the 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 the Internship-II. 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.

(Rest 25 learners will attend the session and give constructive feedback to peers)

Day 7: Sessions III and IV: Presentation of Action Research Report

This activity is aimed at providing you the feedback on the action research conducted by you and encouraging you to use action research to resolve your classroom problems.

Objectives: At the end of the activity, you will be able to:

- analyze action research outcomes, and
- apply action research in your classroom as a regular practice.

Pre-workshop Activity

You were asked to prepare an action research proposal in the Workshop-1. It was expected that you would have conducted this action research during Internship-II and prepare an action research report.

During-workshop Activity

- i) The class will be divided in two groups of 25 learners each. Both groups will sit in two different classrooms with one resource person in each class.
- ii) You will present your individual action research report in front of peers and take constructive feedback from peers as well as from resource person.

Post-workshop Activity

You will submit your action research report for assessment purpose. It is expected that you will use action research as a tool for improving your teaching-learning.

Day 8 : Sessions I and II: Text Book Analysis from Gender Perspective

Objective: At the end of the activity, you will be able to:

- develop gender sensitivity among student teacher.

Pre-workshop Activity

- i) go through Unit 3 of BES 129 Gender, School and Society
- ii) collect various texts/contents which are discriminatory

During workshop

The resource person will initiate the discussion on textbook analysis from gender perspective with examples. Then groups will be formed. Each group will analyze various texts that they have collected and prepare a report. Each group will present the report followed by the discussion.

Post workshop activity

You will practice gender parity in your classroom.

Day 8: Sessions III and IV: Identification of Social Practices Hindering Gender Parity

Objective: At the end of the activity, you will be able to:

- identify the social practices which are discriminatory in nature.

Pre-workshop Activity

- i) Go through Unit 5 of BES 129 Gender, School and Society
- ii) Identify the social practices hindering gender parity and collect necessary information.

During-workshop Activity

The resource person will initiate the discussion on social practices that are discriminatory with the help of examples. Then you will be divided into small groups and each group will identify a social practice which is discriminatory. Each group will discuss discriminatory practice with reference to its impact on self-identity, self-esteem and adjustment of the individual, who has faced discrimination. Prepare a report. Group leader will present the report followed by discussion.

Post-workshop Activity

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

Day 9: Sessions I and II: Cooperative Learning Method

This activity is aimed at giving you hands-on experience of using cooperative learning techniques in your classroom.

Objectives: At the end of the activity, you will be able to:

- identify appropriate cooperative learning methods,
- use cooperative learning methods in your classroom practices.

Pre-workshop Activity

Go through Block 3 of the course BES -123 and units related to teaching methods in your pedagogy courses. You should identify a topic, which you want to teach using cooperative learning techniques.

During-workshop Activity

- i) Resource person will give a brief presentation of various cooperative learning techniques and their use.
- ii) You will be asked to make group of 10 learners each. Each group will choose any one topic of their choice and any one cooperative learning technique. Group will discuss and plan a role play on the technique selected by them.

- iii) Each group will present use of any one technique through role-play of 10 minutes duration and other groups will give feedback after the role play. **(15 minutes for each group, 10 minutes for role play and 5 minutes for feedback and discussion)**

Post Workshop Activity

You will submit the role-play script to the resource person for assessment. It is expected that you will use cooperative learning techniques in your classroom while teaching.

Day 9: Sessions III and IV: Learning Stress Relieving Technique

This activity is aimed at developing awareness among you that there are different ways to relieve stress which can be learned and practiced. In yoga, various exercises have been evolved that may help you to get rid of stressful situations. This activity would help you to learn a stress relieving technique.

Objectives: At the end of the activity, you will be able to:

- practice and experience the effect of stress releasing technique; and
- teach such techniques to others.

Pre-workshop Activity

Go through Unit 5 of Block 2 of the course BESL-124: Understanding the Self and Yoga

During-workshop Activity

The activity will be conducted in mixed groups (participants from different disciplines). Before conducting the activity, the workshop in-charge shall ensure that the place where activity has to be done is calm, peaceful and clean. There should be proper arrangement of individual yoga mats and yoga bricks to each participant. Each one of you will perform the activity and reflect on its effect on your mental state. The activity once learnt can be practiced daily for a stress free life.

Post-workshop Activity

Group activity will be assessed on the basis of:

- practicing de-stressing technique ‘Balanced Breathing’;
- sharing of experiences on the mental state of the members of the group before and after the session with others.

Box 1: Stress to De-stress

1) What is Stress?

It is a common misconception among people that stress has been considered as a bad factor. However, reality depicts something else. Going thoroughly to the term ‘Stress’, we come to know that stress basically is the demand of a situation or activity that may be physical, physiological or mental. We encounter physical stress during physical work and mental stress at the time of mental work. When encountered stress reaches beyond the capacity of the individual, and becomes over-stress which is actually harmful.

2) Common Stressors

In day- to-day life, people encounter various stressors depending upon the kind of lifestyle they follow and their socio-economic interactions. The list of common stressors can be classified in many categories which are as follows:

In personal life: Loss of loved one, Break up, Illness, Divorce

In Professional life: Over work, Career uncertainty, Work deadline, Loss in business

In Social life: Loneliness, Social Phobia

In Family life: Family dispute, Relationship issue, Children

3) Effect of Stress

As per yogic scriptures, development of any type of disease in the body is possible outcome of disturbance in brain due to over-stress (refer section 5.5 in Unit-5 of Block-2 for detailed explanation). Over-stress damages the weakest organ and its functioning and leads to a related disease. The identified effects of over stress can be categorised in the following sections for better understanding:

Somatic Effect: Tiredness, Poor posture, Body Pain, Dull Complexion

Psychological Effect: Anxiety, Depression, Forgetfulness, Irritability, Lack of concentration, Restlessness, Sadness

Health Effect: Erectile Dysfunction, Obesity, Diabetes, Heart Problems. Lack of Immunity

4) Techniques for Stress to De-stress

Numerous techniques have been evolved to cope-up with stress and stressful situation. Some of these are: (i) Progressive muscle relaxation, (ii) Autogenic Training, (iii) Deep Breathing, (iv) Visualization, (v) Yogasana, (vi) Pranayama, (vii) Meditation etc.

However, this activity constitutes yogic exercises to de-stress

The name of this technique is **Balanced Breathing** (Sama Vritti). It is the most basic breathing technique. Following this exercise, you will experience the calmness in your mind. Our mind is like seashore where waves appear continuously and consistently one after another in the form of thoughts. After this exercise, you will find that your mind is like the water in a pond where there is no movement in water and it appears stable.

Duration of this exercise:

There is a general concept that this exercise should be performed equal to our age in minutes. e.g. if a person's age is 30 years then he/she must perform it for 30 minutes (minimum). However, in the case of beginners, this can be started from 10 min and can be improved with time.

How to do it?

- Lay the yoga mat on the floor and keep a yoga brick or anything that will keep your hips above knee level.
- Sit on the yoga brick in cross-legged position while keeping your back straight.
- Close your eyes and keep your arms in your lap one on another.
- Now, concentrate on your natural breathing pattern. You just need to observe your breathing and do not try to alter anything. Do not try to control your thoughts. You may find a shifting of concentration from breathing to thought. As soon as you come to know this shifting from breathing to thoughts, shift your concentration on breathing again.

To Advance it further:

- After gaining the concentration on natural breathing, your aim is to control the breathing. It can be done by various techniques. One is described below.
- After following the four steps of previous exercise, now, inhale on a count of 5 and exhale on a count of 5. The length of your inhale and exhale must be equal.
- As you practice more, increase the number of counting gradually.

Reflect:

- What do you understand by stress?
- Enlist the common stressors you have encountered in your life.
- Conduct a stress relieving technique session of 10 minutes on your students.
- Interview on the ‘before and after session mental state’ of the participants. Did they feel any difference in the same?

Day 10: Sessions I and II: Understanding Self

Objectives: At the end of the activity, you will be able to:

- reflect on your life experiences;
- identify various sources of influence on your life;
- recognise the nature of influences and their impact on identity formation; and
- foster identity formation through developing a sense of acceptance towards oneself within these social influences.

Pre-workshop Activity

Go through Unit 1 of Block 1 of the course BESL-124: Understanding the Self and Yoga

During-workshop Activity

- i) The activity will be conducted through a brainstorming session, using a worksheet, and reflective fast writes. The workshop facilitator can begin the activity by organising a brainstorming session. This will comprise a discussion on sharing of experiences based on student teachers’ feelings that have influenced their identity formation.
- ii) A popular Bollywood film such as Dil Dhadakne Do (2015) if seen by student teachers can be used for initiating a discussion by the workshop facilitator to identify the sources of influence on the identity development of the lead characters. This can serve as an ice breaking for students to talk about their own experiences.
- iii) It will be followed by a discussion on the nature of influence different people, including parents, situations, and experiences have on our lives. Students will then be provided a worksheet to fill. (Worksheet presented at the end of the activity).
- iv) A discussion on the worksheet will be organised. The workshop facilitator will encourage student teachers to talk about those aspects of their identity that they wish to explore further, modify or change altogether. The discussion should serve to promote an attitude of acceptance towards themselves and foster identifying opportunities that can serve to develop a sense of identity.

Post-workshop Activity

You will be asked to write their reflections about what they have learnt about themselves through this activity. The reflective fast writes will be submitted to the workshop facilitator at the end of the workshop. The fast writes will provide insights into your thought process. The workshop facilitator should provide feedback to you to move towards accepting oneself.

Nature of Submission

- Worksheets
- Reflective fast writes

Worksheet Questions

Sources of Influence (people, events, experiences)	Aspects of identity that can be attributed to this source.
	• •
	• •
	• •
	• •
	• •

Day 10: Sessions III and IV: Understanding Environmental Issues Through Drama

This activity is aimed at developing an awareness amongst student teachers that challenging environmental issues can be explored easily in classrooms through drama. For example, when a student is involved in a role-play on some environmental issues, s/he develops a sense of ownership to the problem and automatically that environmental issue becomes more relevant. A teacher can involve students in various imaginary situations and environments which can create a new awareness for the students, provide insight into a problem and develop better understanding of a situation.

Objectives: At the end of activity, you will be able to:

- select environmental issues from your discipline;
- understand the relevance of drama method for creating awareness about environmental issues; and
- develop your ownership in resolving the environmental issues.

Pre-workshop Activity

Go through Unit 3 of Block 1 of the course BESL-124: Understanding the Self and Yoga

During-workshop Activity

- i) The activity may be conducted in mixed groups (participants from different disciplines).
- ii) Choose a topic which can be used for environmental awareness.
- iii) Write a script followed by dramatization.
- iv) Develop a worksheet for assessing learning through drama

Post-workshop Activity

Group activity will be assessed on the basis of:

- selection of the environmental issue;
- drama script;
- dramatization;
- feedback from learners; and
- assessment worksheet.

Day 11: Sessions I & II: Visual Art Forms in Teaching-Learning Process

This activity is aimed at developing an awareness among you about the use of different visual art forms for classroom teaching-learning process. The visual arts include various media such as drawing, painting, sculpture, architecture, photography, film, and printmaking, fibres, collage making, computer graphics (wherever possible), and rangoli/mandna/wall painting, etc.

Objectives: At the end of the activity, you will be able to:

- understand the meaning of the term ‘visual art’; and
- identify different visual art forms that can be used as tools for enhancing students’ learning.

Pre-workshop Activity

Go through Unit 1 of Block 1 of the course BESL-123: Drama and Art in Education

During-workshop Activity

- i) This activity will be conducted in mixed groups (participants from different disciplines).
- ii) Student teachers will be given three themes such as:
 - ‘Journey of Cotton Fibre to Cotton Cloth’;
 - ‘Journey of a Rice Seed in a field to our Kitchen’; and
 - ‘Journey of a Water drop from Lake to Ocean’.
- iii) Student teachers are expected to choose any one theme and depict it meaningfully through the use of one or more visual art forms.

Post-workshop Activity

Group presentation on the theme chosen will be assessed by the resource person on the basis of:

- understanding of the theme;
- its depiction through visual art forms; and
- use of appropriate visual art forms based on the theme.

Sources of Influence (people, events, experiences)	<ul style="list-style-type: none">● Aspects of identity that can be attributed to this source.
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●
	<ul style="list-style-type: none">●●

Day 11 Sessions III and IV: Assessment of Activities Related to EPC-III

The objective of these sessions is to assess the practical activities carried out by you in the course EPC-III i.e. Drama and Art in Education

Pre-workshop Activity

Complete all the activities related to EPC-3 BESL 123: Drama and Art in Education suggested in the Handbook and bring all reports.

During-workshop Activity

You will make a presentation of the activities related to EPC-III, carried out by you. Resource person will authenticate and assess the quality of the activities with the help of tools provided to him/her and submit the grades to the Workshop in-Charge/PIC.

Day 12 : Sessions I and II: Assessment of Activities Related to EPC-IV

The objective of these sessions is to assess the practical activities carried out by you in the Course EPC-IV, i.e. Understanding the Self and Yoga.

Pre-workshop Activity

Complete all the activities related to EPC-IV, BESL 124): Understanding the Self and Yoga suggested in the Handbook and bring all reports.

During-workshop Activity

You will make a presentation of the activities related to EPC IV, carried out by you. The resource person will authenticate and assess the quality of the activities with the help of tools provided to him/her and submit the grades to the Workshop in-Charge/PIC.

Day 12: Session III & IV: Feedback and Valedictory

In this session, participants will share their feedback about various aspects of the workshop. Workshop in-Charge or PIC will collect the feedback, prepare a report of the workshop and submit it to the concerned Regional Center and a copy to the School of Education, IGNOU. .

4. ROLE OF MENTOR AND SUPERVISOR (TEACHER EDUCATOR)

The mentor will be a senior teacher teaching in the same school which you have selected as internship school and 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 from time to time.

The mentor and supervisor will encourage, assist, guide, observe, advise and motivate you. They will write a comprehensive report of 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 on your progress and performance on various activities.

They will provide you feedback on teaching-learning process, classroom management, communication skills, appropriateness of the resources used by you, organizing activities, etc.

5. SCHEME OF MONITORING AND SUPERVISION OF B.ED.

The B.Ed. practical work is an essential component of the course 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 teacher, 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 four categories of practical work i.e. practical assignments, EPC related activities, workshop-based practical activities and Internship will be conducted at the internship schools (Where you are attached as fulltime intern) and programme centers.

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 responsible for organizing, monitoring and supervising 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 Table 4.6

Table 4.6: Scheme of Monitoring and Supervision

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 activities	Programme centre C o o r d i n a t o r / Workshop facilitator/ workshop director/one ARD from the Regional Centre.	The workshop-based activities will be coordinated and supervised by the 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 councillor/ 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.

6. EVALUATION PROCEDURE

Considering the need of continuous 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).

6.1 Internship Activities (BESL-134)

Reports of all internship activities (as discussed in section 3.2) 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 workshop and a cumulative grade awarded.

6.2 Workshop-Based Activities (BESL-132)

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 Workshop-II (BESL:132)				

6.3 EPC Courses (BESL-123 and BESL-124)

Grading of activities under EPC-III i.e. **BESL-123** and EPC-IV i.e. **BESL-124** 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 (Before Workshop)	Grade Awarded
BESL-123	Organization of Drama and Art Activities	
BESL-123	Developing Multidisciplinary Thematic Activities	
BESL-124	Discovering Oneself, Expressing Oneself	
BESL-124	Similarities and Differences in Childhood Activities	

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 (During Workshop)	Grade Awarded
BESL-123	Understanding environmental issues through drama	
BESL-123	Visual art forms in teaching-learning process	
BESL-124	Learning Stress relieving techniques	
BESL-124	Understanding Self	

After assessment of all the 8 activities (04 for BESL-123 and 4 for BESL-124), cumulative grades will be awarded to each learner separately for courses BESL-123 and 4 for BESL-124.

Course Code	Name of the Activity (Overall)	Grade Awarded
BESL-123	Organization of Drama and Art Activities	
BESL-123	Developing Multidisciplinary Thematic Activities	
BESL-123	Understanding environmental issues through drama	
BESL-123	Visual art forms in teaching-learning process	
Cumulative Grade of BESL-123		

Course Code	Name of the Activity (Overall)	Grade Awarded
BESL-124	Discovering Oneself, Expressing Oneself	
BESL-124	Similarities and Differences in Childhood Activities	
BESL-124	Learning Stress relieving techniques	
BESL-124	Understanding Self	
Cumulative Grade of BESL-124		

**PERFORMA, FORMATS &
EVALUATION TOOLS**

A. Supervision and Monitoring Performa (For Mentor)

A1. EPC Activities

Certified that:

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 the Mentor

Signature and Seal of the Principal

Supervision and Monitoring Performa (For Mentor)

A2. Internship Activities

Certified that:

1) I helped/guided the intern 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 intern (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 the Mentor

Signature and Seal of the Principal

B. Supervision and Monitoring Performa (For Teacher Educator)

B1. Internship Activities

Certified that:

1) I visited the following schools, where learner has completed his/her internship activities:

Name of the School	Address of School with Contact Number and E-mail Id of the Principal	Date of Visit	Activity Observed

2) I helped/guided the intern in carrying out the following internship activities:

-
-

3) I have observed and certified the conduct of following activities.

-
-

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

-
-

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

Signature of the Supervisor (Teacher Educator)

Signature and Seal of the Principal

C. Format for Unit Planning

Name:

Enrolment No.:

Name of the School:

Subject:

Class:

Name of the Unit/Chapter:

Sub Units	No of Periods	Specific Learning Objectives	Teaching-Learning Activities	Teaching-Learning Resources	Method	Evaluation

Any specific material and/or adaptation for students with special needs (if any):

.....

.....

.....

Add separate sheets for questions for unit end test.

Date:

Signature

Remarks/Suggestions by Mentor:

.....

.....

.....

.....

Date:

Signature

D. General Format for Lesson Planning

Name of the intern :
Date:
Subject / Class:
Unit & Topic
Key Concepts:
Process Skills to be Developed:
Expected Number of Periods:
Lesson Objective(s)/Learning Objective(s): <ul style="list-style-type: none">• What will student learn/master by end of the lesson?
Materials:
Suggested Strategies to Meet Diverse Learner Needs:
ENGAGEMENT <ul style="list-style-type: none">• Describe how you will capture students' interest.• How will you introduce new topic or new knowledge?
EXPLORATION <ul style="list-style-type: none">• Describe what hands-on/minds-on activities students will be doing.• List main conceptual questions that you will use to encourage and/or focus students' exploration
EXPLANATION <ul style="list-style-type: none">• What questions or techniques will you use to help students connect their experiences to the new concept?• Give students different examples/situations and ask for their observations. Pay attention to the observations and ideas given by them and write them on the board, etc.

- List higher order thinking questions which you will use to elicit explanations from the students and help them to justify their explanations.

ELABORATION

- Describe how students will achieve meaningful learning of the concept.
- What learning experience will be introduced and how will it connect to students' observations?
- How is this knowledge applied in our daily lives?

EVALUATION

- How will students demonstrate that they have achieved the learning objective of the lesson?
- Evaluation of achievement of learning objectives needs to be carried out throughout the lesson as well as at the end of the lesson.

Date:

Signature of the Intern

Remarks/Suggestions by Mentor:

.....

.....

.....

.....

.....

.....

Date:

Signature of the Mentor

E. RATING SCALES FOR EVALUATING INTERNSHIP ACTIVITIES

E1a. Rating scale for Evaluation of Activity 1: Preparation of Unit Plan

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				
- Unit plan has covered the required number of sub units	1	2	3	4	5
- Stated the learning objectives of the unit	1	2	3	4	5
- Sequenced the contents as per learning objectives of the unit	1	2	3	4	5
- Suitable methods and media have been suggested	1	2	3	4	5
- Suitable evaluation methods have been suggested	1	2	3	4	5
- Prepared appropriate unit end questions for evaluation	1	2	3	4	5
- Reflections included in the Report	1	2	3	4	5
- Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E1b. Rating scale for Evaluation of Activity 1: Preparation of Unit Plan

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				
- Unit plan has covered the required number of sub units	1	2	3	4	5
- Stated the learning objectives of the unit	1	2	3	4	5
- Sequenced the contents as per learning objectives of the unit	1	2	3	4	5
- Suitable methods and media have been suggested	1	2	3	4	5
- Suitable evaluation methods have been suggested	1	2	3	4	5
- Prepared appropriate unit end questions for evaluation	1	2	3	4	5
- Reflections included in the Report	1	2	3	4	5
- Quality of presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E2. Tool for Evaluation of Activity 2: Planning of Lessons and Practice Teaching

Name:

Enrolment No.:

Name of the school:

Teaching Subject: Lesson Plan No:..... Date:.....

Teaching Assessment Scale

Instructions

The scale contains 10 items comprising different aspects of teaching. Specifications of each item have also been given. You are to rate the performance of the intern teacher on each item on the five point grade scale. Encircle the point grade which indicates your assessment. The cumulative average grade points score of the intern teacher on all the 10 items indicating the level of her/his performance be found out.

Sl. No.	Item	Specification	Poor	Average	Good	Very Good	Excellent
1)	Clear and appropriate instructional objective(s) with proper organization of content(s)	Has clarity, relevance to the content, adequacy with reference to the domains and levels of objectives, attainability in terms of pupil outcomes. Makes logical, organization according to content according to 5E model of teaching	1	2	3	4	5
2)	Effective introduction of lesson	Ensures class room arrangements and draws attention and interest of the students. Links with past experience; links introduction with the main parts of the lesson; uses appropriate techniques like questioning, examples, exhibits, etc.	1	2	3	4	5
3)	Effectively engages students	Captures students' interest with appropriate questions to the students; responds to students' questions after the engagement	1	2	3	4	5
4)	Questions well-delivered and distributed	Questions delivered with appropriate speed, with proper intonation and pitch allowing pause for thinking and question covering even non-volunteers	1	2	3	4	5
5)	Encourages and/or focuses students' exploration	Describes what activities students will be doing and lists main conceptual questions to encourage and/or focus students' exploration	1	2	3	4	5

6)	Gives clear and concrete explanation	Gives higher order thinking questions to elicit students' explanations and helps them to justify their explanations	1	2	3	4	5
7)	Elaborates the concept applied to students' daily life	Describes how students achieve meaningful learning of the concept and how is this knowledge applied in daily lives?	1	2	3	4	5
8)	Uses appropriate teaching-learning resources/ aids	Relevant to content, appropriate to the pupil's level, properly displayed and appropriately used or handled	1	2	3	4	5
9)	Uses appropriate verbal and non-verbal reinforcers.	Use of praise words, statements, accepting and using student' ideas use of pleasant and approving gestures and expressions	1	2	3	4	5
10)	Evaluates students' achievement of lesson objective(s)	Provides opportunity to students to demonstrate that they have achieved the lesson objectives. Evaluation is carried out throughout the lesson as well as at the end of the lesson	1	2	3	4	5

Strengths of the Intern Teacher :

Weakness and suggestions to overcome by the Intern Teacher :

Average grade point awarded:

Date

Signature:
Name of the Mentor/Teacher Educator (Supervisor):
Address:

E3a. Rating Scale for Activity 3: Development of Learning Resources

A. Subject 1_____ /Conventional

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Made learning easy and interesting	1	2	3	4	5
- Helped internee to deliver lesson successfully and easily	1	2	3	4	5
- Enabled intern to explain concepts effectively	1	2	3	4	5
- Made TLM is nicely	1	2	3	4	5
- Used of low cost/local available materials	1	2	3	4	5
- Used of innovative ideas	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E3b. Rating Scale for Activity 3: Development of Learning Resources

B. Subject 2 _____/Conventional

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Made learning easy and interesting	1	2	3	4	5
- Helped intern to deliver lesson successfully and easily	1	2	3	4	5
- Enabled intern to explain concepts effectively	1	2	3	4	5
- Made TLM which is nicely designed	1	2	3	4	5
- Used of low cost/local available materials	1	2	3	4	5
- Used of innovative ideas	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E3c. Rating Scale for Activity 3: Development of Learning Resources

C. Subject 1_____ /Digital

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Made learning easy and interesting	1	2	3	4	5
- Helped intern to deliver lesson successfully and easily	1	2	3	4	5
- Enabled intern to explain concept effectively	1	2	3	4	5
- Judiciously used the technology	1	2	3	4	5
- Used low cost/local available technology	1	2	3	4	5
- Used innovative ideas	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E3d. Rating Scale for Activity 3: Development of Learning Resources

D. Subject 2_____ /Digital

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Made learning easy and interesting	1	2	3	4	5
- Helped intern to deliver lesson successfully and easily	1	2	3	4	5
- Enabled intern to explain concept effectively	1	2	3	4	5
- Judiciously used the technology	1	2	3	4	5
- Used low cost/local available technology	1	2	3	4	5
- Used innovative ideas	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E4a. Rating Scale for Activity 4: Development & Administration of Assessment Tool

(A) Scholastic Area

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Purpose/objective of the tool well defined	1	2	3	4	5
- Appropriate blue print is prepared	1	2	3	4	5
- Suitable test items are developed	1	2	3	4	5
- Adequate number of test items are included	1	2	3	4	5
- Administration and interpretation of test results are made	1	2	3	4	5
- Quality of presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E4b. Rating Scale for Activity 4: Development & Administration of Assessment Tool

(B) Co-scholastic Area

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Purpose/objective of the tool well defined	1	2	3	4	5
- Appropriate blue print is prepared	1	2	3	4	5
- Suitable test items are developed	1	2	3	4	5
- Adequate number of test items are included	1	2	3	4	5
- Administration and interpretation of test results are made	1	2	3	4	5
- Quality of presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E5. Rating Scale for Activity 5: Planning & Conducting Parent Teacher Meeting

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Appropriateness of points noted by Internee for discussion	1	2	3	4	5
- Planning for the meeting	1	2	3	4	5
- Involvement of parents	1	2	3	4	5
- Reflections made on the PTM	1	2	3	4	5
- Quality of presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E6. Rating Scale for Activity 6: Organizing Co-curricular Activities

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Appropriateness of CCAs selected	1	2	3	4	5
- Planning for the CCAs	1	2	3	4	5
- Involvement of students	1	2	3	4	5
- Reflections made on the CCAs	1	2	3	4	5
- Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E7a. Rating Scale for Activity 7: Planning & Organizing Community Service Campaign

A. Community Survey on Selected Issue/Theme

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Appropriateness of tool developed for community survey	1	2	3	4	5
- Planning for data collection	1	2	3	4	5
- Involvement of students in the activity	1	2	3	4	5
- Analysis of collected data and interpretation	1	2	3	4	5
- Reflections made on the activity	1	2	3	4	5
- Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

E7b. Rating Scale for Activity 7: Planning & Organizing Community Service Campaign

B. Planning & Organizing Campaign

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
- Appropriateness of planning for activity	1	2	3	4	5
- Quality of organizing activity	1	2	3	4	5
- Involvement of students in the activity	1	2	3	4	5
- Follow up at school after the activity	1	2	3	4	5
- Reflections made on the activity	1	2	3	4	5
- Quality of presentation in the report	1	2	3	4	5

Overall rating:

Signature of the Evaluator

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

F. RATING SCALE FOR ASSESSMENT OF ACTIVITIES IN WORKSHOP

F1. Rating Scale to Assess Individual Activity

Name :

Enrolment Number :

Rating is to be done according to the following criteria:

Criteria	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 the Resource Person

F2. Rating Scale to Assess Group Work Reports

Name :

Enrolment Number :

Rating is to be done according to the following criteria:

Criteria	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 the Resource Person

F3. Rating Scale to Assess Audio/video

Name :

Enrolment Number :

Rating is to be done according to the following criteria:

Criteria	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

F4. Rating Scale for Action Research Report

Name :

Enrolment Number :

Title :

Rating is to be done according to the following criteria:

Criteria	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 Report	1	2	3	4	5
Comprehensiveness of the Report	1	2	3	4	5
Presentation of the Report	1	2	3	4	5

Overall rating :

Overall grade:

Signature of the Resource Person

F5. Rating Scale for Learning Resource

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

Name :

Enrolment Number :

Type of the Teaching aid:

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

Criteria	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

G. LIST OF ACTIVITIES/REPORTS FOR ASSESSMENT IN WORKSHOP-II

Following submissions/presentations are to be assessed for Course BESL-132, 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, IV and V	Contextualizing Curriculum	Group	Contextualized Plan
2	I and II	Curriculum Analysis	Group	Group Presentation Report
2	III and IV	Why is Assessment?	Group	Group Presentation Report
3	I and II	How to Assess?	Group	Assessment Tool
4	III and IV	Resources for Creating an Inclusive School	Group	Group Presentation Report
5, 6 and 7	I and II	Optional Subject Related Activities	Individual/ Group	Individual/ Group Presentation Report
7	III and IV	Presentation of Action Research Report	Individual	Action Research Report
8	I and II	Textbook Analysis from Gender Perspective	Group	Group Presentation Report
8	III and IV	Identify Social Practices Hindering Gender Parity	Group	Group Presentation Report
9	I and II	Cooperative Learning Methods	Group	Role-play scripts

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 9 (session III and IV), 10 and 11 will be used to get cumulative grades of EPC Courses.