

**2.4.1 Institution provides opportunities for developing competencies and skills in different functional area through specially designed activities**

### **3. Assessment of Learning**



**REGIONAL INSTITUTE OF EDUCATION**  
(National Council of Educational Research and Training)  
BHUBANESWAR-751022  
ODISHA

समन्वयक  
Coordinator  
आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ  
Internal Quality Assurance Cell  
क्षेत्रीय शिक्षा संस्थान, भुवनेश्वर  
Regional Institute of Education, Bhubaneswar

## **2.4.1**

### **3. Assessment of Learning**

## General Teaching Competence Assessment Scale

**Name of Pupil-Teacher:**

Date Class	Subject Topic	Period Time
<b>Components of Teaching Skills</b>		<b>Min.-----Max.</b>
1. The teaching objectives are appropriate, clear, related to subject matter and can be evaluated.		1    2    3    4    5
2. The subject matter is appropriate, sufficient, and in accordance with objectives of the lesson.		1    2    3    4    5
3. The selected subject matter is adequate, logical, and organised psychologically.		1    2    3    4    5
4. The selection of audio-visual aids (TLM) is proper, related to subject, sufficient and suitable for attaining objectives.		1    2    3    4    5
5. Whether the lesson has been introduced effectively by using previous knowledge of student, and it is started effectively.		1    2    3    4    5
6. Suitable method and techniques are used in teaching.		1    2    3    4    5
7. The asked questions are simple, easy, clear, suitable, sufficient in number and full of pupils' participation. It is fluency in questioning.		1    2    3    4    5
8. The knowledge of students has been increased in comprehension, seeking further information and critical awareness by probing questions.		1    2    3    4    5
9. The explanations of concepts and principals have been done by clear, related and meaningful statements and by using proper media or illustrations.		1    2    3    4    5
10. Whether the tactics like change in gesture, change in aural visual order, voice modulation and proper pausing have been used.		1    2    3    4    5
11. Whether the responses of students have been reinforced by praise-words, repeating and rephrasing pupils' words and by using non-verbal reinforcers.		1    2    3    4    5
12. The pace of thought presentation was suitable and tallying the adoptability of students.		1    2    3    4    5
13. The class is organised (seating plan) and disciplined (class-room control).		1    2    3    4    5
14. The blackboard work is clear, suitable, sufficient and systematic.		1    2    3    4    5
15. The model reading/recitation is effective with correct stress, articulation, and intonation, pause and voice modulation. ( <i>Only in languages.</i> )		1    2    3    4    5
16. The lesson is presented innovatively.		
17. Lesson is closed effectively by recapitulating all learning points within time.		1    2    3    4    5
18. Personality of the teachers is appropriate (dressing sense, voice, manners).		

Note (if any) :

Name & Sign of Observer

## Using Portfolios

*RIE (NCERT), BHUBANESWAR*  
*E-PORTFOLIO OF ICT PRACTICUM*

**HEADED BY- PROF. RAMAKANTA MOHALIK SIR**

SUBMITTED BY-

**SHEJAL**

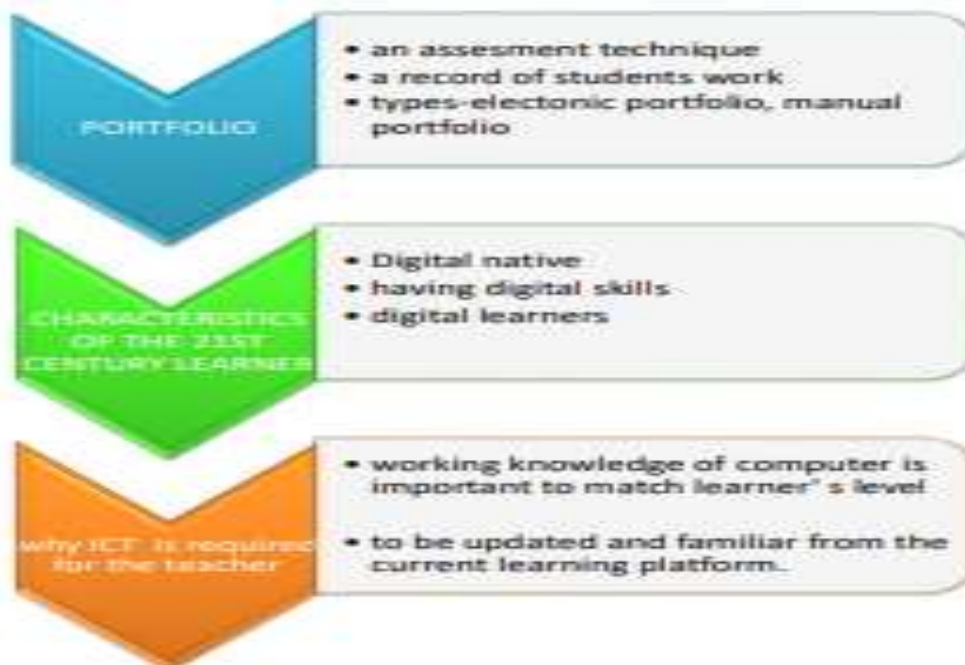
**B.ED (ARTS) ROLL-37**

**SESSION-2019-21**

**DATE: 25/03/21**

*What has been taught?*

*In the classroom, we were taught and discussed various topics which basically include the following points:*





**SUBMITTED BY**

**NAME- CHIRANJEET MAJI**

**ROLL NO - 11(ARTS)**

**CLASS - B.ED(SEM IV)**

**SESSION- 2020- 2022**

**Date- 05/04/2022**

❖ **CLASS DISCUSSION:**

The first ICT class where the teacher briefed us about the expectation of an ICT class, what are the lessons that should be taught in the class.

The teacher briefed us about the syllabus.

He briefed us about the e-portfolio which is to be prepared after every class of ICT Practicum.

In every class some tasks are given which is to be done accordingly.

Sir discussed about e-portfolio that

E-Portfolio can also function as a tool for faculty to monitor and evaluate program effectiveness.

To collectively examine student achievement for program improvement, portfolio can be a useful way to organize, sample, and assess what students gained out of the program. Portfolios enable faculty to not only observe what students know and can do, but also learn how students learn through student reflections.

MOVING BEYOND TEXT BOOK  
MUSEUM AS LEARNING  
RESOURCE IN SOCIAL SCIENCE

A TERM PAPER SUBMITTED TO THE UTKAL  
UNIVERSITY FOR THE DEGREE  
OF M. PHIL IN EDUCATION  
2018-2019

Submitted by:  
**AHINDRA BIKASH BORAL**  
ROLL NO: 15806 U 182001



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NCERT

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EDUCATION**

