2.4.12. Performance of students during internship is assessed by the institution in terms of observations of different persons

# Supporting Documents

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

# Regional Institute of Education,

(National Council of Educational Research & Training)

# Bhubaneswar – 751022, Odisha

## 01. Self Assessment (Two filed in sample format )

# LESSON PLANS
## AND REFLECTION OF LESSON PLANS
## OF
## PC-2
## PHYSICAL SCIENCE

Submitted By
Puja Kumari
23(Science)
B.Ed 2nd Yr, Sem-3
Session:- 2019-2021

28-03-21

# REFLECTION ANTICIPATION GUIDE AND REFLECTION TEMPLATE

| Plan made for Teaching | Topic decided for teaching with key Points and sub-points | Experience about teaching (both positive and negative) |
|---|---|---|
| I have prepared a concept map to identify the concepts to be taught. Further, I have prepared a lesson plan to decide upon the learning resources to be used and the content to be taught in the Introduction presentation and Evaluation phase. I will use powerpoint presentation with slides containing images and videos to teach. | ⊛ Combustion and Flame<br>⊙ Ignition Temperature and Methods to Control Fire<br>· Inflammable Substances<br>· Burning according to ignition temperature<br>· Methods to Control Fire. | · Students were interactive and co-operative in the class.<br>· Students were interrupting and asking out doubts wherever they had a problem.<br>· Although, there were some network issues but I was able to manage them out and complete the content prepared for class on time. |

Reaction :-

What I have learned from this lesson?
I learned that students find an active and interactive class more interesting. They are always curious to study topics by relating it with real life examples and situations.

What changes I will make for the next lesson?
I will try to use more innovative tools to teach students and contextualize the class with real life examples.

Signature of Student-teacher

# Regional Institute Of Education, NCERT, Bhubaneswar

## Learning To Function As A Teacher

### 7th Semester Internship Report

## REFLECTION (Reaction Anticipation Guide, Reflective diary, final reflection)

विद्यया S मृतमश्नुते

एन सी ई्र् आर टी
NCERT

Done By

Name: **NITISH KUMAR**
Roll No.: **26**
Course: **B.ScB.Ed (PCM)**
Semester: **7th**

Name Of Student -Teacher: NITISH KUMAR
Name Of The School : JNV Deogarh, Odisha      Date: 15/01/2022

**7 What did I Learn?**
~~The most com~~
~~experience of online~~
~~software and also~~
~~The teaching of online~~
~~classes~~

**8. What are my next steps?**
To manage and better explanation of lesson in online classes

**20. Whose fault (if relevant), Now move on.**

**6. How would / to improve on this**
~~Adapting the meth~~
~~ods to take classes~~
~~in online made th~~
~~rough ICT~~

**1. What happened/ what did I do?**
Classes were going with a good environment but as our lockdown started and school was closed

**2. How did I feel/do I know feel?**
It was suddenly a different condition to manage the classes in offline to online classes

Name Of Student Teacher: NITISH KUMAR
Name Of School: JNV Deogarh, Odisha    Date: 27/11/2021

**7 What did I Learn?**

Revision Classes are very fast and time management is very necessary for the coverage of all the concepts or questions

**8. What are my next steps?**

I would try to manage my time for revision classes for revision classes for proper focus on important topics

**2a. Whose fault (if relevant) Now move on.**

**6. How would I improve on this?**

By guiding them, teaching extra class after exam. They need some extra attention

**1. What happened / what did I do?**

students were having exams and I have took some revision classes and clear their doubts

**2. How did I feel / do I know feel?**

It was very good to feel by clearing their doubts in the revision class. during exams. it, was a new experience

**Regional Institute of Education, NCERT, Bhubaneswar**

**Internship Self – Evaluation Form(M.Ed. Students)**

Dear Students. You were placed for internship in different Teacher Education Institutions from 20th June 2022 to 1st July 2022.Please reflect on your Internship experiences holistically and analyze your performance, learning and professional development. Respond honestly to the following statements by tick marking.

| | |
|---|---|
| Name of Prospective teacher Educator (M.Ed. Student) : | Gurpreet Kaur |
| Name & Address of Teacher Education Institution : | UDTE, Utkal University, Vani Vihar, Bhubaneswar. |
| Classes Taught: B.Ed/Integrated B.Sc.B.Ed./BA.BEd.. | Integrated B.Sc B.Ed./ BA.BEd. |
| Dates of Internship : | 20 June to 1 July 2022 |

### I. Academic activities

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I go to each class with preparation. | ✓ | | | |
| 2. | I have a good command of knowledge of the subject matter . | ✓ | | | |
| 3. | I achieved my internship learning objectives. | ✓ | | | |
| 4. | I provide additional resource for learning . | | ✓ | | |
| 5. | I relate my subject matter with the current situations | ✓ | | | |
| 6. | I explain the concepts very clearly with suitable examples. | ✓ | | | |
| 7. | I used many variety of teaching methods. | | ✓ | | |
| 8. | I prepared teaching plan for my course . | ✓ | | | |
| 9. | I used ICT in my teaching | | ✓ | | |
| 10. | I was able to employ constructivist strategies in the classroom | | ✓ | | |

### II. Behavior with Students

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I had a good report with the students | ✓ | | | |
| 2. | I had a good interaction with my students | ✓ | | | |
| 3. | I encourage students to participate in class activities | ✓ | | | |

| S. No. | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 4. | I give constructive feedback on the work done by students | ✓ | | | |
| 5. | I maintain a good, positive environment in the classroom that is conductive to learning. | ✓ | | | |

### III. Perception about Internship

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | The teaching plan written and activities to be carried out was adequate | | ✓ | | |
| 2. | I was able to complete my class within time | ✓ | | | |
| 3. | I exhibited a positive attitude towards internship | ✓ | | | |
| 4. | The resource and infrastructure facilities of my practicing college was very good | | ✓ | | |
| 5. | My mentors co – operated and guided me very well. | ✓ | | | |
| 6. | I responded positively to the supervision and constructive criticism given by my mentors/ teacher educator | ✓ | | | |
| 7. | Supervision of teaching practice by my mentors/ teacher educator helped me to develop my professional qualities | ✓ | | | |
| 8. | I am satisfied with the role of my mentors /teacher educator in enhancing my teaching skills | ✓ | | | |
| 9. | My communication skills have greatly improved during internship | | ✓ | | |
| 10. | internship proved useful in improving my classroom management skills | ✓ | | | |
| 11. | During internship , I have learnt to take responsibility as a teacher educators | ✓ | | | |
| 12. | Internship helped me to gain confidence in teaching prospective teachers | ✓ | | | |
| 13. | I observed and participated in the day – to – day organizational activities of the college. | | ✓ | | |
| 14. | I feel comfortable in doing all assigned duties and responsibility to me at college | ✓ | | | |
| 15. | I felt that I was an integral and valued part of the member of the college | ✓ | | | |

Date: 04/07/2022

Gurpreet kaur

**(Signature of the M.Ed Student)**

# Regional Institute of Education, NCERT, Bhubaneswar

## Internship Self – Evaluation Form(M.Ed. Students)

Dear Students. You were placed for internship in different Teacher Education Institutions from 20th June 2022 to 1st July 2022.Please reflect on your Internship experiences holistically and analyze your performance. learning and professional development. Respond honestly to the following statements by tick marking.

| | |
|---|---|
| Name of Prospective teacher   Educator (M.Ed. Student)   : | Pranab Kumar Ghose |
| Name & Address of Teacher Education Institution   : | RIE, Bhubaneswar, Odisha. |
| Classes   Taught:   B.Ed/Integrated B.Sc.B.Ed./BA.BEd.. | B.Ed. |
| Dates of Internship   : | 20 June to 1 July 2022 |

## I.    Academic activities

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I go to each class with preparation. | ✓ | | | |
| 2. | I have a good command of knowledge of the subject matter . | | ✓ | | |
| 3. | I achieved my internship learning objectives. | | ✓ | | |
| 4. | I provide additional resource for learning . | | ✓ | | |
| 5. | I relate my subject matter with the current situations | ✓ | | | |
| 6. | I explain the concepts very clearly with suitable examples. | ✓ | | | |
| 7. | I used many variety of teaching methods. | | ✓ | | |
| 8. | I prepared teaching plan for my course . | ✓ | | | |
| 9. | I used ICT in my teaching | ✓ | | | |
| 10. | I was able to employ constructivist strategies in the classroom | | ✓ | | |

## II.    Behavior with Students

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I had a good report with the students | ✓ | | | |
| 2. | I had a good interaction with my students | ✓ | | | |
| 3. | I encourage students to participate in class activities | ✓ | | | |

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 4. | I give constructive feedback on the work done by students | ✓ | | | |
| 5. | I maintain a good, positive environment in the classroom that is conductive to learning. | | ✓ | | |

### III. Perception about Internship

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | The teaching plan written and activities to be carried out was adequate | | ✓ | | |
| 2. | I was able to complete my class within time | ✓ | | | |
| 3. | I exhibited a positive attitude towards internship | ✓ | | | |
| 4. | The resource and infrastructure facilities of my practicing college was very good | ✓ | | | |
| 5. | My mentors co – operated and guided me very well. | | ✓ | | |
| 6. | I responded positively to the supervision and constructive criticism given by my mentors/ teacher educator | | ✓ | | |
| 7. | Supervision of teaching practice by my mentors/ teacher educator helped me to develop my professional qualities | ✓ | | | |
| 8. | I am satisfied with the role of my mentors /teacher educator in enhancing my teaching skills | ✓ | | | |
| 9. | My communication skills have greatly improved during internship | | ✓ | | |
| 10. | internship proved useful in improving my classroom management skills | ✓ | | | |
| 11. | During internship , I have learnt to take responsibility as a teacher educators | | ✓ | | |
| 12. | Internship helped me to gain confidence in teaching prospective teachers | ✓ | | | |
| 13. | I observed and participated in the day – to – day organizational activities of the college. | | ✓ | | |
| 14. | I feel comfortable in doing all assigned duties and responsibility to me at college | ✓ | | | |
| 15. | I felt that I was an integral and valued part of the member of the college | ✓ | | | |

Date: 04/07/2022

Pranab Kumar Ghosh

**(Signature of the M.Ed Student)**

# Regional Institute of Education, NCERT, Bhubaneswar

## Internship Self – Evaluation Form(M.Ed. Students)

Dear Students. You were placed for internship in different Teacher Education Institutions from 20th June 2022 to 1st July 2022.Please reflect on your Internship experiences holistically and analyze your performance. learning and professional development. Respond honestly to the following statements by tick marking.

| | |
|---|---|
| Name of Prospective teacher Educator (M.Ed. Student) : | SUBHASREE SARKAR |
| Name & Address of Teacher Education Institution : | RIE, BBSR |
| Classes Taught: B.Ed/Integrated B.Sc.B.Ed./BA.BEd., | B. Ed |
| Dates of Internship : | **20 June to 1 July 2022** |

## I. Academic activities

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I go to each class with preparation. | ✔ | | | |
| 2. | I have a good command of knowledge of the subject matter . | | ✔ | | |
| 3. | I achieved my internship learning objectives. | | ✔ | | |
| 4. | I provide additional resource for learning . | ✔ | | | |
| 5. | I relate my subject matter with the current situations | ✔ | | | |
| 6. | I explain the concepts very clearly with suitable examples. | ✔ | | | |
| 7. | I used many variety of teaching methods. | ✔ | | | |
| 8. | I prepared teaching plan for my course . | ✔ | | | |
| 9. | I used ICT in my teaching | ✔ | | | |
| 10. | I was able to employ constructivist strategies in the classroom | ✔ | | | |

## II. Behavior with Students

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | I had a good report with the students | ✔ | | | |
| 2. | I had a good interaction with my students | ✔ | | | |
| 3. | I encourage students to participate in class activities | | ✔ | | |

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 4. | I give constructive feedback on the work done by students | | ✓ | | |
| 5. | I maintain a good, positive environment in the classroom that is conductive to learning. | ✓ | | | |

## III. Perception about Internship

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. | The teaching plan written and activities to be carried out was adequate | | ✓ | | |
| 2. | I was able to complete my class within time | | ✓ | | |
| 3. | I exhibited a positive attitude towards internship | ✓ | | | |
| 4. | The resource and infrastructure facilities of my practicing college was very good | ✓ | | | |
| 5. | My mentors co – operated and guided me very well. | ✓ | | | |
| 6. | I responded positively to the supervision and constructive criticism given by my mentors/ teacher educator | ✓ | | | |
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| 13. | I observed and participated in the day – to – day organizational activities of the college. | | ✓ | | |
| 14. | I feel comfortable in doing all assigned duties and responsibility to me at college | | ✓ | | |
| 15. | I felt that I was an integral and valued part of the member of the college | ✓ | | | |

Date:  04/07/2022

Subhasree Sarkar

**(Signature of the M.Ed Student)**

# Regional Institute of Education, NCERT, Bhubaneswar

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| | |
|---|---|
| Name of Prospective teacher   Educator (M.Ed. Student)   : | Krushna chandra Barik |
| Name & Address of Teacher Education Institution   : | Rajdhani college, Baramunda, Bhubaneswar, Odisha -751003 |
| Classes       Taught:       B.Ed/Integrated B.Sc.B.Ed./BA.BEd., | B.Ed. |
| Dates of Internship           : | 20 June to 1 July 2022 |

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| 5. | I relate my subject matter with the current situations | ✓ | | | |
| 6. | I explain the concepts very clearly with suitable examples. | | ✓ | | |
| 7. | I used many variety of teaching methods. | ✓ | | | |
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| 13. | I observed and participated in the day – to – day organizational activities of the college. | | ✓ | | |
| 14. | I feel comfortable in doing all assigned duties and responsibility to me at college | ✓ | | | |
| 15. | I felt that I was an integral and valued part of the member of the college | | ✓ | | |

Date: 4/07/2022

Krushna Chandra Barik

**(Signature of the M.Ed Student)**

# Regional Institute of Education, NCERT, Bhubaneswar

## Internship Self – Evaluation Form(M.Ed. Students)

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| | |
|---|---|
| Name of Prospective teacher Educator (M.Ed. Student) : | *Debabrata Moharta* |
| Name & Address of Teacher Education Institution : | *Utkal University, Bhubaneswar* |
| Classes Taught: B.Ed/Integrated B.Sc.B.Ed./BA.BEd.. | *B.A. B.Ed, B.Ed.* |
| Dates of Internship : | **20 June to 1 July 2022** |

## I. Academic activities

| S. No. | Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
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| 3. | I achieved my internship learning objectives. | | ✓ | | |
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| 5. | I relate my subject matter with the current situations | ✓ | | | |
| 6. | I explain the concepts very clearly with suitable examples. | | ✓ | | |
| 7. | I used many variety of teaching methods. | | ✓ | | |
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| 9. | I used ICT in my teaching | ✓ | | | |
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| 3. | I encourage students to participate in class activities | ✓ | | | |

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 4. | I give constructive feedback on the work done by students | | ✓ | | |
| 5. | I maintain a good. positive environment in the classroom that is conductive to learning. | ✓ | | | |

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| 6. | I responded positively to the supervision and constructive criticism given by my mentors/ teacher educator | | ✓ | | |
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| 8. | I am satisfied with the role of my mentors /teacher educator in enhancing my teaching skills | | ✓ | | |
| 9. | My communication skills have greatly improved during internship | | ✓ | | |
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| 11. | During internship , I have learnt to take responsibility as a teacher educators | ✓ | | | |
| 12. | Internship helped me to gain confidence in teaching prospective teachers | ✓ | | | |
| 13. | I observed and participated in the day – to – day organizational activities of the college. | | ✓ | | |
| 14. | I feel comfortable in doing all assigned duties and responsibility to me at college | | ✓ | | |
| 15. | I felt that I was an integral and valued part of the member of the college | ✓ | | | |

Date: 04/07/2022

Debabrata Mohanta

**(Signature of the M.Ed Student)**

# 02. Peers (fellow interns) assessment
## (Two filed in sample format )
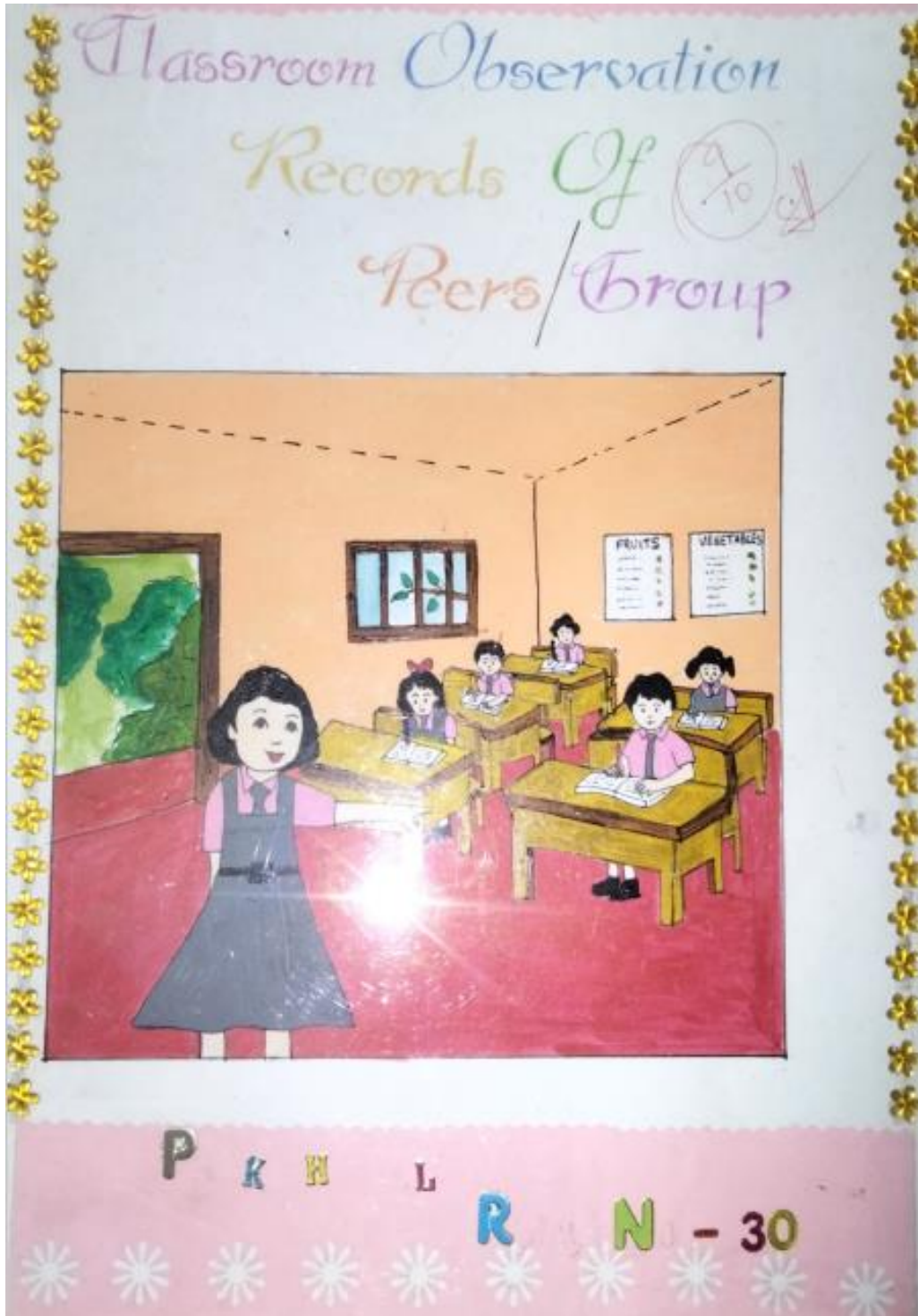
Name of the Cooperating School : JNV Bankura

Name of Peer Teacher : Dibankar Hembram.

Pedagogy Subject CPS 3 - Social Science

Name of the Mentor Teacher : Naresh Chandra Mahto

Date - 10/07/2018

Class - VIII

Subject - Geography

Topic - Land, Soil & Water.

| Steps | Learning Points | Teacher Initiation & Learning Process | Suggested Alternative | Reason for Suggested Alternative |
|---|---|---|---|---|
| **INTRODUCTION** | Africa, New zealand, Land as a resource, Land use & Land Cover. | Teacher show some items and asked question which is related to the topic. · Learners responses by group discussion method | · Introduction should start with the help of using ICT in class | · Teaching-learning procedure become more attractive. |
| **PRESENTATION** | Land erosion, Soil, factors of soil formation, degradation of soil and Conservate measure, water, problem of water availability, Conservation of water resources | · Teacher discuss the learning points that question answered method and observation method. · Learners answered the questions from their direct observation knowledge | · Teacher should speak about the resource value of the learning point. · Stimulars variation for maintaining the class. | · Learners can grasp the idea about the value of the resources · Class management is one of a great job during a class |
| **EVALUATION** | Cause and effect | · Teacher write in the blackboard some learning points with the help of a concept to corelate the Cause and effect of the topic · Structure of the unit is too vast. · The topic is easily understood because it is our daily life corelated | · Strategy of teaching is classical way where lack of supplimentary device in notice | · Teaching learning process should be always dynamic in nature and strategy should be changed according to need. |
| Any other significant observation: | | | | |

Dihembram

Signature of Peer Teacher.

Signature of Mentor Teacher.

# REGIONAL INSTITUTE OF EDUCATION
## (NCERT)
## BHUBANESWAR-751022

**NCERT**

# SCHOOL INTERNSHIP PROGRAMME

## JAWAHAR NAVODAYA VIDAYALAYA, KALPATHAR– BANKURA 722146

# CLASSROOM OBSERVATION RECORD OF PEER

## PC-2 (SOCIAL SCIENCE)

| | |
|---|---|
| Name: | ANKITA KUMARI |
| Roll No: | 07 (arts) |
| Course: | B.ED 2$^{nd}$ year |

Principal
Jawahar Navodaya Vidyalaya
Kalpathar, Bankura (W.B.)

ESTD-2005

## REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022
## CLASSROOM OBSERVATION RECORD OF PEERS
### B.Ed

Name of cooperating School: JNV, Bankura, WB
Name of the Student Teacher: Ankita Kumari
Roll No : 07
Pedagogy Subject: social science
Name of Peer Teacher whose lesson is observed: Arati Singh
Name of the Supervisor/Mentor Teacher: Mr. Manoj. Kr. Prasad

Date: 28-09-22
Class: VI
Period: 4th
Subject: Social Science (Geo)
Topic: Motion of the earth

| Steps | Learning Points | Teacher Initiatives and Learning Process | Suggested Alternative/Additional Activities | Reasons for Suggested Alternative/Additional Activities |
|---|---|---|---|---|
| Introduction (Engage) | | | | |
| Presentation | | | | |
| Evaluation | | | | |
| Any other significant observation | | | | |

ATTACHED

Arati Singh
**Signature of Peer Teacher**

9/11/23
**Signature of Supervisor/Cooperating teacher**

| Steps | Learning Points | Teacher Initiatives and Learning Process | Sugg. Alternate Reasons for Add. Activities Sugg. Ref/ Sugg Activity |
|---|---|---|---|
| Introduction | 1) Motions of the earth <br> 2) Revolu- tion <br> 3) Rotation | Teacher introduces the chapter in the class by asking questions to them. <br> TC→ Do our earth move or stay still? <br> TC→ How does our earth moves in the solar system? <br> After the responses, teacher intro- duces the chapter → Chap → 3 (Geography) → Motions of the Earth. | |
| Presentation | | After that teacher shows a video on the movement of earth in the solar system. then explains the | |

| Steps | Learning Points | Teacher Initiatives and Learning Process | Sugg. Act. Add Activities | Reasons for sugg. & Add. Activities |
|---|---|---|---|---|
| | | Concept of revolution & rotation. Explain the that though rotation day and night takes place of seasons takes place. and the axis on which the earth revolve is imaginary. | | |
| Conclusion | | Teacher asks questions on the revolution & rotation of earth and tell them To read the chapter further as "H/w". | | |

e

# REGIONAL INSTITUTE OF EDUCATION
## BHUBANESWAR



NCERT

17/20

# AFL ASSIGNMET FOR 2nd INTERNAL (4TH-SEM)

**TOPIC: CONSTRUCTION OF BLUEPRINT**

**SUBJECT: EDUCATION**

**SUBMITTED TO:** Prof. D. KRISHNAN

**SUBMITTED BY:** ANURADHA SINGH (59)
PRITY MANDAL (82)
PRIYANKA SARKAR (83)
URMI CHAKRABORTY (109)

# TEST :-

A test refers to a tool, technique or method that is intended to measure Student's Knowledge or their ability to complete a particular task.

Testing can be considered as a form of assessment.

# BLUEPRINT :

Blueprint is a map or specification of assessment items based on educational outcomes and its primary function is to support the validity of assessment.

Blueprint acts as valid tool to align objectives with assessment, helps in distribution of appropriate weightage and questions across the topics.

The advantages of using blueprints and objectives to automatically generate assignments or tests :-

- to create an exam with a balanced complexity.
- to create an exam in line with the study goals of course.
- to compose an exam faster and more efficient.
- to get better insights into the learning results per objective.
- Determines the reliability and validity of the examination.
- provides a guide to both the students and teachers.

# CONSTRUCTION OF BLUEPRINT

Blueprint is a table which facilitates the teacher/paper setter to decide as to how many questions are to be set, marks assigned for different objectives and also that under which unit a particular question is to be set.

It also depicts marks assigned for each question, form of each question and their difficulty level.

A sample of form of blueprint is given below.

Subject: Science      Total marks: 50

class: X      Time: 90 mins

Topic: Life processes.

Sub topic(A) :- Nutrition

Sub topic (B) :- Digestion

Sub topic (C) :- Respiration

Sub topic (D) :- Transportation

Sub topic (E) :- Excretion

- DEVELOPING TABLE OF SPECIFICATIONS (BLUEPRINT) :

1. WEIGHTAGE TO CONSTITUENT UNITS
2. WEIGHTAGE TO LEARNING OBJECTIVES
3. WEIGHTAGE TO TYPES/FORMS OF QUESTIONS.
4. WEIGHTAGE TO TIME AND LENGTH OF QUESTIONS.
5. WEIGHTAGE TO DIFFICULTY LEVEL
6. SCHEME OF OPTIONS.

# WEIGHTAGE TO CONSTITUENT UNITS:

All the units/sub units, selected for the test are neither of equal length nor equally important for teaching-learning or subject point of view. Some are more difficult compared to others. Thus, all the units are not given equal weightage.

In order to decide the weightage, the paper setter has to use his/her own wisdom, unless the examination body has already provided the weightage.

Table-1 : Weightage to constituent units and learning objectives:

| S.No | (Unit/ Sub unit) | marks 50 | Percentage of marks | Objective | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Remembering | understanding | Applying | Analysing | Total |
| 01. | A | 10 | 20 | 4 | 3 | 1 | 2 | 10 |
| 02. | B | 12 | 24 | 2 | 5 | 2 | 3 | 12 |
| 03. | C | 10 | 20 | 1 | 4 | 2 | 3 | 10 |
| 04. | D | 10 | 20 | 2 | 4 | 2 | 2 | 10 |
| 05. | E | 8 | 16 | 2 | 3 | 2 | 1 | 8 |
| | Total | 50 | 100 | | | | | 50 |

# WEIGHTAGE TO TYPES/FORMS OF QUESTIONS:

Types/forms of questions can be of long answer, short answer, very short answers (or) objective (selection type).

Table-2:

| S.No | Type/form of question | Marks for Each | No. of questions | Total marks (%)? |
|------|----------------------|----------------|------------------|------------------|
| 01. | Objective | 1 | 5 | 5 |
| 02. | Very short Answer | 1 | 5 | 5 |
| 03. | Short Answer (Type-I) | 4 | 1 | 4 |
| 04 | Short Answer (Type-II) | 2 | 5 | 10 |
| 05. | Short Answer (Type-III) | 3 | 4 | 12 |
| 06. | Long Answer (Type-I) | 5 | 2 | 10 |
| 07. | Long Answer (Type-II) | 4 | 1 | 4 |
| | | | Total = 23 question | Total = 50 marks |

# WEIGHTAGE TO TIME AND LENGTH OF THE QUESTION:

Actual length of a particular type of question and no. of questions of that type have to be decided by keeping the total time in mind. It would therefore be advisable to budget time properly.

Table - 3:

| S.NO | Type / form of question (%) | marks for Each question | Expected time for Each question (Minutes) | Expected length of each ques. (No. of words/sentence) |
|------|------------------------------|--------------------------|--------------------------------------------|--------------------------------------------------------|
| 01. | Objective | 1 | 1 Min | |
| 02. | very short Answer | 1 | 2 Min | one word |
| 03. | Short Answer (Type-I) | 1 | 4 min | |
| 04. | Short Answer (Type-II) | 2 | 3 min | 20-30 words |
| 05. | short Answer (Type-III) | 3 | 5 min | 60-80 words |
| 06. | long Answer (Type-I) | 5 | 13 min | 100-120 words |
| 07. | long Answer (Type-II) | 4 | 10 min | |
| | | | Total: 90 min | |

# WEIGHTAGE TO DIFFICULTY LEVEL:

Specify no. of item also.

The terms used abov (difficult, moderately difficult, easy) are in fact relative no question can be called easy, only it may be easier compared to other questions.

Table - 4:

| S.NO | Difficulty level | Marks | percentage of marks |
|------|-------------------|-------|----------------------|
| 01. | Easy | 12 | 24 |
| 02. | Moderately difficult | 30 | 60 |
| 03. | Difficult | 8 | 16 |
| | | Total: 50 | Total: 100 |

# SCHEME OF OPTION:

Generally, one should refrain from providing options in a question paper. If an option has to be provided, one should make sure that among the options provided they should be equivalent as far as possible. It should be ensured that the questions are from the same content area, have same objectives, have same difficulty level and are of the same form, otherwise the weightage alloted to each of these will be disturbed.

Table-5:

| S.No. | Type /form of Questions | Total Number | | marks allotted | |
|-------|-------------------------|--------------|--------------|----------------|--------------|
| | | In question Paper | To be answered | In question Paper | To be answered |
| 01 | Short Answer (Type II) | 6 | 5 | 12 | 10 |
| 02. | Short Answer (Type III) | 5 | 4 | 15 | 12 |
| 03. | Long Answer (Type-I) | 4 | 2 | 20 | 10 |

# A BLUE PRINT :

| Subject / forms of qs unit/subunit | Remembering | | | | Understanding | | | | Applying | | | | Analyzing | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LA TM | SA TM | VSA TM | ST TM | LA TM | SA TM | VSA TM | ST TM | LA TM | SA TM | VSA TM | ST TM | LA TM | SA TM | VSA TM | ST TM | LA TM | SA TM | VSA TM | ST TM |
| A | – | 1 | 3 | – | – | – | – | – | – | – | – | – | – | – | 1 | – | 1 | 2 | 5 | 2 |
| B | 1 | 2 | – | 1 | 2 | – | – | – | – | – | – | – | 2 | – | 1 | 1 | 4 | 4 | 1 | 3 |
| C | – | – | – | – | 1 | 1 | 2 | 1 | – | – | – | – | – | – | 1 | 1 | 3 | 1 | 4 | 2 |
| D | 1 | 1 | – | 1 | 1 | 1 | – | 1 | 1 | 1 | – | 2 | 1 | 1 | – | 1 | 3 | 2 | 2 | 3 |
| E | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 1 | – | 1 | 1 | 1 | 1 | 2 | 4 | 2 | 1 |
| Total :! | 1 | 4 | 5 | 7 | 4 | 4 | 4 | 4 | – | 4 | 2 | 3 | 3 | 1 | 2 | 4 | 13 | 13 | 14 | 16 |

# REGIONAL INSTITUTE OF EDUCATION

## BHUBANESWAR

Subject :- *Education (AFL)*
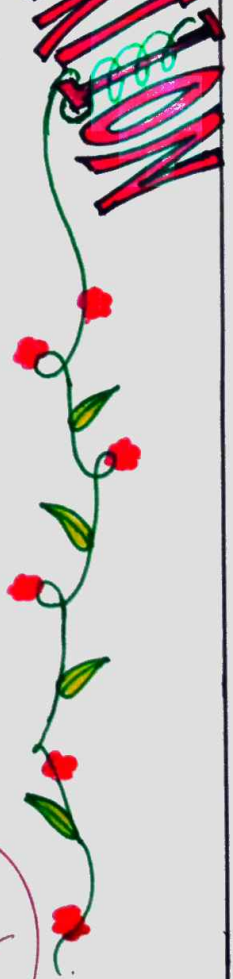
Topic :- *Combustion & Flame*

Submitted To :- Dr.D. Krishnan

Submitted by :- Brishti Debnath (6)

Megha Kumari (17)

Sanchita Kumari (94)

16/20

# What is Blueprint?

Blueprint is a map or specification of assessment items based on educational outcomes and its primary function is to support the validity of assessment with regard to its content validity. It helps to align assessment items with intedded learning outcomes and students learning experience.

# Purpose of preparing the Blueprint
→ Clearly defines the scope of the test
→ Relates the objectives to the content
→ Improves the content validity of teacher-made test
→ Clearly defines the scope of the test
→ Relates the objectives to the content
→ Improves the content validity of teacher made test
→ Assures that the test will properly measure the learning outcomes

# Factors to be Considered for Blueprint
→ Weightage to Instructional Objectives
→ Weightage to Content
→ Weightage to Types of Questions           Mark?
→ Weightage to Difficulty Level              Choice?

# Types of Blueprint
→ Plan view Drawings
→ Elevation view drawings
→ Selection view drawings

# Unit Test Blueprint

SUBJECT:- Science     UNIT:- Combustion and Flame

STD:- VIII     Total Marks:- 50

## Weightage to Instructional Objective

| Objective | Percentage | Marks | no. item |
|-----------|-----------|-------|----------|
| Remememebering | 10% | 10 | |
| Understanding | 34% | 17 | |
| Applying | 26% | 13 | |
| Analysing | 10% | 5 | |
| Evaluating | 10% | 5 | |
| Total | 100% | 50 | |

# WEIGHTAGE TO CONTENT (SUB - UNIT)

| CONTENT | PERCENTAGE | MARKS |
|---|---|---|
| 1. COMBUSTION AND ITS TYPES | 36% | 18 |
| 2. FLAME AND ITS STRUCTURE | 32% | 16 |
| 3. FUEL AND FUEL EFFICIENCY | 32% | 16 |
| TOTAL | 100% | 50 |

# WEIGHTAGE TO TYPES OF QUESTIONS

| TYPES OF QUESTIONS | PERCENTAGE | MARKS |
|---|---|---|
| OBJECTIVE TYPES QUESTIONS | 20% | $1*10 = 10$ |
| VERY SHORT ANSWER | 24% | $2*6 = 12$ |
| SHORT ANSWER QUESTION | 24% | $3*4 = 12$ |
| EASSY QUESTIONS | 32% | $4*4 = 16$ |
| TOTAL | 100% | 50 |

# WEIGHTAGE TO DIFFICULTY LEVEL

| DIFFICULTY | PERCENTAGE | MARKS |
|---|---|---|
| EASY | 20% | 10 |
| AVERAGE | 60% | 30 |
| DIFFICULT | 20% | 10 |
| TOTAL | 100% | 50 |

# THE BLUEPRINT

| OBJECTIVE | CONTENT | REMEMBERING | | | | UNDERSTANDING | | | | APPLYING | | | | ANALYSING | | | | EVALUATING | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | MCQ | VSA | SA | EO | MCQ | VSA | SA | EO | MCQ | VSA | SA | EO | MCQ | VSA | SA | EO | MCQ | VSA | SA | EO | |
| A | COMBUSTION AND ITS TYPES | 2(1) | | | | 1(1) | 2(1) | | | 2(1) | 3(1) | | | 2(1) | 3(1) | | | 1(1) | | | | 14 (?) |
| B | FLAME AND ITS STRUCTURE | 1(1) | 2(1) | | | 1(1) | 2(1) | 4(1) | | 4(1) | 2(1) | | | | 2(2) | | | 2(1) | | | | 16 |
| C | FUEL AND FUELS EFFICIENCY | 1(1) | 3(1) | | | 2(1) | 1(2) 2(3) | 4(2) 1(4) 2(3) | 4(1) | 2(1) | 4(1) | | | 2(2) 3(1) | | | | 1(1) 2(1) | 4(1) | | | 20 |
| | TOTAL | 9 | | | | 16 | | | | 11 | | | | 7 | | | | 7 | | | | 50 (?) |

# REGIONAL INSTITUTE OF EDUCATION

## BHUBANESWAR

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
## NCERT

# Table of Specifications
# (Blueprint)

19/20

**(2nd Internal Assesment)**

**TOPIC** : Construction of Test and Use

**SUBJECT** : Education

**PAPER** : PE-5: Assessment for Learning

**SUBMITTED BY** : Bhadrachalam Pallavi (Roll no. **62**)

Taniya Raj (Roll no. **105**)

**COURSE** : B.Sc.B.Ed. 2nd year 4th Semester

**SUBMITTED TO** : Dr. Dhanya Krishnan

# TABLE OF SPECIFICATIONS : (BLUEPRINT).

CLASS : VII
SUBJECT : Science
MARKS : 50
TIME : 2 hours.

TABLE : 1 : Weightage to constituent units and learning objectives :

| S.NO. | CHAPTERS | MARKS | %age | OBJECTIVES | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Remembering | Understanding | Applying | Analysing | Total. |
| 1. | NUTRITION IN PLANTS | 10 | 20 | 1 | 4 | 2 | 3 | 10 |
| 2. | NUTRITION IN ANIMALS | 12 | 24 | 6 | 6 | 0 | 0 | 12 |
| 3. | FIBRE TO FABRIC | 10 | 20 | 1 | 8 | 1 | 0 | 10 |
| 4. | HEAT. | 8 | 16 | 3 | 5 | 0 | 0 | 8 |
| 5. | ACID, BASES & SALTS | 10 | 20 | 1 | 2 | 4 | 3 | 10 |
| | TOTAL | 50 | 100 | | | | | |

2) TABLE-2 : Weightage to types/forms of questions.

| S.No. | TYPE/FORM OF QUESTION | MARKS FOR EACH | NO. OF QUESTION | TOTAL MARKS (%) |
|-------|----------------------|----------------|-----------------|-----------------|
| 1 | Very Short Answer (VSA) | 1 | 10 | 10 |
| 2 | Short Answer-1 (SA-I) | 2 | 6 | 12 |
| 3 | Short Answer-2 (SA-II) | 3 | 6 | 18 |
| 4 | Long Answer (LA) | 5 | 2 | 10 |
| | | | Total: 24 | 50 |

3) TABLE-3 : Weightage to time and length of the questions.

| S.no. | TYPE / FORM OF QUESTION | MARKS FOR EACH QUESTION | EXPECTED TIME FOR EACH QUESTION (MINUTES) | EXPECTED LENGTH OF EACH QUESTION (NO. OF WORDS/ SENTENCES) |
|-------|------------------------|-------------------------|-------------------------------------------|-----------------------------------------------------------|
| 1. | Lon Very Short Answer (VSA) | 1 | 1 | Acc. to question |
| 2. | Short Answer-1 (SA-1) | 2 | 5 | 50 - 60 words |
| 3. | Short Answer- 2 (SA-II) | 3 | 8 | 80 - 120 words |
| 4. | Long Answer - (LA) . | 5 | 15 - 20 | 150 - 200 words |

4.) TABLE -4 : Weightage for Difficulty level :

| S. No. | DIFFICULTY LEVEL | MARKS | %AGE OF MARKS |
|--------|------------------|-------|---------------|
| 1. | Difficult | 10 | 20 |
| 2. | Moderately Difficult | 25 | 50 |
| 3. | Easy | 15 | 30 |

5) TABLE-5 : Scheme of Options .

| S.No. | TYPE / FORM OF QUESTIONS | TOTAL NUMBER | | MARKS ALLOTED | |
|---|---|---|---|---|---|
| | | IN QUESTION PAPER | TO BE ANSWERED | IN QUESTION PAPER | TO BE ANSWERED. |
| 1. | VERY SHORT ANSWER (VSA) | 10 | 10 | 10 | 10 |
| 2. | SHORT ANSWER-1 (SA-1) | 8 | 6 | 16 | 12 |
| 3. | SHORT ANSWER-2 (SA-II) | 8 | 6 | 24 | 18 |
| 4. | LONG ANSWER (LA) | 4 | 2 | 20 | 10 |

# BLUE PRINT

**Subject : Science**

**Class : VII**

**Marks : 50**

| OBJECTIVES | Remembering | | | | Understanding | | | | Application | | | | Analysing | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Content / Form of Questions | VSA | SA1 | SA2 | LA | VSA | SA1 | SA2 | LA | VSA | SA1 | SA2 | LA | HOTS | |
| Nutrition in Plants | 1(1) | | | | 1(1) | | 3(1) | | | 2(1) | | | 3(1) | 10 |
| Nutrition in Animals | 1(1) | 2(1) | 3(1) | | 1(1) | | | 5(1) | | | | | | 12 |
| Fibre to Fabric | 1(1) | | | | 1(1) | 2(1) | | 5(1) | 1(1) | | | | | 10 |
| Heat | 1(1) | 2(1) | | | | 2(1) | 3(1) | | | | | | | 8 |
| Acids, Bases and Salts | 1(1) | | | | | 2(1) | | | 1(1) | | 3(1) | | 3(1) | 10 |
| Subtotal | 5(5) | 4(2) | 3(1) | | 3(3) | 6(3) | 6(2) | 10(2) | 2(2) | 2(1) | 3(1) | | 6(2) | 50(24) |
| Total | 12(24%) | | | | 25(50%) | | | | 7(14%) | | | | 6(12%) | |

**(1) Easy : 30%**     **(1) Moderate : 50%**     **(1) Hard : 20%**

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

# AFL Assignment

Subject :- Education

Paper :- AFL

Submitted By :- Minakshee Raut, Smita Dungdung

Course :- B.Sc B.Ed 2nd Year 4th Semester

Roll No:- 18, 43

Submitted To :- Dr Dhanyakrishnan ma'am

17/20

# Blueprint :-

The design of the question paper are translated into action through the blueprint. It is at this stage the paper setter decides as to how many questions are to be set for different objectives. The paper setter decides how all the questions are to be distributed over different objectives and content area so as to obtain the weightage decided in the design.

# Design :-

Name of the chapter - Friction

Class - VIII

Subject - Physics

Full Marks - 50 marks

① Weightage with respect to constitute units :-

| Units | Marks | Number of Questions |
|---|---|---|
| 1. Force of friction | 5 | 3 |
| 2. Factor affecting friction | 16 | 4 |
| 3. Friction : unnecessary evil | 8 | 4 |
| 4. Increasing and reducing friction. | 17 | 4 |
| 5. wheels reduce friction | 4 | 3 |
| Total | 50 | 18 |

## ② Weightage to learning objectives :-

| Sl.No. | Objectives %, ? | Total Marks | No. of questions |
|--------|-----------------|-------------|------------------|
| 1. | Remembering | 6 | 3 |
| 2. | Understanding | 22. | 7 |
| 3. | Application | 19 | 6 |
| 4. | Analysis | 3 | 2. |
| | Total | 50 | 18 |

## ③ Weightage to the type of question :-

| Sl.No. | Type of Question | Total Marks | No. of Questions %, ? |
|--------|------------------|-------------|------------------|
| 1. | Long Answer Type (L·A) | 20 | 2. |
| 2. | Short Answer Type (S·A) | 15 | 6 |
| 3. | Very short answer type (V·S·A) | 10 | 5 |
| 4. | Objective Type (O) | 5 | 5 |
| | Total | 50 | 18 |

# Weightage to difficulty level :-

| SL.NO. | Difficulty Level | Marks | Percentage of Marks |
|--------|------------------|-------|---------------------|
| 1. | Difficult | 13 | 26 |
| 2. | Moderately difficult | 22 | 44 |
| 3. | Easy | 15 | 30 |

# ⑤ Weightage to option :-

| objective → / unit ↓ | Remembering | | | | Understanding | | | | Application | | | | Analysis | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| type of question | L.A | S.A | V.S.A | O | L.A | S.A | V.S.A | O | L.A | S.A | V.S.A | O | L.A | S.A | V.S.A | O | |
| Force of friction | | | | 1 (1) | | 1 (2) | | | | | | | | | 1 (2) | | 5 |
| Factors affecting | | 1 (2.5) | | | 1 (10) | 1 (2.5) | | | | | | 1 (1) | | | | | 16 |
| Friction: unnecessary evil | | | | | | 1 (2) | 1 (1) | | | 2 (3.5) | | 1 (1) | | | | | 8 |
| Increasing and reducing friction | | 1 (2.5) | | | 1 (2.5) | 1 (2) | | | 1 (10) | | 1 (2) | | | | | | 17 |
| Wheels reduce friction | | | | | | | 1 (2) | | | | | 1 (1) | | | | 2 (1) | 4 |
| Total | | 6 | | | | 22 | | | | 19 | | | | 3 | | | 50 (?) |

# Regional Institute Of Education

# AFL Assignment
## Sub:- Education

Submitted to:- Dr D. Krishnan

Submitted by:- Rita Mahato (90)
Sandhyarani Behera (96)
Shruti Kumari (113)

18/20

# Blueprint

A major goal of any evaluation is to demonstrate content validity, which consider both curricular, content as well as the ability expected of learners.

But how?
it is easy, we can use the BLUEPRINT.

## BLUEPRINT

The blueprint is a method used to examine the validity of the evaluation process. Examinations are constructed, using an examination blueprint — a widely accepted tool used within professions to design examinations.

Also it is referred to as the test specifications identifies the content areas covered on the examination.

For each content area, the blueprint outlines, the weighting of the area, the topics, levels of competence and learning objectives examined.

The blueprint also provides information on the proportion of each question type presented in the examination (for example, multiple choice question, short answer, long answer).

Professors should use the examination blueprint to prepare for the examination.

The blueprint may not include all topics listed in the course materials,; however, students are responsible for acquiring a broad-based knowledge of all topics, including those not listed in the blueprint, since their understing of these topics will be tested in assignment and self-test questions.

The topics not listed in the blueprint will also provide a greater depth of understanding of the course.

Blueprints show content specifications for each exams.
They include an outline of the content areas and their approximate (%) for a typical exam.

Blueprint in a guide, helping the professors to determine if they are prepared a valid exam or not.

Blueprints serves as a frame reference for preparing the test items. The Blueprint shows the distribution of test items content and objective of the test.

It acts as a guideline for the test construction table of specilization or blueprint is a 3 dimensional chart which are.

(1) Weightage to constituent units.
(11) Weightage to learning objectives.
(111) Weightage to types/forms of questions.
(1v) Weightage to time and length of the questions.
(v) Weightage to difficulty level.
(v1) Scheme of options.

We have prepared a blueprint for the chapter Cell: Structure and function of class VIIIth science book. Out of 50 marks from different sub-units.

Weightage to constituent units and
Learning Objectives

| S. No. | Subunit | Marks (SC) | Percentage of Marks | Objective | | | | |
|--------|---------|------------|---------------------|-----------|---------------|----------|------------|-------|
| | | | | Remembering | Understanding | Applying | Analysing | Total |
| 1. | The cell and its Discovery | 1×7 = 7 | 19% | 5 | 1 | 1 | | 7 |
| 2. | Number, sha. pe & size of cell | 2×6 = 12 | 24% | 3 | 2 | | 1 | 6 |
| 3. | Types of cell | 3×7 =21 | 42% | 2 | 3 | 1 | 1 | 7 |
| 4. | Part of cell | 5×2 =10 | 20% | | | 1 | 1 | 2 |

# Weightage to types of Questions

| S. No | Type of Question | Marks for each | Number of Question | Total Marks |
|---|---|---|---|---|
| 1. | Long Answer (LA) | 5 | 2 | 10 |
| 2. | Short Answer II (SAII) | 3 | 7 | 21 |
| 3. | Short Answer I (SAI) | 2 | 6 | 12 |
| 4. | Objective (VSA) | 1 | 7 | 7 |
| | | | $\frac{0}{2} / \frac{1}{0}$ | 50 |

# Weightage to time and length of the Questions

| S.No. | Form of Question | Marks for each Question | Expected time for each Question (Minutes) | Expected length of the each Question (no. of words/sentences) |
|---|---|---|---|---|
| 1. | Long Answers (LA) | 5 | 15 | 100-150 words |
| 2. | Short Answer II (SA II) | 3 | 35 | 50-60 words |
| 3. | Short Answer I (SA I) | 2 | 25 | 25-30 words |
| 4. | Objective (VSA) | 1 | 15 | 1 sentence / 1 word. |

# Scheme Of Options

| S.No. | Type of Questions | Total Number | | Marks alloted | |
| --- | --- | --- | --- | --- | --- |
| | | In Question paper | To be answered | In question paper | To be Answered |
| 1. | Long Answer (LA) | 3 | 2 | 15 | 10 |
| 2. | Short Answer II (SA-II) | 8 | 7 | 24 | 21 |
| 3. | Short Answer I (SAI) | 8 | 6 | 16 | 12 |
| 4. | Objective (VSA) | 10 | 7 | 10 | 7 |

# Example Of Blueprint

| Subject Form/Subject | Remembering | | | | Understanding | | | | Applying | | | | Analysing | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | LA | SAI | SAII | VSA | LA | SAI | SAII | VSA | LA | SAI | SAII | VSA | LA | SAI | SAII | VSA | LA | SAI | SAII | VSA |
| Shweta (A) | | | | 1(5) | | | | 1(1) | | | | 1(1) | | | | | | | | 1(7) |
| B | | 2(3) | | | | 2(2) | | | | | | | | 2(4) | | | | 2(6) | | |
| C | | | 3(2) | | | | 3(3) | | | | 3(1) | | | | | | | | | 3(7) |
| D | | | | | | | | | 5(1) | | | | 5(1) | | | | 5(2) | | | |
| Total | | | | | | | | | | | | | | | | | | | | 50(22) |

| Difficulty Level / Learning objective | Easy | Moderate | Difficult |
|---|---|---|---|
| Remember | 1 (5) | 2(3), 3(3) | 3(1) |
| Understand |  | 2(2), 3(2) | 1(1) |
| Apply | 3(1) | 5(1) | 1(1) |
| Analyze |  | 2(1) | 3(1), 5(1) |

# 03. Teachers / School* Teachers
## (Two filed in sample format )

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

**ASSESSMENT REPORT BY INSTITUTE SUPERVISOR**

Name of the Institute Supervisor: **MR. BEDANTA KUMAR MAHANTI**

Name of the Course: **B.Ed**

| Sl. No. | Roll No | Name of the Student Teachers | Name of the school | Pedagogy Subject | No of lesson observed | Out of 20 marks in each subjects | Total (40 Marks) |
|---|---|---|---|---|---|---|---|
| 1. | 03- Arts | ANAMIKA SAHA | JNV Birbhum | Eng. | 60 | 18 | 36 |
| | | | | Soc. Sc. | 60 | 18 | |
| 2. | 52-Arts | UPALI MANDI | JNV Birbhum | Eng. | 60 | 16 | 33 |
| | | | | Soc. Se. | 60 | 17 | |
| 3. | 08-Science | AMLAN DAS | JNV Birbhum | Bio. Sc. | 60 | 17 | 35 |
| | | | | Phy. Sc. | 60 | 18 | |
| 4. | 51-Science | SULOCHANA GHOSH | JNV Birbhum | Bio. Se. | 60 | 17 | 35 |
| | | | | Phy. Sc. | 60 | 18 | |
| 5. | 55-Science | TITLI SUPAKAR | JNV Birbhum | Math | 60 | 17 | 34 |
| | | | | Phy. Sc. | 60 | 17 | |

NB: This is to be handed over in sealed cover along with all student teaching profile to the Coordinator, Internship in Teaching, RIE, Bhubaneswar.

4/02/22

Signature of the Institute Supervisor
प्राचार्य / Principal
नवोदय, वीरभूमि / J.N.V. Gopal-
वीरभूम / Birbhum (W.B )

# APPENDIX-10

## REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
### INTERNSHIP IN TEACHING
#### Student Teaching Profile

Name of the Cooperating JNV: JNV Murshidabad, Berhampore, WB

Subject:  Topic:  Period:  Date:

Name of the Course: **B.A. B.Ed.**

Name of the Student Teacher: Ajay Rajak

Name of Supervisor/Mentor Teachers: Mr. Rajiv Kumar (TGT, SST)

Roll No: 02

| SI. No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-10) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | **Lesson Planning**: (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioural terms, appropriate learning resources/methods are identified ) | | | | | | | | | ✓ | |
| | **Introducing Lesson**: (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | | | | | | | ✓ |
| | **Presentation of Topic**: (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching ) | | | | | | | | | | ✓ |
| | **Participation of Students**: (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | | | | | | | ✓ |
| | **Classroom Management**: (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | | | | | | | ✓ |
| | **Assessment**: (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | | | | | | | ✓ |
| | **Overall Personality**: ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | | | | | | | ✓ |

Signature of Supervisor/Mentor Teacher

②

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
## INTERNSHIP IN TEACHING
### Student Teaching Profile

Name of the Cooperating JNV: JNV, Mundali, Cuttack     Period: 3rd

Class: 6    Subject: Science     Topic: Food

Date: 13/01/2021       Name of the Course: B.Sc.B.Ed.

Name of the Student Teacher: DEEPTI MALLICK

Roll No: 101

Name of Supervisor/Mentor Teachers: Lalatendu Swain

| Sl No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-10) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | **Lesson Planning:** (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioural terms, appropriate learning resources/methods are identified ) | | | | | | | | | | ✓ |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | | | | | | ✓ | |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching ) | | | | | | | | | | ✓ |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | | | | | | ✓ | |
| 5 | **Classroom Management:** (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | | | | | | ✓ | |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | | | | | | | ✓ |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | | | | | | | ✓ |

Swain
13-1-22

**Signature of Supervisor/Mentor Teacher**

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
## INTERNSHIP IN PRESERVICE TEACHER EDUCATION INSTITUTIONS (M.Ed. Second Semester)
### Assessment Profile Format

Name of the Teacher Education Institution Placed for Internship: REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR

Class: B.Ed. Subject: Learning & Teaching Topic: Gardner's theory of multiple intelligence theory Period: 4th Date: 23-06-2022

Name of the Prospective Teacher Educator: SAINIK ADHIKARI M.Ed Roll No: 26

Name of Supervisor/ Cooperating Teacher Educator: Dr. Pramod Kumar Gupta (Hindi Pedagogy)

| SI No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-5)\ | | | | | Specific observations and remarks |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | **Lesson Planning:** (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified ) | | | ✓ | | | Should be pinpointed |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | ✓ | | Focus on main content |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching ) | | | | ✓ | | Good |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | ✓ | | Good |
| 5 | **Classroom Management:** (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | ✓ | | Good |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | ✓ | | It should be based on Critical Thinking |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | ✓ | | need Stimulus Variation |

Signature of Supervisor/Cooperating Teacher Educator

23/06/22

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
## INTERNSHIP IN PRESERVICE TEACHER EDUCATION INSTITUTIONS (M.ED. SECOND SEMESTER)
### Assessment Profile Format

Name of the Teacher Education Institution Placed for Internship: REGIONAL INSTITTUTE OF EDUCATION, BHUBNESWAR

Class: B·ED   Subject: Learning and Teaching   Topic: Gardner's theory of multiple intelligence   Period: 4th   Date: 23-06-2022

Name of the Prospective Teacher Educator: SAINIK Adhikari   M.EdRoll No: (26)

Name of Supervisor/ Cooperating Teacher Educator:

| Sl No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-5)\ | | | | | Specific observations and remarks |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | **Lesson Planning:** (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified ) | | | ✓ | | | Nil |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | ✓ | | Main contents is to be prioritised. |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching ) | | | | ✓ | | acceptable. |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | ✓ | | well. |
| 5 | **Classroom Management:** (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | ✓ | | . good . |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | ✓ | | Needs improvement. |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | ✓ | | needs improvement. |

Signature of Supervisor/Cooperating Teacher Educator   Mihabar Des
23/6/22

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
## INTERNSHIP IN PRESERVICE TEACHER EDUCATION INSTITUTIONS (M.ED. SECOND SEMESTER)
### Assessment Profile Format

Name of the Teacher Education Institution Placed for Internship: *Regional institute of Education (NCERT) Bhubneswar*

Class: *B.Ed (4th sem)*  Subject: *EPML*  Topic: *Leadership skills*  Period: *2nd*  Date: *28-06-2022*

Name of the Prospective Teacher Educator: *Md. Shahabuddin* M.Ed Roll No: *17*

Name of Supervisor/ Cooperating Teacher Educator: *Dr. Parmod Gupta*

| Sl No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-5)\ | | | | | Specific observations and remarks |
|-------|-------------------|---|---|---|---|---|------------------------------------|
|       |                   | 1 | 2 | 3 | 4 | 5 |                                    |
| 1 | **Lesson Planning**: (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified ) | | | | | ✓ | Good |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | | ✓ | Good |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching ) | | | | | ✓ | Good |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | ✓ | | more interactive |
| 5 | **Classroom Management:** (Equal opportunity to all students,  reinforcement for continuous participation, management of student activity ) | | | | ✓ | | more participation |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | ✓ | | more critical thinking based queeries |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | | ✓ | Good |

**Signature of Supervisor/Cooperating Teacher Educator**

# REGIONAL INSTITUTE OF EDUCATION, BHUBANESWAR-751022
## INTERNSHIP IN PRESERVICE TEACHER EDUCATION INSTITUTIONS (M.ED. SECOND SEMESTER)
### Assessment Profile Format

Name of the Teacher Education Institution Placed for Internship: **RIE BBSR**

Class: **BEd**  Subject: **Statistics for Evaluation** Topic: **Graphical Presentation & mean** Period: **2nd**    Date: **9th Sep. 2021**

Name of the Prospective Teacher Educator: **Lisamayee Das** M.Ed Roll No: **17**

Name of Supervisor/ Cooperating Teacher Educator:

| Sl No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-5) | | | | | Specific observations and remarks |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | **Lesson Planning:** (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified ) | | | | | ✓ | Lesson planning is systematic. |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | ✓ | | The introduction was relevant |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching ) | | | | ✓ | | Other modes could have been tried |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | | ✓ | |
| 5 | **Classroom Management:** (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | | ✓ | Good. |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | ✓ | | Good |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | | ✓ | Good |

**Signature of Supervisor/Cooperating Teacher Educator**

Name of the Teacher Education Institution Placed for Internship: RIE, Sachivalaya Marg, Bhubaneswar - 751022

Class: B·Ed· Subject: Learning and Teaching Topic: Facilitating meaningful learning in and out the school. Period: 2nd (10:50am – 11:35 am). Date: 09.09.2021

Name of the Prospective Teacher Educator: KOYELI LAHA    M.Ed Roll No: 14

Name of Supervisor/ Cooperating Teacher Educator:

| Sl No | Aspects/ Criteria | Rating: Very Poor to Excellent (1-5)\ | | | | | Specific observations and remarks |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | |
| 1 | **Lesson Planning:** (Concept map is prepared by indicating relations between and among concepts/ideas, learning objectives are stated in behavioral terms, appropriate learning resources/methods are identified ) | | | | ✓ | | Planing was systematic and well included examples |
| 2 | **Introducing Lesson:** (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson) | | | | | ✓ | Good introduction |
| 3 | **Presentation of Topic:** (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching ) | | | | | ✓ | Topic presented as per plan. |
| 4 | **Participation of Students:** (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers ) | | | | ✓ | | Good discussion |
| 5 | **Classroom Management:** (Equal opportunity to all students, reinforcement for continuous participation, management of student activity ) | | | | | ✓ | Good |
| 6 | **Assessment:** (Students understanding is assessed during and at end of teaching, all learning objectives are evaluated, asked questions that encourage divergent thinking, creative and critical thinking among students) | | | | ✓ | | Need few instances of improvement |
| 7 | **Overall Personality:** ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence) | | | | | ✓ | Good. |

**Signature of Supervisor/Cooperating Teacher Educator**

# 04. Principal / School* Principal
## (Two filed in sample format )

APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the Principal: **MR. BEDANTA KUMAR MAHANTI**

Name of the School: **JAWAHAR NAVODAYA VIDYALAYA, GOPALPUR, BIRBHUM-731303 (WEST BENGAL)**

Name of the Course: **B.Ed**

| Roll No | Name of the Students Teacher | 1* (2) | 2** (3) | 3*** (2) | 4**** (3) | Total (10) |
|---------|------------------------------|--------|---------|----------|-----------|------------|
| 03-Arts | ANAMIKA SAHA | 2 | 2 | 2 | 2 | 8.0 |
| 52-Arts | UPALI MANDI | 2 | 2 | 1 | 2 | 7.0 |
| 08-Science | AMLAN DAS | 2 | 2 | 2 | 2 | 8.0 |
| 51-Science | SULOCHANA GHOSH | 2 | 2 | 1.5 | 2 | 7.5 |
| 55-Science | TITLI SUPAKAR | 2 | 2 | 2 | 2 | 8.0 |

NB: This form is to be sent in a closed cover to the Coordinator, Internship in Teaching, RIE, Bhubaneswar-751022. Please specify the course i. e. B.Ed

1*- Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2*- Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.
3***- School work, arrangement of classes, laboratory, library work etc.

4****- Teaching: Preparation of lesson, classroom teaching, and correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal with Seal

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

## OVERALL ASSESSMENT OF TRAINEE BY THE PRINCIPAL OF COOPERATING SCHOOL

Name of the cooperating school: JNV BIRAULI, SAMASTIPUR

Name of the Principal: Dr. P.K Thakur

Name of the course: B.Ed.

| Roll no (Stream) | Name of the student teacher | 1* (2) | 2** (3) | 3*** (2) | 4**** (3) | TOTAL (10) |
|---|---|---|---|---|---|---|
| 26 (Arts) | NAVNEET KUMAR | 2 | 3 | 2 | 2 | 9 |
| 29 (Arts) | PRASHANT KUMAR | 2 | 2 | 2 | 3 | 9 |
| 40 (Arts) | SHIVA NAND KUMAR | 2 | 2 | 1 | 2 | 7 |
| 48 (Arts) | SUJIT KUMAR | 2 | 2 | 2 | 2 | 8 |
| 13 (Science) | DIIPTI GANESH | 2 | 2 | 2 | 2 | 8 |
| 21 (Science) | MANISH BHARDWAJ | 2 | 2 | 2 | 2 | 8 |
| 31 (Science) | RAJNEE KUMARI | 2 | 2 | 2 | 2 | 8 |
| 37 (Science) | SANGIL KUMAR | 2 | 3 | 2 | 2 | 9 |

NB: This form is to be sent in a closed cover to the coordinator, Internship in teaching, RIE, Bhubaneswar  - 751022. Please specify the course i.e. B. Ed

1*-Personal characteristics in terms of punctuality, initiatives, self-confidence, capacity to manage class, relationship with school staff, cooperativeness etc.

2**- Participation in co scholastic activities such as games and sports, cultural activities, science/literary exhibition, participation in special programmes, community service etc.

3***- School work, arrangement of classes, laboratory, library work etc.

4****-Teaching: Preparation of lesson, classroom teaching, correction of students work, testing and reporting, originality and novelty in teaching.

Name and Signature of the Principal with seal
-for **Principal**
Jawahar Navodaya Vidyalaya
Birauli (Samastipur)