

2.4.7. A VARIETY OF ASSIGNMENTS GIVEN AND ASSESSED FOR THEORY COURSES

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Regional Institute of Education

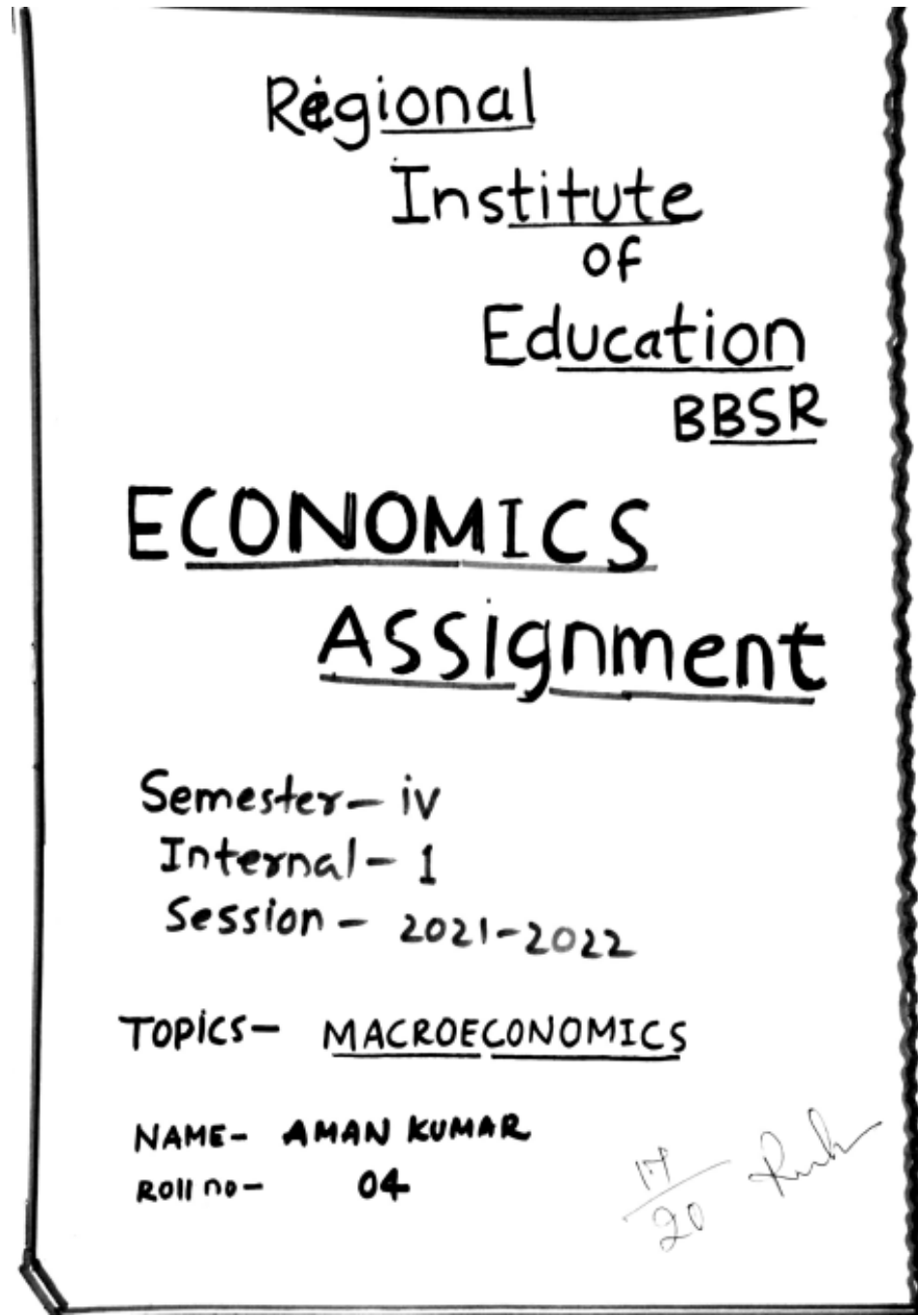
(National Council of Educational Research and Training)

Bhubaneswar -751022, Odisha

Sample assignments given and assessed for theory courses

4.d) Preparation of term paper

Integrated 4 years B.A. B.Ed. Programme



Question :- Define Macro Economics. discuss the difference between micro and macro economics.

Ans :- Macroeconomics is a branch of economics that depicts a substantial picture. It scrutinises itself with the economies of an economy at a massive scale and several issues of an economy are considered. The issues confronted by an economy and the headway that it makes are measured and apprehended as a part and parcel of macroeconomics. When one speaks of the issues that an economy confronts, inflation, unemployment, increasing tax burden etc. are all contemplated. This makes it apparent that macroeconomics focuses on large numbers.

It studies the association between various countries regarding how the policies of one nation have an upshot on the other. It circumscribes within its scope, analysing the success and failure of government strategies.

* Concepts Covered under macroeconomics

A Capitalist nation

A capitalist country is distinguished by sub-urbanised and voluntary conclusions for economic planning instead of the consolidated political practices. There are a few aspects of a capitalist financial structure (economy) mentioned that would provide a better intuition into the concept. The attributes of a capitalist nation are as follows:

Investment expenditure

As the name says it all it is the money consumed towards charges to create investments. In other words, it is the

~~money~~

money that the family circle (households) and enterprises spend on Capital goods. It plays a decisive role in macroeconomic pursuit for business cycles and economic enhancement in the long run

In short, the investment expenditure is proficient of creating additional income and fosters employment in a nation.

* The following are the types of investments: -

- ① Autonomous investment
- ② Financial investment
- ③ Real investment
- ④ Gross investment
- ⑤ Net investment

➤ As the term implies macroeconomics looks at the overall big picture scenario of the economy. put simply it focuses on the way the economy performs as a whole and then analyzes how different sectors of the economy related to one another to understand how the aggregate functions. This includes looking at variables like Unemployment, GDP and Inflation.

➤ Macroeconomics is a rather broad field, but two specific areas of research are representing representative of this disciplines. The first area is the factors that determine long term economic growth, or increases in the national income. The other involves the causes and consequences of short-term fluctuations in national income and employment, also known as the business cycle.

* Following difference between Microeconomics and macroeconomics

S.No	Microeconomics	Macroeconomics
1.	Microeconomics studies individual economic units	Macroeconomics studies a nation's economy, as well as its various aggregates
2.	Microeconomics primarily deals with individual income, output, Price of goods etc.	Macroeconomics is the study of aggregates such as national output income as well as general price levels.
3.	Microeconomics focuses on overcoming issues concerning the allocation of resources and Price discrimination	Macroeconomics focuses on upholding issues like employment and national household income
4.	Microeconomics accounts for factors like the demand and supply of a particular commodity	Macroeconomics account for the aggregate demand and supply of a nation's economy.
5.	Microeconomics offers a picture of the goods and services that are required for an efficient economy. It also shows the goods and services that might grow in demand in the future.	Macroeconomics helps ensure optimum utilization of the resource resources available to a country.
6.	Microeconomics helps to point out how equilibrium can be achieved at a small scale.	Macroeconomics help determine the equilibrium levels of employment and income of the nation.

REGIONAL INSTITUTE OF EDUCATION BHUBANESWAR



NCERT

17
20

**AFL ASSIGNMENT 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 A 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				Total
				Remembe- ring	understa- nding	Applying	Analysing	
01.	A <i>Spiky</i>	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/sentences)
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:

The terms used above (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

Specific
no. of
items
also.

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 objective, have same difficulty level and are of the same form, otherwise the weightage allotted to each of these will be disturbed.

Table - 5 :

S.No.	Type / form of questions	Total Number		marks allotted	
		on question paper	to be answered	on 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 :

Indicate no. of marks

Prof. J. J. J.

Subject	Remembering			Understanding			Applying			Analyzing			Total		
	LA TM	SA TM	USA TM	LA TM	SA TM	USA TM	LA TM	SA TM	USA TM	LA TM	SA TM	USA TM	LA TM	SA TM	USA TM
Forms of 9s unit/ Subunit															
A	-	1	3	-	1	-	1	-	-	-	-	-	1	1	2
B	-	2	-	2	1	1	1	-	1	2	-	-	1	4	4
C	1	-	-	-	1	2	1	-	1	-	1	-	1	3	4
D	-	-	1	1	1	1	1	-	-	2	-	1	-	1	3
E	-	1	1	-	2	1	-	-	2	-	-	-	1	2	4
Total:	1	4	5	7	4	4	4	4	4	2	3	3	1	2	4

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Subject :- Education (AFL)

Topic :- Combustion & Flame

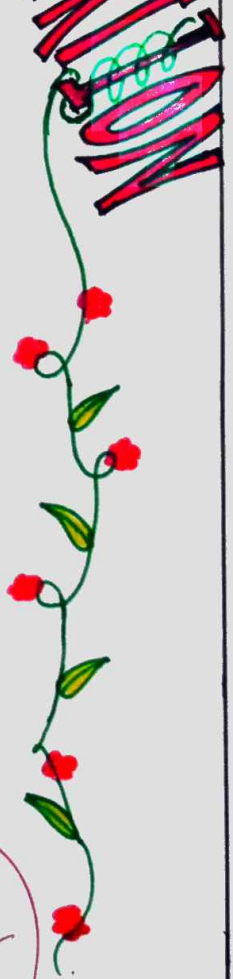
Submitted To :- Dr. D. Krishnan

Submitted by :- Brishti Debnath (6)

Megha Kumari (17)

Sanehta Kumari (94)

16
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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 intended 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
- Weightage to Difficulty Level

Mark?
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. of items
REMEMEMBERING	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%	$1 \times 10 = 10$
VERY SHORT ANSWER	24%	$2 \times 6 = 12$
SHORT ANSWER QUESTION	24%	$3 \times 4 = 12$
EASSY QUESTIONS	32%	$4 \times 4 = 16$
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	REM EMBLING			UNDERSTANDING			APPLYING			ANALYSING			EVALUATING			TOTAL		
CONTENT	MG	USA	SA	ED	MG	USA	SA	ED	MG	USA	SA	ED	MG	USA	SA	ED		
A COMBUSTION AND ITS TYPES		2(1)			1(1)	2(1)			4(1)	2(1)			2(1)	3(1)		1(1)		14 (?)
B FLAME AND ITS STRUCTURE		1(1)	2(1)		1(1)	2(1)		4(1)	2(1)				2(2)			2(1)		16
C FUEL AND FUELS EFFICIENCY		1(1)	3(1)			2(1)		4(1)	2(1)		4(1)			2(2)	3(1)	1(1)	2(1)	20
TOTAL		1(2)	2(2)	3(1)		1(2)	2(3)		4(2)	1(1)	2(2)			1(1)	2(1)		4(1)	50 (?)
		9			16			11			7			7				

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.				Total.
				Remem- bering	Underst- anding	Applying	Analysing	
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.	Less Very Short Answer (VSA)	1	1	Acc. to question
2.	Short Answer - 1 (SA-I)	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 ALLOTTED	
		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-I)	8	6	16	12
3.	SHORT ANSWER-2 (SA-II)	8	6	24	18
4.	LONG ANSWER (LA)	4	2	20	10

BLUE PRINT

Marks : 50

Class : VII

Subject : Science

OBJECTIVES	Remembering					Understanding					Applying			Total	
	VSA	SA1	SA2	LA		VSA	SA1	SA2	LA		VSA	SA1	SA2		LA
Form of Questions															
Content															
Nutrition in Plants	1(1)					1(1)									3(1)
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)		10
Subtotal	5(5)	4(2)	3(1)			3(3)	6(3)	6(2)	10(2)	2(2)	2(1)	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%

INTERNAL ASSESSMENT

NAME : ANJU KUMARI

COURSE : B.A. B.Ed (4th sem)

ROLL NO. : 07

SUBJECT : ECONOMICS

A handwritten signature and the date '17/12/20' are written in the bottom right corner of the page. The signature is written over a circular scribble.

Define the difference b/w micro and macro economics.

Define Macro Economics.

Economics

Economics is the science which studies human behaviour as a relationship b/w ends and scarce means which have alternative uses.

Economics is the study of the use of scarce resources to satisfy unlimited human wants.

Economic is the study of mankind in the ordinary business of life.

Microeconomics

Microeconomics is the social science that studies the implications of incentives and decisions, specifically about how those affect the utilization and distribution of resources. Microeconomics shows how and why different goods have different values, how individuals and businesses conduct and benefit from efficient production and exchange, and how individuals best coordinate and cooperate with one another. Generally speaking, microeconomics provides a more complete and detailed understanding than macroeconomics.

Macroeconomics

Macroeconomics is a branch of economics that analyzes how an overall economy behaves so governments or private entities can formulate new economic policies or standards. With the right data, economists can make predictions and identify the relationships b/w many factors. This also helps governments and private institutions determine the value of currency and interest rates. In this article, we define macroeconomics, explain how it differs from microeconomics and list what areas of macroeconomics research exist.

Difference b/w Microeconomics & Macroeconomics

Microeconomics

Microeconomics studies individual economic units.

The branch of economics that studies the behaviour of an individual consumer

Macroeconomics

Macroeconomics studies a nation's economy, as well as its various aggregates.

The branch of economics that studies the behaviour of the whole economy

Microeconomics helps to point out how equilibrium can be achieved at a small scale.

Microeconomics also focuses on issues arising due to price variation & income levels.

Covers various issues like demand, supply, product pricing, factor pricing, production consumption, economic welfare, etc.

Helpful in determining the price of a product along with the price of factors of production (land, labour, capital, entrepreneur etc.) within the economy.

Macroeconomics help determine the equilibrium levels of employment of the nation.

The primary component of macroeconomic problems is income.

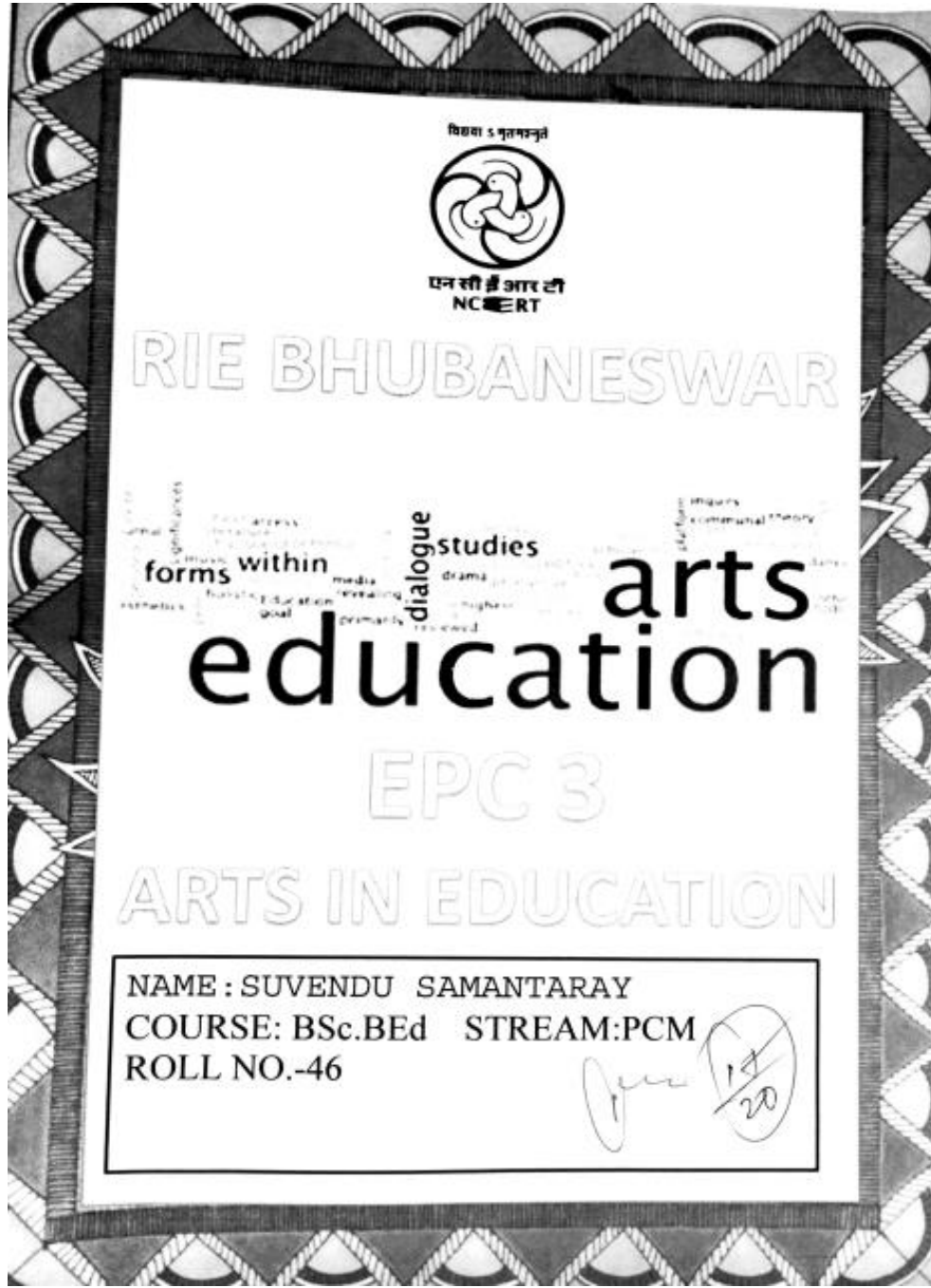
Covers various issues like, national income, general price level, distribution, employment, money etc.

Maintains stability in the general price level & resolves the major problems of the economy like inflation, deflation, unemployment and poverty as a whole.

Sample assignments given and assessed for theory courses

4. c) Hands-on activity

Integrated 4 years B.Sc. B.Ed. Programme





The music accompanying the dance is typically a fusion of classical and folk elements, played on instruments like the Sitar, Dholak, Harmonium, and more. The lyrics of the songs used in the dance often narrate the stories of valor, love and courage.

Traditionally - Gharana was performed by women of the royal court and was considered a symbol of prestige and status. With time, the dance form has become more accessible and is now performed by women from all walks of life.

In conclusion, Gharana is a beautiful and captivating dance form that reflects the rich cultural heritage of Rajasthan. Its intricate movements, graceful performance and fusion of classical and folk elements make it a must-see performance for anyone interested in Indian culture and dance forms.

— x —



ART FORM

Rajasthani dance forms are an important part of the rich cultural heritage of Rajasthan, a state located in the northwestern part of India. These dance forms have evolved over the centuries and are deeply rooted in the rich history and traditions of the region. They are performed during various occasions like weddings, festivals and religious ceremonies and are a showcase of the vibrant spirit of the people of Rajasthan.

One of the most famous dance forms is Gharbar. It is a mesmerizing and graceful dance performed by women, usually on auspicious occasions and festivals.

The dance involves twisting and spinning in intricate and graceful movements while wearing a Ghagra - a flowing skirt and twists again, creating a beautiful and captivating spectacle. The movements are slow and graceful, with the dancer appearing to glide across the floor.

TOPIC - TEXTBOOK ANALYSIS TO FIND OUT THE INTEGRATED ART FORM

NAME OF TEXTBOOK - MATHEMATICS - textbook for Class - VI

NAME OF THE PUBLISHER - NCERT - National Council of Education Research & Training

PRICE OF THE BOOK - ₹ 65

FORWARD - National Curriculum Framework (2005)

FIRST EDITION - February 2006.

CHECKLIST -

Physical Layout -

- Binding of the book was not so good.
- Size of the book was normal.
- There are colorful pages in the book.
- Book is less attractive.
- Chapters are according to the age of students.

CONTENT

- Content is in the sequence and they are according to the lesson.
- The book has a lot of activities which are totally based on students.
- The book is child centred.

INTRODUCTION

Textbook is a book about a particular subject that is used in the study of that

The circle represents the sun and the moon, while the triangle depicts mountains and conical trees. The square renders to be a human invention.

How this art form was used in class?

I used this form of art to teach about shapes, Geometry was introduced to the class.

The basic concepts and the properties of triangle can be used to teach:

Different types of triangle eg:

- a) Obtuse angled triangle
- b) Acute angled triangle
- c) Right angle triangle were depicted using wall paintings.



[Handwritten signature]

RELEVANCE :

He is known for his simplicity and humility. He has remained grounded despite his success and continues to inspire people with his story of hard work and perseverance.

He is a highly talented and versatile actor who has made a significant impact on the Indian film and television industry.

EDUCATIONAL IMPLEMENTATION :


- Acting can help students develop strong communication skills, including speaking in public, pronunciation and articulation.
- Acting encourages students to tap into their imagination and express their creativity.
- Acting can help build students' confidence by challenging them to take risks and step outside their comfort zone.



Sample assignments given and assessed for theory courses

Integrated 2 years B.Ed. Programme

ASSIGNMENT WORK

Maithili
Thakur 
Folk
Singer

SUBMITTED BY :-

ABHIJEEB KUMAR
ROLL-NO :- 01 (AK)
Class :- B.ED (AK)
THIRD SEMESTER

Regional Institute of education
NCERT
BHUBANESWAR - 06-02-2022

Q4 - Write up on life and work of any one artist (local or National)

→ Maithili Thakur is an Indian classical singer born in Madhubani, Bihar on 25th July 2000. She has received the Folk Music of Bihar and sings Maithili songs just like Sharda Sinha. Maithili Thakur represents the folk music of Bihar and has made the old tradition alive.

Maithili is one of the twenty-two official languages of India and it is an old language flourishing during 13th cent. yet being a local language it has not found recognition. In that case Maithili Thakur becomes the modest example who sings Maithili songs and keeps the tradition alive. Maithili Thakur sings Ramcharitmanas by Tulsidas. Along with folk songs she is trained in harmonium and tabla. Famous folk songs like Jai Jai Jaiem dahanwa has been sung by her and

this song is available on her you tube channel. on 20th Dec 2022 she was appointed as the state soun of Bihar by election Commission of India. this will definitely encourage other folk artists. the example of maithili thakur can be seen as the birth of a culture which respect its old tradition in the modern age. maithili thakur can even fill the gap for the infilled dreams of indigenous poetry, songs and tradition. In the modern age with the help of social media folk culture can be put on a bigger platform where the whole world will experience that. this is good for folk art, songs and culture, which is about represent by maithili thakur.

Signature
20/12/22

REGIONAL INSTITUTE OF EDUCATION (NCERT) BHUBANESWAR



Assignment on
FAMOUS ARTISTS



....Submitted by....

Name- Ajay Kumar Verma
Rollno-03
Class- B.Ed 2nd yr Arts.



About the Artists:-

Mahendra Singh Dhoni, popularly known as 'Mahi' is one of the most internationally acclaimed cricket players and former captain of the Indian cricket team. A skilled batsman, efficient captain, and flexible wicketkeeper, he played dynamic roles within the team that eventually led India to win the Twenty 20 limited-over format. He delivered incredible performances throughout his career, soaring the legacy of cricket in India.



Early Life:-

- * Mahendra Singh Dhoni was born in the Ranchi district of Jharkhand on 7 July 1981. He was the youngest of the three children of Pan Singh and Devaki Devi.
- * He worked as a Travelling Ticket Examiner (TTE) at the Kharagpur Railway Station under the South Eastern Railway from 2001-2003.

Indian Premier League:-

→ Dhoni became a part of the Chennai Super Kings (CSK) at the most expensive player of the season during the auctions. He was given a copious amount of US\$ 1.5 million. Under his captaincy Chennai Super Kings gave a laudable performance in the Indian Premier League.

→ Dhoni is one of the players with a record of playing the maximum number of IPL matches. He also played as a batsman and wicket-keeper under the captaincy of Steve Smith.

Association with Territorial Army

Dhoni was awarded the honorary rank of Lieutenant Colonel in the Parachute Regiment of the Indian Territorial Army (ITA) in 2011, for his contribution to the nation of a cricket player. At the Agga Training Camp, he completed five parachute training jumps from the aircraft of Indian Army and became a qualified parachuter in 2015.



Awards and Honours :-

- MS Dhoni received Padma Bhushan, the third highest civilian honour in India, in 2018.
- In the year 2009, he received the fourth-highest civilian award in India, Padma Shri.
- He received the highest sporting honour in the country, Major Dhyan Chand Khel Ratna, in 2007-08.
- He was chosen the best India cricketer of the year in 2012.
- Dhoni's life story was made in to a film "MS Dhoni: The Untold Story" in 2018.

Conclusions-

From winning the cricket world cup to the champions trophy and being the only captain to lead his team to victory on both occasions, it is not surprise that M.S. Dhoni has termed as a 'legend of the cricket'. Dhoni is labeled as 'captain cool' and this comes a great compliment to this cricketer as he is known for maintaining his calm and composure during tough times and is hence prepared for any situation he is about to face. He breaks cricket and that is the secret to his success.

4.a) Library work

REGIONAL INSTITUTE OF
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BHUBANESWAR



एन सी ई आर टी
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**TOPIC- TEXT BOOK ANALYSIS TO FIND
OUT ART INTEGRATION OF ART FORMS**

SUBMITTED BY-

NAME- AIUSHI SHARMA

CLASS- B.ED 2ND year

ROLL NO- 02

SUBJECT- ARTS IN EDUCATION

GUIDED BY- Dr RASMI REKHA SETHY

I →

Fig. 2
A bronze image of
Marikkavasagar.



CHAPTER →

08 (Devotional
Paths to the
Divine)

TOPIC →

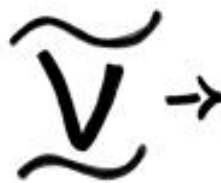
Hagiographies

ART FORM →

Visual arts.

This bronze sculpture of Nalvar saint of Chola dynasty, of 12th century is used under the topic of hagiographies as visual art form as he was a very prominent Tamil saint, his works are celebrated for their poetic expression. Hagiography (writing of saints lives) were found about him during this 12th century.

but can get a glance at beautiful painting of them as shown in the visual art. It also forms a linkage with the religious beliefs and culture of the people of Odisha and taking this generation to generation. This also develops the interest of students to learn more about the culture and traditions and promote cultures and rich cultural heritage among each other. It makes the class more interesting and helps to engage students with the content of the lesson.



"Classical" dances

The question of defining any art form as "classical" is often quite complicated. Do we define something as classical if it deals with a religious theme? Or do we consider it classical because it appears to require a great deal of skill acquired through long years of training? Or is it classical because it is performed according to rules that are laid down, and variations are not encouraged? These are questions we need to think about. It is worth remembering that many dance forms that are classified as "folk" also share several of the characteristics considered typical of "classical" forms. So, while the use of the term "classical" may suggest that these forms are superior, this need not always be literally true.

Other dance forms that are recognised as classical at present are:
 Bharatanatyam (Tamil Nadu)
 Kathakali (Kerala)
 Odissi (Odisha)
 Kuchipudi (Andhra Pradesh)
 Manipuri (Manipur)



Fig. 4
 Odissi dancers in a rare painting

Find out more about any one of these dance forms.

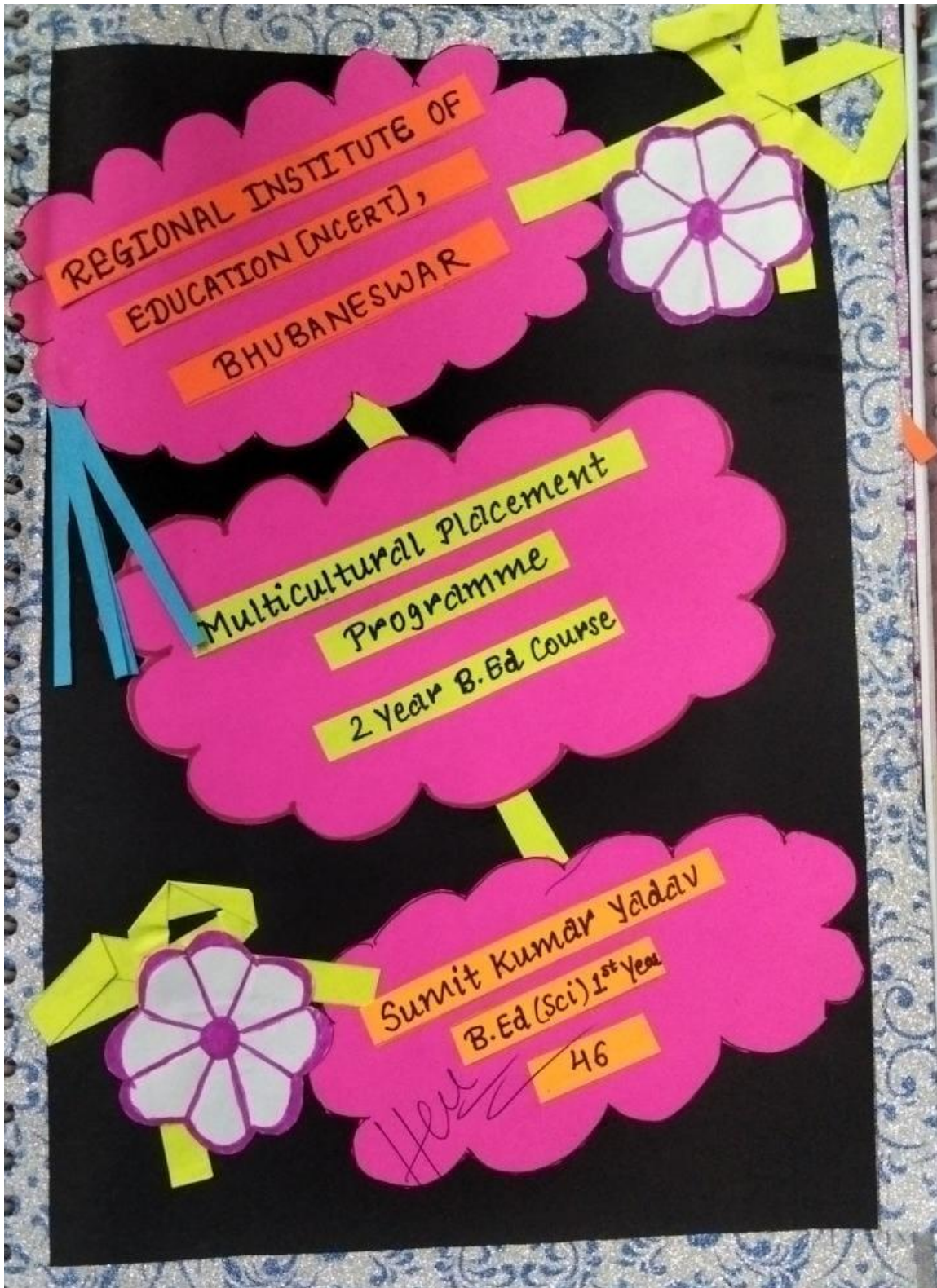
CHAPTER → 09 (The Making of Regional Cultures)

learning and exploring more about the dance form. This visual representation also gave students a chance to learn more about the dance form and the areas where the dance is famous. It made the learning more understanding and easy to comprehend about the danceform.

Learning with the help of visual art will make the class interesting and give students a chance to take this danceform as a hobby and relate more to the culture and tradition of India. Through this, learning about Kathak (dance form) also provide information about the other visual representation used in monuments about the danceform.



4.a) Field Exploration



i) Area (Specification of the activity) :-

As it was the time of periodic test Examination, as a student teacher, I did not to burden the students with new information just before examination. So, I choose to conduct a play way activity on keywords of science that they were aware about. and I asked the students to participate in activity that will rejuvenate their knowledge and it will be helpful as Revision of subject for their exam also. As this activity was entertaining and educative, the students participated with full vigor.

ii) Process / Method of activity conducted :-

At the very first, students were explained the process (method) of the activity that they were going to follow in the class. and they were asked to arrange themselves in proper and organised way. Now, at initially, teacher will give any alphabet of their own like say 'F'

Now the first student will tell any word by using that letter said by teacher i.e. 'F' and will explain that words to the class. Students says 'F' fiction. Now the next student will tell new word by using the last letter of the word which was given by

Previous student. Students say 'N' for 'Nucleus' and he described it.

Hence, the third student will let us know the class any word framed from the last letter of word 'Nucleus' is 's'. In this way, the activity proceeded further and keywords of science come to observe by the class and also explained that words.

Words Like As.....

Friction	Electrolyte
Nucleus	electron
Sound	Nitrogen
Discharge	Nebula.

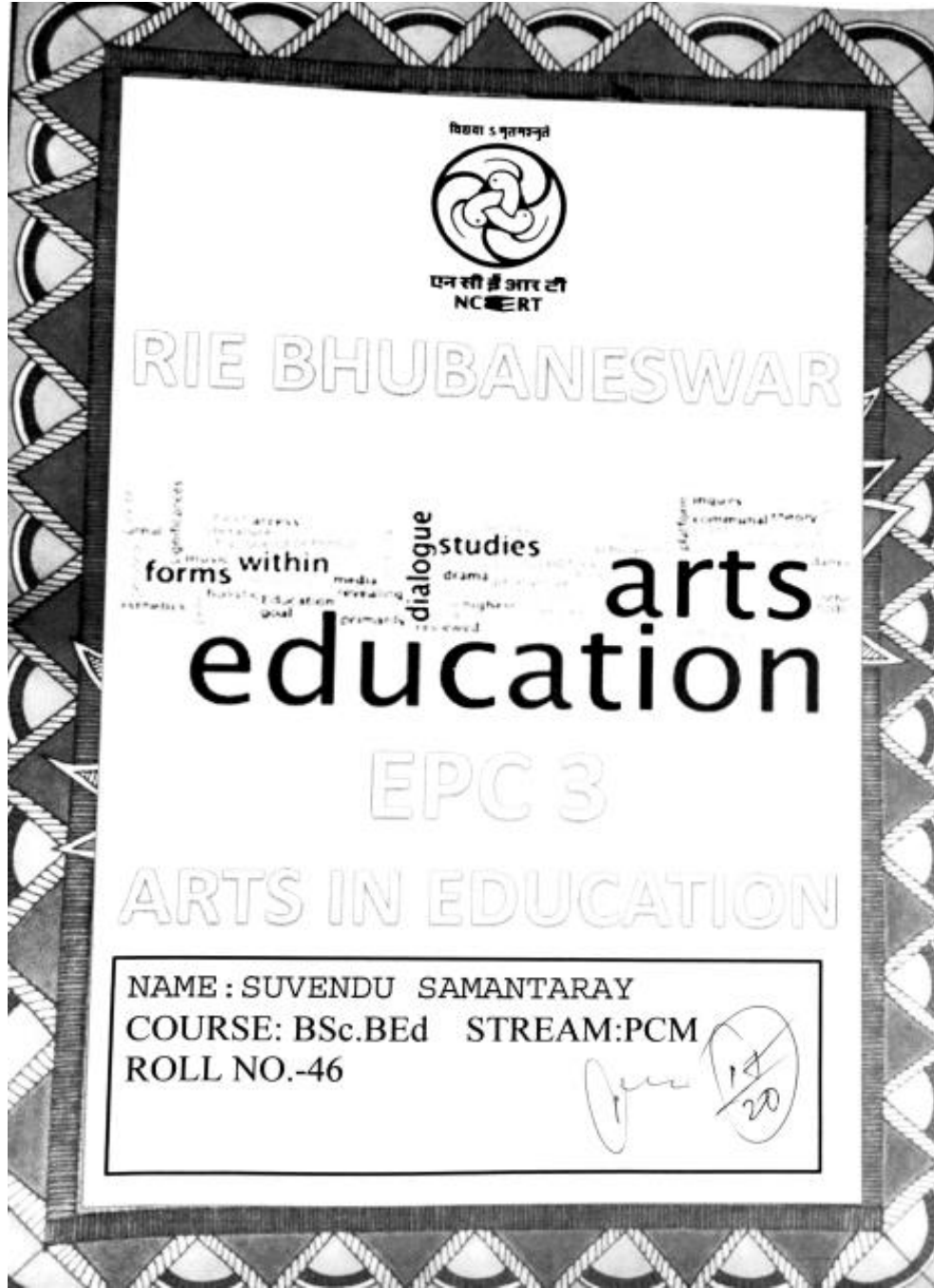
47/50

iii) Outcomes of the Activity (Specific):-

- i) Students were learned and exposed to different keywords of science and their concepts.
- ii) Creative and cognitive skill will also developed in the given activity.
- iii) Knowledge improves and developed.
- iv) Arouses curiosity and competitiveness.
- v) Interest to subject increases.
- vi) Revision of the subject for Exam also done through this activity.

4. c) Hands-on activity

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The music accompanying the dance is typically a fusion of classical and folk elements, played on instruments like the Sitar, Dholak, Harmonium, and more. The lyrics of the songs used in the dance often narrate the stories of valor, love and courage.

Traditionally - Gharbar was performed by women of the royal court and was considered a symbol of prestige and status. With time, the dance form has become more accessible and is now performed by women from all walks of life.

In conclusion, Gharbar is a beautiful and captivating dance form that reflects the rich cultural heritage of Rajasthan. Its intricate movements, graceful performance and fusion of classical and folk elements make it a must-see performance for anyone interested in Indian culture and dance forms.

— x —



ART FORM

Rajasthani dance forms are an important part of the rich cultural heritage of Rajasthan, a state located in the northwestern part of India. These dance forms have evolved over the centuries and are deeply rooted in the rich history and traditions of the region. They are performed during various occasions like weddings, festivals and religious ceremonies and are a showcase of the vibrant spirit of the people of Rajasthan.

One of the most famous dance forms is Gharbar. It is a mesmerizing and graceful dance performed by women, usually on auspicious occasions and festivals.

The dance involves twisting and spinning in intricate and graceful movements while wearing a Gharara - a flowing skirt and twists again, creating a beautiful and captivating spectacle. The movements are slow and graceful, with the dancer appearing to glide across the floor.

TOPIC - TEXTBOOK ANALYSIS TO FIND OUT THE INTEGRATED ART FORM

NAME OF TEXTBOOK - MATHEMATICS - textbook for Class - VI

NAME OF THE PUBLISHER - NCERT - National Council of Education Research & Training

PRICE OF THE BOOK - ₹ 65

FORWARD - National Curriculum Framework (2005)

FIRST EDITION - February 2006.

CHECKLIST -

Physical Layout -

- Binding of the book was not so good.
- Size of the book was normal.
- There are colorful pages in the book.
- Book is less attractive.
- Chapters are according to the age of students.

CONTENT

- Content is in the sequence and they are according to the lesson.
- The book has a lot of activities which are totally based on students.
- The book is child centred.

INTRODUCTION

Textbook is a book about a particular subject that is used in the study of that

The circle represents the sun and the moon,
while the triangle depicts mountains and conical trees.
The square renders to be a human invention.

How this art form was used in class?

I used this form of art to teach about shapes,
Geometry was introduced to the class.

The basic concepts and the properties of triangle
can be used to teach:

Different types of triangle eg:

- a) Obtuse angled triangle
- b) Acute angled triangle
- c) Right angle triangle were depicted using
wall paintings.



RELEVANCE :

He is known for his simplicity and humility. He has remained grounded despite his success and continues to inspire people with his story of hard work and perseverance.

He is a highly talented and versatile actor who has made a significant impact on the Indian film and television industry.

EDUCATIONAL IMPLEMENTATION :

- Acting can help students develop strong communication skills, including speaking in public, pronunciation and articulation.
- Acting encourages students to tap into their imagination and express their creativity.
- Acting can help build students' confidence by challenging them to take risks and step outside their comfort zone.



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ASSIGNMENT WORK

Maithili
Thakur
Folk
Singer

8/10

SUBMITTED BY :-

ARHITJEE KUMAR

ROLL-NO :- 01 (A1K)

Class :- B.ED (A1K)

THIRD SEMESTER

Regional Institute of education

NCERT

BHUBANESWAR - 06-02-2022

Q4 - Write up on life and work of any one artist (local or National)

→ Maithili Thakur is an Indian classical singer born in Madhubani, Bihar on 25th July 2000. She has received the Folk Music of Bihar and sings Maithili songs just like Sharda Sinha. Maithili Thakur represents the folk music of Bihar and has made the old tradition alive.

Maithili is one of the twenty-two official languages of India and it is an old language flourishing during 13th cent. yet being a local language it has not found recognition. In that case Maithili Thakur becomes the modest example who sings Maithili songs and keeps the tradition alive. Maithili Thakur sings Ramcharitmanas by Tulsidas. Along with folk songs she is trained in harmonium and tabla. Famous folk songs like Jai Jai Jaiem dahanwa has been sung by her and

this song is available on her you tube channel. on 20th Dec 2022 she was appointed as the state soun of Bihar by election Commission of India. this will definitely encourage other folk artists. the example of maithili thakur can be seen as the birth of a culture which respect its old tradition in the modern age. maithili thakur can even fill the gap for the infilled dreams of indigenous poetry, songs and tradition. In the modern age with the help of social media folk culture can be put on a bigger platform where the whole world will experience that. this is good for folk art, songs and culture, which is about represent by maithili thakur.


20/12/22

4.d) Preparation of term paper

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Regional
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BBSR

ECONOMICS
Assignment

Semester - iv
Internal - 1
Session - 2021-2022

TOPICS - MACROECONOMICS

NAME - AMAN KUMAR
ROLL NO - 04

17/20 *Ruh*

Question : Define Macro Economics. discuss the difference between micro and macro economics.

Ans : Macroeconomics is a branch of economics that depicts a substantial picture. It scrutinises itself with the economics economy at a massive scale and several issues of an economy are considered. The issues confronted by an economy and the headway that it makes are measured and apprehended as a part and parcel of macroeconomics. When one speaks of the issues that an economy confronts, inflation, unemployment, increasing tax burden etc. are all contemplated. This makes it apparent that macroeconomics focuses on large numbers.

It studies the association between various countries regarding how the policies of one nation have an upshot on the other. It circumscribes within its scope, analysing the success and failure of government strategies.

* Concepts Covered under macroeconomics

A Capitalist nation

A Capitalist country is distinguished by sub-urbanised and voluntary conclusions for economic planning instead of the consolidated political practices. There are a few aspects of a capitalist financial structure (economy) mentioned that would provide a better intuition into the concept. The attributes of a Capitalist nation are as follows:

Investment expenditure

As the name says it all it is the money consumed towards charges to create investments. In other words, it is the

~~money~~

money that the family circle (households) and enterprises spend on Capital goods. It plays a decisive role in macroeconomic pursuit for business cycles and economic enhancement in the long run

In short, the investment expenditure is proficient of creating additional income and fosters employment in a nation.

* The following are the types of investments: -

- ① Autonomous investment
- ② Financial investment
- ③ Real investment
- ④ Gross investment
- ⑤ Net investment

- As the term implies macroeconomics looks at the overall big picture scenario of the economy, put simply it focuses on the way the economy performs as a whole and then analyzes how different sectors of the economy related to one another to understand how the aggregate functions. This includes looking at variables like Unemployment, GDP and Inflation.
- Macroeconomics is a rather broad field, but two specific areas of research are representing representative of this disciplines. The first area is the factors that determine long term economic growth, or increases in the national income. The other involves the causes and consequences of short-term fluctuations in national income and employment, also known as the business cycle.

* Following difference between Microeconomics and macroeconomics →

S.No	Microeconomics	Macroeconomics
1.	Microeconomics studies individual economic units	Macroeconomics studies a nation's economy, as well as its various aggregates
2.	Microeconomics primarily deals with individual income, output, Price of goods etc.	macroeconomics is the study of aggregates such as national output income as well as general price levels.
3.	Microeconomics focuses on overcoming issues concerning the allocation of resources and Price discrimination	Macroeconomics focuses on upholding issues like employment and national household income
4.	Microeconomics accounts for factors like the demand and supply of a particular commodity	Macroeconomics account for the aggregate demand and supply of a nation's economy.
5.	Microeconomics offers a picture of the goods and services that are required for an efficient economy. It also shows the goods and services that might grow in demand in the future.	Macroeconomics helps ensure optimum utilization of the resource resources available to a country.
6.	Microeconomics helps to point out how equilibrium can be achieved at a small scale.	Macroeconomics help determine the equilibrium levels of employment and income of the nation.

4.e) Identifying and using the different sources for study

REGIONAL INSTITUTE OF
EDUCATION
Bhubaneswar
(National Council of Educational Research And Training)

Assignment On
Understanding ICT and its Application

Submitted By
Lakshman Chandra Jana
Class - B. Ed.
Stream - Arts
Roll no. - 19

Submitted to
Ms. Subhra Rath ma'am
Semester - 1st
Session - 2022 - 2024

18/20

ASSIGNMENT

Differentiate high-level language from low-level language.

① High-level language -

The high-level language is a programming that allows a programmer to write the programs which are independent of a particular type of computer. The high-level languages are considered as high-level because they are closer to human languages than machine-level languages.

② Low-level language -

The low-level language is a programming language that provides no abstract from the hardware, and it is represented in 0 or 1 forms, which are the machine instructions. The language that comes under this category are machine-level language and assembly language.

EVOLUTION OF ICT

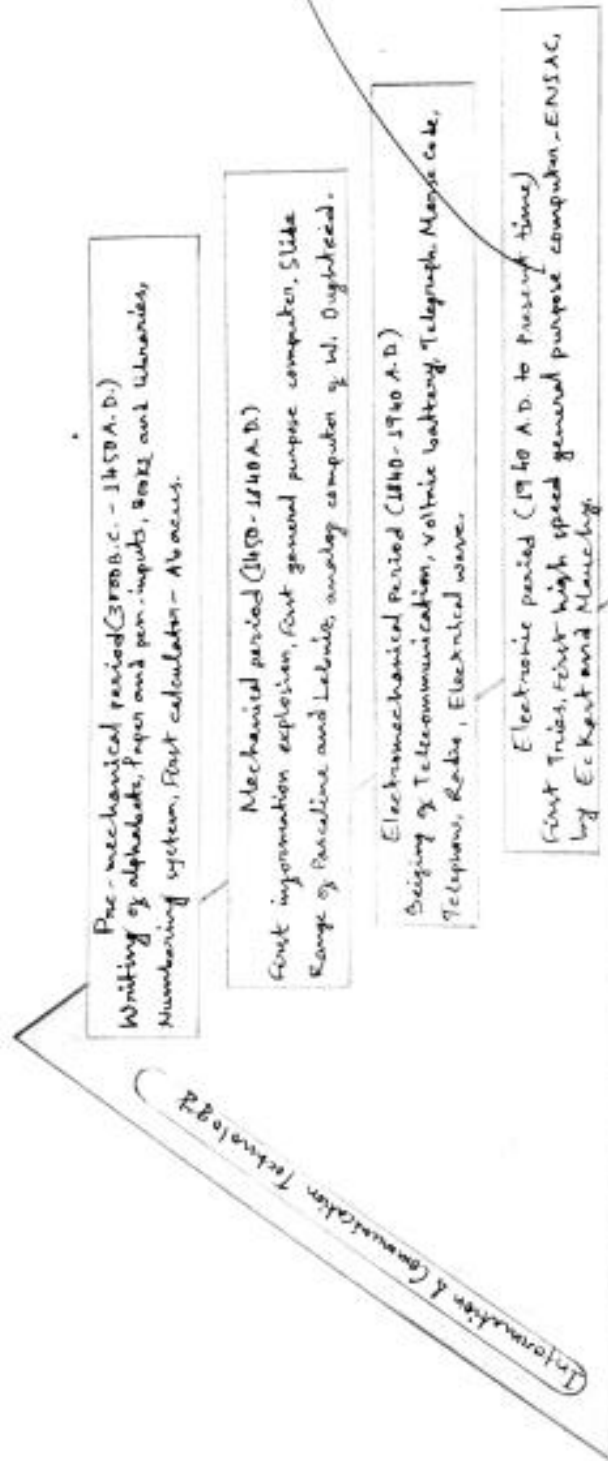


Fig - Evolution of Information and Communication Technology with time period.

system or a private network inside a computer. Simply put, it is the unauthorised access to or control over computer network security systems for some illegal purpose.

3) Malware

Malware, or malicious software, is any program or file that is intentionally harmful to a computer, network or server.

Malware is an umbrella term that describes any malicious program or code that is harmful to any system. It can infect networks and devices and is designed to harm those devices, networks and/or their users in some way.

4) VIRUS

Full form of VIRUS is. Vital Injurious

Under Sense.

A computer program that can copy itself and infect a computer without permission or knowledge of the user. A virus might corrupt or delete data on a computer, use email programs to spread itself to other computers, or even erase everything on a hard disk.

20/11/21