

## 2.4.12 Assessment Criteria Adopted in Internship



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

## 2.4.12 Assessment Criteria Adopted

### Assessment criteria for the Student-Teachers

#### B.Ed. ,4 Year B.Sc. B.Ed. and BA.B.Ed.

##### **Introduction**

In any professional pre-service course, the theory learnt by the student has to be tried out in a real situation. Internship provides this opportunity and thereby complements the course. In teacher development programmes, internship provides the opportunity where the student-teachers can find for themselves the extent to which the methods and techniques of teaching they have learnt during the course, are useful in classroom situation. Internship is the period during which the student teacher stays in the school for a certain extended period, mingles with the school community, gets the first-hand knowledge of the school situation and the associated problems, participate in the programmes of the school, organizes new and productive programmes for the benefit of the school. These helps in developing the right skills, attitudes, interests and appreciation and make the best use of the expertise and resources in the school to blossom into good teachers who could be an asset to any school.

An intern is like an apprentice working under the guidance of highly motivated and experienced teachers of the school. For the first time he faces a cross section of the students which is a mixture of different ability groups often having varied social backgrounds, in a real classroom. While he will have learnt techniques of teaching for different uniform ability groups, he will be called upon to tailor new techniques and methods to suit mixed ability groups and this real challenge gets the best in the internee.

##### ***Duration 16 Weeks***

16 weeks internship shall be carried out during the third semester. The student teachers are required to be placed in the schools selected by the Institute. The number of student teachers to be allotted to a particular school shall be 10-12 or as decided by the institute. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools. In addition, a separate coordinator may be appointed for each state knowing the regional language of the respective state.

##### ***Nomination of Mentor Teachers***

The internship coordinator/s while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

##### ***Identification of Supervisors***

The faculty members of the institute would be allotted to different schools as supervisors during the internship period. Along with the names of the faculty members, the subject/subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

##### **Records to be submitted**

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities

- Record of Participation/organization of school activities
- Record of observation of peer teaching
- Record of observation of class of regular teacher/mentor teacher
- Report of action research
- Assessment record
- Reflective Journal

### Assessment

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers/HM/Principal, peers, supervisors of the institute; and various records submitted by the student teachers.

**The weightage to different components of internship shall be assigned as under:**

Component	Minimum Number	Maximum Marks	Internal- by the faculty of the Institute	External by the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Observation record of classes taught by <b>mentor</b> teachers/regular teachers	10 (05 in PC-1 and 05 in PC-2)	10(5+5)	10	--
Unit Plan	2 in each subject/pedagogy	10 (5+5)	10	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	10	10	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	10	10	--
Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	10 (5+5)	10	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	All	10 (5+5)	--	10
Reflective Diary	1	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	80	40= (PC-1(20)+ PC-2(20))	40= (PC-1(20)+ PC-2(20))
Overall Assessment of Trainee by Head Teacher/Principal		10	--	10

Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		250	190	60

**B.Sc..B.Ed. and B.A.B.Ed.**

**The weightage to different components of internship shall be assigned as under:**

Component	Minimum Number	Maximum Marks	By the faculty of the Institute	By the Mentor School Teachers and Head Teachers
Demonstration and criticism classes by student teachers in group (16-17 students in group)	2 criticism lesson (1 in each pedagogy course)	10 (5+5)	10	--
Unit Plan	2 in each subject/pedagogy	20 (10+10)	20	--
Lesson Plan (PC-1)	50 Lesson Plan 10 Lesson Notes	20	20	--
Lesson Plan(PC-2)	50 Lesson Plan 10 Lesson Notes	20	20	--

Classroom observation record of peers	20 Lesson (10 in PC-1 and 10 in PC-2)	20 (10+10)	20	--
Records of participation/organization in curricular activities	1	10	10	--
Records of school profile	1	10	10	--
Action Research	1	20	20	--
Student Assessment Records	2 (one for each subject)	20 (10+10)	20	
Teaching Learning Resources	-	10	--	10
Reflective Diary	-	10	10	--
Assessment by mentor teacher(s)/HM/Principal /Inst supervisors based on overall performance in school including teaching and participation in other school activities	60 lesson in PC-1 and 60 lesson in PC-2	120	120= (PC-1(60)+ PC-2(60))	
Overall Assessment of Trainee by Head Teacher/Principal		40	--	40
Presentation of reflections on internship experiences (Post Internship)		20	20	--
Total for III Semester		350	300	50

## **1. Assessment by Self (Self Reflection)**

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022  
Reaction Anticipation Guide and Reflection Template**

To be completed before teaching in classroom(Anticipation) Plan made for Teaching	Topic decided for teaching with key points And sub-points	To be completed after teaching (Reaction)Your experience about teaching (both positive And negative)
<ul style="list-style-type: none"> <li>• <b>Reaction</b> On basis of your experience write down what you have learned from this lesson?</li> <li>• <b>What changes you will make for the next lesson?</b></li> <li>• <b>What type of support you needed (if any):</b></li> <li>• <b>Issues Faced:</b></li> <li>• <b>Reflection on applying Theory into Practice:</b></li> </ul>		

## **2. Assessment by Peer**

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022**  
**CLASSROOM OBSERVATION RECORD OF PEERS**  
**B.Ed/B.Sc.B.Ed/B.A.BEd**

Name of cooperating School:  
 Name of the Student Teacher:  
 Roll No :  
 Pedagogy Subject:  
 Name of Peer Teacher whose lesson is observed:  
 Name of the Supervisor/Mentor Teacher:

Date:  
 Class:  
 Period:  
 Subject:  
 Topic:

<b>Steps</b>	<b>Learning Points</b>	<b>Teacher Initiatives and Learning Process</b>	<b>Suggested Alternative/Additonal Activities</b>	<b>Reasons for Suggested Alternative/Additonal Activities</b>
Introduction (Engage)				
Presentation				
Evaluation				
Any other significant observation				

**Signature of Peer Teacher**

**Signature of Supervisor/Cooperating teacher**

### **3. Assessment by Cooperating Teachers and Institute Teacher Educators**

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

Name of the Cooperating JNV:

Class:                      Subject:

Topic:

Period:

Date:

Name of the Student Teacher:

Name of the Course: **BAB.Ed.B.Sc.B.Ed/B.Ed.**

Roll No:

Name of Supervisor/Mentor Teachers:

Sl No	Aspects/ Criteria	Rating: Very Poor to Excellent (1-10)									
		1	2	3	4	5	6	7	8	9	10
1	<b>Lesson Planning:</b> (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	<b>Introducing Lesson:</b> (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)										
3	<b>Presentation of Topic:</b> (New topic is presented with simple and interesting ways, appropriate learning resources are used, appropriate strategy is used for teaching )										
4	<b>Participation of Students:</b> (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers )										
5	<b>Classroom Management:</b> (Equal opportunity to all students, reinforcement for continuous participation, management of student activity )										
6	<b>Assessment:</b> (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	<b>Overall Personality:</b> ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)										

**Signature of Supervisor/Mentor Teacher**



## APPENDIX-12

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022

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

Name of the Principal:

Name of the School:

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

Roll No	Name of the Student Teacher	1* (2)	2** (3)	3*** (2)	4**** (3)	Total (10)

**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.Sc.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**

**APPENDIX-13**

**REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022  
Assessment Report by Institute Supervisor**

Name of the Institute Supervisor: \_\_\_\_\_

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

Sl No	Roll No	Name of the Student-Teachers	Name of the school	Pedagogy Subject	No of lesson observed	Total (20)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						

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

**Signature of the Institute Supervisor**

**APPENDIX-14**

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

Supervision and Monitoring Report of B.Sc.B.Ed/B.Ed/B.Ed..

Name of the JNV \_\_\_\_\_

Name of the Institute \_\_\_\_\_

Supervisor.....

Period of Supervision From.....To.....

**Details of Monitoring and Supervision**

Name of the Student	Class and Roll No. (Arts/Science)	Pedagogy Subjects	Programme in different activities							
			Unit plan	No of Observation of regular	No. of lessons completed	No. of peer lesson	Achievement Test Report	Learning resources Report	Action Research	

				teachers classess		observation completed			
1	2	3	4	5	6	7	8	9	10
1									
2									
3									
4									
5									
6									

**N. B.:** Please submit one copy to the programme Coordinator after your visit.

**Signature of the Supervisor(s)**

**Regional Institute of Education, NCERT, Bhubaneswar**  
**Internship Self – Evaluation Form**

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 student teacher :	
Name & Address of school :	
Pedagogy Papers :	
Dates of Internship :	7TH November 2021 to 20th February 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 materials apart from the textbook.				
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 charts, flashcards, models and other suitable teaching aids on different topics for my class.				
9.	I used ICT in my teaching				
10.	I was able to handle constructivist lessons at school level				
11.	I made my students do critical thinking and use problem solving skills during teaching				
12.	I was able to prepare a good achievement test and assess the students				

**II. Behavior with Students**

S. No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have a good report with the students				
2.	I had a good interaction with my students				
3.	I encourage students to participate in class activities				
4.	I give constructive feedback on the work done by students				
5.	I maintain a good, positive environment in the classroom that is conducive to learning.				

**III. Perception about Internship**

S. No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree

1.	The number of lesson plans to be written and classes to be handle was adequate				
2.	I was able to complete my class within time				
3.	I exhibited a positive attitude towards practice teaching				
<b>S. No.</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
4.	The resource and infrastructure facilities of my practicing school 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 teacher educator and mentors				
7.	Supervision of teaching practice by my teacher educator and mentors helped me to develop my professional qualities for effective teaching				
8.	I am satisfied with the role of my teacher educator and mentors in enhancing my teaching skills				
9.	My communication skills have greatly improved during teaching practice				
10.	Teaching practice proved useful in improving my classroom management skills				
11.	With teaching practice , I have learnt to take responsibility as a teacher				
12.	Teaching practice helped me to gain confidence in teaching				
13.	I observed and participated in the day – to – day organizational activities of the school				
14.	I feel comfortable in doing all assigned duties and responsibility to me at school				
15.	I felt that I was an integral and valued part of the member of the school				

<b>Please list three opportunities of the Internship</b>	<b>Please list any three suggestions for improvement of internship</b>
<b>1.</b>	<b>1</b>
<b>2.</b>	<b>2</b>
<b>3</b>	<b>3</b>

Assessment Criteria:M.Ed.

**INTERNSHIP IN  
TEACHER EDUCATION INSTITUTIONS  
OF M.Ed. II SEMESTER**



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

## REGIONAL INSTITUTE OF EDUCATION, NCERT, BHUBANESWAR

### Introduction

The 2-year M.Ed. programme is designed to provide opportunities for students to deepen their knowledge and understanding of Education as a discipline of study. The programme intends to provide a longer integrated model which weaves balance between theory and field exposure. The prospective teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analysing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through various courses in the curriculum. The field engagement i.e. internship in teacher education institutions is designed with an intention to help students integrate theory and practice of teacher education.

### Objectives

- To acquaint with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- To Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- To acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community

### Activities

The internship will be organized in two phases of two weeks in a pre-service teacher education institution.

- Under the guidance of a mentor teacher educator, undertake planning and implementation of learning experiences on a unit from the prescribed course in the pre-service teacher education curriculum.
- Plan assessment criteria/tools and evaluate the performance of student teachers on the unit transacted.
- Based on the acquaintance with various activities, infrastructure and resources of the teacher education institution, prepare an institutional profile with reflections on the experiences gained.

### Assessment

The internship in teacher education institutions is to be assessed continuously during the classes allotted for the same and pre conference, placement in TEI and post conference: reflection sessions. The sixty marks have been distributed as follows.

1. Unit Planning (During the Classes held at the Institute and placement in TEI): 10 Marks
2. Lesson planning and transaction at TEI: 25 Marks and Lesson End Feedback 10 Marks
3. Institute Profile and reflection: 15 Marks

## 5. Roles, Duties and Responsibilities of the Personnel Involved in the Programme:

### 5.1 Role of Prospective Teacher Educator:

- Report to the Principal/Head of the TEI on the day of the internship placement with the group.
- Put signature in the attendance register twice every day

- Seek cooperation from cooperating teacher educator and supervisor wherever you face difficulty particularly for pre and post lesson discussion.
- Know the classes, periods and topics to teach from the Head of the TEI / cooperating teacher educator on the first day of internship programme.
- Prepare the lesson plan and get approval from the cooperating teacher educator / supervisor before transacting every lesson. Take classes strictly according to the timetable of the cooperating TEI
- Do not take any class without a lesson plan. Complete minimum 10 lessons (At least 3 with ICT resources)
- Perform other duties of the school and when the Head of the TEI assigns.
- Never ask for leave. In special circumstances, get prior approval of leave from your Head of TEI on emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Maintain regularity, punctuality and devotion to duty in the TEI
- Supply student teaching profile one each to the supervisor and/ or cooperating teacher educator who supervises your teaching.

### ***5.2 Role of Principal/Heads of Cooperating TEIs***

- The Principals/Coordinators of the cooperating TEIs are requested to introduce the student teachers to the students and staff on the first day.
- .
- Approve the timetable and plan of activities/ assignments of the student teachers to be carried out during the programme
- Give a brief introduction about your institute to the student teachers soon after they join in your school.
- Countersign on the attendance register maintained by the Group-leader/ Cooperating teacher educator of the school.
- See the all facilities and provisions are made available to the prospective teacher educator to teach their lessons and carry their assignments without disturbing regular functioning of the school.
- Grant leave to the student teachers in very special circumstances only.
- Assign other duties to them that are performed by the regular teacher educator of the Institution
- Allow a phase end meeting of them and the cooperating teacher educators to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards end of internship programme.
- Write your comments/ remarks/ suggestions for improvements of the programme in a separate sheet of paper and send it to us.

### ***5.3 Role of the Mentor/Cooperating Teachers:***

The Mentor/Cooperating Teachers are requested to:

- Help prospective teacher educators to prepare detailed lesson plans, brief lesson notes and plan of activities/ assignments to be conducted by them your institute.
- Go through the lesson plan before a student-teacher deliver the lesson in the class.
- Remain sitting in the class when prospective teacher educators are teaching.
- Evaluate each lesson on the prescribed proforma (student-teaching profile) and write remarks in the lesson plan book and in the observation format provided by them.



- Guide them in planning the lesson, planning and procuring teaching aids.
- Give feedback continuously to them for their improvement in their teaching and other c activities.
- Conduct past lesson discussion regularly.

### **5.3 Role of the Institute Supervisors/Mentors:**

#### **The Institute Supervisors are requested to:**

- Go through the plan of activities/ timetable/ lesson plans of the them as per the schedule of activities provided and give necessary guidance and suggestions.
- Conduct pre and post lesson discussion regularly.
- Supervise the full lesson, evaluate on the rating proforma (student-teaching profile) supplied by the students, write comments/ remarks/ suggestions for improvement of the lesson on the lesson plan book.
- For reporting ratings, supervisors with science/ arts background award marks in the teaching profile provided to them by individual student teacher. They are supposed to report ratings as a part of the internal assessment.
- Countersign the documents/ reports prepared by the student teachers after completion of their work.

## 1. Assessment by Self

### (Self Reflection)

REGIONAL INSTITUTE OF EDUCATION (NCERT), BHUBANESWAR-751022  
Reaction Anticipation Guide and Reflection Template

To be completed before teaching in classroom(Anticipation) Plan made for Teaching	Topic decided for teaching with key points And sub-points	To be completed after teaching (Reaction)Your experience about teaching (both positive And negative)
<ul style="list-style-type: none"><li>• <b>Reaction</b> On basis of your experience write down what you have learned from this lesson?</li><li>• <b>What changes you will make for the next lesson?</b></li><li>• <b>What type of support you needed (if any):</b></li><li>• <b>Issues Faced:</b></li><li>• <b>Reflection on applying Theory into Practice:</b></li></ul>		

## 2. Peer Assessment

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

Name of cooperating TEI:

Date:

Name of the Student Teacher:

Class:

Roll No :

Period:

Subject:

Subject:

Name of Peer Teacher whose lesson is observed:

Topic:

Name of the Supervisor/Mentor Teacher:

<b>Steps</b>	<b>Learning Points</b>	<b>Teacher Initiatives and Learning Process</b>	<b>Suggested Alternative/Additonal Activities</b>	<b>Reasons for Suggested Alternative/Additonal Activities</b>
Introduction (Engage)				
Presentation				
Evaluation				

Any other significant observation

**Signature of Peer Teacher**

**Signature of Supervisor/Cooperating teacher**

### 3. Assessment by Cooperating Teacher Educator and Institute Teacher Educator/Supervisor/Principal

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

**Assessment Profile Format to be used by Teacher Educator and Cooperating Teacher Educator**

Name of the Teacher Education Institution Placed for Internship:

Class:                      Subject:    Topic:    Period:

Date:

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

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	<b>Lesson Planning:</b> (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	<b>Introducing Lesson:</b> (Readiness among students created, suitable climate set in classroom, appropriate techniques used for introducing lesson)						
3	<b>Presentation of Topic:</b> (New topic is presented with simple and interesting ways, appropriate teaching aids are used, appropriate strategy is used for teaching )						
4	<b>Participation of Students:</b> (Students are involved by asking questions, class work and group work are undertaken, interaction among peers/ teachers )						
5	<b>Classroom Management:</b> (Equal opportunity to all students, reinforcement for continuous participation, management of student activity )						
6	<b>Assessment:</b> (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	<b>Overall Personality:</b> ( Proper speed, intonation and pitch, pleasing appearance, positive manners and confidence)						

Signature of Supervisor/Cooperating Teacher Educator

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

**Profile of the Preservice Teacher Education Institutions**

**(Template)\* Suggestive only**

1. Name of the Institute
2. Brief description about the Institute (Type, Establishment, Management, ,Logo,etc)
3. Vision and mission of the Institute
4. Courses offered, strength/capacity and affiliation/Departments and sections
5. Curricular and other curricular activities
6. Human resources
  - Students enrolment
  - Academic faculties with qualifications
  - Non-teaching staff
7. Material resources
  - Classrooms
  - Library
  - Laboratory (Social science, science,Language,Psychology,art and aesthetic, games and sports etc.)
  - Play ground
  - Auditorium, Canteen etc.
  - ICT Resources/Lab
  - Hostel
8. In-service courses offered during last three years(Specify theme and sponsoring agencies and levels of participants)
9. Innovations and challenges (This section may be based on interaction with principal/Mentor teacher educators)
10. Conclusion and reflection  
(Relevant photos may be collected)

## 4. Assessment by Students

Regional Institute of Education, NCERT, Bhubaneswar

### Internship Self – Evaluation Form

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 student teacher :	
Name & Address of TEI :	
Classes Taught :	
Dates of Internship :	

#### 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 materials apart from the textbook.				
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 charts, flashcards, models and other suitable teaching aids on different topics for my class.				
9.	I used ICT in my teaching				
10.	I was able to handle constructivist lessons at school level				
11.	I made my students do critical thinking and use problem solving skills during teaching				
12.	I was able to prepare a good achievement test and assess the students				

#### II. Behavior with Students

S. No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I have a good report with the students				
2.	I had a good interaction with my students				
3.	I encourage students to participate in class activities				
4.	I give constructive feedback on the work done by students				

5.	I maintain a good, positive environment in the classroom that is conducive to learning.				
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### III. Perception about Internship

S. No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The number of lesson plans to be written and classes to be handle was adequate				
2.	I was able to complete my class within time				
3.	I exhibited a positive attitude towards practice teaching				
S. No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
4.	The resource and infrastructure facilities of my practicing school 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 teacher educator and mentors				
7.	Supervision of teaching practice by my teacher educator and mentors helped me to develop my professional qualities for effective teaching				
8.	I am satisfied with the role of my teacher educator and mentors in enhancing my teaching skills				
9.	My communication skills have greatly improved during teaching practice				
10.	Teaching practice proved useful in improving my classroom management skills				
11.	With teaching practice , I have learnt to take responsibility as a teacher				
12.	Teaching practice helped me to gain confidence in teaching				
13.	I observed and participated in the day – to – day organizational activities of the school				
14.	I feel comfortable in doing all assigned duties and responsibility to me at school				
15.	I felt that I was an integral and valued part of the member of the school				

<b>Please list three opportunities of the Internship</b>	<b>Please list any three suggestions for improvement of internship</b>
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<b>1.</b>	<b>1</b>
<b>2.</b>	<b>2</b>
<b>3</b>	<b>3</b>

**Date:**

**(Signature of the Trainee)**