

Bachelor of Education
(B.Ed.)

Resource Person's Handbook
for Practical Activities



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1. INTRODUCTION

This handbook has been prepared for the Resource Persons to be associated with Bachelor of Education (B.Ed.) programme of School of Education (SOE). The main purpose of this Handbook is to orient you about the planning, the organization, and the conduct of different types of practical activities meant for the student teachers. The handbook will also apprise you about the brief outline of the programme and your specific roles and responsibilities. To be precise the handbook deals with the following:

- various components of the practical activities;
- procedures of organizing these activities;
- tools to be adopted for evaluation of these activities;
- evaluation ;
- grading scheme; and
- the role of the resources persons.

2. ABOUT THE PROGRAMME

The Bachelor of Education (B.Ed.) programme of the Indira Gandhi National Open University (IGNOU) has been designed with the aim to develop an understanding among student teachers of the teaching-learning processes at the secondary and senior-secondary level. It focuses on enabling the student-teachers to reflect critically on the perspectives of education and integrate holistically, theory and classroom practices in order to facilitate active engagement of learners in the process of knowledge creation.

Programme Objectives

The B.Ed. programme focuses on:

- systematizing experiences and strengthening the professional competencies of student teachers, and enabling them to become reflective practitioners,
- developing an understanding of the socio-political context of education in contemporary Indian Society,
- appreciating the diverse context of learners and the need for inclusive settings in the classroom,
- creating sensitivity about language diversity in the classroom and the role of language in facilitating learning,
- developing an understanding of the paradigm shift in conceptualizing disciplinary knowledge in school curriculum,
- engaging student-teachers with self, child, community and the school to establish close connections between different curricular areas,
- identifying, challenging and overcoming inequalities in school, classroom, curricula, textbook, social institutions, etc.,

- enabling student-teachers to acquire necessary competencies for organizing learning experiences and developing competencies in selecting and using appropriate assessment strategies for facilitating learning,
- enabling student-teachers to integrate and apply ICT to facilitate teaching-learning process and in different aspects of school management, and
- providing ‘hand-on’ first-hand experience of school activities by engaging student teachers as interns in secondary/senior secondary schools.

3. PROGRAMME STRUCTURE

The programme is a judicious mix of theory and practical courses to facilitate student-teachers in acquiring skills and competencies necessary for teaching-learning at secondary/senior secondary level. Illustrations and cases of relevant situations and activities comprise the core of each course. These are suitably supported by theoretical aspects to the extent needed. Keeping this in view, the programme has following components:

First Year

Core Courses	:	16 credits
Content-based Methodology Courses (two)	:	08 credits
Workshop – I	:	04 credits
EPC I and II	:	04 credits
Internship – I	:	04 credits

Second Year

Core Courses	:	12 credits
Optional Courses	:	04 credits
Workshop – II	:	04 credits
EPC III and IV	:	04 credits
Internship – II	:	12 credits

One learner has to complete 72 credits for successful completion of the programme..

FIRST YEAR

CORE COURSES (16 CREDITS)

Course Code	Course Name	Credits
BES-121	Childhood and Growing Up	4
BES-122	Contemporary India and Education	4
BES-123	Learning and Teaching	4
BES-124	Language Across the Curriculum	2
BES-125	Understanding Disciplines and Subjects	2

CONTENT-BASED METHODOLOGY COURSES (8 CREDITS) (ANY TWO COURSES)

Course Code	Course Name	Credits
BES-141	Pedagogy of Science	4
BES-142	Pedagogy of Social Science	4
BES-143	Pedagogy of Mathematics	4
BES-144	Pedagogy of English	4
BES-145	Pedagogy of Hindi	4

PRACTICAL COURSES (12 CREDITS)**Workshop - I**

Course Code	Course Name	Credits
BESL-131	Workshop Based Activities	4

EPC

Course Code	Course Name	Credits
BESL-121	Reading and Reflecting on the Texts	2
BESL-122	Application of ICT	2

Internship-I

Course Code	Course Name	Credits
BESL-133	Internship I	4

SECOND YEAR**CORE COURSES (12 CREDITS)**

Course Code	Course Name	Credits
BES-126	Knowledge and Curriculum	4
BES-127	Assessment for Learning	4
BES-128	Creating an Inclusive School	2
BES-129	Gender, School and Society	2

OPTIONAL COURSES (04 CREDITS) (ANY ONE COURSE)

Course Code	Course Name	Credits
BESE-131	Open and Distance Education	4
BESE-132	Guidance and Counseling	4
BESE-135	Information and Communication Technology	4

PRACTICAL COURSES

(20 CREDITS)

Workshop – II

Course Code	Course Name	Credits
BESL-132	Workshop Based Activities	4

EPC

Course Code	Course Name	Credits
BESL-123	Drama and Art in Education	2
BESL-124	Understanding the Self and Yoga	2

Internship – II

Course Code	Course Name	Credits
BESL-134	Internship II	12

4. OBJECTIVES OF THE HANDBOOK

Objectives of this handbook are to facilitate and orient our various resources persons to:

- understand various components of the activities comprising B.Ed. programme;
- facilitate for effective implementation of each of these components;
- explain the assessment procedure to be adopted; and
- assess various activities of the student teachers.

5. RESOURCE PERSONS

Apart from the faculty members of SOE and RD/ARDs from regional centers of SOE, the personnel or functionaries involved in the effective and efficient organization of the practical components of this programme in one or the other capacity are generally addressed as **Resource Persons**. The functionaries or Resource Persons associated with the B.Ed. programme at different levels are given below:

- Programme In-charge (PIC)
- Academic Counsellor (AC)
- Mentor
- Supervisor
- Workshop In-charge
- Workshop Facilitator/Resource Person

6. RESOURCE PERSONS: ROLES AND RESPONSIBILITIES

SL. No.	Designation of The Funtionary	Place of Functioning	Roles and Responsibilities
1.	Programme In-charge (PIC) (Principal of the Institution or a senior faculty member recommended by him/her and appointed through proper procedure of the University)	Programme Study Centre (PSC)	<ul style="list-style-type: none"> • to supervise and coordinate all activities organized at the PSC; • to ensure the infrastructural and other physical requirements; • to identify and recommend the names of teacher educators to be empanelled as Academic Counsellors and Resource Persons; • to arrange academic counseling and communicate to student teachers and academic counselors in advance; • to organize induction programme at PSC in consultation with RC, • to facilitate student teachers in submitting their assignment and assigning assignments to various ACs for assessment purpose; • to collect the assessed assignment from AC, return the assignments to student-teacher well before the Term End Examination (TEE) and communicate the assessment grades and other relevant information to the Regional Centre and headquarters; • to correspond with all the functionaries and the student-teacher whenever necessary; • to fix the dates for the workshop in consultations with the RC and SOE HQ; • to make necessary arrangements for the workshop and communicate to student-teachers in advance;

		<ul style="list-style-type: none"> • to ensure the availability of Resource Persons (RPs) for the workshop; • to appoint approved ACs and resource persons (teacher educators) as Supervisors, • To ensure the supervision of student-teachers during their internship, • To collect assessment sheets, finalize grades with ACs and Supervisors and submit to RC.
2. Academic Counsellor (AC) (A working/retired teacher educator i.e. person having teaching experience at B.Ed. level)	Programme Study Centre (PSC)	<ul style="list-style-type: none"> • to conduct counselling sessions; • to provide counseling for theory courses; • to facilitate the workshop activities; • to assess theory and practical assignments; • to assess the activities/reports submitted during workshops.
3. Mentor (Principal/Head or a senior trained teacher working at the school where the student teacher is an intern) (Note: One mentor can do mentoring of maximum two student teachers of one Batch)	Work place of the student teacher(Upper primary/Secondary/ Senior Secondary School)	<ul style="list-style-type: none"> • To guide and help the student teacher in conducting his/her various school based activities prescribed under internship I and II. • to help the student teachers in preparation of lesson plans; • to hold pre-lesson and post-lesson discussions with the student teachers; • to observe and assess minimum 30 lessons (15 lessons in each teaching subjects), in the second year; • to authenticate and comment on the student teachers' reports of various activities;
4. Supervisor (A working/retired teacher educator, having experience of teaching at B.Ed. level) (Note: One supervisor can not supervise more than 5 students teachers in one session)	Work place of the student teacher and the Programme Study Centre	<ul style="list-style-type: none"> • to provide guidance to both the student teachers and the mentor; • to supervise, observe and assess the activities of internship of both years in consultation with the mentor; • to supervise, observe and assess minimum 10 lessons (5 each in both the teaching subject) to be delivered by the student teachers; and

		<ul style="list-style-type: none"> to assign final grades to student teachers on practice teaching in consultation with the mentor.
5. Workshop In-charge (A senior teacher educator working at PSC)	Programme Study Centre (PSC)	<ul style="list-style-type: none"> to organize the workshop as per schedule decided at PSC in consultation with PIC to guide the workshop facilitators /resource persons involved in the overall planning, organization, and implementation of various sessions of the workshop; to assess workshop-based activities jointly with the workshop facilitator/resource person, to collect the grades from facilitators/resource persons and submit to PIC, and to conduct plenary sessions and feedback sessions of the workshop.
6. Workshop Facilitator/ Resource Person ((A working/ retired teacher educator, having experience of teaching at B.Ed. level)(<i>NOTE: One resource person can not take more than 10 sessions in one workshop</i>)	Programme Study Centre (PSC)	<ul style="list-style-type: none"> to conduct various sessions of the workshop; to arrange materials for the workshop in consultation with the workshop In-charge/ programme In-charge; to interact with student teachers in groups using different delivery modes; to assess workshop-based activities related to their own sessions, and to provide necessary guidance to the student teachers at every stage of the workshop.

7. MAJOR ACTIVITIES

7.1 ACADEMIC COUNSELLING

Academic Counselling for theory courses will be carried out at the programme centre by Academic Counselors identified by PIC and approved for this purpose by the School of Education, IGNOU. Some of these sessions will be meant for orientation to and guidance in theory courses and EPC courses. The latter i.e. the counselling for EPC courses will be more practical in nature. In these sessions the Academic Counsellors will provide guidance for the practical activities to be carried out in EPC course as school-based activities, i.e. before attending the workshops. 10% of total credit worth of the course is assigned to counseling sessions. For example, for a two (02) credit course, 10% of 60 hours, i.e. 06 hours counseling will be conducted, similarly for a four (04) credit course, 12 hours counseling is required.

One counseling session will be of two (02) hours and in one day; not more than two (02) sessions can be conducted for same group of learners.

In B.Ed. Programme, the number of counseling sessions that each learner is expected to attend, is as follows:

Sl. No.	Year	Courses	Number of Counseling Sessions
1	B.Ed. First Year	CORE COURSES	
		BES-121: Childhood and Growing Up	06
		BES-122: Contemporary India and Education	06
		BES-123: Learning and Teaching	06
		BES-124: Language Across the Curriculum	03
		BES-125: Understanding Disciplines and Subjects	03
		PEDAGOGY COURSES (Any Two)	
		BES-141: Pedagogy of Science	06
		BES-142: Pedagogy of Social Science	06
		BES-143: Pedagogy of Mathematics	06
		BES-144: Pedagogy of English	06
		BES-145: Pedagogy of Hindi	06
		EPC COURSES	
BESL-121: Reading and Reflecting on the Texts	03		
BESL-122: Application of ICT	03		
2	B.Ed. Second Year	CORE COURSES	
		BES-126: Knowledge and Curriculum	06
		BES-127: Assessment for Learning	06
		BES-128: Creating an Inclusive School	03

	BES-129: Gender, School and Society	03
	OPTIONAL COURSE (Any One)	
	BESE-131: Open and Distance Education	06
	BESE-132: Guidance and Counseling	06
	BESE-135: Information and Communication Technology	06
	EPC COURSES	
	BESL-123: Drama and Art in Education	03
	BESL-124: Understanding the Self and Yoga	03

***The attendance in the counseling sessions is not compulsory but learners are expected to attend as many sessions as they can. It will increase their understanding about various courses.**

7.2 ASSIGNMENT ASSESSMENT

Each learner has to complete **Twelve (12) Practical Oriented Assignments (one per course)** based on twelve theory courses (05 core and 02 pedagogy courses in B.Ed. first year and 04 Core and 01 Optional Course in B.Ed. second Year).

These assignments facilitate student teachers to develop the skill of establishing linkages between the theory and its applications in classroom situations; and to acquaint them with systematic approaches to the solution of educational problems.

The guidance and preparatory instructions for the assignments are provided to the student teacher by PIC/resource persons during the induction programme and also in the counselling sessions. For each theory course, one credit will be awarded to the practical oriented assignment.

Assignment questions will be uploaded on IGNOU website. The assignment responses will be submitted by the student teacher at the PSC before due date as mentioned in the programme guide. PIC will assign these assignments to the concerned academic counselors for assessment.

Generally assignments of a course will be assessed by the same academic counselor who has done counseling of a particular course.

Academic counselor will assess each assignment, will give global and marginal comments on the assignment, grade each assignment accordingly and submit to the PIC along with grade sheet.

PIC will collect grades on assignments from each academic counselor, compile it in the prescribed format and submit it to RC. One copy may be retained for official purpose at PSC as confidential record.

Assessed assignments will be returned back to learners before the term-end examination.

7.3 WORKSHOPS

There will be two workshops of 12 days each in both the years i.e. for B.Ed. first year and B.Ed. second year. **These workshops are compulsory.** The workshop in-charge will organize the workshops as per the schedule given in handbook for practical activities. It is the responsibility

of the workshop in-charge to identify adequate number of teacher educators as resource persons for each workshop and assign them sessions. **One resource person can not take more than 10 sessions in one workshop.** Each session/activity in the workshop has been explained under three headings:

- i) Pre-Workshop Activities;
- ii) During Workshop Activities; and
- iii) Post-Workshop Activities.

Pre-Workshop Activities

All the sessions of the workshops will entail some work on the part of the student teachers before coming to the workshop. Brief descriptions of pre-workshop activities have been provided in the Student Teachers Handbook. The workshop facilitator will further clarify the instructions and remind the student teachers to come to the workshop sessions with prior preparation. The instruction should specifically pertain to the following aspects:

- Thorough reading of the concerned study material;
- Use of reference books, articles, etc if more exposure required;
- Keeping the presentations, reports, seminar addresses and plans ready before coming for the concerned sessions;
- Bringing materials required for preparation of teaching aids;
- Maintaining appropriate notes and records of presentations and activities and use them as preparatory materials of exercises done later; and
- Co- operating with peers for producing quality output in small group work.

During Workshop Activities

During the workshops, there will be plenary sessions on various practical aspects of education, discussions, demonstration and presentation of lessons in simulated conditions. Apart from these, video and audio inputs will also be provided. Small group discussions and group work will be done for activities requiring intensive study or solution of problems. Thus, during workshop activity, face-to-face interaction is provided to the student teachers with peers as well as teacher educators so that they can integrate their knowledge and experience to develop skills which are difficult to achieve by reading printed texts only.

The following instructions are given to the resource persons concerned with the workshop:

- The presentations and plenary sessions should be concise and interactive and participatory.
- Constructive discussions should be initiated and monitored.
- It is to be ensured that no technical snags occur other than things beyond one's control.
- The ratings should be done objectively, accurately and efficiently.
- The student teachers are to be divided into small groups keeping the purpose of the session in mind.
- Wherever group activity has to be conducted, the groups should be prepared in advance.

Post-Workshop Activities

The post workshop activities are meant for practicing or reinforcing what the student teachers learnt during the workshop. It may be recapitulation of certain content, preparing draft lesson plans, and planning the assessment, etc. The student teachers will attempt to put all these activities into practice when they go back to their respective schools.

Evaluation of Workshop-Based Practical Activities

Reports of various activities will be prepared and presented during workshop. These reports will be evaluated with the help of rating scales. The formats of these rating scales have been appended. In addition, the resource person will award a cumulative grade on attendance and punctuality of student teachers, their enthusiasm and involvement in the various activities during workshop sessions. The reports for the EPC activities and internship activities, which are to be done in school before the workshop, will be submitted at the programme study centre and assessed during the workshop.

7.4 INTERNSHIP

The practical courses shall ensure student teacher's sustained engagement with the Self, the Learners, Community and School. School Internship shall provide learning opportunities to a student teacher like a regular teacher and facilitate him/her to participate in all kinds of school activities including practice teaching and organizing various school based activities.

In order to provide meaningful and holistic engagement with the learners and the school; the School Internship is spread over both years as per NCTE Regulations 2014:

The table given above reveals that due to enhanced duration and weightage, school internship and field engagement component of the curriculum of B.Ed. programmes has been placed at the centre stage of the programme design. It is expected that after the completion of 'Internship', student teacher will be ready to take up the responsibilities of a teacher independently.

Following activities are to be carried out by a student teacher during internship.

INTERNSHIP-I

Sl No	Activity	School Setting	(Time in Hours)			Credits
			Working	Record Writing	Total	
1	School Observation	I	20	10	30	1
2.	Classroom Observation	I & II	20	10	30	1
3.	Observation of Diverse School Context	II	20	10	30	1
4.	Choose any Two activities:					
	a) Case Study of a Learner	I	10	5	15	½
	b) Addressing School Assembly c) Organizing Community Service Campaign	I	10	5	15	½
		Total	80	40	120	4

INTERNSHIP-II

Sl. No.	Activities	Specific Activities	Time (In Hours)			Credits
			Working	Record Writing	Total	
1	Preparation of Unit Plan	Subject I	24	06	30	1
		Subject II	24	06	30	1
		Total	48	12	60	2
2	Planning of Lessons & Practice Teaching	Subject I	80	10	90	3
		Subject II	80	10	90	3
		Total	160	20	180	6
3	Development of Learning Resources	Non-Digital (Conventional)	12	03	15	½
		Digital	12	03	15	½
		Total	24	06	30	1
4	Development and Administration of Assessment Tools	Scholastic Area	12	03	15	½
		Co-scholastic Area	12	03	15	½
		Total	24	06	30	1
5	Planning and Conducting Parent Teacher Meeting		12	03	15	½
6	Organizing Co-curricular Activities		12	03	15	½
7	Organizing Community Service Campaign	Survey of the local community	12	03	15	½
		Planning & execution of social/community service campaigns	12	03	15	½
		Total	24	06	30	1
		Total	304 hrs	56 hrs	360 hrs	12

Role of the Mentor

Each activity during internship-I and II will be carried out under the guidance of the mentor. Mentor (a senior trained teacher working the internship school) will guide and facilitate the student teachers in planning and organizing the activities during internship I and II. Mentor will also assess the reports of the activities carried out during the internship with the help of various tool appended at the end of this handbook.

One mentor can do mentoring of maximum two student teachers in a session.

Each activity verified and assessed by the mentor will be authenticated by the Head Master/ Principal of the school in which student-teacher is working as an intern.

Practice Teaching

During B.Ed. Second Year, The student teachers will deliver 40 lessons i.e. 20 lessons in each pedagogy subject chosen by them in their respective internship schools or work centers.

Practice teaching will commence after the first workshop in first year and before the second workshop in second year during four (04) months Internship-II along with other activities.

Out of these 40 lessons, 30 lessons (15 lessons in each pedagogy subject) will be assessed by the mentor and 10 lessons (05 in each subject) will be supervised by the supervisor appointed by the PSC/RC. Mentor and Supervisor will assess each lesson according to the Teacher Assessment Battery (TAB) appended in the Handbook for Practical Activities for B.Ed. IInd Year.

Each lesson will be assessed on a separate TAB and all TABs along with grades will be submitted to PSC.

Table: Distributions of lessons to be supervised by mentor and supervisor

Subject	Total Number of Lessons to be taught	(No. of lessons to be observed)	
		Mentor	Supervisor
Subject 1	20	15	5
Subject 2	20	15	5
Total	40	30	10

Evaluation of Practice Teaching

Evaluation of practice teaching will be done on the basis of the ratings provided by the mentor and the supervisor on the basis of Teacher Assessment Battery (TAB). Based on this rating, cumulative grades will be awarded. These grades will be moderated by a committee consisting of the PIC and Supervisor. The moderated grades will be sent by PIC to the Student Evaluation Division (SED) through the Regional Centre.

One supervisor (As appointed by PIC) can make maximum 10 visits (Including minimum three during Internship-I) and can not supervisor more than 5 learners in an academic session.

7.5 ENHANCING PROFESSIONAL COMPETENCIES (EPC) COURSES

EPC courses BESL 121 to BESL 124 have been designed to develop skills among student teachers. The four courses being offered in two years, are as follows:

B.Ed. Ist Year

Course No.	Course Code	Course Name	Credits
EPC 1	BESL-121	Reading and Reflecting on the Texts	2
EPC 2	BESL-122	Application of ICT	2

B.Ed. IInd Year

Course No.	Course Code	Course Name	Credits
EPC 3	BESL-123	Drama and Art in Education	2
EPC 4	BESL-124	Understanding the self and Yoga	2

All these four courses are practical courses and **there will be no Term End Examination for these courses.** Student teachers will have to complete all the activities related to EPC courses prescribed in Handbook for Practical activities. All the reports/outcome of EPC activities will be assessed during the workshops.

Grading of activities under each EPC course i.e. **BESL-121 to BESL-124** will be done separately.

Student teacher will complete the activities discussed in the handbooks of practical activities and submit the reports during workshop. Reports of all EPC activities will be verified by the mentor. Principal/Head Teacher of the internship school will authenticate the activities. All the reports will be assessed with the help of rating scales at the programme centers by workshop facilitator (Resource person) during the day 11 and 12 of the workshop I and II and separate grade will be awarded on each of the activity.

After assessment of all the 04 activities for each EPC Course (02 completed before the workshop and 02 during the workshop) cumulative grades will be awarded to each student-teacher separately for each EPC course i.e. for Course BESL-121 and BESL-122 in B.Ed. first year and for BESL-123 and BESL-124 in B.Ed. second year.

PIC will submit grades of each EPC course in the prescribed format to SED through RC.

8. ROLES AND RESPONSIBILITIES OF SOE/RCS

Role of Faculty of school of Education (SOE) at head quarters and RD/ARD-RCs (IGNOU Regional Centers) is equally important. They are expected to help in following ways:

- to provide guidance to all functionaries /resource persons involved in the programme;
- to orient the PICs/ACs/Resource persons and other functionaries as and when required;
- to monitor the entire system at various levels;

- to provide necessary material support from time-to –time; and
- to interact with the functionaries and student teachers on regular basis.

9. TOOLS TO BE USED FOR ASSESSMENT

FOR INTERNSHIP ACTIVITIES

School Observation

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of different aspects* of the school	1	2	3	4	5
– In depth observation is done	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for school improvement	1	2	3	4	5
– Quality of presentation in the report	1	2	3	4	5

* *Various aspects as per School Observation Form*

Overall rating:

Signature of Evaluator

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

Classroom Observation

A: Teaching Subject 1

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of various aspects* of teaching-learning	1	2	3	4	5
– Appropriateness of explanations provided	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for effective teaching-learning	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

** Various aspects as per Classroom Observation Form*

Overall rating:

Signature of Evaluator

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

Classroom Observation

B: Teaching Subject 2

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of various aspects* of teaching-learning	1	2	3	4	5
– Appropriateness of explanations provided	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for effective teaching-learning	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

* *Various aspects as per Classroom Observation Form*

Overall rating:

Signature of Evaluator

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

Observation of Diverse School Context

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Coverage of different aspects* of the school in diverse context	1	2	3	4	5
– In depth observation is done	1	2	3	4	5
– Reflections made in the Report	1	2	3	4	5
– Suggestion for both schools for improvement	1	2	3	4	5
– Quality of presentation in the report	1	2	3	4	5

* *Various aspects as per School Observation Form*

Overall rating:

Signature of Evaluator

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

Case Study of a Student

Name:

Enrolment No.:

Name of the case:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Relevance for the case study	1	2	3	4	5
– Appropriateness of data – gathering methods	1	2	3	4	5
– Analysis and interpretation of data & Suggestions for improvement	1	2	3	4	5
– Reflections on case	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of Evaluator

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

Organization of a Community Service Campaign

Name:

Topic: Date :

Time/Duration.....

Rating is to be done according to the following criteria:

Criteria	Rating				
– Appropriateness of theme	1	2	3	4	5
– Planning and organization of the campaign	1	2	3	4	5
– Involvement of student & members of the community	1	2	3	4	5
– Reflections made on the campaign	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of Evaluator

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

Activity 4 (C): Addressing the School Assembly

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
– Relevance of the theme selected	1	2	3	4	5
– Organization of the assembly address	1	2	3	4	5
– Quality of address (content)	1	2	3	4	5
– Communication skill	1	2	3	4	5
– Quality of Presentation in the report	1	2	3	4	5

Overall rating:

Signature of Evaluator

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

RATING SCALE FOR ASSESSMENT OF ACTIVITIES IN WORKSHOP

A. Rating Scale to Assess Individual Activity

Name of the teacher :

Enrolment Number :

Rating is to be done according to the following criteria:

Components	Rating				
Relevance of the content	1	2	3	4	5
Organization of the activity	1	2	3	4	5
Inclusion of any innovative Idea/suggestion	1	2	3	4	5
Use of local resources (Contextualization)/ children's experiences	1	2	3	4	5
Applicability in classroom	1	2	3	4	5
Suitability for learners	1	2	3	4	5

Overall rating:

Overall grade:

Signature of Resource Person

B. Rating Scale to Assess Group work reports

Name of the teacher :

Enrolment Number :

Rating is to be done according to the following criteria:

Components	Rating				
	1	2	3	4	5
Relevance of the content	1	2	3	4	5
Participation in the group activity	1	2	3	4	5
Comprehensiveness of the report	1	2	3	4	5
Coordination and cooperation of the group	1	2	3	4	5
Innovative Ideas/suggestions	1	2	3	4	5
Feasibility 1	2	3	4	5	
Structure of the report	1	2	3	4	5
Presentation of the report	1	2	3	4	5
Time management	1	2	3	4	5

Overall rating:

Overall grade:

Signature of Resource Person

C. Rating Scale to Assess Audio/video

Name of the teacher :

Enrolment Number :

Components	Rating				
	1	2	3	4	5
Relevance of the topic	1	2	3	4	5
Suitability of Audio-video content	1	2	3	4	5
Presentation of the digital content	1	2	3	4	5
Appropriateness of the format selected	1	2	3	4	5

Has the CD been appended?

Yes/No

Overall rating:

Overall grade:

Signature of the Resource Person

D. Rating Scale for Action Research Proposal

Name of the teacher :

Enrolment Number :

Title :

Rating is to be done according to the following criteria:

Components	Rating				
	1	2	3	4	5
Relevance of the study	1	2	3	4	5
Relation of the stated objectives to the problem	1	2	3	4	5
Appropriateness of methodology for problem identification	1	2	3	4	5
Methodology adopted	1	2	3	4	5
Applicability of the findings	1	2	3	4	5
Structure of the proposal	1	2	3	4	5
Comprehensiveness of the proposal	1	2	3	4	5
Presentation of the proposal	1	2	3	4	5

Overall rating :

Overall grade:

Signature of the Resource Person

E. Rating Scale for Learning Resource

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

Name of the teacher :

Enrolment Number :

Type of the Teaching aid :

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

Components	Rating				
Relevance of the aid according to:					
a) Teaching-learning context	1	2	3	4	5
b) Content covered	1	2	3	4	5
c) Level of children	1	2	3	4	5
d) Appropriateness of the teaching aid	1	2	3	4	5
Achievement of the stated objectives of preparation of teaching aid	1	2	3	4	5
Use of locally available (inexpensive indigenous) materials for preparation of teaching aid	1	2	3	4	5

Overall rating:

Overall grade:

Signature of the Resource Person

Supervision and Monitoring Performa (For Mentor)

A2. Internship Activities

Certified that:

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

- 2) I have received following reports and certified the conduct of following activities.
 -
 -
 -
 -

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

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

Signature of the Mentor

Signature and Seal of the Principal

B. Supervision and Monitoring Performa (For Teacher Educator)

B1. Internship Activities

Certified that:

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

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

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

-

-

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

-

-

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

-

-

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

Signature of the Supervisor (Teacher Educator)

Signature and Seal of the Principal

C. Format for Unit Planning

Name:

Enrolment No.:

Name of the School:

Subject:

Class:

Name of the Unit/Chapter:

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

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

.....

.....

.....

Add separate sheets for questions for unit end test.

Date:

Signature

Remarks/Suggestions by Mentor:

.....

.....

.....

.....

Date:

Signature

D. General Format for Lesson Planning

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

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

ELABORATION

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

EVALUATION

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

Date:

Signature of the Intern

Remarks/Suggestions by Mentor:

.....

.....

.....

.....

.....

.....

Date:

Signature of the Mentor

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

A: Teaching Subject 1

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

B: Teaching Subject 2

Name:

Enrolment No.:

Name of the school:

Teaching Subject:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

Name:

Enrolment No.:

Name of the school:

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

Teaching Assessment Scale

Instructions

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

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

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

Strengths of the Intern Teacher :

Weakness and suggestions to overcome by the Intern Teacher :

Average grade point awarded:

Date
(Supervisor):

Signature:
Name of the Mentor/Teacher Educator

Address:

Rating Scale for Activity 3: Development of Learning Resources

A. Subject 1 _____/Conventional

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

Rating Scale for Activity 3: Development of Learning Resources

B. Subject 2_____ /Conventional

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

Rating Scale for Activity 3: Development of Learning Resources

C. Subject 1_____ /Digital

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

Rating Scale for Activity 3: Development of Learning Resources

D. Subject 2_____ /Digital

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

(A) Scholastic Area

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

(B) Co-scholastic Area

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

Rating Scale for Activity 6: Organizing Co-curricular Activities

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

A. Community Survey on Selected Issue/Theme

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

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

B. Planning & Organizing Campaign

Name:

Enrolment No.:

Name of the school:

Rating is to be done according to the following criteria:

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

Overall rating:

Signature of the Evaluator

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

Assess Audio/video

Name :

Enrolment Number :

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
Relevance of the topic	1	2	3	4	5
Suitability of Audio-video content	1	2	3	4	5
Presentation of the digital content	1	2	3	4	5
Appropriateness of the format selected	1	2	3	4	5

Has the CD been appended?

Yes/No

Overall rating:

Overall grade:

Signature of the Resource Person

Rating Scale for Action Research Report

Name :

Enrolment Number :

Title :

Rating is to be done according to the following criteria:

Criteria	Rating				
	1	2	3	4	5
Relevance of the study	1	2	3	4	5
Relation of the stated objectives to the problem	1	2	3	4	5
Appropriateness of methodology for problem identification	1	2	3	4	5
Methodology adopted	1	2	3	4	5
Applicability of the findings	1	2	3	4	5
Structure of the Report	1	2	3	4	5
Comprehensiveness of the Report	1	2	3	4	5
Presentation of the Report	1	2	3	4	5

Overall rating :

Overall grade:

Signature of the Resource Person

Rating Scale for Learning Resource

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

Name :

Enrolment Number :

Type of the Teaching aid:

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

Criteria	Rating				
Relevance of the aid according to:					
a) Teaching-learning context	1	2	3	4	5
b) Content covered	1	2	3	4	5
c) Level of children	1	2	3	4	5
d) Appropriateness of the teaching aid	1	2	3	4	5
Achievement of the stated objectives of preparation of teaching aid	1	2	3	4	5
Use of locally available (inexpensive indigenous) materials for preparation of teaching aid	1	2	3	4	5

Overall rating:

Overall grade:

Signature of the Resource Person

A. Supervision and Monitoring Performa (For Mentor)

A1. EPC Activities

Certified that:

1) I helped/guided the students in carrying out the following EPC activities:

-
-
-
-

2) I have received following reports and certified the conduct of following activities.

-
-
-
-

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

-
-
-
-

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

Signature of the Mentor

Signature and Seal of the Principal