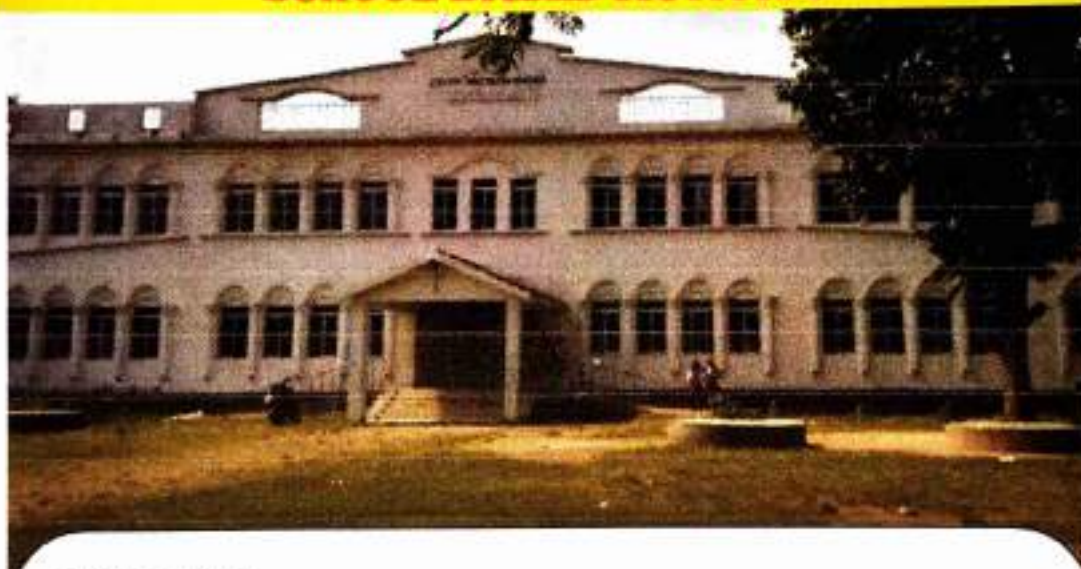


BHAVANS TRIPURA COLLEGE OF TEACHER EDUCATION

Bimangarh (Narsingarh) ,Agartala , West Tripura 799015



SCHOOL BASED ACTIVITY



Submitted by:-

- Name: Sagar Debnath
- Roll No: 69
- Academic Session : 2021-23
- Semester :B.Ed2ndsem
- Observing School : Nutannagar Girls' H/S School
- Date :08/07/2022

Sagar Debnath
19/07/22

Submitted to:- Smt. Runa Guha mam

Declaration

I have worked on my project on the topic entitled "School Assembly" under the guidance of Smt. Runa Guha Mam.

I declare that this report represents my views in my own words and whenever I have used others words or ideas as reference, I have cited the original sources.

✓ Sagar Debnath
Signature of the trainee
Teacher,

Name - Sagar Debnath,

Roll no - 69

Session - 2021-2023

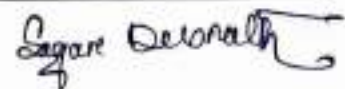
Date of Submission - 8/07/2022

IDENTIFYING CARD OF THE TRAINEE

I have done the SBA project work entitled "Activity 1 (School assembly), Activity 2 (Child with social need)" Under Shri/Smt/Dr.. Runa...Guha..... Professor, Bhavan's Tripura College of Teacher Education, Narsingarh and I am satisfied in my work.

Place: Agartala

Date: 08/07/2022



Signature of trainee

SAGAR DEBNATH

ACKNOWLEDGEMENT:

I take this opportunity to record my sincere thanks to my project guide Smt. Runa Guha, Professor Bhavan's Tripura College of Teacher Education, for her illuminating suggestions and guidance. I would also like to express my special thanks of gratitude to HM of Nutannagar Girls' H/S School Smt. Jhulan Halder, who gave me the golden opportunity to do this wonderful SBA project on the topic "Activity 1 (School assembly), Activity 2 (Child with Social Need)", which help me to know about so many new things. I am happy to acknowledge the invaluable help and moral support of my brilliant fellow mates. Finally would like to thank my teachers for their great encouragement and sharing their knowledge with me.

In spite of my honest effort, there may be some mistake, for which I apologize in advance.

Place: Agartala

Dated: 08/07/2022



Signature of trainee

(SAGAR DEBNATH)

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ଆରମ୍ଭର ଅଭିଯାନ

- ୧. ଆରମ୍ଭର ଅଭିଯାନ
- ୨. ଆରମ୍ଭର ଅଭିଯାନ
- ୩. ଆରମ୍ଭର ଅଭିଯାନ
- ୪. ଆରମ୍ଭର ଅଭିଯାନ
- ୫. ଆରମ୍ଭର ଅଭିଯାନ

ଆରମ୍ଭର ଅଭିଯାନ

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ଆରମ୍ଭର ଅଭିଯାନ
ଆରମ୍ଭର ଅଭିଯାନ
ଆରମ୍ଭର ଅଭିଯାନ
ଆରମ୍ଭର ଅଭିଯାନ

అత్యంత గుర్తింపును పొందిన వారు. (iii) అత్యంత గుర్తింపును పొందిన వారు.

అత్యంత గుర్తింపును పొందిన వారు. (iv) అత్యంత గుర్తింపును పొందిన వారు.

అత్యంత గుర్తింపును పొందిన వారు. (v) అత్యంత గుర్తింపును పొందిన వారు.

అత్యంత గుర్తింపును పొందిన వారు. (vi) అత్యంత గుర్తింపును పొందిన వారు.



Need and importance of such a report :-

പൂർണ്ണമായും പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 സാധിക്കാൻ സാധിക്കാൻ പറ്റാത്ത വിധം ആണ് അതിന്റെ
 പ്രാധാന്യം. അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം
 അറിയാൻ പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.
 അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.

പൂർണ്ണമായും പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 സാധിക്കാൻ പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.
 അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.
 അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.

പൂർണ്ണമായും പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 സാധിക്കാൻ പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.
 അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.
 അതിനാൽ പാർശ്വപക്ഷാപിതാവിന്റെ അഭിപ്രായം അറിയാൻ
 പറ്റാത്ത വിധം ആണ് അതിന്റെ പ്രാധാന്യം.



7. Analysis of the report :-

[illegible]

(V) Feedback :-



ଆମର ଶ୍ରେଣୀର ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ
 ସମୀକ୍ଷା କରିବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

① ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

② ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

③ ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

④ ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

⑤ ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ
 ଶିକ୍ଷକଙ୍କୁ ଶୁଣାଇବା ଓ ସମୀକ୍ଷା କରିବା ଓ

Feedback Form

Name of the students	Relevance to the topic	Quality of a presentation	Quality of language	Clarity of expression	Sign
Koyel Debnath	5	5	5	4	Koyel Debnath
Doyeta Roy	5	5	5	4	Doyeta Roy
Shreyashi Deb	5	4	5	4	Shreyashi Deb
Nandita Paul	5	5	5	4	Nandita Paul
pritya Debnath	5	5	5	5	Pritya Debnath

Name of the Teachers	Relevance to the topic	Quality of a presentation	Quality of language	Clarity of expression	Sign
Debasree Das	yes	5	3	4	Debasree Das
Tushar Kanti Bhattacharya	yes	05	04	05	Tushar Kanti Bhattacharya
Bithika Majumdar	Yes	05	04	05	Bithika Majumdar

⑧ problem faced by making such a report :-

ପ୍ରଥମ ଆଲୋଚନାରେ ମିଳିବାରୁ ତାହା ଗୁପ୍ତ ଅଟେ ଏବଂ ଏହା ଆଲୋଚନାରେ
ଆଲୋଚନା ହୁଏନାହିଁ । ଏ ମିଳିତ ଆଲୋଚନା ସହମତ ହୁଏ -

① ପ୍ରଥମ ଆଲୋଚନା ନିର୍ଦ୍ଦେଶ ସହମତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ
ମିଳିତ ହୁଏନାହିଁ ତାହା ।

② ପ୍ରଥମ ଆଲୋଚନାରେ ଅନ୍ୟ ଆଲୋଚନା ଏବଂ ମିଳିତ ଆଲୋଚନାରେ
ଆଲୋଚନା ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ତାହା ।

③ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ
ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ତାହା ।

④ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ
ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ତାହା ।

⑤ ଅନ୍ୟ ପ୍ରଥମ ଆଲୋଚନାରେ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ
ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ତାହା ।

⑥ ଅନ୍ୟ ଆଲୋଚନାରେ ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ଏବଂ
ମିଳିତ ହୁଏନାହିଁ ଏବଂ ମିଳିତ ହୁଏନାହିଁ ତାହା ।

Declaration

I have worked on my project on the topic entitled "CWSN" under the guidance of Smt. Rupa Bueha Mam.

I declare that this report represents my views in my own words and whenever I have used others words or ideas as reference, I have cited the original sources.

Sagar Debnath

Signature of the Trainee Teacher,

Name :- Sagar Debnath,

Roll no :- 69,

Session :- 2021-2023.

Date of submission :- 21/07/2022.

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Presentation for student no:-1

① General Information (ସାଧାରଣ ତଥ୍ୟ) :-

1. ନାମ (Student name) :- piyashi Das
2. ଲିଙ୍ଗ (Sex) :- Female
3. ଶ୍ରେଣୀ (class) :- (X)
4. ବିଭାଗ (Section) :- A
5. କ୍ରମିକ ସଂଖ୍ୟା (Row no) :- 21
6. ଠିକଣା (Address) :- co-operative, ps-Airport, Tribuna(w)
7. ପିତାଙ୍କ ନାମ (Father name) :- prasid kb. Das
8. ମାତାଙ୍କ ନାମ (Mother name) :- Mithu Deb(Das)
9. ଜନ୍ମ ତାରିଖ (DOB) :- 5/4/2006
10. ନିର୍ବାହୀ ଶିକ୍ଷକଙ୍କ ନାମ (DOA) :- 11/4/2004

② Social Information (ସାମାଜିକ ତଥ୍ୟ) :-

1. ଶିକ୍ଷା : — ମାଧ୍ୟମିକ ଶିକ୍ଷା, ଭାରତୀୟ ଶିକ୍ଷା ବିଭାଗ ଅନୁମୋଦିତ ।
2. ଗୃହ ବିଭାଗ : — ଶିକ୍ଷା ବିଭାଗ ।
3. ଆୟ : — ଶିକ୍ଷା ବିଭାଗ ।
4. ପିତାଙ୍କ ଉପାଧି : — ଶିକ୍ଷକ ।
5. ମାତାଙ୍କ ଉପାଧି : — ଶିକ୍ଷା ବିଭାଗ ।
6. ଅନ୍ୟାନ୍ୟ ସମସ୍ତ ସୂଚନା : — ଅନ୍ୟାନ୍ୟ ସମସ୍ତ ସୂଚନା ଶିକ୍ଷା ବିଭାଗ ଅନୁମୋଦିତ ।

# ① School Information (ବିଦ୍ୟାଳୟ ସମ୍ବନ୍ଧିତ ତଥ୍ୟ) :—

① ବିଦ୍ୟାଳୟ : — ଶାନ୍ତି

② ଅଧ୍ୟାପକଙ୍କ ନାମ : — ଶ୍ରୀ ଶ୍ରୀ ରାମ ଦାସ

③ ପଢ଼ାବାର୍ଷିକ ପରୀକ୍ଷାରେ ଉତ୍ତୀର୍ଣ୍ଣ ହୋଇଥିବା ଛାତ୍ରଙ୍କ ନାମ : — ଶାନ୍ତି

④ ଅନୁମୋଦିତ ହୋଇଥିବା ଛାତ୍ରଙ୍କ ନାମ : — ଶ୍ରୀ ରାମ ଦାସ

⑤ ଶ୍ରୀ ଶ୍ରୀ ରାମ ଦାସଙ୍କ ନାମ : — ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସଙ୍କ ନାମ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ

⑥ ଶ୍ରୀ ରାମ ଦାସଙ୍କ ନାମ : — ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ  
 ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ ଶ୍ରୀ ରାମ ଦାସ



Asha Hrankhar.

Form Student No. 2

(a) General Information (ସାଧାରଣତଥ୍ୟ) :-

1. ଶିଳ୍ପୀଙ୍କ ନାମ (Student name): Asha Hombkhar
2. ଲିଙ୍ଗ (Sex): Female
3. ଶ୍ରେଣୀ (Class): (xii)
4. ଶ୍ରେଣୀ (Section): B
5. ଶ୍ରେଣୀ ନମ୍ବର (Roll No): 42
6. ଠିକଣା (Address): Nutam nagari, P. S. Airport, Tripura West
7. ପିତାଙ୍କ ନାମ (Father name): Nanda Kumar Hombkhar
8. ମାତାଙ୍କ ନାମ (Mother name): Mangala Hombkhar
9. ଶିଳ୍ପୀଙ୍କ ଗଣନା ତାରିଖ (DOB): 01/01/2001
10. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷାଗତ ସାଫ୍ଟିକାରିକ ତାରିଖ: 24/08/2021

(b) Social Information (ସାମାଜିକତଥ୍ୟ) :-

1. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ
2. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ
3. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ
4. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ
5. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ
6. ଶିଳ୍ପୀଙ୍କ ଶିକ୍ଷା: ଉଚ୍ଚ ମାଧ୍ୟମିକ

# ② School Information (ବିଦ୍ୟାଳୟ ସମ୍ବନ୍ଧୀୟ ତଥ୍ୟ): —

① ଶିକ୍ଷାକ୍ରମ : — କ୍ଷମ ।

② ଅନୁକୃତିର ଆକାର ଆକାର : — ଦୁଇ କ୍ଷମ କରା ଯାଏ ।

③ ବ୍ୟାକରଣ ବିଭାଗର ଆକାର ଆକାର : — ଛାତ୍ର ।

④ ଅନୁକୃତିର ଆକାର : — ପ୍ରାଚୀନକାଳର ଶିକ୍ଷା ।

⑤ ପ୍ରାଚୀନ ବିଭାଗର ଆକାର : — ଆକାର ଶାନ୍ତିର ଅନୁକୃତି  
ଆକାର ଆକାର ବିଭାଗର କ୍ଷମ ଶିକ୍ଷାକ୍ରମ ଆକାର ଏକ ଆକାର  
ବିଭାଗର ପ୍ରାଚୀନ କାଳର ଅନୁକୃତି ଆକାର ବିଭାଗ ଆକାରର  
ନିଜର ନିଜର ଆକାର ଶାନ୍ତି ।

⑥ ପ୍ରାଚୀନ ବିଭାଗର ଆକାର : — ପ୍ରାଚୀନ ଆକାରର ଅନୁକୃତି  
ବିଭାଗର ଆକାର । ପ୍ରାଚୀନ ବିଭାଗର ଆକାର ଶାନ୍ତି । ବିଭାଗ  
ବିଭାଗର ଆକାର ପ୍ରାଚୀନ ବିଭାଗର ଆକାର ।



Aparna Deb.



For Student Numbers

General Information (সাধাৰণ তথ্য): —

1. শিক্ষার্থী নাম (Student name): — Aparna Deb.
2. লিঙ্গ (Sex): — Female.
3. ক্লাস (Class): — XII
4. সেকশন (Section): — A
5. বৃত্তিক শিক্ষা (House): — ২৭
6. ঠিকানা (Address): — West Bhuvamborn, P.S. - Romnagar  
West Tripura.
7. পিতার নাম (Father name): — Rajal Deb
8. মাতার নাম (Mother name): — Shipra Deb
9. শিক্ষার্থীর জন্ম তারিখ (DOB): — 09/12/2001
10. শিক্ষার্থীর বৃত্তিক জন্ম (DOA): — 12/08/2001

Social Information (সামাজিক তথ্য): —

1. পিতাশ্রী: — জগদীশ চন্দ্র দেব।
2. মাতা: — সুনীতি দেবী।
3. পিতার ও মাতার: — জগদীশ চন্দ্র দেব।
4. পিতার পেশা: — অধ্যাপক।
5. মাতার পেশা: — হোম সায়েন্স।
6. সামাজিক শ্রেণী (সামাজিক): — সামাজিক শ্রেণী: অধ্যাপক।

# ① School Information (ପିଲାଙ୍କୁ ଅନୁରୋଧ କର) :-

- ① ବିଦ୍ୟାର୍ଥୀ :- ନାମ :-
- ② ଅନୁରୋଧ କରୁଥିବା ପିଲାଙ୍କ ନାମ :-
- ③ ବିଦ୍ୟାର୍ଥୀଙ୍କ ସଂଖ୍ୟା :-
- ④ ପଢ଼ାବାର ନାମ :-
- ⑤ ପଢ଼ାବାର ନାମ :-
- ⑥ ପଢ଼ାବାର ନାମ :-
- ⑦ ପଢ଼ାବାର ନାମ :-
- ⑧ ପଢ଼ାବାର ନାମ :-
- ⑨ ପଢ଼ାବାର ନାମ :-
- ⑩ ପଢ଼ାବାର ନାମ :-



⑤ problem faces by making this report :-

[illegible]



# Nahannagar Girls H/S School

Name:

Achievement Test - 2022

Roll No:

Sec:

Date: 28/11/22

Subject: English

Full Marks: 25

Time: 45 mins. Class: VI

1. Answer the following question:

1x15 = 15

a. who is Radha?

Ans:

b. who loves climbing tree?

Ans:

c. who eats raw mango?

Ans:

d. who owns a cotton field?

Ans:

e. where from nasir owns a cotton field?

Ans:

f. why Nasir's father spent a money?

Ans:

g. who loves Travelling?

Ans:

h. who wishes to see the amazon river?

Ans:—

i. where is Amazon river?

Ans:

j. where is Sexene beach?

Ans:

K. where is Konark temple?

Ans;

L. who is Serbjit?

Ans;

M. who wishes to see the Serene beach?

Ans;

N. who wants to enjoy the serene beach?

Ans;

O. who never believe Serbjit?

Ans;

2. Write down the word meaning;  $1 \times 5 = 5$

i) Climb —

ii) Borrow —

iii) Spread —

iv) Look —

v) Travel —

3. Fill up the blanks;

$1 \times 5 = 5$

i. My favourite \_\_\_\_\_ is climbing trees.

ii. Just outside our house, there is a \_\_\_\_\_ tree.

iii. We have \_\_\_\_\_ in our village.

iv. I want to become a seed \_\_\_\_\_.

v. I want to learn how to \_\_\_\_\_ seeds.

Ans:  
03/12/22

1. Answer the following question:

- a. character of the story 'who i am'.
- b. Radha.
- c. Radha and her mother.
- d. Nasir.
- e. in his village
- f. for growing cotton plant
- g. Rohit
- h. Rohit
- i. South America
- j. Lakshadweep
- k. Orissa
- l. character of the story.
- m. Rohit
- n. Rohit
- o. His parents.

2. write down the word meaning:

- i> climb - Descent
- ii> Borrow - collect
- iii> Spread - Gather
- iv> Look - Sight
- v> Travel - eating.

3. Fill up the blanks:

- i> Activity
- ii> Mango
- iii> Cotton fields
- iv> Collector
- v> Preserve

Section - B  
Total Student - 22  
Class - VI

Subject - English  
Present Student - 15  
Absent Student - 7

⑧

| Roll No | Student name       | Mark obtained  |
|---------|--------------------|----------------|
| 1       | Somali Das         | A              |
| 2       | Aspita Debnath     | 13             |
| 3       | Asha Debnath       | A              |
| 4       | Abantika Baishya   | A              |
| 5       | Nibedita podder    | 11             |
| 6       | Gopa Sutsadhor     | $7\frac{1}{2}$ |
| 7       | Manjuni Sarkar     | 22             |
| 8       | Puja Sarkar        | 19             |
| 9       | Bhagya Shree ghosh | A              |
| 10      | Somali Bin         | 05             |
| 11      | Ritika Mondol      | A              |
| 12      | Smila Nama Das     | 00             |
| 13      | Swarnalika Banik   | $7\frac{1}{2}$ |
| 14      | Priya Debnath      | 21             |
| 15      | Anamika Debnath    | 20             |
| 16      | Ishika Debnath     | 15             |
| 17      | Amsita Rajbhar.    | 17             |
| 18      | Poushali Ghosh.    | A              |
| 19      | Smila Majumder     | 13             |
| 20      | Manisha Das        | A              |
| 21      | Bejeta Bin         | 09             |
| 22      | Hena mondol        | A              |

Section - A

Total Student - 23

Class - VI

Subject - English

Present Student - 20

Absent Student - 3

(9)

| Roll NO | Student name            | Mark obtained   |
|---------|-------------------------|-----------------|
| 1       | Payel Sarkar            | A               |
| 2       | Sohani Bin              | 05              |
| 3       | Nandita Nama Das        | 00              |
| 4       | Rakshita Rani Sutrachar | 12              |
| 5       | Arjita Debnath          | $10\frac{1}{2}$ |
| 6       | Rupanjali Biswas        | 20              |
| 7       | Sayanika Dey            | 22              |
| 8       | Deepa Sarkar            | $1\frac{1}{2}$  |
| 9       | Payel Mondol            | A               |
| 10      | Chayunika Acharjee      | 15              |
| 11      | Sangita Bin             | 11              |
| 12      | Anita Bin               | 03              |
| 13      | Antara Bin              | 21              |
| 14      | Uma Deb                 | 14              |
| 15      | Pipasa Sarkar           | $3\frac{1}{2}$  |
| 16      | Pallabi Sarkar          | 00              |
| 17      | Mani Bhowmik            | $11\frac{1}{2}$ |
| 18      | Moon Sutrachar          | $20\frac{1}{2}$ |
| 19      | Anamika Das             | 19              |
| 20      | Sasmita Roy             | A               |
| 21      | Moumita Roy             | $4\frac{1}{2}$  |
| 22      | Stela Saha              | 05              |
| 23      | Papri Biswas            | 00              |

# Achievement Test

Page no - 7

ପ୍ରଶ୍ନମାନ

Name of the School - Barjala H.S School

Subject - Life Science

Class - VI

Total Marks - 25

Pass Marks - 10

1. ଉଚିତ୍ ସଂକ୍ଷିପ୍ତ ସ୍ୱାମ୍ଭେଦ ଦିଅନ୍ତୁ ନାହିଁ (1x5=5)

- ଆମରା ସ୍ୱାସ୍ତିଗିନି (ଏ ହାତର ହାତ ଆଉ ଆମରା କି ଚାଲି?)
- ହାତର ଶାସ୍ତ୍ରକାଳି ନାମ ଚଳେ,
- ହାତର ମୂଳକ ପିଆହାଲ ନାମ ଚଳେ,
- ହାତର ଶାସ୍ତ୍ରକାଳି ନିୟନ୍ତ୍ରଣ ହାତର ଚାଳ ପିଆହାଲ ସାହାଯ୍ୟ କରେ?
- ହାତର ଶାସ୍ତ୍ରକାଳି କିପରି ଚାଲେ ହୁଏ?

2. ନିମ୍ନ ଦିଆଯାଇଥିବା ପ୍ରଶ୍ନମାନଙ୍କର ଉଚିତ୍ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ଦିଅନ୍ତୁ (1x5=5)

- ନିମ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ହାତର ମୂଳକ ପିଆହାଲ —  
(i) ଶାସ୍ତ୍ରକାଳି (ii) ଚାଳ (iii) ଶାସ୍ତ୍ରକାଳି (iv) ଶାସ୍ତ୍ରକାଳି
- ନିମ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ହାତର ମୂଳକ ପିଆହାଲ —  
(i) ଶାସ୍ତ୍ରକାଳି (ii) ଚାଳ (iii) ଶାସ୍ତ୍ରକାଳି (iv) ଶାସ୍ତ୍ରକାଳି
- ନିମ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ହାତର ମୂଳକ ପିଆହାଲ —  
(i) ଶାସ୍ତ୍ରକାଳି (ii) ଶାସ୍ତ୍ରକାଳି (iii) ଶାସ୍ତ୍ରକାଳି (iv) ଶାସ୍ତ୍ରକାଳି
- ନିମ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ହାତର ମୂଳକ ପିଆହାଲ —  
(i) ଶାସ୍ତ୍ରକାଳି (ii) ଶାସ୍ତ୍ରକାଳି (iii) ଶାସ୍ତ୍ରକାଳି (iv) ଶାସ୍ତ୍ରକାଳି
- ନିମ୍ନର ଉତ୍ତର ଦିଅନ୍ତୁ ହାତର ମୂଳକ ପିଆହାଲ —  
(i) ଶାସ୍ତ୍ରକାଳି (ii) ଶାସ୍ତ୍ରକାଳି (iii) ଶାସ୍ତ୍ରକାଳି (iv) ଶାସ୍ତ୍ରକାଳି

3. ଉତ୍ତର ଦିଅନ୍ତୁ (1x5=5)

- ଆମରା ହାତର ମୂଳକ ପିଆହାଲ ଶାସ୍ତ୍ରକାଳି ନାମ ଚଳେ,
- ହାତର ମୂଳକ ପିଆହାଲ ଶାସ୍ତ୍ରକାଳି ନାମ ଚଳେ,
- ହାତର ମୂଳକ ପିଆହାଲ ଶାସ୍ତ୍ରକାଳି ନାମ ଚଳେ,

- d. ଚିଡ଼ିଚିଡ଼ି ଡୋମ୍ \_\_\_\_\_ ଏବଂ ଆଜ୍ଞାତ ହୁଏ.  
e. ଆଜ୍ଞାତ ଚିଡ଼ିଚିଡ଼ି ଆଜ୍ଞାତ ଚିଡ଼ିଚିଡ଼ି ସମୟ \_\_\_\_\_ ଗ୍ରହଣ କରନ୍ତି.

4. ନିମ୍ନଲିଖିତ ବାକ୍ୟକୁ ନିମ୍ନ ସ୍ଥାନରେ 'ହା' ଏବଂ 'ନା' ମିଶ୍ରା ହିଁ (1x5=5)

- a. ଶୁଦ୍ଧ ଭାବେ (ହା) ଆଜ୍ଞାତ (ହା) ଶୁଦ୍ଧ ଆଜ୍ଞାତ କରନ୍ତି କି ନା —  
b. ଶୁଦ୍ଧ (ହା) ଶୁଦ୍ଧ କରନ୍ତି ଆଜ୍ଞାତ ଚିଡ଼ିଚିଡ଼ି ଡୋମ୍ ହାତ (ହା) ଡୋମ୍ ହାତ କରନ୍ତି —  
c. ଶୁଦ୍ଧ (ହା) ନାନା ଶୁଦ୍ଧ (ହା) ଆଜ୍ଞାତ ଆଜ୍ଞାତ —  
d. ଶୁଦ୍ଧ ଆଜ୍ଞାତ (ହା) ଶୁଦ୍ଧ ଶୁଦ୍ଧ ଶୁଦ୍ଧ —  
e. ଶୁଦ୍ଧ ଶୁଦ୍ଧ-0 ଏବଂ ଆଜ୍ଞାତ ହୁଏ —

5. 'କ' ଶୁଦ୍ଧ ଆଜ୍ଞାତ 'ହ' ଶୁଦ୍ଧ ମେଳାଏ (1x5=5)

- 'କ'  
(a) ଶୁଦ୍ଧ  
(b) ଚିଡ଼ିଚିଡ଼ି  
(c) ହାତ ଓ ନାନା ସମୟ  
(d) ମେଳାଏ  
(e) ମେଳାଏ

- 'ହ'  
(i) ଶୁଦ୍ଧ-0  
(ii) ଶୁଦ୍ଧ-0  
(iii) ଆଜ୍ଞାତ  
(iv) ଶୁଦ୍ଧ  
(v) ଶୁଦ୍ଧ

*Signature*  
6/12/20

Ans sheet (ପ୍ରଶ୍ନ ୩)

1. ଅତି ସଂକ୍ଷିପ୍ତ ସାମ୍ବନ୍ଧ ଦିଅ:

- a. ଶାନ୍ତି      b. ଡାକ୍ତରୀ ସହାୟତା      c. ଜୀବନ  
d. (ସ୍ୱାସ୍ଥ୍ୟ)      e. (ନୀତି)

2. ବହୁନିର୍ବାଚନୀ ସମ୍ବନ୍ଧୀୟ (ଓଡ଼ିଆ) ଶବ୍ଦ ଗୁଡ଼ିକ ଚିହ୍ନଟ କର:

- a. (i) ଜୀବନ      b. (i) ଶାନ୍ତି ମନ      c. (ii) (ନୀତି)  
d. (i) ଶାନ୍ତି      e. (i) ଶାନ୍ତି

3. ଜୀବନ ସମ୍ବନ୍ଧୀୟ:

- a. ଜୀବନ      b. (ସ୍ୱାସ୍ଥ୍ୟ)      c. ବିଟାମିନ - A  
d. ବିଟାମିନ - B      e. କଲ୍

4. ଅତି ସଂକ୍ଷିପ୍ତ ସାମ୍ବନ୍ଧ ଦିଅ:

- a. ନା      b. ଶାନ୍ତି      c. ଶାନ୍ତି      d. ନା      e. ନା

5. 'କ' ଓ 'ଖ' ସମ୍ବନ୍ଧୀୟ ଶାବ୍ଦ 'କ' ଓ 'ଖ' ଶବ୍ଦ ଗୁଡ଼ିକ ଚିହ୍ନଟ କର:

- (a) ଶାନ୍ତି →  
(b) ବିଟାମିନ →  
(c) ଶାନ୍ତି ଓ ଶାନ୍ତି ସମ୍ବନ୍ଧ →  
(d) ସମ୍ବନ୍ଧ →  
(e) (ସ୍ୱାସ୍ଥ୍ୟ) →

- (ii) ବିଟାମିନ - c  
(i) ବିଟାମିନ - D  
(v) ଶାନ୍ତି ସମ୍ବନ୍ଧ  
(iii) ଶାନ୍ତି  
(iv) ଶାନ୍ତି ସମ୍ବନ୍ଧ

Name of the School - Barjala H.S. School.

Subject - Life Science

| Roll No. | Name of the Students (Boys) | Obtain mark | Roll No. | Name of the Students (Girls) | Obtain mark |
|----------|-----------------------------|-------------|----------|------------------------------|-------------|
| 1.       | Anoy Saha                   | 18          | 1.       | Sharmishtha Nama             | 21          |
| 2.       | AKash Subradhar             | A           | 2.       | Sayantika Mishra             | (22)        |
| 3.       | Santanu Saha                | A           | 3.       | Purba Das                    | 19          |
| 4.       | Subhajit Acharyee           | 21          | 4.       | Aparajita Ghosh              | 18          |
| 5.       | Ritesh Sukla Das            | (08)        | 5.       | Babli Acharyee               | 17          |
| 6.       | Diptanu Malla Barmam        | A           | 6.       | Munulisha Das                | A           |
| 7.       | — Te. —                     | —           | 7.       | Snishiti Das                 | A           |
| 8.       | Rudra Das                   | A           | 8.       | Aditi Debnath                | 14          |
| 9.       | Shayan Subradhar            | 14          | 9.       | Swapna Ghosh                 | A           |
| 10.      | Kaushik Sen                 | 19          | 10.      | Arpita Nama                  | 10          |
| 11.      | Rajdeep Bin                 | A           | 11.      | Arpana Ghosh                 | (07)        |
| 12.      | Anghajit Paul               | 11          | 12.      | Ayesha Sharma                | 14          |
| 13.      | Rajdip Sarkar               | 13          | 13.      | Lalita Subradhar             | A           |
| 14.      | Sujit Das                   | 18          | 14.      | Himani Ghosh                 | (06)        |
|          |                             |             | 15.      | Jhili Das                    | A           |
|          |                             |             | 16.      | Misti Acharyee               | A           |
|          |                             |             | 17.      | Trisha Sukla Das             | 16          |
|          |                             |             | 18.      | Kanika Das                   | A           |
|          |                             |             | 19.      | Munali Debnath               | (08)        |
|          |                             |             | 20.      | Sneha Sarkar                 | 20          |

\* Highest mark - 22.

6/12/22



# Bhavan's Tripura College of Teacher Education

Narsingarh, Agartala, Phone: (0381) 2341501

Web: [www.btcte.in](http://www.btcte.in); E-mail: [bhavanbedc\\_trip@rediffmail.com](mailto:bhavanbedc_trip@rediffmail.com)

## PEER TEACHING PRACTICAL OBSERVATION SHEET

Student's Name Neelamita Paul

Roll No 21

Name of School Bijoy kumar Girel's H/s School

Subject Geography

Date 25/7/2023

Topic উত্তর

Class V

| Parameters                                          |           |
|-----------------------------------------------------|-----------|
| 1. Preparation                                      | Very good |
| 2. Presentation                                     | Good      |
| 3. Class motivation                                 | Good      |
| 4. Subject competence                               | Good      |
| 5. Questioning                                      | Good      |
| 6. Blackboard work                                  | Good      |
| 7. Class discipline                                 | Good      |
| 8. Communication                                    | Good      |
| 9. Use of teaching aids                             | Very good |
| 10. Evaluation/application/attainment of objectives | Good      |

Suggestion of the observer:

Archita Rudra Paul  
Signature of Observer

### ATTENTION:

Always keep the Observation Book along with approved lesson plan at the backside of the classroom.



## Activity-2

### School Assembly:-

(i) Introduction:- લેન્ડે પૂર્ણ અમારું રત્ન-વિજ્ઞાન  
Program એ બધાં વિદ્યાર્થી પાસાંમાંથી અને બેનિર્મલ  
લેન્ડે પૂર્ણ અમારું એ બધાં અમારું. કિંમ્ કિંમ્  
પૂર્ણ રાત્રી લેન્ડે આરંભ પાસાંમાંથી જાત એ  
જાતના રંગે લેન્ડે આરંભ પાસાંમાં જાત રત્ન.

લેન્ડે રંગે અમારું લેન્ડે  
નિર્મલ લેન્ડે અમારું રત્ન પાસાંમાં. કિંમ્  
પૂર્ણ, લેન્ડે વિદ્યાર્થી પાસાંમાં પૂર્ણ અમારું  
લેન્ડે લેન્ડે લેન્ડે અમારું વિદ્યાર્થી અમારું  
વિદ્યાર્થી પાસાંમાં રત્ન વિદ્યાર્થી રત્ન.

અમારું પૂર્ણ અમારું વિદ્યાર્થી, જાત  
એ અમારું અમારું વિદ્યાર્થી લેન્ડે અમારું જાત એ  
પૂર્ણ જાત, વિદ્યાર્થી વિદ્યાર્થી રત્ન લેન્ડે  
જાત રત્ન. રત્ન.

# BHAVAN'S TRIPURA COLLEGE OF TEACHER EDUCATION



NARSINGARH, AGARTALA, WEST TRIPURA, 799015

## SCHOOL BASED ACTIVITY



SUBMITTED BY:

NAME OF THE TRAINEE : SARITA SAHA

ROLL NO : 77

NAME OF THE SUPERVISOR: Runa Guha

OBSERVING SCHOOL : Natunnagar Girls H.S. School

NAME OF THE UNIVERSITY : Tripura University (A Central University)

ACADEMIC SESSION : 2021 - 2023

SEMESTER : 2<sup>nd</sup> Semester

COURSE : B.Ed

DATE OF SUBMISSION : 08-07-2022

*Sarita Saha*  
19/07/22

Sarita Saha, 8/07/2022  
Signature with date

## Feedback Form

| Name of the students | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign           |
|----------------------|------------------------|---------------------------|---------------------|-----------------------|----------------|
| Arpita Debnath       | yes                    | 2                         | 2                   | 2                     | Arpita Debnath |
| Aksharika Roy        | Yes                    | 3                         | 2                   | 4                     | Aksharika Roy  |
| Rose Sarkar          | yes                    | 2                         | 1                   | 3                     | Rose Sarkar    |
| Khushi Das           | yes                    | 2                         | 1                   | 2                     | Khushi Das     |
| Shreyasree Deb       | Yes                    | 2                         | 1                   | 2                     | Shreyasree Deb |

| Name of the Teachers      | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign                      |
|---------------------------|------------------------|---------------------------|---------------------|-----------------------|---------------------------|
| Bithika Majumdar          | Yes                    | 13                        | 03                  | 02                    | Bithika Majumdar          |
| Debasree Das              | yes                    | 03                        | 02                  | 04                    | Debasree Das              |
| Tushar Kanti Bhattacharya | yes                    | 04                        | 04                  | 04                    | Tushar Kanti Bhattacharya |

Students:- class-vii , class-viii , class-ix , class-x

Teachers:- গুরুত্বপূর্ণ গুরুত্বপূর্ণ গুরুত্বপূর্ণ গুরুত্বপূর্ণ

Speech

Activity-6 (organizing Cultural Activities)



Shreyashi Deb Delivering her Speech

**Bhavan's Tripura College of Teacher Education**

Narsingarh, Agartala, Pin- 799015

Name of the school ..... Nutan nagar .....

Name of the teacher trainee ... Sanita Saha .....

## ASSESSMENT TOOLS OF PERFORMANCE TEST

**Average: 5; Satisfactory: 10; Excellent: 15**

[illegible]

### Feedback Form

| Name of the students | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign           |
|----------------------|------------------------|---------------------------|---------------------|-----------------------|----------------|
| Arpita Debnath       | yes                    | 2                         | 2                   | 2                     | Arpita Debnath |
| Aksharika Roy        | Yes                    | 3                         | 2                   | 4                     | Aksharika Roy  |
| Rose Sarkar          | yes                    | 2                         | 1                   | 3                     | Rose Sarkar    |
| Khushi Das           | yes                    | 2                         | 1                   | 2                     | Khushi Das     |
| Shreyasri Deb        | Yes                    | 2                         | 1                   | 2                     | Shreyasri Deb  |

| Name of the Teachers       | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign                       |
|----------------------------|------------------------|---------------------------|---------------------|-----------------------|----------------------------|
| Bithika Majumdar           | Yes                    | 03                        | 03                  | 02                    | Bithika Majumdar           |
| Debasree Das               | Yes                    | 03                        | 02                  | 04                    | Debasree Das               |
| Turkhan Kanti Bhattacharya | yes                    | 04                        | 04                  | 04                    | Turkhan Kanti Bhattacharya |

Students:- class-vii , class-viii , class-ix , class-x

Teachers:- forsthe forsthe forsthe forsthe forsthe

## Declaration

I have worked on my project on the topic entitled "CWSN" under the guidance of Smt. Runa Guha Mam.

I declare that this report represents my views in my own words and whenever I have used others' words or ideas as reference, I have cited the original sources.

Sagar Debnath

Signature of the Trainee Teacher,

Name :- Sagar Debnath,

Roll no :- 69,

Session :- 2021-2023.

Date of submission :- 31/07/2022.

# INDEX

| Serial No. | Name of the topic                       | page No. |
|------------|-----------------------------------------|----------|
| 1.         | INTRODUCTION.                           | 1-2      |
| 2.         | Objectives.                             | 2-3      |
| 3.         | Need and Importance of such a report.   | 3-4      |
| 4.         | Analysis.                               | 5-11     |
| 5.         | problems faced by making such a report. | 12       |
| 6.         | conclusion                              | 13       |





! hier auch  
Ausgangspunkt für die Untersuchung von weiteren Folgen.

[illegible][illegible]

① ଏହିପ୍ରକାର ମହାବୀରମାନଙ୍କୁ ମାନୁଷ୍ୟମାନଙ୍କୁ ଏହା ଶୁଣିବା ପାଇଁ ଏହିପରି କଥା କହିବାକୁ ହେବ।

Need and Importance of such a report :-

ମିଳିତ ମିଳିତ ମିଳିତମାନଙ୍କ ଲେଖାଯୁକ୍ତ ଉପର ଉପର ଉପର ଉପର  
 ମିଳିତ ମିଳିତ ମିଳିତମାନଙ୍କ ଉପର ଉପର ମିଳିତ ମିଳିତ ମିଳିତମାନଙ୍କ  
 ମିଳିତମାନଙ୍କ ଉପର ମିଳିତମାନଙ୍କ ଉପର ମିଳିତମାନଙ୍କ ଉପର ମିଳିତମାନଙ୍କ  
 ଉପର ଉପର ଉପର ଉପର ଉପର ଉପର ଉପର ଉପର ଉପର ଉପର

① ବାଣିଜ୍ୟ ଯୋଗୁଁ ଲୋକମାନଙ୍କର ସ୍ୱାଧୀନତା ହ୍ରାସ ପାଇଛି ।

⑥ ବିଜ୍ଞାନ ଚାରିଆଡ଼କୁ ଅଗ୍ରଣି ବିସ୍ତାରଣ କରିବାକୁ ଚାହୁଁଥିବା ବିଶ୍ୱର ଆକାଶ  
ନାହିଁ, ମାତ୍ର ଗୁରୁତ୍ୱାକର୍ଷଣ ଶକ୍ତିର ସମ୍ପର୍କରେ ।



Presentation

for student no:-1

General Information (ସାଧାରଣ ତଥ୍ୟ) :-

1. ଶିକ୍ଷାର୍ଥୀଙ୍କ ନାମ (Student name):- piyashi Das
2. ଗୁଣ (Sex):- Female
3. ଶ୍ରେଣୀ (class):- (X)
4. ବିଭାଗ (Section):- A
5. ଶ୍ରେଣୀ ନଂ (Row no):- 21
6. ଠିକଣା (Address):- co-operative, ps-Airport, Tripura
7. ପିତାଙ୍କ ନାମ (Father name):- prasid ko. Das
8. ମାତାଙ୍କ ନାମ (Mother name):- Mithu Deb(Das)
9. ଶିକ୍ଷାର୍ଥୀଙ୍କ ଜନ୍ମ ତାରିଖ (DOB):- 5/11/2006
10. ଶିକ୍ଷାର୍ଥୀଙ୍କ ଶିକ୍ଷା ଆରମ୍ଭ (DOA):- 11/11/2004

Social Information (ସାମାଜିକ ତଥ୍ୟ) :-

1. ଶିକ୍ଷାନୁଷ୍ଠାନ :- ଗଭିରା ଶିକ୍ଷା, ଭାଗ୍ୟ ବିକାଶ ଓ ଶିକ୍ଷା କର୍ମାଳୟ, ଖୋର୍ଦ୍ଧା ଜିଲ୍ଲା, ଓଡ଼ିଶା
2. ଗ୍ରାମ ଓ ଗାଆଁ :- ଖୋର୍ଦ୍ଧା
3. ଆହୁତି ଓ ଗାଆଁ :- ଖୋର୍ଦ୍ଧା ଗାଆଁ
4. ପିତାଙ୍କ ଉପାଧି :- ଶ୍ରମିକ
5. ମାତାଙ୍କ ଉପାଧି :- ଘରୋଇ କର୍ମଚାରୀ
6. ଅନ୍ୟାନ୍ୟ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ସୂଚନା :- ଅନ୍ୟାନ୍ୟ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ସୂଚନା ଉପରେ କିଛି ମାତ୍ର ଉଲ୍ଲେଖ କରାଯାଇ ନାହିଁ

School Information (ବିଦ୍ୟାଳୟ ଅନୁବିଷ୍ଟ ତଥ୍ୟ) :—

- ① ଶିକ୍ଷାକ୍ଷେତ୍ର :— ଶାଳା
- ② ଅନୁବିଷ୍ଟ ଆରାଧନା ଆନ୍ଦୋଳନ :— ଶୁଦ୍ଧ ଶାଳା ଯୋଗ୍ୟ ନାହିଁ
- ③ ବୃତ୍ତିଗତ ବୃତ୍ତିଗତାଂଶ ଆରାଧନା :— ନାହିଁ
- ④ ଅନୁବିଷ୍ଟ ଆନ୍ଦୋଳନ — ପ୍ରାଥମିକ ଶିକ୍ଷା
- ⑤ ପ୍ରାଥମିକ ଶିକ୍ଷା ଶାଳା :— ଶାଳା ଅନୁବିଷ୍ଟ ଅନୁବିଷ୍ଟ  
ଆରାଧନା ଆନ୍ଦୋଳନ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ
- ⑥ ଶିକ୍ଷାକ୍ଷେତ୍ର ଶିକ୍ଷାକ୍ଷେତ୍ର :— ଶିକ୍ଷାକ୍ଷେତ୍ର ଅନୁବିଷ୍ଟ ଅନୁବିଷ୍ଟ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ  
ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ଶିକ୍ଷାକ୍ଷେତ୍ରରେ



Asha Hrankhai.

Form Student no. 2

General Information (সাধারণ তথ্য) :-

1. শিক্ষার্থীর নাম (Student name) :- Asha Hranbhar
2. লিঙ্গ (Sex) :- Female
3. শ্রেণী (Class) :- (xii)
4. বিভাগ (Section) :- B
5. স্মারক নং (Roll no) :- 42
6. ঠিকানা (Address) :- Nulom nagari, P.S. Air port, Tripura (West)
7. পিতার নাম (Father name) :- Nanda Kumar Hranbhar
8. মাতার নাম (Mother name) :- Mangala Hranbhar
9. শিক্ষার্থীর জন্ম তারিখ (DOB) :- 01/01/2004
10. শিক্ষার্থীর বিদ্যালয় পরিচয়নাম্বর :- 24/08/2024

Social Information (সামাজিক তথ্য) :-

1. বৈবাহিক :- বিবাহিত নয়।
2. হাও ও হাট :- জালিয়াতি।
3. আত্মীয় ও স্বাক্ষর :- জালিয়াতি।
4. পিতার বৈবাহিক :- জালিয়াতি।
5. মাতার বৈবাহিক :- বিবাহিত group-0 এর তথ্য রয়েছে।
6. অসুস্থতার কারণ :- অসুস্থতার কারণে জালিয়াতি রয়েছে।

# School Information (ପ୍ରଶ୍ନୋତ୍ତର)

- ୧) ପ୍ରଶ୍ନ :- କଣ ?
- ୨) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୩) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୪) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।

- ୫) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୬) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୭) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୮) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।

- ୯) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୧୦) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୧୧) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।
- ୧୨) ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ, ଶିକ୍ଷକଙ୍କ ନାମ ।



Aparna Deb.

Page Student number-9

# General Information (সাধারণ তথ্য):

1. শিক্ষার্থীর নাম (Student name):- Aparna Deb.
2. লিঙ্গ (Sex):- Female.
3. ক্লাস (Class):- XII
4. সেকশন (Section):- A
5. ক্রমিক নং (Roll no):- ৯৭
6. ঠিকানা (Address):- West Bhuvamborn, P.S. - Romnagar  
West Tripura.
7. পিতার নাম (Father name):- Kajal Deb
8. মাতার নাম (Mother name):- Shipra Deb
9. শিক্ষার্থীর জন্ম তারিখ (DOB):- ০৭/০৭/২০০৭
10. শিক্ষাক্রমের শুরুর তারিখ (DOA):- ১৭/০৭/২০০৭

# Special Information (স্বাক্ষরিত তথ্য):

1. স্বাক্ষরিত: - জালাল মাহালা বা,
2. নাম ও পদ: - জালালমাহালা বা.
3. অফিস ও স্থান: - জালালমাহালা বা.
4. নিজের স্বাক্ষর: - জালালমাহালা.
5. মাতার স্বাক্ষর: - জালালমাহালা.
6. অধ্যাপক বা শিক্ষক/শিক্ষিকা: - অধ্যাপক/শিক্ষিকা জালালমাহালা.

# School Information (ବିଦ୍ୟାଳୟ ସମ୍ବନ୍ଧରେ ତଥ୍ୟ) :-

① ବିଦ୍ୟାଳୟ :- ଶାନ୍ତି ।

② ଅଧ୍ୟାପକଙ୍କ ନାମ :- ଶ୍ରୀ ଶ୍ରୀ ।

③ ବିଦ୍ୟାଳୟର ସ୍ଥାନ :- ଶାନ୍ତି ।

④ ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।

⑤ ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।

⑥ ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।  
 ଶାନ୍ତି ବିଦ୍ୟାଳୟର ପ୍ରକାର :- ଶାନ୍ତି ।



⑤ problem faces by making this report :-

[illegible]



# BHAVAN'S TRIPURA COLLEGE OF TEACHER EDUCATION



NARSHINGARH, AGARTALA, TRIPURA

SUBJECT : ASSESSMENT FOR LEARNING

NAME OF THE TRAINEE : DEBARPITA DEB  
ROLL NO. : 20  
NAME OF THE UNIVERSITY : TRIPURA UNIVERSITY  
ACADEMIC SESSION : 2021-23  
SEMESTER : 2<sup>ND</sup>  
COURSE : B.ED  
PAPER : C9  
DATE OF SUBMISSION : 03-06-2022  
CONTACT NO. : 9863019219

*Debarpita Deb*  
17/06/22

*Debarpita Deb*  
SIGNATURE  
03-06-2022

## Assessment for learning (C9)

1. How can students use the assessment as a learning tool and teacher uses it as a support for learning?

Answer: Assessment in education is best described as an action "to determine the importance, size, or value of." Assessment is a process by which information is obtained relative to some known objective or goal.

By assessment, we mean the processes and instruments that are designed to measure the learner's achievement, when learners are engaged in an instructional programme of our sort or another. Sometimes, as teachers, we assess our classes as learning spaces and thus our teaching of them.

Assessment is a key composer of learning because it helps student learn when students are able to see how they are doing in a class, they are able to determine whether or not

they understand the course material. Assessment also help motivate Students. If Students discover that they are doing poorly, they may begin to work harder. For example, Rahul a chemistry student. He just attempted his first and exam in class. He earned 56%, he needs 79% to pass the class. The low exam score lets Rahul know that he did not successfully learn the material and that he must try something new in order to earn a better score.

On the other hand assessment helps the teachers just as it helps the students frequent assessment allows teachers to see if their teaching has been effective. If they found that the majority of the students are having problem to score minimum to pass the exam,

they will change the way they teach.

For example, Mrs Gita a 12th grade biology teacher after finishing the unit on cell division she gives a 50 point multiple choice test. Upon grading the exam she realized the average class grade was 68% far below the cut off line for passing. Mrs Gita could easily see that her students didn't fully learn cell division. This tells her that she needs to revisit the unit on cell division.

This is how we can see how assessment helps both the students and the teachers in completing their course. By this they both can work on their weakness. During this time if they see that this method is not working, they can both change the learning and teaching method.

2. What is Problem-solving and why it is important?  
What are problem solving strategies

Solving problems means making choices.  
Typically, effective problem-solving skills result in  
"happier, more confident and more independent"  
individuals. It is important in child development  
because confident, capable children usually  
grow into confident, capable adults.

Problem Solving is the ability of students  
to make choices, interpret, formulate, model and  
investigate problem situations, select and use  
technical functions and communicate solutions  
effectively.

Importance of Problem Solving for  
Children:

One crucial aspect of problem-solving is  
to identify a problem at its earliest stage so  
that one can prevent it from escalating into

Something more serious. For example, if children have a dispute with a playmate, they need to learn about the importance of sharing and taking turns. This kind of knowledge is necessary in order for children to develop healthy relationships with others.

Furthermore, Problem Solving plays a vital role in children's cognitive development. It encourages creativity because it allows kids to view situations from different perspectives. Sometimes creative solutions are better than more obvious ones when addressing problems.

There are many reasons why problem solving skills are essential for kids. When children can effectively face and address conflicts, they exercise their imaginations, creativity, critical thinking skills, and logic in order to address a difficult situation. Over time children

who are given opportunities to practice their problem solving skills will grow more confident in their abilities.

Children who lack academic motivation are less likely to succeed in school, while possessing strong problem-solving skills will encourage them to engage more in the learning process.

Drawing a picture or a diagram of the problem can help us illustrate the situation. Some basic things or strategies we can use to solve all kinds of problem are as follows:

1. Define the problem: Taking the time to define a potential challenge can help us identify certain elements to create a plan to resolve them.
2. Break the problem into smaller pieces: Breaking the problem into smaller pieces allow us to focus on resolving each smaller piece of the problem individually which may be manageable.

3) Work backwards:- Sometimes the best way to solve a problem is to work backwards to solve it. This can be helpful if we need to recreate specific events to locate the root.

4) Use the past experiences: Take time to relate, if we have encountered a similar situation to our current problem in the past, if yes we can adapt those solutions to the problem we are currently trying to solve.

5) Consider the trial and error approach: If the problem has multiple solutions and we are trying to find the best one, using trial and error approach may be useful. By making a list of several potential solutions and then try one by one.

6) Ask our peers for help : Getting opinions from our peers can expose us to new perspectives and unique solutions.

So this is how, using the above mentioned strategies we can solve any of our problems.

(3) Write the features of Standardized Test. Prepare a blueprint of assessment of class VII on 100 marks.

Ans: A Standardized test refers to a test that follows the same pattern and is uniformly given to each student. The main aim of Standardized test is to ensure uniformity at every level.

Features of Standardized tests are as follows:-

- (1) Standardized test are practical
- (2) Standardized testing results are quantifiable
- (3) Standardized tests are scored via computer, which frees up time for the educator
- (4) Since scoring is completed by computer, which it is objective and not subject to educator bias or emotions.
- (5) Standardized testing provides a longitudinal report of student progress.

(6) Standardized testing allows educators to compare scores students within the same school and across schools.

| SL NO. | Chapters                        | Knowledge Based |     |    | Understanding Based |    |     | Application Based |    |    | Skill Based                               |     |    | Marks | %           |
|--------|---------------------------------|-----------------|-----|----|---------------------|----|-----|-------------------|----|----|-------------------------------------------|-----|----|-------|-------------|
|        |                                 | O               | VSA | SA | LA                  | O  | VSA | SA                | LA | O  | VSA                                       | SA  | LA |       |             |
| 1      | Nutrition in plants             | A1              |     |    | D1                  |    |     | C1                |    |    |                                           | B1  |    | 10    | 10%         |
| 2      | Nutrition in Animals            |                 |     | C2 |                     |    |     | B2                | D2 | A2 |                                           |     |    | 10    | 10%         |
| 3      | Fibre to fabric                 |                 | B3  |    |                     | A5 | B4  | C4                |    |    | C3                                        |     |    | 10    | 10%         |
| 4      | Heat                            | A4              |     |    |                     |    |     |                   |    |    |                                           | C5  | D5 | 10    | 10%         |
| 5      | Acids, Bases and Salts          |                 | B5  |    |                     | A5 |     |                   | D6 | A6 |                                           | B6  |    | 10    | 10%         |
| 6      | Weather, climate and adaptation |                 |     | C6 |                     |    |     |                   |    |    |                                           |     |    | 10    | 10%         |
| 7      | Winds storms and cyclones       | A7              |     |    | D7                  |    | B7  |                   |    |    | C7                                        |     |    | 10    | 10%         |
| 8      | Physical and Chemical changes   |                 | B8  |    |                     |    |     |                   | D8 | A8 |                                           | B9  |    | 10    | 10%         |
| 9      | Soil                            |                 |     |    |                     | A9 |     |                   |    |    |                                           |     | D9 | 10    | 10%         |
| 10     | Respiration in Organisms        |                 |     |    | D10                 |    | B10 |                   |    |    |                                           | A10 |    | 100   | 100%        |
|        | Percentage                      | 3               | 6   | 6  | 2                   | 3  | 6   | 9                 | 12 | 2  | 2                                         | 2   | 9  | 100   | 100%        |
|        |                                 | 27              |     |    | 30%                 |    |     | 25%               |    |    | (A) 1x10=10<br>(B) 2x10=20<br>(C) 3x10=30 |     |    | 18%   | (D) 4x10=40 |

4. What are the different measures of Variability?

Discuss them in brief.

Measures of Central tendency: mean, median and mode - provide Central value or typical representative of a Set of Scores as a whole. Through these measures we can represent the Characteristic or the quality of the whole group by a single number. By comparing such typical representatives of different sets of Scores, we can compare the achievement of two groups. These representative numbers merely give us an idea of the general achievement of the group as a whole.

The tendency of the attributes of a group to deviate from the average or central value is known as dispersion or variability.

When we talk about the measures of variability or dispersion, our first target is to find out simply the expected range of dispersion

4. What are the different measures of Variability?  
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When we talk about the measures of variability or dispersion, our first target is to find out simply the expected range of dispersion.

or variation above and below the average or central value for the given data.

The different types of measures of variability are as follows:

1. Range (R): Range is the simplest measure of variability or dispersion. It is calculated by subtracting the lowest score in the series from the highest. But it is very rough measure of the variability of a series. It takes only extreme scores into consideration and ignores the variation of individual items.

2. Quartile Deviation: It is computed by the

formula

$$Q = \frac{Q_3 - Q_1}{2}$$

Where  $Q_1$  and  $Q_3$  represent the 1st and 3rd quartiles of the distribution under consideration.

The value of  $Q_3 - Q_1$  is the difference or range between the 3rd and 1st quartiles. It is called interquartile range.

(iii) Average Deviation (AD): It is the simplest measure of Variability that takes into account the fluctuation or variation of all the items in a series.

$$AD = \frac{\sum |x|}{N}$$

Where  $x = X - M$  = deviation of the raw score from the mean of the series and  $|x|$  signifies that in the deviation values we ignore the algebraic signs +ve or -ve.

(iv) Standard Deviation (SD): Standard deviation of a set of scores is defined as the square root of the average of the squares of the deviations of each score from the mean.

Symbolically we can say that.

$$SD = \sqrt{\frac{\sum (X-M)^2}{N}} = \sqrt{\frac{\sum x^2}{N}}$$

where,

$X$  = Individual Score

$M$  = Mean of the given set of Scores

$N$  = Total No. of the Scores

$x$  = Deviation of each score from the

mean.

Standard deviation is regarded as the most stable and reliable measure of variability as it employs the mean of computation. It is often called root mean square deviation and is denoted by the Greek letter Sigma ( $\sigma$ )

## Group-B

2. Write the criteria of a good evaluation test.

Commonly accepted criterias of good evaluation tests are:-

1. Validity - The degree or extent to which a tool actually, accurately, efficiently and infallibly measures what is supposed to measure.

Validity may be of low, high or moderate degree.

2. Reliability - The consistency or stability of scores obtained by the same individual under re-examination and variable examining conditions.

3. Objectivity - Elimination of personal judgement and bias factor from the scoring.

4. Adequacy - A good test will be long enough and balanced enough to judge the objective wisely i.e. cover maximum Syllabus.

5. Discriminating power - It should be able to classify and differentiate between students based on their aptitude and achievement shown in the test.

6. Usability / Practicability - Ease of administering, ease of interpretation, usage of scores, economical etc.

3) Find out the mode for the following frequency distribution

| Score | 40-44 | 45-49 | 50-54 | 55-59 | 60-64 | 65-69 |
|-------|-------|-------|-------|-------|-------|-------|
| F     | 3     | 3     | 4     | 6     | 6     | 14    |

| Score | 70-74 | 75-79 | 80-84 | 85-89 | 90-94 |
|-------|-------|-------|-------|-------|-------|
| F     | 9     | 8     | 2     | 4     | 1     |

Soln :-

| Class | F  | CI        |
|-------|----|-----------|
| 40-44 | 3  | 39.5-44.5 |
| 45-49 | 3  | 44.5-49.5 |
| 50-54 | 4  | 49.5-54.5 |
| 55-59 | 6  | 54.5-59.5 |
| 60-64 | 6  | 59.5-64.5 |
| 65-69 | 14 | 64.5-69.5 |
| 70-74 | 9  | 69.5-74.5 |
| 75-79 | 8  | 74.5-79.5 |
| 80-84 | 2  | 79.5-84.5 |
| 85-89 | 4  | 84.5-89.5 |
| 90-94 | 1  | 89.5-94.5 |

$$\text{Mode} = L + \left[ \frac{F - F_1}{2F - F_1 - F_2} \right] \times i$$

Here,

$$L = 64.5$$

$$F = 14$$

$$F_1 = 6$$

$$F_2 = 9$$

$$i = 5$$

$$\text{Hence, Mode} = 64.5 + \left[ \frac{14 - 6}{2 \times 14 - 6 - 9} \right] \times 5$$

$$= 64.5 + \frac{8}{13} \times 5$$

$$= 64.5 + \frac{40}{13}$$

$$= 67.5769$$

$$= 67.58$$

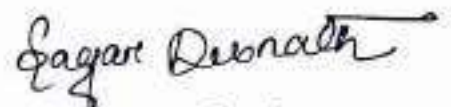
## ACKNOWLEDGEMENT:

I take this opportunity to record my sincere thanks to my project guide Smt. Runa Guha, Professor Bhavan's Tripura College of Teacher Education, for her illuminating suggestions and guidance. I would also like to express my special thanks of gratitude to HM of Nutannagar Girls' H/S School Smt. Jhulan Halder, who gave me the golden opportunity to do this wonderful SBA project on the topic "Activity 1 (School assembly), Activity 2 (Child with Social Need)", which help me to know about so many new things. I am happy to acknowledge the invaluable help and moral support of my brilliant fellow mates. Finally would like to thank my teachers for their great encouragement and sharing their knowledge with me.

In spite of my honest effort, there may be some mistake, for which I apologize in advance.

Place: Agartala

Dated: 08/07/2022



Signature of trainee

(SAGAR DEBNATH)

### Introduction :-

[illegible]

# Feedback Form

P-11

| Name of the students | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign           |
|----------------------|------------------------|---------------------------|---------------------|-----------------------|----------------|
| Koyel Debnath        | 5                      | 5                         | 5                   | 4                     | Koyel Debnath  |
| Dayeta Roy           | 5                      | 5                         | 5                   | 4                     | Dayeta Roy     |
| Shreyashi Deb        | 5                      | 4                         | 5                   | 4                     | Shreyashi Deb  |
| Nandita Paul         | 5                      | 5                         | 5                   | 4                     | Nandita Paul   |
| Prigya Debnath       | 5                      | 5                         | 5                   | 5                     | Prigya Debnath |

| Name of the Teachers      | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign                      |
|---------------------------|------------------------|---------------------------|---------------------|-----------------------|---------------------------|
| Debasree Das              | Yes                    | 5                         | 3                   | 4                     | Debasree Das 24/10/202    |
| Tushar Kanti Bhattacharya | Yes                    | 05                        | 04                  | 05                    | Tushar Kanti Bhattacharya |
| Bithika Majumdar          | Yes                    | 05                        | 04                  | 05                    | Bithika Majumdar          |

# TRIPURA UNIVERSITY



(A CENTRAL UNIVERSITY)  
**BHAVANS TRIPURA COLLEGE OF  
TEACHER EDUCATION**

**Course: Bachelor of Education (B.Ed)**  
**Session: 2021-2023**



**Name** : **MAMPI DEBNATH**  
**Roll No.** : **39**  
**SEMESTER** : **2ND**  
**Date:** : **08/07/2022**  
**Submitted to** : **SMT. RUNA GUHA**

*Runa*  
*19/07/22*

## Acknowledgement

I take the opportunity to record my sincere thanks to my project guide Smt. Runa Guha, Professors Bhavan's Tripura College of Teachers Education, for her innumerable suggestions and guidance. I would also like to express my special thanks of gratitude to HM of Mutannagar Girls H/S school Smt. Jhulan Halder, who gave me the golden opportunity to do this wonderful SDA project on the topic "Activity 6 (organizing cultural Activities) and Activity 7 (Sport activity) / Co-curriculum activity", which help me to know about so many new things. I am happy to acknowledge the invaluable help and moral support of my brilliant fellow mates. Finally would like to thank my teachers for their great encouragement and sharing their knowledge with me.

In spite of my honest effort, there may be some mistake, for which I apologize in advance.

## Introduction :

Today's education system is not just confined to academics but modern-day schools focus on imparting skills to students like personality development, confidence building, communication skills, etiquettes etc. Cultural activities come into play in instilling these skills in the students.

Encouraging students to participate in cultural activities is the most effective way to inculcate activities like dancing, singing, sports etc. Unfortunately, many parents and students find these activities enable students to gain confidence and understand their culture in a much better way.

When students get successful in cultural activities, it gives a boost to their self-esteem. This self-esteem helps them to face the outer world more confidently.

Some of the important cultural activities in schools are.

- Local festival celebration
- Parades
- Painting competitions
- Debates and Speeches
- Exhibition and workshop
- Dance and music competitions.
- Dramatics
- Recitations.

# Bhavan's Tripura College of Teacher Education

Narsingarh, Agartala, Pin- 799015

Name of the school .....  
Name of the teacher trainee .....

## ASSESSMENT TOOLS OF PERFORMANCE TEST

Average: 5; Satisfactory: 10; Excellent: 15

| Name of the student | Presentation            | Expression | Organizational Skill | Choreography/ Vocal Quality/ Acting Skill | Overall Performance |
|---------------------|-------------------------|------------|----------------------|-------------------------------------------|---------------------|
| Raktimadebnath      | Satisfactory            | Excellent  | Average              | Average                                   | Excellent           |
| Nisa Debnath        | Average                 | Excellent  | Good                 | Average                                   | Good                |
| Abeo Deb            | <del>Good</del> Average | Average    | Satisfactory         | Satisfactory                              | Satisfactory        |
|                     |                         |            |                      |                                           |                     |
|                     |                         |            |                      |                                           |                     |
|                     |                         |            |                      |                                           |                     |
|                     |                         |            |                      |                                           |                     |
|                     |                         |            |                      |                                           |                     |
|                     |                         |            |                      |                                           |                     |

- (iv) Cultural activities such as arts, recitation etc. help their physical and mental become more active and strive to remain coverages them to have
- (v) Acting involved with assist students in developing their teaming, communication
- (vi) As well as being able in its own cultural activities the chance to do such as creativity effective command to work in teams
- (vii) Also got the opportunity by organizing

# Narunnagar Girls H/S School

Name:

Achievement Test - 2022

Roll No:

Sec:

Date: 28/11/22

Subject: English

Full Marks: 25

Time: 45 mins. Class: VI

1. Answer the following question:

1x15 = 15

a. who is Radha?

Ans:

b. who loves climbing tree?

Ans:

c. who eats raw mango?

Ans:

d. who owns a cotton field?

Ans:

e. where from nasir owns a cotton field?

Ans:

f. why Nasir's father spent a money?

Ans:

g. who loves Travelling?

Ans:

h. who wishes to see the amazon river?

Ans:—

i. where is Amazon river?

Ans:

j. where is Sexene beach?

Ans:

K. where is Konark temple?

Ans;

L. who is Serbjit?

Ans;

M. who wishes to see the Serene beach?

Ans;

N. who wants to enjoy the serene beach?

Ans;

O. who never believe Serbjit?

Ans;

2. Write down the word meaning;  $1 \times 5 = 5$

i) Climb -

ii) Borrow -

iii) Spread -

iv) Look -

v) Travel -

3. Fill up the blanks;

$1 \times 5 = 5$

i. My favourite \_\_\_\_\_ is climbing trees.

ii. Just outside our house, there is a \_\_\_\_\_ tree.

iii. We have \_\_\_\_\_ in our village.

iv. I want to become a seed \_\_\_\_\_.

v. I want to learn how to \_\_\_\_\_ seeds.

Gulshan  
05/12/22

class - vi

Achievement Test - 2022

Answer Key

Subject - English

1. Answer the following question:

- a. character of the story 'who i am'.
- b. Radha.
- c. Radha and her mother.
- d. Nani.
- e. in his village
- f. for growing cotton plant
- g. Rohit
- h. Rohit
- i. South America
- j. Lakshadweep
- k. Orissa
- l. character of the story.
- m. Rohit
- n. Rohit
- o. His parents.

2. write down the word meaning:

- i> climb - Descent
- ii> Borrow - wheel
- iii> Spread - Gather
- iv> Look - Sight
- v> Travel - eating.

3. Fill up the blanks:

- i> Activity
- ii> Mango
- iii> Cotton fields
- iv> Collector
- v> Preserve

Total Student - 22

Present Student - 25

⑨

| Roll No | Student name       | Mark obtained  |
|---------|--------------------|----------------|
| 1       | Somali Das         | A              |
| 2       | Arpita Debnath     | 19             |
| 3       | Asha Debnath       | A              |
| 4       | Abanika Baisya     | A              |
| 5       | Nibedita podder    | 11             |
| 6       | Gopa Sutsradhar    | $7\frac{1}{2}$ |
| 7       | Manjuni Sarkar     | 22             |
| 8       | Puja Sarkar        | 19             |
| 9       | Bhagya shree ghosh | A              |
| 10      | Somali Bin         | 05             |
| 11      | Rittika Mondol     | A              |
| 12      | Smila Nama Das     | 00             |
| 13      | Swarnalika Banik   | $7\frac{1}{2}$ |
| 14      | Priya Debnath      | 21             |
| 15      | Anamika Debnath    | 20             |
| 16      | Ishika Debnath     | 15             |
| 17      | Amsita Rajbhar     | 17             |
| 18      | Poushali Ghosh     | A              |
| 19      | Smila Majumder     | 13             |
| 20      | Manisha Das        | A              |
| 21      | Bejeta Bin         | 09             |
| 22      | Hena mondol        | A              |

Section - A

Total Student - 23

Class - VI

Subject - English

Present Student - 20

Absent Student - 3

⑨

| Roll NO | Student name            | Mark obtained   |
|---------|-------------------------|-----------------|
| 1       | Payel Sarkar            | A               |
| 2       | Sohani Bin              | 05              |
| 3       | Nandita Nama Das        | 00              |
| 4       | Rakhtima Rani Sutrachar | 12              |
| 5       | Arjita Debnath          | $10\frac{1}{2}$ |
| 6       | Rupanjoli Biswas        | 20              |
| 7       | Sayanika Dey            | 22              |
| 8       | Deepa Sarkar            | $1\frac{1}{2}$  |
| 9       | Payel Mondol            | A               |
| 10      | Chayanika Acharjee      | 15              |
| 11      | Sangita Bin             | 11              |
| 12      | Anita Bin               | 03              |
| 13      | Antara Bin              | 21              |
| 14      | Uma Deb                 | 14              |
| 15      | Pipasa Sarkar           | $3\frac{1}{2}$  |
| 16      | Pallabi Sarkar          | 00              |
| 17      | Mani Bhowmik            | $11\frac{1}{2}$ |
| 18      | Moon Sutrachar          | $20\frac{1}{2}$ |
| 19      | Anamika Das             | 19              |
| 20      | Sasmita Roy             | A               |
| 21      | Moumita Roy             | $4\frac{1}{2}$  |
| 22      | Stela Baha              | 05              |
| 23      | Papri Biswas            | 00              |

## ପ୍ରଶ୍ନପତ୍ର

Name of the School - Barjala H.S School

Subject - Life Science

Class - VI

Total Marks - 25

Pass Marks - 10

1. ଗୁଣିତ ସମ୍ବନ୍ଧିତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦାଉ : (1x5=5)

- ଆମର ଅଗ୍ନିଶିଳା କେଉଁ ଶକ୍ତିରୁ ଗଠିତ, ତାହା କି ରାସାୟନିକ?
- ସାମାନ୍ୟତା କେଉଁ ଶକ୍ତିରୁ ଗଠିତ?
- ସାମାନ୍ୟତା କେଉଁ ଶକ୍ତିରୁ ଗଠିତ?
- ସାମାନ୍ୟତା କେଉଁ ଶକ୍ତିରୁ ଗଠିତ?
- ସାମାନ୍ୟତା କେଉଁ ଶକ୍ତିରୁ ଗଠିତ?

2. ନିମ୍ନ ଦିଆଯାଇଥିବା ପ୍ରଶ୍ନର ଉତ୍ତର ଦାଉ : (1x5=5)

- ନିମ୍ନର କେଉଁ ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ —  
(i) ଶକ୍ତି (ii) ଶକ୍ତି (iii) ଶକ୍ତି (iv) ଶକ୍ତି
- ନିମ୍ନର କେଉଁ ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ —  
(i) ଶକ୍ତି (ii) ଶକ୍ତି (iii) ଶକ୍ତି (iv) ଶକ୍ତି
- ନିମ୍ନର କେଉଁ ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ —  
(i) ଶକ୍ତି (ii) ଶକ୍ତି (iii) ଶକ୍ତି (iv) ଶକ୍ତି
- ନିମ୍ନର କେଉଁ ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ —  
(i) ଶକ୍ତି (ii) ଶକ୍ତି (iii) ଶକ୍ତି (iv) ଶକ୍ତି
- ନିମ୍ନର କେଉଁ ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ —  
(i) ଶକ୍ତି (ii) ଶକ୍ତି (iii) ଶକ୍ତି (iv) ଶକ୍ତି

3. ଅନୁସନ୍ଧାନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦାଉ : (1x5=5)

- ଆମର ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ କିପରି?
- ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ କିପରି?
- ଶକ୍ତିରୁ ଶକ୍ତି ଗଠିତ କିପରି?

- d. ଚିଡ଼ିଚିଡ଼ି ଡୋମ୍ \_\_\_\_\_ ଏବଂ ଭଜାର ଘର,  
e. ଆଖଡ଼ା ଚିଡ଼ିମ୍ ଘାଟର ଟିକିର ମୟ \_\_\_\_\_ ଗୁଡ଼ାକ ଚାହିଁ.

4. ନିମ୍ନଲିଖିତ ବାକ୍ୟକୁ ନିମ୍ନ ଉପର ମିଶ୍ରା ଉପର 'ନା' ନିମ୍ନ (1x5=5)

- a. ଶୁଣି ଗାତ (ହାମ୍ ଆଖଡ଼ା ନାହିଁ ଶୁଣି ମାରିନ କରୁନ ଗାଡ଼ି —  
b. ଶୁଣି ଘାମ୍ ମୁଣ୍ଡ କର ଆଖଡ଼ା ଚିଡ଼ିମ୍ ଡୋମ୍ ଗାତ (ଆଡ଼ ଗାତା ଗାତ ଗାଡ଼ି —  
c. ଶୁଣି ଘାମ୍ ନାନା ଶୁଣି ଘାମ୍ ମାମୁଣୀ ଘାତା ଗାଡ଼ି —  
d. ଶୁଣି ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ —  
e. ଶୁଣି ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ ଗାମ୍ —

5. 'କ' ଶୁଣି ମାମ୍ 'ପ' ଶୁଣି ମେଳାଏ (1x5=5)

- 'କ'
- (a) ଶୁଣି  
(b) ଚିଡ଼ିଚିଡ଼ି  
(c) ଗାତ ଗାତ ଗାତ  
(d) ଗାତ ଗାତ  
(e) ଗାତ ଗାତ

- 'ପ'
- (i) ଚିଡ଼ିଚିଡ଼ି - 0  
(ii) ଚିଡ଼ିଚିଡ଼ି - 0  
(iii) ଗାତ ଗାତ  
(iv) ଗାତ ଗାତ  
(v) ଗାତ ଗାତ

6/12/20

Ans sheet (ପ୍ରଶ୍ନ ଓ ଉତ୍ତର)

1. ଅତି ସଂକ୍ଷିପ୍ତ ସ୍ମରଣ ପଦ୍ଧତି:

- a. ଶାନ୍ତି      b. ଶାନ୍ତି, ଶାନ୍ତି ସୃଷ୍ଟି      c. ଶାନ୍ତି ଶାନ୍ତି  
d. (ସ୍ମରଣାର୍ଥ)      e. (ଶାନ୍ତି)

2. ବହୁନିର୍ବାଚନୀ ଅନୁକ୍ରମିକ (ଐତିହାସିକ ପଦ୍ଧତି) ନିର୍ବାଚନ:

- a. (i) ଶାନ୍ତି      b. (i) ଶାନ୍ତି ଶାନ୍ତି      c. (ii) (ଶାନ୍ତି)  
d. (i) ଶାନ୍ତି      e. (i) ଶାନ୍ତି

3. ଅନୁକ୍ରମିକ ପଦ୍ଧତି:

- a. ଶାନ୍ତି      b. (ଅନୁକ୍ରମିକ)      c. ବିଟାମିନ - A  
d. ବିଟାମିନ - B      e. ଫଳ

4. ମତ୍ତ ଶିଳ୍ପ 'ଶା' ଏବଂ ମିଆଁ ଶିଳ୍ପ 'ନା':

- a. ନା      b. ଶା      c. ଶା      d. ନା      e. ନା

5. 'କ' ଉପରେ ଆଧାର 'କ' ଉପରେ ମିଳାଏ:

- (a) ଶାନ୍ତି      →  
(b) ବିଟାମିନ      →  
(c) ଶାନ୍ତି ଓ ମିଆଁ ଶାନ୍ତି      →  
(d) ଶାନ୍ତି      →  
(e) (ଅନୁକ୍ରମିକ)      →

- (ii) ବିଟାମିନ - A  
(i) ବିଟାମିନ - B  
(v) ଶାନ୍ତି ଶାନ୍ତି  
(iii) ଶାନ୍ତି  
(iv) ଶାନ୍ତି ଶାନ୍ତି

Name of the School - Barjala H.S. School.

Subject - Life Science

| Roll No. | Name of the Students (Boys) | Obtain mark | Roll No. | Name of the Students (Girls) | Obtain mark |
|----------|-----------------------------|-------------|----------|------------------------------|-------------|
| 1.       | Anoj Saha                   | 18          | 1.       | Sharmishtha Nama             | 21          |
| 2.       | AKASH Subradhar             | A           | 2.       | Sayantika Mishra             | (22)        |
| 3.       | Santanu Saha                | A           | 3.       | Purba Das                    | 19          |
| 4.       | Subhajit Acharyee           | 21          | 4.       | Aparajita Ghosh              | 18          |
| 5.       | Ritesh Sukla Das            | (08)        | 5.       | Babli Acharyee               | 17          |
| 6.       | Diptanu Malla Barman        | A           | 6.       | Munulisha Das                | A           |
| 7.       | Te. —————                   | —           | 7.       | Smriti Das                   | A           |
| 8.       | Rudra Das                   | A           | 8.       | Aditi Debnath                | 14          |
| 9.       | Shayan Subradhar            | 14          | 9.       | Swapna Ghosh                 | A           |
| 10.      | Kaushik Sen                 | 19          | 10.      | Anpita Nama                  | 10          |
| 11.      | Rajdeep Bin                 | A           | 11.      | Anpana Ghosh                 | (07)        |
| 12.      | Anghajit Paul               | 11          | 12.      | Ayesha Sharma                | 14          |
| 13.      | Rajdip Sarkar               | 13          | 13.      | Lalita Subradhar             | A           |
| 14.      | Sujit Das                   | 18          | 14.      | Himani Ghosh                 | (06)        |
|          |                             |             | 15.      | Jhili Das                    | A           |
|          |                             |             | 16.      | Misti Acharyee               | A           |
|          |                             |             | 17.      | Trisha Sukla Das             | 16          |
|          |                             |             | 18.      | Kanika Das                   | A           |
|          |                             |             | 19.      | Munali Debnath               | (08)        |
|          |                             |             | 20.      | Sneha Sarkar                 | 20          |

*Saan*

\* Highest mark - 22.

*Indar*  
6/12/22



# Bhavan's Tripura College of Teacher Education

Narsingarh, Agartala, Phone: (0381) 2341501

Web: [www.btcte.in](http://www.btcte.in); E-mail: [bhavanbedc\\_trip@rediffmail.com](mailto:bhavanbedc_trip@rediffmail.com)

## PEER TEACHING PRACTICAL OBSERVATION SHEET

Student's Name Nebarmita Paul

Roll No 21

Name of School Bijoy kumari Giral's H/s School

Subject Geography

Date 25/7/2023

Topic ভূগোল

Class V

| Parameters                                          |           |
|-----------------------------------------------------|-----------|
| 1. Preparation                                      | Very good |
| 2. Presentation                                     | Good      |
| 3. Class motivation                                 | Good      |
| 4. Subject competence                               | Good      |
| 5. Questioning                                      | Good      |
| 6. Blackboard work                                  | Good      |
| 7. Class discipline                                 | Good      |
| 8. Communication                                    | Good      |
| 9. Use of teaching aids                             | Very good |
| 10. Evaluation/application/attainment of objectives | Good      |

Suggestion of the observer:

Archita Rudra Paul

Signature of Observer

### ATTENTION:

Always keep the Observation Book along with approved lesson plan at the backside of the classroom



## Activity-2

### School Assembly:-

(i) Introduction:- લેન્ડે સ્કૂલ અધ્યાપન રત-વિજ્ઞાન  
Program એ બહુજાતિય વિવિધ પ્રમાણમાં અને વિવિધ  
લેન્ડે સ્કૂલના અભણે એ બિજાના અધ્યાપન, કિન્નુ કિન્નુ  
સ્કૂલના શિક્ષક લેન્ડે આશરે પ્રશ્નપ્રશ્નરૂપે જાત એ  
જોઈતા રીતે લેન્ડે આશરે પ્રશ્નના પ્રશ્ન બોલે રહે.

લેન્ડે રીતના અધ્યાપન લેન્ડે  
નિયંત્રિત લેન્ડે રીતના રીત પ્રશ્ન બોલે. કિન્નુ  
સ્કૂલ, લેન્ડે રીતના પ્રશ્ન પ્રશ્નના અધ્યાપન  
લેન્ડે લેન્ડે ભાવના બહુજાતિય રીતના અધ્યાપન  
જોઈતા પ્રશ્નના રીત રીતના રીત બોલે.

ભાવનારૂપે સ્કૂલ અધ્યાપનના નિયંત્રિત, જોઈતા  
એ રીતના અધ્યાપન વિજ્ઞાન લેન્ડે રીતના રીત બોલે એ  
સ્કૂલ નાઈક, રીતના રીતના રીતના રીત લેન્ડે  
રિતના રીત બોલે.

# BHAVAN'S TRIPURA COLLEGE OF TEACHER EDUCATION



NARSINGARIH, AGARTALA, WEST TRIPURA, 799015

## SCHOOL BASED ACTIVITY



**SUBMITTED BY:**

**NAME OF THE TRAINEE :** SARITA SAHA

**ROLL NO :** 77

**NAME OF THE SUPERVISOR:** Runa Guha

**OBSERVING SCHOOL :** Natunnagar Girls H.S. School

**NAME OF THE UNIVERSITY :** Tripura University (A Central University)

**ACADEMIC SESSION :** 2021 - 2023

**SEMESTER :** 2<sup>nd</sup> Semester

**COURSE :** B.Ed

**DATE OF SUBMISSION :** 08-07-2022

*Sarita Saha*  
19/07/22

Sarita Saha, 8/07/2022  
Signature with date

## Feedback Form

| Name of the students | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign           |
|----------------------|------------------------|---------------------------|---------------------|-----------------------|----------------|
| Arpita Debnath       | yes                    | 2                         | 2                   | 2                     | Arpita Debnath |
| Aksharika Roy        | Yes                    | 3                         | 2                   | 4                     | Aksharika Roy  |
| Rose Sarkar          | yes                    | 2                         | 1                   | 3                     | Rose Sarkar    |
| Khushi Das           | yes                    | 2                         | 1                   | 2                     | Khushi Das     |
| Shreyasri Deb        | Yes                    | 2                         | 1                   | 2                     | Shreyasri Deb  |

| Name of the Teachers      | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign                                                                                  |
|---------------------------|------------------------|---------------------------|---------------------|-----------------------|---------------------------------------------------------------------------------------|
| Bithika Majumder          | Yes                    | 03                        | 03                  | 02                    |  |
| Debarjee Das              | Yes                    | 03                        | 02                  | 04                    |  |
| Tushar Kanti Bhattacharya | yes                    | 04                        | 04                  | 04                    |  |

Students:- class-vii , class-viii , class-ix , class-x

Teachers:- ବିବିଧ ଶିକ୍ଷକମାନେ ଶିକ୍ଷଣ- ବିଭାଗରେ,

Speech

Activity-6 (organizing Cultural Activities)



Shrayashi Deb Delivering her Speech

**Bhavan's Tripura College of Teacher Education**

Narsingarh, Agartala, Pin- 799015

Name of the school ..... Nutan nagar .....

Name of the teacher trainee ... Savita Saha .....

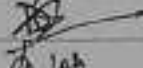
## ASSESSMENT TOOLS OF PERFORMANCE TEST

**Average: 5; Satisfactory: 10; Excellent: 15**

[illegible]

### Feedback Form

| Name of the students | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign           |
|----------------------|------------------------|---------------------------|---------------------|-----------------------|----------------|
| Arpita Debnath       | yes                    | 2                         | 2                   | 2                     | Arpita Debnath |
| Aksharika Roy        | Yes                    | 3                         | 2                   | 4                     | Aksharika Roy  |
| Rose Sarkar          | yes                    | 2                         | 1                   | 3                     | Rose Sarkar    |
| Khushi Das           | yes                    | 2                         | 1                   | 2                     | Khushi Das     |
| Shreyasri Deb        | Yes                    | 2                         | 1                   | 2                     | Shreyasri Deb  |

| Name of the Teachers      | Relevance to the topic | Quality of a presentation | Quality of language | Clarity of expression | Sign                                                                                  |
|---------------------------|------------------------|---------------------------|---------------------|-----------------------|---------------------------------------------------------------------------------------|
| Sithika Majumdar          | Yes                    | 03                        | 03                  | 02                    |  |
| Debasree Das              | Yes                    | 03                        | 02                  | 04                    |  |
| Tushar Kanti Bhattacharya | yes                    | 04                        | 04                  | 04                    |  |

Students:- class-vii , class-viii , class-ix , class-x

Teachers:- forthio forntipio fornan- fornanipio