

Documents of different assessment tools

Course 6: Assessment for Learning

Marks: 100; Credits: 4; Hours: 60 for theory excluding hours to be spent by student teachers for completing assignments

Note: Figures in the bracket show hours for curriculum transaction Module 1: Assessment and Evaluation (Credit 1, Hours 15, Marks 25)

Objectives- After learning this module the student teachers will be able to-

- use assessment in constructivist paradigm for various purposes
- gain critical understanding of issues in evaluation practices
- become aware of key concepts such as, measurement, evaluation, test, examination, formative and summative assessment
- construct and use appropriate tools of evaluation

Content:

- 1. Assessment and evaluation of learning in a constructivist paradigm (1)
- 2. Distinction between 'Assessment of Learning' and 'Assessment for Learning' (1)
- 3. Purposes of assessment in a constructivist paradigm (2)
 - To engage the learners' minds for further learning in various dimensions
 - To promote development in cognitive, social and emotional aspects
- 4. Critical review of current evaluation practices and their assumptions about learning and development (1)
- 5. Clarifying the terms (3)
 - Assessment, measurement, evaluation, test, examination
 - Formative and summative evaluation
 - Continuous and comprehensive assessment
 - · Grading.
- 6. Tools of Evaluation Written, oral and practical examinations, anecdotal records, Projects, home work and Assignments, participation in activities, Work sheets, Practical work, group discussions, port folio, open book test, Rubric, computer based examination (7)

Module 2: Examination Reform Efforts (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teachers will be able to-

- critically analyze various examination reforms in India
- give suggestions for improving quality of questions in exam papers
- use ICT in examination
- 1. Examination reform efforts in India: (Discussion should cover analysis of recommendations, implementations and the emerging concerns) (10)
 - Secondary Education Commission (1952-53)
 - Kothari Commission (1964-66)
 - National Policy on Education (1986) and Programme of Action (1992)
 - National Curriculum Framework (2005) developed for school education

S.N.D.T. Women's University, Mumbai

Principal Satyam College of Education C-56A/14 & 15, Sector-62,

NOIDA-201305

Coordinator I C-56A/14 &15, Sector-62. Mida-201305

- 2. Introducing flexibility in examination-taking requirements (1)
- 3. Improving quality and range of questions in exam papers (2)
- 4. Examination management (1)
- 5. Role of ICT in examination (1)

Module 3: Data Analysis, Feedback and Reporting (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teachers will be able to-

- analyze and interpret data for drawing inferences
- use various types of feedback for improving learning
- develop and maintain a comprehensive and consolidated learner profile

Content:

- 1. Statistical tools (10)
 - Percentage, Frequency distribution Central tendency (concept and calculations)
 - Variation, Normal distribution, Percentile rank, Correlation (concept only)
 - Frequencypolygon, bar diagram, Interpretation of Analyzed data
- 2. Feedback as an essential component of formative assessment (3)
 - Use of assessment for feedback and for taking pedagogic decisions
 - Types of teacher feedback (written and oral)
 - · Peer feedback
 - Place of marks, grades and qualitative descriptions
- 3. Developing and maintaining a comprehensive and consolidated learner profile (2)
 - Purposes of reporting: To communicate Progress and profile of learner
 - Basis for further pedagogic decisions

Module 4: Examination System and School-based Assessment (Credit 1, Hours 15, Marks 25)

Objectives: After learning this module the student teachers will be able to-

- Critically analyze impact of the prevailing examination system
- Evaluate impact of examination-driven schooling
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

Content:

- 1. Examination for gradation, social selection and placement (3)
- 2. Impact of the prevailing examination system on student learning and stakeholders (3)
- 3. Entrance tests and their influence on students and school system (2)
- 4. Impact of examination-driven schooling on pedagogy: Content-confined, Information focused Testing, Memory centric teaching and testing (4)
- 5. De-linking school based assessment from examinations: Some possibilities and alternate Practices (1)
- 6. Dimensions and levels of learning to be assessed (Contexts of assessment: subject-related and learner-related) (2)

. . 2

S.N.D.T. Women's University, Mumbai

Satyam College of Education C-56A/14 & 15, Sector-62, NOIDA-201305 Coordinator ICAC Satyam College of Education C-56A/14 &15, Sector-62, Noida-201305

- Retention/recall of facts and concepts, Application of specific skills,
 Problem-solving, applying learning to diverse situations, Abstraction of ideas from experiences, Seeing links and relationships, Drawing Inferences, Analysis, Reflection
- Initiative, Collaborative participation, Creativity, self-esteem, motivation

Assignments: (25 marks)

- 1. Prepare a frequency distribution table with raw score data and draw frequency polygon/ bar diagram (15 Marks)
- 2. Developing an achievement test with its Blue Print, Answer Key and Marks Distribution. (10 Marks)

References

- 1. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
- 2. Delpit, L.D. (2012). Multiplication is for white people: Raising expectations for other people's children. The New Press.
- 3. Dweck (Eds.), Handbook of competence and motivation (pp. 15-30). Guilford Publications.
- 4. Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). Knowing what students know: The science and design of educational assessment. National Academies Press.
- 5. Shepard, L.A. (2000). The role of assessment in a learning culture. Educational Researcher, 4–14.
- 6. Sternberg, R.J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S.
- 7. Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 324–328.

Satyam College of Education C-56A/14 & 15, Sector-62, NOIDA-201305

Coordinator IQAC Satyam College of Education C-56A/14 &15, Sector-62, Noida-201305

1. Teacher made written tests essentially based on subject content

	0
Cate Cate	
ASSIGNMENT	
- Treparation of any two assessment took, using in	the
Classicem and interpretation of the data.	
- Every lesson that a teacher teaches has an objective,	
- that obtidents who have understood the lisson are ab	
perform take they couldn't have close before the lesson	•
At the end of the luxon, teachers like to know u	the thez
or not the objective his been realized. For this, they	need
answert took. These allow teachers to measure	hour
well students have understood a topic. With this feed to	ick,
teachers can review the lesson and the teaching methods	logy .
used. The teacher may decide that some teaching method	s wer
more effective than others, and based on this conclusion	<u>an</u>
meld betwee lessons. These important took allow t	oeth
teachers and students to imposers their performance.	
It is very important to know	for
the toucher what kind of tools are suitable to which	task_
or the aspect of teaching in terms of context, content	t and
is it don't they need to know the category	of the
il I to and their abilities to use appropriate	
the basic to assert the level of attainment of each and	every_
student. Teacher need to have a breacher understand	ling
and visualization about the available and knitche tool	Ls d
I am a sent and deviation took for various burbase	.
for assessment and designing tools for various purposes	
	表 8.04

GT.	6
	Topic Date
	Teachers can use a variety of assessment
T	Teachers can use a variety of assessment tools and strategies to assess student performance - Some of these tools are -
*	Written, Oral and Practical examination
* * * *	Projects Home work and Assignments
~ · · · · ·	Worksheets Port Jolio
*	Rubouic
~# ~	WRITTEN EXAMINATION
	The written examination is a compositionsine exam that assesses the examinee's knowledge of basic reiences and clinical concept based
	against the skill and knowledge represented by each test item. In written examination students are given some
	questions to complete in a fix time period. The written examination are of two types
	Essay type examination 2. Short answer type examination
3	V
- 3	P. T. O
	· · · · · · · · · · · · · · · · · · ·

9 9		
7	Lª S	TopicDate
3	×0	
9		Functions Of Essay Type Examination
9	Ŋ	They study the achievement of the individual with rusped to subject matter.
о О	2)	It locates the difficulties and weaknesses of the individual in
S	3)	Tt gives the knowledge of thoughts, expression of an individual.
٥	4)	It helps in providing proper instruction to the students.
9	5)	It classify the students and helps them to maintain academic
9	6)	It is also helpful in evaluation of the teacher.
3	7)	It is also helpful in evaluation of the teacher. This helps the students in arousing their devotion towards
٥ 	8)	It measures efficiency, aptitudes, values of the students
۹ 3	P	Characteristics Of Essay Test
9		
9		The length of the required responses varies with reference to marks
9		and time. For example, the time given to a question varies according to the marks. A lo marks question is given 15-20 minutes
9		where as a 4 or 2 marks question 5-6 minutes are max.
9_	0)	It domands a subjective judgement.
9	2)	It demands a subjective judgement. Every person write answer differently, interprate question
9		Every person write answer differently, interprate question different for example, if a question ask to write upon/about evalue
3		PTO
9	1 8	(A) [1]

•		(3)
9		TopicDate
-		
-		
3		its the students judgment what he think. One may include its defination one may not.
99		its defination one may not.
-	1	
2	9	Marit D Fire Tail
-		Merits of Essay Test
3	- 1	T1
-	_1)	It's easy to propare
-		
3		It is relative easily to prepare and administer a size question extended essay test response than to prepare and administer
2		extended essay test rasponse than to propose and administer
-3		a comparable 60 item multiple choice test.
3		
7	2)	Decision of weiting the
-3	2)	Decision of writing style
-		- : It I am an are are ince't ability to
-3-		T+ is the only means that can assess an examinee's ability to
-		organize and present his ideas in a logical and coherent
-3		Jashion and in effective prose.
2		
-3	3)	Suitable for all school subjects.
-9		0
-9	4)	Some of the objectives such as ability to organize iclea effectively ability to criticize or justify a statement, ability to interpret etc can be measured by this type.
-	- 1	alille to contribute a statement ability to intersect
		the thinks
9		et can be measured by the type.
-9		
-	5)	Study of higher mental capabilities
9		
	==.100	Logical thinking and virtical reasoning, systematic presentation
-		
		and Calmin
100		

Th. Studios		6
70.		Law and the Control of the Control o
3	m. Piner ung hill b	
		at our be but developed by this late of but
		et can be bed developed by this lyte of ked
-	41	Forest la debit state
3	1	Encouragement for elebil thirty
-		This holes induce and state babile such as making outlines
3		It's helps induce good study babils such as making outlines and summaries, organizing the arguments for and against ex.
,		and summines, organizing me arguments for their agreements
3	78	f. de al al al anno
3	-17	Inredom of expression
		The fit is a state of the atthete
		The students can show their initiative, the originality of their thought and the fertility of their imagination as they are permetted freedom of response.
3		thought and the fertility of their imagination as my are
3		permitted fruidom of response.
)	1	
)	S	The surposse of the students need not to be completely right or wrong. All dignes of comprehensiveness and occuracy are
2_	State of Street	ar wrong. All digrees of comprehensiveness and accuracy are
9		pavide.
3	×0	
3	٢	Demonits of Evry Test
3		
4-	_1)_	Limited Sampling of the content
9_		7
9		Only few questions can be included in given tot. Question can't be asked from all chaptors. They have to g neglect some areas.
9		be asked from all chaptors. They have to g neglect some areas.
9		0 ' 0 0 0
9		
•		f. 7.0.
9		
5		型 Batte
)		Control of the Contro

	TopicData
3	
9	Types of shout answer type question
	Multiple Choice Juestions
)))	In this type of question a statement is given for which number of alternative are given. The student has to select correct alternative.
	Fill Up / Complete The Sentence
))	Questions in this are in the form of sentence where one or more blank are left for the student to fill in the
)	on more blank are left for the student to fill in the
	answer.
(2	True / False
3	From this types of question a statement is given. It
•	From this types of question a state statement is given. It
•	whether the stokement is touce or false.
•	Q .
رل	Match The Following
	N . 1. 1 . 1 . 1 . 1 . 1
•	For matching types questions the individual has to select the
)	answer according to the question. There is the change
)	in the sequence of the answer we the answer are not
3	given in the same sequence as the questions.
5	AND COLUMN TO A STATE OF THE PARTY OF THE PA
3	The state of the s

-		
		0
		Topic Date
	4	Precautions
-		13 tecamotoria
0	Λ.	The and in the last action by dillicult to
3	9	The question range should be from extremly difficult to
3	- \	The question should be selected as to cover all the aspects of
3	ر ع	The question should be selected as to cover all the aspects of
3		the syllabus
-	3	The language and the meaning of question should be easy Question should be short
-	4)	Question should be short
w w	5)	The instructions given for each part of the Test should
-		be clear
7	6)	Short question should be complete in it self.
7		
7		. /
-		
-		
3		
3		
3		· · · · · · · · · · · · · · · · · · ·
3		
9		
-9-		
9		
9		
9		
9		
9		
<u>ے</u>		
-5	ALCOHOL:	
<u></u>		

ڼ		(13)
0		Toyot Date
3	The state of the state of	CONSTITUTION OF INDIA
>	Nation of the same	Total marks:50
0		Time duration: 3h
3		Inductions
,		
,)	All questions are needed to be attend
,_		91 - 97 contain of 1 marks each question, total 10 marks
)		92-96 contain 2 morks each
	4)	97-012 Contain 5 mooks each.
)		
)	0.4	
	01	Con Select the right onewer 37/2
-		
-	i	Constitution of India was adopted by constitutiont assembly
_		on /
)		a) 25 Oct, 1948 (b) 25 Oct, 1949
,		c) 26 Nov, 1948 (d) 26 Nov, 1949
,		Could lie al Tadin a site all + le 2
,	81	Constitution of India came into effect from?
,		a) 15 Jan, 1950 (b) 26 Jan, 1950 c) 15 Aug, 1950 (d) 26 Aug, 1950
,		c) 15 Aug, 1950 (d) 26 Aug, 1950
)_		Setting a supreme court was Calcutta is a part of?
)	123	
,		a) Regulating Act of 1773 (b) Pitts Act of 1789 c) Charter Act of 1793 (d) Charter Act of 1893
,		cycle of the state
,		
)	and the state of t	
5		· · · · · · · · · · · · · · · · · · ·

-	69)
-	Date	
2	7500 VS18	
0		
-	1) The first statute for the governance of India under the clired	
9	sule of the British Government, was the	
3	a) Government of India act, 1915	
3	b) Government of India act, 1858	
3	c) Government of India act, 1861	-
0	d) Government of India act, 1892	
3	J) What is known as the "Little India "?	
9	1) T	
~	a) City b) Town c) Village d) State	
9	S) riduge	
~	v) Major Obstacle of democracy is:	
2	a) Poverty of the people b) Illiteracy	
7	c) Bureaucracy d) Corruption	
-	9	
3	vii) befrich is the lowest stage of the local government?	
3	a) Gram Panchayat b) Panchayat Samiti	
3	2) Zila Panchayat d) District Council	
9	T 2	
3	my who collects the House Tax?	
3	a) Municipality or corporation b) State Government	
_	c) Contral Government d) District Magistrate	
9	1 what is the duty of the Municitality?	
9	a) To maintain law and order b) To keep the city clean and	Locat
9	To collect tax c) To suppress owne	
-	7 10 50	
3		1

9		(5)
16		TopicDate
0		
•		The governor of a state is appointed by
17		a) The State legislature b) Prime Minister
3		c) Poresident d) Parliament
5	Λ.	U 1.1
	92	How many high court in India
	<u>Q3</u>	How are the members of the Rajya Satha elected?
0	94	When was the Indian Independence Act passed, by whom
P	Q 5	According to the Pereamble India is what kind of a state?
-	06	What is the importance of Act of 370 of the constitution)
10	07	What is meant by secular and solialist, as described
7		in the Preamble?
-	Q8	Bring out the significance of the towns "Sovereign,
2		Democratic Republic as mentioned in the Breamble.
	09	How many categories of the fundamental rights of citizens
9	M ₁ a	has been recognized by the Indian Constitution?
0	910	distributed between the Union and the States in India?
3	911	Write a brief note on the struggle for freedom in Nepal
7	02	What were the factors that desafting committee had to take into
3	,	Consideration while drafting the constitution?
9		,
9		
9	- Inches	
2		
)		
)		(共) [[20]
-		[2] [5:00]

	(8)
	TopicAγυς.Η
ns 1)) 26 Mov. 1949 V
	2) 26 Jan 1950
	3) Regulating act of 1773
	4) Government ac'of India 1858
	s) Village / 0
	6) Carruption (
	7.) Grom Punchayat
	8) Huncipality or Corporation
	a) To maintain low and order & (0)
	10) Peresident
)_	India has 24 trigh (ourt at the steet and and union textury level. 2)
3)	Membership is limited to 250 members, 12
	of the whom are nominated by the president of Indea for their contributation to act,
	literalus and social sorvice (2)

	Topic
-	03.5
-	
Ans 4)	
2	the Beitish Pauliamord on 5 + July in 1947.
3	This act was passed to give offed to the
3	Houndbutton plan creating the two
3	independent states of India and
-	Pakiston.
-	· · · · · · · · · · · · · · · · · · ·
Ans s)	Acording to the original preamble India is
-	a soverign, Domocratic Republic, By 42 xd
9	amendment of the constitution inclin is
9	made also a socialist and social state.
7 7	
SA. 6)	9
-	
-	0
3	
3	
A -71	The 42nd amendment of the indian constitution
3	make india a socialist State. It mean that
3	the state shall abolish private ownership of
<u> </u>	the mean of production and distribution
	/ 2
A-8)	Indian is a soveneign state. It mean
9	the state in india is the supreme authority
9	over all monand all association within
9	the (ountry and in obsculately free from
9	any outside control
5	典論
, O	the part of the pa

78.5



INTE	RPRETATION OF DATA
l n	
Tyush	is a very active student. He is a working child. Truy his full to leaven everythe he need to work in forming sentence we full knowledge but he is not able to the answer according to the marks give and to long and write answer in his own and create a persper form of it.
hourde	working child. Toug his full to leaven everyth
But	he need to work in forming sentence
He ha	ve full knowledge but he is not able to
write	the answer according to the marks give
He n	ed to try and write answer in his own
words	and create a proper join of it.
	24 66



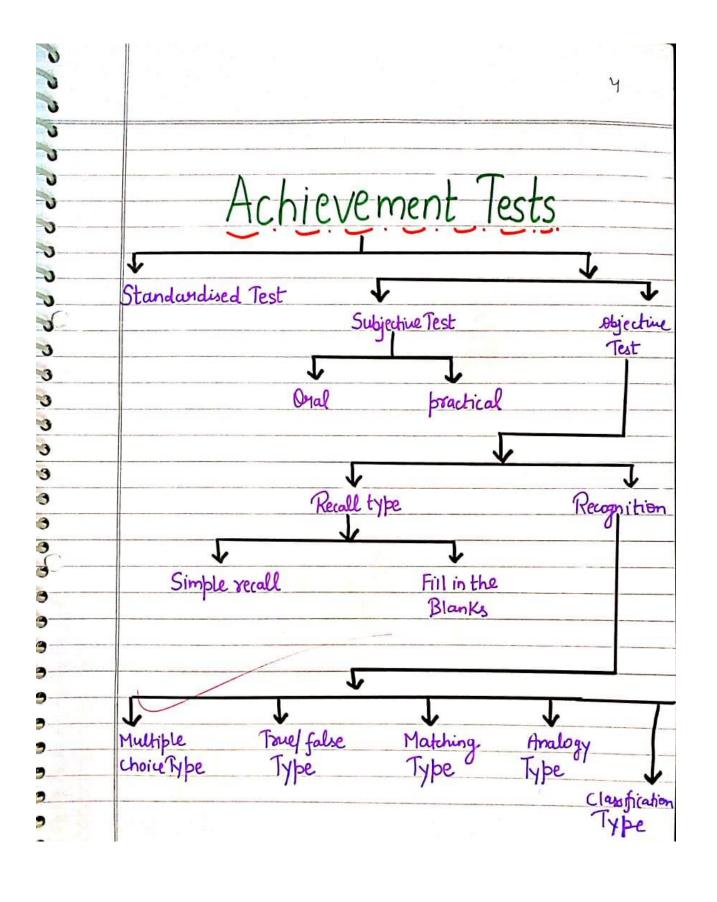
Introduction ~

In Gur educational System, assessment in Cognitive domain is generally done by achievements tests Teacher teach and help the leavners to leavn. The leavning that takes place is associate not only for the leavners benefits, but also for the leavner to evaluate his own hours. At the end of the leavner to evaluate his own hours. At the end of the leavner or a guoup of lesons, the teacher need to get feedback on what the leavner has achieved as a result of the teacher efforts and also, indirectly to assess his own achievement as a teacher.

Meaning:~

An achievement test is a test to developed Skills or Knowledge. The most Common type of achievement test is a Standardised test, developed to measure Skills and Knowledge barned in a given grade level usually thorough planned instruction, Such as training instructor or classoom teacher So, any test that moses the attainments and accomplishment of an individuals after a period of training on learning is Called achievement tests.

3 According to Ebel, "An achievement test is one designed to measure Students geraff to black knowledge Achievement Or proficiency used to ascertain has been leaunt Or how much has the task performed. The achievement tests can be Categorised in two Categories: General Achievement Tests. Diagnostic Test



3	
3	2
3	
	Construction
10	~ ~ ~ ~ ~ ~ ~ ~
1-0	OC.
	O+
	.~.
3	Tortr
3	16262
3	
3 3 3 3	There are Several Steps involved in the Construc- tions of Achievements test these are as follows:~
3	tions of 'Hichievements test these are as follows:~
3 .	Planning the Test of phisating and Consider of the
3	Planning the Tests: Objective and Curviculum Objectives
3 .	First Duaft of the tests:~ Item Selection.
Thereton	
	Trying Out of the Test: - Administration, Scoring,
	Trying Out of the Test: - Administration, Scoring, oreliability, validity, item analysis.
	Final Drafting: ~ Administrations, applications etc.
	Standardization: Name, Interpretation.
I 5	
40 a 300 =	

Blue Print Meaning:~

Blue print provide Student an Interactive approach for education planning to meet the curriculum expectations and learning objectives. A blue print for test or examination is also known as the test specification perovides examination Strategy of an Institution at a glance. It is in the form of matrices ie tabular form.

Definition:

According to Newble and Dawson (1994), "Specifies all the elements of performance relevant to the assessment SO that appropriate Sample of activity & Corresponding methods can be selected according to their relative importance to overall assessment process."

According to Cronback (1997), "when the test items of a test are judged to adequately represent hill defined domains of Content." Dand-1 sour

Indian (2) (2)	0	-	H						
(2)	S	0	C)	S	Ш	S	\top	0	
		; (c)	<u> </u>	(1) 7(1)			=	3	ह
Key features (1)2 of the Constitution	1(1) 7(1)	1(1)							L O
Fundamental (1) 2 (1) 1 Rights		2(1)							\$ }
1. Fundamental (1)2, (1)1									co
Total 10	=			E			4		25

			THE REAL PROPERTY.
	Time-Ihows	Class Test: 1 Sub-Social Science	MM-25
	Q-1 Fill in the blank	Class-VIII	
	4) Nation human D	light to continue call!	
	b) Rights and	go hand in hand	
	C) The word law. Which mean	go hand in hand. is derived from the latin word	l
	a) our constitution	was enacted on	
	9 W	as the chairman of the Drafti Indian Constitution.	ing
	9:-2 State Whether and False	the following Statements are to (5XI=5)	oue
	a) Giving on dema	ending downy is an affence []
	b) The Indian Conflexible	nstitution is both suigid &	
	c) The Practice of	intouchability is illegal [
100	d) yach wigen has	igion of his neighbours choice	
1	0. 2 Shout Answer	type (hestion. (2x5=10) ear by federation? understand by the Separation of I mental rights enjoyed by the Ind	
	1. What do you mi	ean by federation?	Power?
-	2. What do you t	mental rights enjoyed by the Ind	lian
0			
	4 State Some Im	portance of fundamental duties	
2	5. Explain why do	portance of fundamental duties we need a constitution.	
2	9:-4 Long Type (Question 5	
1	~ Describe the Fr	portance of Constitution *XI=5	
ы	THE RESIDENCE OF THE PARTY OF T	V Company	

Answer-Key Q:-1 a) 1933 01-> b) Duties () lag, fixed d) 26 Jan, 1950 e) Dr. Br Ambedkan. 18:-2 a) True. b) True. c) True. d) True. e) false. Ans-1) It ensures national unity and at Same time allow individuals progress. A federal Government allows The Centre to hold Supreme poner but its constituent States have some power as well. A-2 In order to prevent the misuse of power by the elected 3 representative. The Constitution advocate Separation of spowers. Each branch of the Government has its own perces of powers fixed by the Constitution. The Constitution of powers is maintained between that a balance of power is maintained between the legislature, Executive & the judiciary. Any (4) 1) Right to Equality. 2) Right to ferredom. 3) Right to freedom of Religion. 4) Right against Exploitation.
5) Right to Constitutional Remedies. 6) Cultural & educational rights. Ans-4 Any(4) (1) To Respect the National flag & the National Anthem.

2) To preserve the Mich Cultural heritage of the Country To abide by the Constitution & respect its ideal & institutions. To defend the Country & provide the Spirit of brotherhood To maintain & preserve public proposedy. To develop Scientific Power. 36) Ans-5) me need a Constitution because me need a government 3 to protect Our natural rights to life, liberty and purperly. The Constitution is the fundamental law within which the government must operate the Constitution Set Outs the sules under which the government is to operate. Ans on the guidelines laid down in the constitution. e 3. It help us to understand the political System of a It delimits the Scope & activities of Various Organs of the government It ensures that the Citizens of a Country enjoy their fundamental rights. It protect individual freedom. It limits the power of the government & establish a System of checks & balances.



Blue Print in Education plays very important evole in Education It begovides Students an interactive approach for Education planning to meet the Curriculum expectation and learning objectives. If blue print for test or examination is also known as the test Specification provides examination is strategies of an institution at a glance, it is in the form of matrice i.e Tabular form. The Blueprints is very important because for the assessment of test Specification. Evaluating time management and Strategy, to achieve the desired Outcomes

Education administrations for Curriculum development. Research and evaluators to design learning.

Plans:

Parents / quardians for helping young people to develop their (circer form early age.



SATYAM COLLEGE OF EDUCATION

Dated: 13th July 2019

NOTICE

This is to inform B.Ed. 2nd semester Students that on 16th July 2019, there will be a Workshop on "Construction of Test items, BluePrint and the Answer key" in the college premises.

Dr. Bineeta Agrawal

(Principal)

Principal Satyam College of Education C-56A/14 8 Sector-62,

NOIDA-201000

Coordinator ICAC Satyam College of Education C-56A'14 &15, Sector-62,

Noida-201305

	INDEX	PACE
CONT. S.E.	UIYLUL	Pages
		7.
W.	Introduction	Francisco Contraction
	Marks or an artist of	2,
(a)	Achievement diste	The state of the s
	meaning, definition, objectives	and
Sond weeks	construction of lest	
(3)	Plus Axial	
	Blue frint meaning, uses in colucation	
	Triba array,	
		5.
(P)	Proparing the design	
		8
(E)	Fral Blue point	Fire the co
	Paris A market and the second and th	9.
6	Test Item	
		11.
in	Answer Ley	19.
<u> </u>	A CALL	
	2 11 D. Ofaction	15.
(8)	Lety Reflection	
	N. C.	
Mark Street	of Education	
	Principal College of Sectorial	
6	Principal College of Education Salvam 14 & 15, Sector 61 NOID A-201305	
	CHOIDA	
Li Li	With the second	
_03		
- c.		

HEVEMENT : What are they ! An artievement lest is a test of developed ebill or knowledge Any test that measures the accomplishments of an individual after a period of training or learning NM Downie The type of ability test that describes what a person Throndike & Hagen. · Planides basis for promotion to nesit grade. Modicates the students before a new assignment

can help them We some · Indentify and explain reasons for performing tests. Indentify and the testing terminology to communicete dearly with shidents & colleagues · Evaluate a test's validity & reliability. a delect the appropriate desta the for Lonstruction of tests: 1) Planning of test Design for the test 3) Sieparation of the blue print 4) Writing of items 5) heparation of scoring key and moutin 6) Preparation of question-wise analysis

BLUEPRINT

A bluepsint is generally smething interded as a suide when making lose. It provides sholents an interactive approach for education planning to meet the curriculum expectation & leaening objectives.

o For the assessment of test specification is in examination exclusions the time management and shategy to achieve the desired outcome.

education administrates for euriculum development.

Curriculum developers to olesign comprehensive sequenced career developments learning opportunities

· Research & evaluators to design learning plans

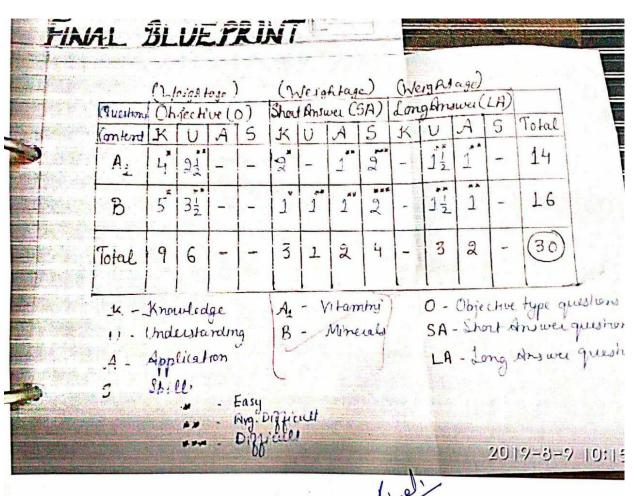
4.

2017-8-7 10:15

以	Page No. 1
一	PREPARING THE DESIGN :-
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	TREPAKINY INC.
- 4	Date: 03 Aug 2019 Montes: 30 montes Duration: 45 minutes
	Duration: 45 millions
A CONTRACTOR OF THE PARTY OF	
	Description Discouses
2	Shudents will be able to define the deficiency diseases
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	shutents will be able to define
	chiscoses will be able to classify and cortigorise in white wiscoses coursed due to late of vitamins
-	shearns une se are due to lock of vitamins
War war	Einmulal
tar ter	Students will be able to list me symptom of
	Larious diseases
	Shudent will be able to Identify the sources of sound rich in vitamins and minerals
	Good rich in vitamins and minerals
	Students will be able to understand the importa
	of vitamins and minerals in their diet.
	A BULL POINT
3	steps for constructing the BLUE PRINT:
Harry Co T. St.	Mazinum, Marks: 30 mous
	1. 10
N	This test will cover the deficiecy diseases
9	
0	
©:	Thursday (B)
0	Thus the dishibution of marks will be as Jo
	5 / /
	Correct
(C)	Principal Principal
一直的一直的一直	NOTICE TO SELECT THE PARTY OF T

				T The state of the	
	Topik	heig.	htage		d ca — mart
	À1	14	Total		
	, B	16	=30		
@ Weighty	ge accord	ding to	the ob	jectrues	of
the same of the sa			Donlin	from ()	4 1
Vindersta	noling (U)	Skill	ation ()	
	0				
	KU	AS	Weigh	lage -	
	12 10	4 4	70tal = 30	1 1 1	
	12 10	diameter Lines	= 30		
a OL 2. 12	:l- C-	. 1	1.10.1-1.1		N-17
Chiechi	Chia tho	y hosen	weighte	age	h 0 1
and Anowl	will be	dividea	amo	nost th	00
a knowl	edge, un	derstand	ding, a	policati	on 8
a Rnowl	267- 1	The state of the s	1	11	100
	Sole Cutto	KU	A	5	
	A1(4)	6 4	2	9	
	R (16)	5 6	10	×	
	U CAY 6	0	2	2	
	151 al 1	2 10	4	4	
S. Kanada Sana		The state of	112		

		The state of the s
@	Stype of questions Inch	
	Chrechive (O) BROCK Answer (SA) Long Answer (LA)	Questions Marks GalMark 15 x 1 = 15 marks 5 x 2 = 10 marks 1 x 5 = 5 marks 30 marks
	Sonsider the difficulty	level of the questions
Chega Nice Con Language Control	Lasy: (40-1.) Average difficulty: (46.7) Difficulty (13.3-1)	
	use the following in	Jarons for Easy & Di Brient
	Say (*) Mig. Difficulty (**) Difficulty (***)	
	(These notations of the	Kroulry level have
		re brunt page!.
	7	2019-3-9 10:15



Principal

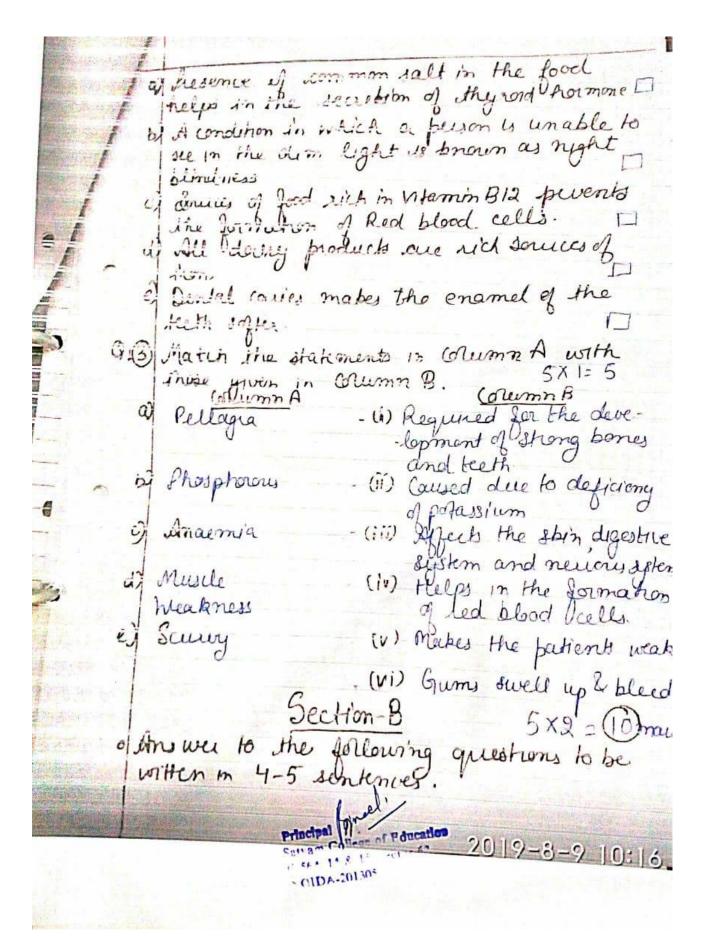
Carvam Come of Fducation

/OIL "

lopic: Deficiency Diseases Clais VI M. Marks: 30 Time: 45 minutes acience I Thus paper is divioled into three sections- sections, g General Instructions: spectron and each one of them has 5 subparts rection-B, section C Read the instructions care July for each type of st 3. Section-A Lawy 15 marks, I mark each for a lauration; answer to the question should be 1 given as instructed 4 Section - B consists of 5 short answer questions, each carrying 2 marks and answer to the al question should not be more than 4-5 5 Section- C Consists of I long answer question h waying 5 marks 6 del questions are compulsory 7. Read the questions carefully before attempting. 15 X 1 = (15) mach Section-A all thoose the correct alternative and please

Thoose the correct alternative and please note that each question has only I correct answer. If mouted more than I alternative, the response would be regated. 5x1=5

	abnormal enlargement of thyroid gland
	in Richels (11) Goitre
	in Buttle bones (iv) Anaemia
	Name the disease caused by the deficiency
9)	#1 1/16 cm im R I
#	Semmy (ii) Gingivitio
	in Beribui in Sellagra.
	The other name for vitamin B3 is n
(1967) No. 1	11) Thiamine (11) Riboflowin
A STATE OF THE PARTY OF THE PAR	(iii) Niger (in Calif Zeral +
and the same of th	Dental laries is caused by the deficiency
	9
	ii) Vitamin D (ii) Sodium a
	in Calcium (iv) fluorine
e)	Read the Tollowing statements about diseases. Which pair of statements best describes a deficiency
	Which pair of stakements best describes a deficienty
6	distage (auxid by gums.
	A. Truy are coursed by germs. B. They are coursed due to lack of nutrients in order diet. Coursed onto the other purson through?
	in madiet
	c. They can be passed onto the other person through ?
	D. Their with a p
	in A and C (ii) A and B
20 1 (in Band C (iv Band D
200	Sink which of the Collowing steetements one
OW.	
	True on false.
8	Greet
<u>o</u> .	Principal Salvan College of Poucation
以及	



AUD A doctor activised separtment to eat the cities quis , tomatous, amla & green leafy vegetables why do you think was he advised to do so? of A child is suffering from a conclution die to which her bones have become soft and a) Nome the disease this child is affected with 1 + 12 = 0 children! List any I minuals proun to us. Explain how each one of them is important in our diet (9.4) Apreson lives in hilly area. Food & water in the hilly region lacks in a mineral B. The deficiety of B causes a disease R. However, the dislase R. does not occur in the people of the dislase R. a coastal area. living in a coastal area. a) Name the mineral B. (1/2, b) What is the name of the disease R ? (1) c) Thy des disease Ro not occurs coastel areas? (3) Tell what would happen if our diet is missing act on following nutrients: 1+1= 1 · Vitamin K · Soctium on of Paucation Principal

115/11

ANSWER KEY

Ti-ret	11	-	Se	CHOM A				
	(at)	Muki.	and the latest designation of	_		03	Marke	
	a (ii)		a)	False	- 1	a) (iii)		
	(b) wi)	- 1	6)	True	,	b) (i)		
	() (111)	- 1		false		(V) (V)		
	(d) (iv)	1		false		d) (11)	1	
Sec.	ej (jv)	1 1	(0)	Tine	,	(e) (vi)	1	
			Se	Ltion-B	(Ke	y points -	Hinh)	
	0:0 · R	ich in 1	ritar	nin-C		100	(2)	
	· Pu	event	sau	wy dis	ease	, ,		
	o R	equire	d f	er heal	they be	rad vessel		
j	(3) (a)	Richels	0			oad vessel	(1/2)	
j	P)	Incela	1129	vita mun	D- he	lps to u	se Calcu	m
		Tex for	mah	on of s	Bloong	bones	(%)	
	10	0 0		- 6	0		1+1=0)
	a 3 - 94	n, la	(cir	vm		- a amia	111-6	,
	o gron	preux	nls	& cu	as di	naemia eccuy		
	o Cal	cium 1	nu	enh to	ign bu	d	(12)	
	ar (4) a	Jodline	2				(2)	
	13	Caibo				EL STAND		
-1	Ď	90cur	w L	regul	ed to	help f sal are	noduce	
-	()	thing	el	hormon	e. 6a	stal out	a has	1
								L
10	V45) - 14	lamin	k	holas	in a	othing a)	blood 1	T
1	are ovi	HUMIN	11	mag	lant	an Union	ne June	
1	0 70	dum	a) 1	10000	a link	L V V	-0 (7
	- Hs	mny !	70	www.				
-	915) o VI o Sci - Hu	0	2	ction-	((Key port	ub)	
00.	(Da) Vila	nin.	_ /	Viacon	B-0	emplese t	gipotala	٦.
CI 4	Adam	1.		1.1.		2.12	v eggs,	M
0.	Mine	The Car	Rep.	of all	um,	eargrain	greenby	je
	1 12	(D)	VC	Departed in	, wic	1000	51-54 01 CM	1
1000	Les >		- nt	Lancarre			21017	1

SELF REFLECTION

Aftending the workshop based on Construction of a Test I sems was a great experience and learning. My Abolullah guided and taught the topic very well and answered all the grunes laised by by by thous his lecture, it would have been difficult to prepure this assignment.

Learning about wearing an achievement ket is the well part of teaching profession. All teachers must be well versed outh the process. The test can be written, oral as well as practices.

The degree of accuracy with which a test measure unat it seeks to measure agreen vuiable.

One of the important characterships of fest us the Reliability; means the Kest taber will obtitude same test score over repeated testing as los as no other extraneous factors how affected to score

Oberall, it was a great learning; it such has raised the level of confidence and motivation mere than ever I will look; to such wonderful apportunities in Juture as

THANK YOU....

2. Observation mode for individual and group activities

a) Individual Activity:



Gmail

Dr Jyotsna Kohli <jyotsna@satyameducation.in>

Fwd: PPT Of Seminar

2 messages

Thu, Jul 30, 2020 at 1:27 PM

To: Anshul Gupta <ansul@satyameducation.in>, Dr Jyotsna Kohli <jyotsna@satyameducation.in>

Preeti Goel

Satyam College of Education

C-56A/14&15, Sector - 62, Noida (U.P.) -201309

Email - preetigoel@satyameducation.in Mobile No. - 7678588751,9899109451

--- Forwarded message -----

From: shikha verma <vermashikhanovember@gmail.com>

Date: Thu, Jan 4, 2018 at 9:24 AM

Subject: PPT Of Seminar

Virus-free. www.avg.com

final ppt of seminar.pptx 2298K

Dr Jyotsna Kohli <jyotsna@satyameducation.in> To: Dr Jyotsna Kohli <jyotsna@satyameducation.in>

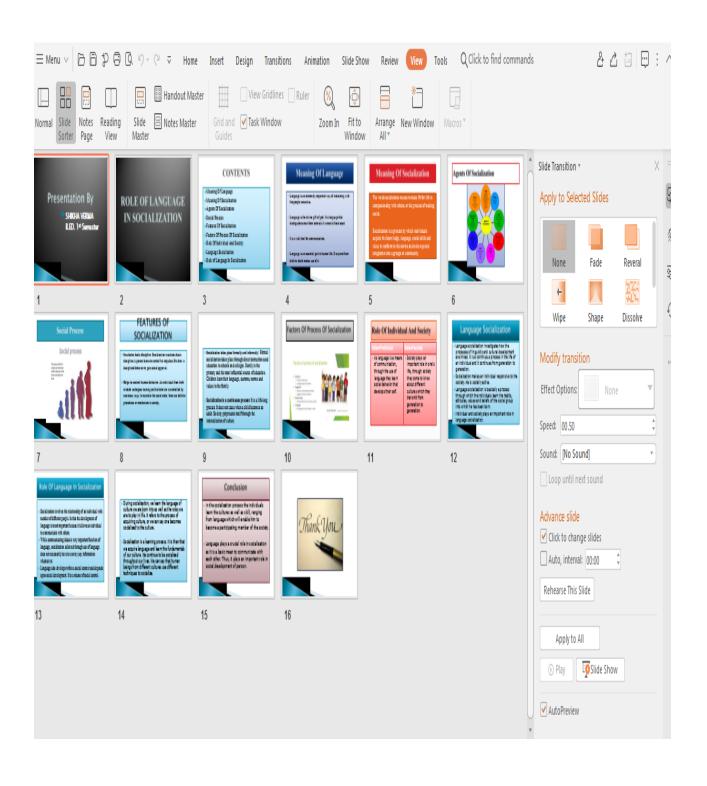
Fri, Feb 4, 2022 at 6:09 AM

[Quoted text hidden]

final ppt of seminar.pptx 2298K

> Coordinator IQAO Satyam College of Education C-56A/14 &15, Sector-62, Noida-201305

Satyam College of Education C-56A/14 & 15, Sector-62, NOIDA-201305



B.Ed. 2019-21, I sem

SATYAM COLLEGE OF EDUCATION: NOIDA

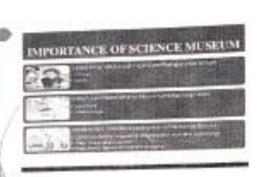
SCIENCE & TECHNOLOGY **EDUCATION**

PRESENTED BY: Kajai Sain! Mentor: Dr Jyohno Kohli

- Learning resources for feaching Science:
- Community resources such as
- =Museum
- Aquarium

Introduction

- Legating science is a rich, Cumples, organing process that faileds over
- Science mereum pitry or important role is grantofing to lence learning and strengther & endots the quality of school believe for all the waren.
- Internal Learning environment can spork students interest in science & provide opportunities to Learning & deepen students incomically.
- They can relation in sources 6 deepen students browledge.
 They can relation in Scientific concepts and practices, while developing an expenditure for and informat in the putaut of Spience in achieve and in doily life.





Freelpal Gra Sulyam College of Education C-56A/14 & 15, Sector-62, NOIDA-201305

ADVANTAGES OF MUSEUM

- Museum allow people is explore Cuttechia for (supleation)
- w Myseumi allow people to leave Records enjoyment.
- Make you smother by having gained information And images choing your year.
- a trovide an effective may of teoming in informal seaming environment - a lifetang process whereby on individual acquire Affitudes, values, skills and knowledge
- The premotion of education and the cultivation of Conversation that are taking place in misseums Acress the college/sepan and designation our milpharatocut.

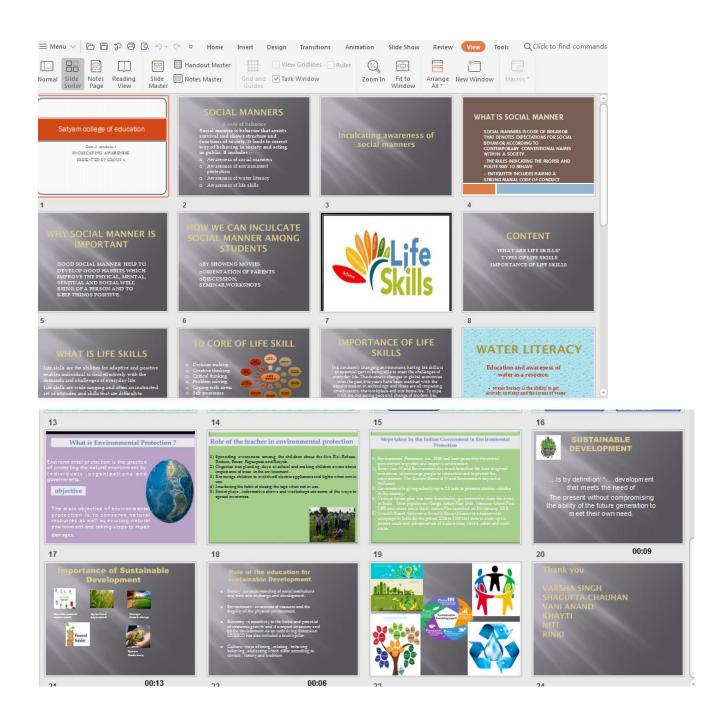
Counting or 10.40 Salyon Follage of Education C-SEA/14 815, Sector-62, Pinida-2013/15

ucation.in> Tue, Aug 11, 2020 at 10:05 A
gmail.com>
nan786@gmail.com>
l.com>
The second second
a Chauhan <shaguftachauhan786@gmail.com></shaguftachauhan786@gmail.com>
a singh <varsha0409singh@gmail.com> wrote:</varsha0409singh@gmail.com>
a singh <varsha0409singh@gmail.com> wrote:</varsha0409singh@gmail.com>
1

With Regards

Coordinator IQAC
Satyam College of Education
C-56A/14 &15, Sector-62,
Noide-201305

Principal Satyam College of Education C-56A/14 & 15. Sector-62, NOIDA-201305



Group Discussion:

Enhancing Professional Capacities Enhancing Professional Capacities

EPC 1: Skill Development Program

Micro teaching (Credit 1, Hours 30, Total 25 marks)

Orientation and demonstrations of the microteaching skills will be given by lecturers. Lesson planning and teach-re-teach cycles of five microteaching skills per subject should be conducted. Any five microteaching skills should be practiced such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audiovisual aids, set induction, closure, conducting group work etc Each teach re- teach cycle carries ten marks. Total marks are to be converted out of 25 marks.

Integration lessons (Credit 1, Hours 30, Total 25 marks)

Purpose of these lessons is to give practice of using various skills of teaching in an integrated way. Student teachers will be given orientation of integrating various microteaching skills such as Chalk board writing, questioning, explanation, reading, stimulus variation, demonstration, use of audiovisual aids, set induction, closure, conducting group work etc. Demonstrations of integration of the skills by teacher educators will be followed by feedback discussion by student teachers. Then the student teachers are supposed to plan and conduct one lesson from each of subject education chosen.

EPC 2: Teaching-learning Competency

Total Credits: 2; Marks: 50; Hours: 60

I - Reading and Reflecting on Text (25 Marks)

This practical work will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will develop awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this practical work will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading.

This practical will be conducted through workshop mode after the first week of admission before workshop of preparatory lessons. Orientation and demonstration will be given by teacher educators for each. The teacher educators have to select/prepare/suggest appropriate text material. This practical work offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. It will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. This material also could be in the form of pictures, charts, graphs, maps, specimens and models suitable to the purpose of the activity.

117

Principal Satyam College of Education

VOIDA-201305

S.N.D.T. Women's University, Mumba

Coordinator IQAC Satyam College of Education C-36A/14 &15, Sector-62,

No.ida-201305

The student teacher has to practice following five activities in both subjects simultaneously. There is no specific time limit for completing each activity. Each activity carries 5 marks per subject, thus making total 50 marks for two subjects.

1. Reading for comprehension and answering questions (5 Marks)

Objectives: The student teacher will be able-

- to understand how to read for comprehension
- to write answers correctly based on the text
- to describe their own point of view.

Teacher educators have to provide one selected text for reading which could include article, biographical writing or extract from book/journal that are drawn from the subject areas of the student teachers. The student teachers are supposed to read the text and write answers of the comprehension questions given below the text. They are also supposed to describe the main points of the text in their own words/from different points of view (taking turns in a smaller group)

2. Watching media/ Observation of a web site and preparation of summary (5 Marks) Objectives: The student teacher will be able-

- to use media/internet.
- to summarize respective content
- to express the summary orally in the group.

Student teachers are supposed to watch a program on media or visit a site on internet and identify major concepts and ideas involved and make notes or one page summary and explain the gist of the text/topic to others in the subject group.

3. Reading text and Participation in group discussions (5 marks)

Objectives: The student teacher will be able-

- to comprehend the theme/issue
- to express their own point of view in group
- to summarize the discussion

Student teachers will be given reading material and they have to participate in the group discussion. The topics may be related to subject area, or current educational or social issue. The student teachers are supposed to conduct discussion taking turns, participate in various responsibilities such as note taking, time keeping, motivating to speak, leading the discussion, summarizing and write a brief report of the discussion.

4. Searching material and Presentation before a group (5 marks)

Objectives: The student teacher will be able-

- to search relevant material from various sources
- to summarize respective content
- to present the summary in the group.

118

S.N.D.T. Women's University, Mumba

Principal \
Satyam College of Education C-56A/14 & 15, Sector-62,

NOIDA-201305

Coordinator IQAC
Satyam College of Education
C-56A/14 &15, Sector-62,

Noida-201305

For this the student teachers should work in groups divided according to their subjects. The student teachers would make a choice of a specific topic in their subject area which they could search from a set of available reference books/ journals/periodicals/websites/enrichment books. The focus of this activity is learning of effective processes of searching relevant material and its presentation. Student teachers are supposed to present in small group the summary of the topic searched by using Chalk board/charts/ over head projector/slides/demonstration.

5. Reading and Reflecting (5 Marks)

Objectives: The student teacher will be able-

- to summarize respective content
- to give critical comments/reflective thoughts
- to relate own experiences with the content

The student teacher has to read a book/ article or/essay or /Research paper. The length of reading material should be at least 2000 words. She has to give oral presentation including summary of content. She has to relate her experiences /thoughts/opinions to the content. She also has to give critical comments, reflective thoughts on the content.

II -Preparation for constructivist teaching-learning (25 Marks)

This practical will be conducted through workshop mode. Orientation and demonstration will be given by teacher educators for each skill. These skills are promoting interactions, conducting group discussion/group problem solving, providing scope for self expression and thinking, promoting self learning, facilitating understanding. The student teachers will plan preparatory lessons under guidance of teacher educators. The student teacher has to practice following five lessons of 15 to 20 minutes duration per skill per subject. Each lesson carries 10 marks. Total 100 marks of two subjects will be converted into marks out of 25.

- 1. Promoting interactions: The student teacher has to plan and conduct a lesson using interactions between student-teacher, student-student and student-media/material on the topic relevant to the subject.
 - Introduction by teacher
 - Scope for teacher-student interaction using questions/demonstrations
 - Scope for student-student interactions using activity sheets/pair share/games/simulations/ role play
 - Use of Media/material to promote interactions
- 2. Conducting group discussion/group problem solving: The student teacher has to plan and conduct a discussion/problem solving on the topic relevant to the subject.
 - Introduction by teacher
 - Making groups and assigning topics for discussion/problem solving, assigning roles to the students

Supervision during discussion/problem solving

119

S.N.D.T. Women's University, Mumbai

Principal

Satyam College of Education C-56A/14 & 15, Sector-62, NOIDA-201305

Coordinator IQAC Satyam College of Education C-56A/14 &15, Senta-

3. Performance Tests

EPC 6: Drama and Art in Education Total Credits: 2; Marks: 50; Hours: 60

This practical work is to be completed in a workshop mode. According to NCF 2005 curricular activities are not to be separated from curricular and extracurricular activities. This has significant implications for the role of art, music and drama in education, to nurture students' creativity aesthetic sensibilities. Student teachers will participate in following four activities for fulfilling this purpose.

Objectives: On completion of the course the student teachers will be able to-

- prepare script for dramatization and present involving school students
- watch and appreciate movie/video program/drama
- participate in a street play/ skit/drama/musical program/ dance to create awareness of social/ educational problems and remedies
- organize an exhibition on a theme

Activities:

1. Creating a script for dramatization for content at school level and present it involving school students during internship program(10)

An orientation about script writing will be given to the student teachers. Each student teacher will select content from her subject and prepare a script for teaching the content - through dramatization. The student teacher will orient and guide the school students about presentation of dramatization. She will submit the script as well as a brief report based on experiences, reflections and feedback.

2. Watch a video film/ Movie/Drama and write a report including appreciation (10)

The student teacher has to select and watch a videofilm/ Movie/Drama on any theme related to educational/social/cultural problems/innovations. The student teacher has to write a report based on the theme, justification of selecting the videofilm/ Movie/Drama, appreciation and reflections

3. Organizing an exhibition on a theme in collaboration with peers. (20).

The activity will be conducted in a group. Student teachers will select a theme such presenting characteristics of any State in India or any nation or any specific culture. They will prepare/collect material such as specimen, models, charts, posters, graphs, maps, artifacts, pictures, photographs, videos, songs and organize an exhibition for school students/ peers and write a report including efforts done in preparation, organization of exhibition, experiences and feedback obtained.

 Prepare and participate in a street play/skit/musical program/dance/ puppet show (10)

127

S.N.D.T. Women's University, Mumbai

Coordinator ICAC
Satyam College of Education
C-56A/14 &15, Sector-62,

Principal
Satyam College of Education
C-56A/14 & 15, Sector-62,

4. Oral Assessment:

Subject: Science and Technology Education, 20-23 August, 2021

The oral assessment of students was done by the peer group through the Google form. The link is https://forms.gle/FpevFyhCEKeuegWKA

5. Rating Scales

Satyam College of Education NOIDA

Lesson Plan - 4 Date - 14/9/17
Name of the Student Teacher: Mangreet Kaus
Name of the School: Kendriya Vidyalaya
Medium : Hindi / English Teaching Subject : 2compmics Lesson No.: 4
Std: Unit: Indian Economic Addivities
Teaching Method / Techniques: Role Blay, Lecture method
Teaching Learning aids: Flash Card, Blackboard
Aim of the teaching: To get clarity about Economic Activities
Objectives and Specifications: . Student will be able to express
about prarious activities.
to be the state of
of an economy.
of an economy.
· Student will be able to know about
economic activities.
The state of the s
e Student well able to illustrate about the examples of various activities.
- the examples of various activities.
Content analysis
Meaning of Economic Activilies
Types of ad
Sectors of an Economy.
The second secon

Core elements	Inculcation of Values Inculcation of Scientific	
	Inculcation of Scientific	7.1
Life skills and values		- Alexander
	Social Values Critical theirling	
	Task analysis / Task planning flow chart	
To make learn	er know about different activities	
	1	
Today we wi	el discuss about Economic Activities	
		Econon
· student will	be able to know about Economic &	school
· student will	be able to seperate the sector of an be able to know about Economic to be able to illustrate about the example is actualies,	4
	nomic activities, sector of an Econor	
3		
Role A	lay, Lecture Method.	CL V
P. T will evalue	ate the students after each teach	Lun
point by using	ate the students after each teach g diffuent actinities or Questions	J
on the basis.	of answers of students of	
whether the	learning objectives land bearing	thate think
or not. Accord	of answers of students, P.T will eva learning objectives Land been a lingly remedial will be provided.	· Car
Reflecting thinking (before ac	ouvry)	
	It is assumed that through	4
sole flay	The company of the	<u>e</u>
use of lea	ture method the topic can be	2)
ende	anied,	

previous Knowledge: It is assumed that students have knowledge about activies.

Introduction:

Teacher Activities	Student's Activities
a what are you observing in this role play?	Ans. That a bogamuis doing farming, a worker working in Industry and a
	banker providing services to people.

me will discuss about sconomic astirties. Statement of Aim: So, Today Teaching process based on constructivism

Teaching Points	Teacher's Activity	Student's Activity
Meaning	as what do you	Are Relating to
e of J	= mean by	= Broduction,
Economic	economic 2	distribution as
activities.		use of income of
		commodities.
	Oz What do you	# Ane A thing
	mean by	that a
	activities ?	person does or
	. +*-	handone.
1.100		,
The state of the s	And the second s	

Teach	hing process based on constructivism	Student's Activity
Teaching Points	Teacher's Activity	
0	An economy is - that	Listen
Meaning of	etructure in	Carchelly
/	La cour ocomomic	Carefuxy
Economic	A Tipe related to	
1 1-1	assignature industries,	
idinties	10 ting insurance	and the second
	and communication	1000
Economic	are Berformed	THE STATE
Activities	With the state of	1 (1808
	/	11
Activities -	Every Economy Suforms	
related to -	two Ametions'-	N. Carlotte and St. Car
agriculture, - industries, -	200 7100	All.
industries,	11) It broduces various	
Banking, insus-	goods and	
nce & communica-	services for	T T I
	satisfying human	4
***		· · ·
	wants.	
	(ii) It Brovides	-
1-1-1-1	of petrinities of	34 0 4 44
	- Charles and A	N. C.
the state of the state of		
6 - State State Contract	livelishood to people.	
(1) (1) (1) (1) (1) (1) (1) (1) (1) (1)		
2 x 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0	
ector of an	(i) Primary Sector	
7-1		
Economy	It is that	2
==0	sector which broduce	o a
to V		
	exploitating natural	
	Exploiteting y ratural	

Teaching Points	Teacher's Activity	Student's Activity
The second second second	serouces like land	
建筑建筑设置	water, forest mines	
	etc	
	V.C.	
	ort Total las Deal	
	It includes fishing,	
	forcetry mining	4
	and quarying	
	1 0 3	* *
		1
1 1 1 11 11	(ii) Secondary Sector	Lilon
		Carefully
	This sector is also	
	known as	
clothes	manufacturing.	x 81 4 5
- Concreted	sector.	
A STATE OF THE STATE OF	Foreg: - manufacturing	
he of the same		100
	cotton	
Sel	College	
anking		
0	(iii) Testiary Sector	
a della contraction	(iii) Testiary Sector	
	0	
14.5	This sector is also	(tt)
1	known as kervice	•
1 to 1	gector.	
- 10 A	Foreg. Banking	1
(格登)	I Insurance,	
243	transport communication	n
	transport communication	*
AP .		

lead	ching process based on construction	Student's Activit
Teaching Points	Teacher's Activity	
	Qui of chase Activity	
21	Pair & chare Activity	
	a la tarie entist	Mining ->
	Student will enlist	Primary Sect
	the type of activity	The state of the s
	by viewing the	
	Flash Card.	
	00 111 1 10 1011	Are. Artiration
	= mean by economic	= related to
	mean by elements	agriculture,
	Activity ?	banking and
	48. (2.1)	manufactoring
0 . 1	1.2	0 0
	03, what to you	Any It is a
	mean by Jutiary	source secti
	sector of an	which seove
ands	economy ?	services to a
	1.0	economy.
		V
	04. What is the function	my Ang (i) Produce
<i>y</i>	of an economy?	goods & seve
	1 , 0.	for satisfy
	Action Block Co.	1 human a
	and the second of the second o	
		iii It brovide
*	P. C.	Offortuntie
The state of the s	Circles to a little of	undorment
	and the state of	
	distance of the state of	
N. C.	K.	
La strategic Str		

Teaching Points	Teacher's Activity	Student's Activity
Teaching .		
The second secon	The beautiful and	
The second second		1/
ye.		
N. C.		The state of the s
		CONTRACT OF THE PARTY
	200 mg	
		The second second
To the second		
-		
	The state of the s	
	, , , , , , , , , , , , , , , , , , ,	
cting thinking (during the ac	elizite A	
It is be	lieved that the	rough activiti
the	topic was ne	ell explained
to	Enp studenti	et Esprainte
-00	tene surgenis	
		7
	117-11	
Cting thing:	1-1	100
cting thinking (after the acti	vity)	
u Nas	experienced That	through
BUSCULL	on and anduce	tine approach
		. – 1
the w	role class was	mable

NCERT

References used for the lesson planning

Sr. No.	on Planning (pre-preparation) Points of the Observation				
1	Content analysis, objectives and specifications				1
2	Structure of lesson based on constructivism			6	8 1
				1	1
Sr.	mentation of the lesson:	_	_		4
No.	Points of the Observation	2	_		
3	Set Induction / Introduction of the unit				8
4	Use of teaching techniques based on toaching and				~
5	Use of teaching aids and its management			~	
6.	Management of available time				
7	Class management and learning climate				~
8	Opportunities given for students cognitive, affective Psychomotor and life skills development				<u>_</u>
9	Opportunities given for higher level thinking, awareness of met cognition and self creation of the knowledge				1
10	Satisfaction of the students learning (In the classroom)	-	+	+	1
Total	l Marks (100)	1	1	1	#
	(100)				
S	pecific quality of the teacher				
_	* Proper discussion is going on in	١.	th	e	
	class with the stidents.		11	Ti	
S	uggestion to the teacher for improvement in teaching				
^	+ Bd. work is satisfacting. You	1	ca	N	
	we graphs also.			100	_

After lesson, feedback is given or not?

Marks of the reflective thinkig =

Signature and date of the lesson obes

Satyam College of Education NOIDA

Lesson Plan2	Date - 19/4/18
Lesson	
Name of the Student Teacher: Kasu	shma laaswami
the School:	
Windi / English Teaching Sub	oject: English Lesson No.:
unit: Hajective	Teaching Content: Hojecile of Wantify and Number
Teaching Method / Techniques : Conc	rept Attainment Model, Demonstration Muthal
Teaching Learning aids: Labels	for Demonstation method.
Aim of the teaching : To give know	ledge about adjective of quantity and number
Objectives and Specifications :	1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7
i) To develop positive a	ittitude towards leavining English.
2) To develop intellectu	nttitude towards leaving English.
	-1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
3) Students will be ac	The to define adjective of quartity,
4) Students will be an	ble to desine adjective of number.
5) Students will be a	ble to list different adjectives.
	· ·
	The state of the s
	A second
Content analysis	
	titative and Numerical Adjectives
	↓
	Meaning Meaning
The second second	4
The state of the state of	Rule (countable and Uncountable)
	Countrage and orthographe
	Countable and Uncountable noung
	A-P-1
	The state of the s

er

Life skills and values	Carlo Trees
Contact and a second	suitical thinking
	ducational values
	Task analysis / Task planning flow chart
Y	Quantitative Adjective
1. 1.	
	Demonstration (Introduction)
Charles Town	Definition
	Rule luse of 's' and Countable le
	Example
· 15 /5 / 6 /	Numexical Adjective
	- Viajective
	Demonstration (Introduction)
	10-05-01
2000	Definition
	Rule
	Example
	Example
i.	A Company of the Comp
	1
eflecting thinking (befo	
	nalysis will be able to achieve

previous Knowledge: It is assumed that the students have basic knowledge of adjective.

Introduction:

Teacher Activities	Student's Activities
What is qualitative adjective?	Qualitalise adjectives describe the quality of a noun on promon
Give examples of qualitative adjective.	The can is red/Red can I have a blue penich.
what are the other how types of adjectives?	The other two typy of adjective of quantity and adjective of number.
og my	and adjective of

Statement of Alm: Today, we will have about quantifalive and numerical adjections.

Teaching process based on constructivism

Teacher's Activity	Student's Activity
Two Emages will be shown	
to the students and	
they will answer.	
of the Luc.	leaves. There are many leaves.
O2. How many dables are chavy are there in	
your school?	
	Two lings will be shown to the students and they will answer. Que Count the number of of the Luc. I Od. How many tables are schains are there in

horly

Teac	hing process based on constr	Student's Activ
Teaching Points	Teacher's Acti	giving example
readining , direct	11/2 (5000)	water of
1.5	Uncountable	hain, watch
	715000	pain of scisson
A ST A LOS		
1.0 A		
	Tow students will come for	ward
Pemphulation.	on slick the paper on	11
	their shirt of the studen	te
	will answer for quantilate	lie lie
	and numviral adjectives.	
25 25 2		
4	MOST FIVE =5	Ocon-li-lo hive adj
1		Most
	FIRST _ ENOUGH	Chough
	E/1000H	10119
	1 1101 5	whole
	WHOLE FEW	No
	SEVEN _ THIRD _	Numerical adject
V		Fire
	No	Third .
		ceton
	and the second second second	Bout
	1.11.1.	L. B. C. L.
		1767
-		No I Be Title

Teaching Points	Teacher's Activity	Student's Activity
Honwood	Make sentences of quantita	14 Table 14
2con III-ock	-the and numerical adjective	The state of the s
	THE UNITED THE STATE OF THE STA	
		THE STREET OF THE PART OF
Clouve	Today we have leaunt	T MILY
	quantitave and numerical	allows of the Mary
	adjectives For In other	or ST Min s feet
	class we will leaven	. O. p. s. and the second
	consuctions.	E SHOW IN THE WAR
		100000000000000000000000000000000000000
1	A REAL PROPERTY.	1 100 p
	Spiriture and the	ing To
	encomment to the second falls	and the share are
*		
		(001)
1		(001) myon
		The second second
		a as a do America
the ochive lies of speaking stail.	Rad been blanned by keeper	ng en mend H
o to Quanti	tare and so on thech will	bring confidence
in them. To	wes fought you total will	. 0
	000	
ecting this kind of the	The state of the s	
After con Les to	e activity)	delitare stakmen
though they	Cerioyed the schilly and they	il describe
	he and five homenet.	Jun Jaro.
most quantitain		
Shight clans		rogerted
		oregulard.
Slight Clarg	y in randuction by antilly is	regulard.
Single Clarge	y in randuction by autility is	har

chiny

Evaluation Sheet for Lesson Observation

essu	n Planning (pre-preparation)	2	4	6	8
r.	Points Of Observe		V		
10.	Content analysis, objectives and specifications		U	1	
2	Structure of lesson based on constructivism				
_	mentation of the lesson:	2	4	6	8
ir.	Points of Observation			V	-
3	Set Induction / Introduction of the unit			/	
4	Use of teaching techniques based on teaching method	-	~		-
5	Use of teaching aids and its management	- 1		V	
6	Management of available time		-	-	*
7	Class management and learning climate			-	_
8	Opportunities given for students cognitive, affective			1/	
9	Opportunities given for higher level thinking, awareness of met cognition and self creation of the knowledge			V	
10	Satisfaction of the students learning (In the classroom)			/	
	(Ky)			. 0	-
			11-	u	
Tot	al Marks (100)		12	ч	
•	Specific quality of the teacher P. Teacher is teaching with full s students are very active in cla Suggestion to the teacher for improvement in teaching w Bd. waiting needs improvement.		1º - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -		\ ua
•	Specific quality of the teacher * P. Teacher is teaching with full so Students are very active in class Suggestion to the teacher for improvement in teaching * Bd. waiting reads improvement. Remedial activities for development of the teacher's teaching skill	L1		us	
•	Specific quality of the teacher ** P. Teacher is teaching with full so students are very active in class Suggestion to the teacher for improvement in teaching ** Bd. waiting reads improvement. Remedial activities for development of the teacher's teaching skill	٠ ١		us.	
•	Specific quality of the teacher ** P. Teacher is teaching with full so students are very active in class Suggestion to the teacher for improvement in teaching ** Bd. waiting reads improvement. Remedial activities for development of the teacher's teaching skill	٠ ١		us.	
•	Specific quality of the teacher ** P. Teacher is teaching with full so students are very active in classuggestion to the teacher for improvement in teaching ** Bd. waiting needs improvement. ** **Remedial activities for development of the teacher's teaching skill ** ** Class room preventation is better than planned development of the better than	٠ ١		us.	

Satyam College of Education

	NOIDA
_	Lesson Plan - 5 Date - 26/4/19
8	Name of the School: Nilgiri Hills Public School
	Medium: Hindi / English Teaching Subject: Fnglish (Prose) Lesson No.: 9 Std.: VI Unit: 9 Teaching Content: The Desert animals
	Teaching Method / Techniques: <u>Explanation</u> , Questioning
	Aim of the teaching: To develop the knowledge among students about Desert Animal Objectives and Specifications:
	1) To develop the language ability of the students
	2) To enable them to acquire basic language skills.
	3) The students will be able to identify desert arinals.
	1) The students will be able to develop knowledge about . The desert.
	5) The students will be able to describe how desert animals interact with their environment.
	Content analysis
	The Desert Animals
N	. Model Reading
_	Pronuciation Drill
	Loud Reading
bserv	Word-Meaning Silent Reading
	33 Comprehensive Question

Life skills and values • Educational Value • Critical thinkin	evious Knowled roduction:
Task analysi	s / Task plan
, nouse recides y	Explanation Narralian was Would
Pronunciation Drill	Use Phonetic Activity hot place
Loud Reading	Listening-Splating Still in very
Word-Meaning	Antonyms - Synonym Teaching
Silent - Reading	> Observation of class
Comprehensive Prustions	Discussion
Reflecting thinking (before activity) It is during the task analy be able to achie	expected that planned adir lysis pupil teacher will eve. desired objectives

A SECTION AND A	/ Task planning flow chart
Model Reading	Explanation Narra
Pronunciation Drill	Use Phonetic Ad
Loud Reading	Listening-Speaki
- Andrew Atombrean - Andrew	
Word-Meaning	Antonyms - Syn
Silent - Reading	Observation of
ambrehavin D	and the same of th
comprehensive questions	Discussion Discussion

previous Knowledge: It is assumed that students have some basic knowledge about Deserts.

Introduction: Teacher Activities	Student's Activities		
Teacher Activities Pus) Summer vacations are coming. 30, where would you like to go for vacations?	Ans) We have planned to visit hilly areas, our grandparents house.		
Just Would you like to go to hot places. If not then volvy?	Ans) No, we do not want to go to such flaves because we will not be able to enjoy in hot areas during summer.		
in very hot and is dry place?	Ans) Deserts have very hot climate.		

Statement of Aim: Today we are going to study about medesett Animals!

Teaching Points	Teacher's Activity	Student's Activity
1	Jus) What do you see in following bictures?	Observing
72 4 1	following bictures?	1 1
4	A	And These are different anima
	TAP	Deserts.
0	4 201	a) Comel b) Rattle snake
	B) (C)	
	H &	
	- SAME	

Teaching Points	Teacher's Activity	Student's According
MODEL READING	Deserts arc	Student's Ag
TVAL INCIDENCE	Can	5tudenti au Carefully
	Lione Hand	101 istenia
	fierce through.	Carefull -
	Tr. 1 /	1 -
	Explanation + Nar	A STATE OF THE STA
		rat ion)
		-
	Camel .	-
		100
		trian blackboard
	Promedary Bac	trian blackboard
	Dromedary Back	me
	1	
-	- It has only It h	44
	one humb two	numss
	on his back. on his	back.
		Student will for
ronunciation	Hunt	these words
Drill	Syllable: hunt	Trock wirds
	Phonetic: hast	11 /
	POBREIC: MAAT	Hunt
T 1	Survive	
	JULVIVE	
	syllable: Sur-vive	
	Phondic: Sarvair	Survive
2 Ag	. 3	
	Warm	
	Syllable: Warm	_
	Phondic: Ws:rm	Warm
	A CONTRACTOR OF THE PARTY OF TH	

Teaching Points	Teacher's Activity	Student's Activity
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Vibration	9
	Syllable: vi-bra-tion	, h. S.
	Phonetic: Val'bresfon	Vibration
Loud Reading	Teacher will now ask	They will read
3	the students to read	the chapter
1 10	loudly one by one.	one by one.
Word Meaning	Word-Device	
	+) Scorching: Very hot	Copying from
	Antonyms: Treezing	blackboard.
	2) Pebble: Stone	
	Use in Sentence: Better a	
	diamond with a flaw than a pebble without.	MAISTERNA
	3) Shrink: Get smaller	
4.	Synonymu: Shorten, Slin	
	4) Venum: Poison	
	Antonym: Goodwill	
Bilent Reading	Toking rounds in	Reading
J	Toking rounds in	Silertly
	the students.	7
	N 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	747
	AND I	

Teaching Points	Teacher's Activity	Student's Acti
omprehen sive	Quest) How do desert	1100111011
Duestions	animals survive without	Cannot survive
	water?	without we
		They find di
		ways of wo
		with the her
		desert.
	Oues-2 How do mongoose	Ans) Mongoose
	kill snakes?	snake withou
		getting hut of
A T		They dodge ea
La construction		time until 9
		get fired, then
		quickly kill
RECAPITULATION	Dues) What kind of place	Ans) Descuts
	a desert is?	driest places
		earhand to
		tain.
	(0) (1)	11011
	Quest How does camel	Aus) (and h
	Survive without eating ?	are full fat. This
		anitishis
- 10 Mar 1	Later Company of the	when they
	The second second	nothing to
	10 and 11 A	
	Snake Kill its pray?	Ans) Rattle 3
	ware KII i'v prey?	Kills Ild pro
ale con		Kills its pre-
		Swallowing
	38	

Teaching Points	Teacher's Activity	Student's Activity
TOME WORK	Ques) State True or False:	S Activity
	a) No animal can survive without water.	Copying from
	b) Deserts are endless sand	black board
	c) Most snakes are harmless.	1
	an feel vibrations through	
	e) Carrel store water in their humps	
CLOSURE	Today we will learned	
	about the desert	7-1-1
	topic.	921, PS-10

Reflecting thinking (during the activity)		Aggy	113	
. \[Roal	1/04		
Check	11	201		4
· Summary explained	well	- 100		
- Flash rouds wets	clear.			
Reflecting thinking (after the activity)		CARLES -	11	
Lesson plan	'S	carried	out	
propiety.				
References used for the lesson planning N(FRT BOOK [Honey Comb],	Vait	TX		77
www. toppertearning. com			40	
The state of the s	C- 8			