



KONKAN MUSLIM EDUCATION SOCIETY'S
COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

Documents of different assessment tools

Co-ordinator for IQAC
Konkan Muslim Education Society's
College of Education, Bhiwandi
Dist. Thane

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Dist. Thane

CORE COURSE 4 (CC 4)
ASSESSMENT FOR LEARNING

Total Credits: 6
Total Marks: 100

Objectives:

1. To help prospective teachers in understanding critical role of assessment in enhancing learning.
2. To develop an understanding among prospective teachers about assessment for learning as a constructivist paradigm.
3. To develop an understanding of taxonomy of educational objectives.
4. To develop the skill of writing of objectives and specifications.
5. To develop enabling processes among prospective teachers to lead to better learning, more confident and creative learners.
6. To develop critically outlook among prospective teachers towards practices of assessment and selection.
7. To acquaint prospective teachers with an understanding of the concept and issues related to internal examination and external examination.
8. To enable prospective student teachers in understanding and analysing the psycho-social concerns of assessment.
9. To develop competencies among prospective teachers in using diverse methods and tools and techniques of assessment in an array of learning/performance outcomes of diverse learners.
10. To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment processes among student teachers.
11. To develop an understanding of various statistical measures and their use for interpretation of results.

MODULE 1: FUNDAMENTALS OF ASSESSMENT

(2 Credits)

Unit 1: Concept of Assessment

- a) Meaning, Nature, Functions of Assessment
- b) Perspectives of Assessment (Assessment for learning, Assessment of learning & Assessment as learning)
- c) Types of Assessment: Meaning & Features (Placement, Formative, Diagnostic and Summative)

Unit 2: Essentials of Assessment

- a) Aims and Objectives- Meaning, Relationship between aims and objectives, and Criteria for writing statements of objectives.
- b) Learning outcomes- Meaning, Relationship between objectives and learning outcomes, and Criteria for writing statements of Learning Outcomes
- c) Assessment of Cognitive, Affective and Psychomotor domains of learning
 - Cognitive domain -Anderson and Krathwohl (Revised Bloom's taxonomy)
 - Affective domain -Krathwohl
 - Psychomotor domain - Dr. R.H.Dave

Unit 3: Trends and Issues of Assessment

- a) Continuous and Comprehensive Assessment (Meaning, Characteristics and Significance)
- b) Internal Assessment and External Examination (Meaning, Significance and Problems related to planning, conduct and assessment)
- c) Psycho-social concerns of Assessment (Implications)
 - No detention Policy (RTE Act, 2009)
 - Competitive ranking of schools
 - Profiteering by private agencies

MODULE 2: INSTRUMENTS OF ASSESSMENT AND REPORTING OF RESULT

Unit 4: Instruments of Assessment

(2 Credits)

- a) Characteristics of a good measuring instrument
- b) Tools and Techniques of Assessment (Meaning, Guidelines of development & Uses):
 - 1. Checklist
 - 2. Rating Scale
 - 3. Rubrics
 - 4. Anecdotal Records
- c) Achievement Tests:
 - 1. Performance Tests: Oral & Practical assessment (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
 - 2. Written Test- Essay & Objective type (Merits, Limitations, Suggestions for improvement, Criteria for evaluation)
 - 3. Open Book Examination and Online Examination (Merits & Limitations)

Unit 5: Differentiated Assessment Strategies

- a) Meaning and purpose of Teacher assessment, Self-assessment and Peer assessment
- b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
- c) Records used in Assessment (Meaning, Guidelines of development & Uses):
 - 1. Cumulative Records
 - 2. Student Portfolio
 - 3. Learner Profile
 - 4. Reflective Journal

Unit 6: Feedback Mechanism & Reporting

- a) Concept & Criteria of Constructive feedback.
- b) Reporting (Meaning and Types of Reporting)
- c) Statistical Application for Interpretation and Reporting:
 - 1. Calculation and Interpretation of Mean and Median
 - 2. Interpretation of Standard Deviation with reference to Normal Probability Curve
 - 3. Interpretation of Percentile and Percentile Rank

MODULE 3: INTERNAL ASSESSMENT

(2 Credits)

Sr.No	Particulars	Marks
1	Task/Assignment/ Activity for each module held in the semester (2X10)	20
2	One periodical class test held in the given Semester	15
3	One Essay test held in the given Semester	05
	Total	40

Any two of the following tasks:

- Prepare a Blue print and a test in the school subject opted for. (Compulsory)
- Study and Compare the implementation of CCA of different school boards.
- Critically review educational policies on reforms in assessment.
- Comparative study of Assessment of different countries.

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- Shepard, L.A. (2000), The role of Assessment In a Learning Culture, Educational Researcher, 4-14.
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[Click here: First page](#)

* Answer in brief Teacher Made Written

1) Explain the meaning & functions of Test Assessment?

* Short Notes

1) Explain the uses & limitations of Checklist? *

2) Explain the Criteria for evaluation Essay type test?

1) Explain the meaning & functions of Assessment

1)

Ans. Meaning:-

The word ~~assessment~~ "to assess" derived from Latin word *assidere* which means to sit by. Assessment of learning means to sit with learner, that implies is that to ~~we~~ do with for our students rather than to them.

2)

The word assessment has many meaning in higher education assessment is considered as ~~the~~ systematic collection of information & analysis of information to improve student learning.

3)

One of definition of assessment of learning is a process of gathering & discussing the information from multiple & diverse source for develop a deep understanding of ~~st~~ what student know.

4)

Definition :-

The act of making judgment about something, the act of assessing something.

Messiam Webster

* Functions of Assessment :-

Assessment play important role in student lifelong learning

1) Monitoring progress :-

Tests (Formal & Informal)

Use to know the current level of achievement & compare it to their previous level of achievement.

2) Checking Mastery :-

The test give information whether ~~the~~ at a particular student have mastery over subject or not.

3) Decision making :-

The teacher know through assessment about the learning pattern of the students & taking decision according to that.

4) Referral :-

Uses observation & current performance on the basis of that make decision for other

Formal test.

5) Screening :-

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Identifying pupils who need more comprehensive examinations

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6) Diagnostic process :-

The Teacher through Diagnostic test know the positive & negative points of student learning & also know the learning disabilities of learner.

7) Remedial course :-

The Teacher through Diagnostic test know the student learning disabilities & place them those student for Remedial teaching.

8) Instructional planning :-

The Teacher through the test know about student learning & then make individual student instructional plan.

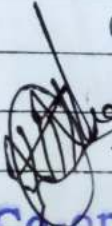
9) evaluation of instructional programme :-

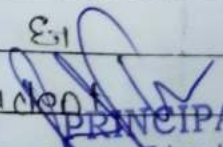
After making the instruction plan make it happen, then also evaluate that instructional plan through student evaluation/ assessment.

10) Feedback :-

Assessment carried through Formative (throughout the year) & Summative (at the end of year) examination. &

give necessary feedback to student to improve their learning.


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Conclusion :-

* Short Notes :-

1) Checklist :-

It is the specific instrument for assessments. It is helpful for self evaluation & evaluation of others.

It is an form of Questionnaire. It also present the given answer. It exhibits, whether student have a particular characteristics or not. Thus, It is useful & helpful for students evaluation.

* Uses of Checklist :-

1) It is useful & helpful for research & survey methods.

2) It is useful for evaluation of self & other also.

3) Teacher know the characteristic of learner.

4) It is helpful for giving guideline related to student learning.

It is helpful to know the development plan of the specific behaviour pattern.

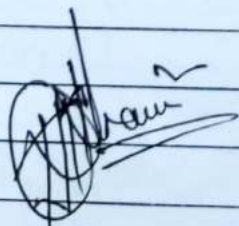
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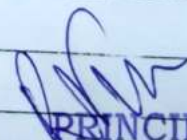
Limitation of Checklist :-

- 1) Checklist not helpful in providing a particular of whole personality of student
- 2) As Only Sign is use, so other characteristics of the Subjects not found.
- 3) It is a subjective & biased, biased.
- 4) It is not an ideal method for evaluation
It is not reliable.
- 5) It take time to prepare.
- 6) It is costly to prepare Checklist.

Comments



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2) Essay test:-

Essay test is a written test, which require sentence, paragraph or long passage in written form from examinee. It demand about quality or completeness.

Essay test give scope to explain the concept, listing or arranging the subject matter in a clear way.

✓ Essay test develop documentation skill, presentation plan, vivid explanation etc.

Definition:-

✓ Essay test ~~is~~ it is type test consist one or more question. or other task, which require written explanation from the person who is being tested. Ebel Feisbie

* Criteria For evaluation:-

1) Make a model answering (marking scheme)

2) Decide ~~the~~ the objectives to measure.

3) ~~Be~~ **Coordinator IQAC** **PRINCIPAL**
Be sure that the one who make paper
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Possible assess paper
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5) Unit
chic

6) Ass
to

7) Grad
time
off

8) Feed
their

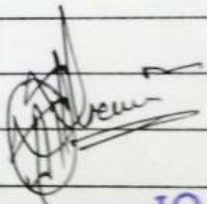
5) ~~Un~~Apply Uniform Standard Paper checking all paper.

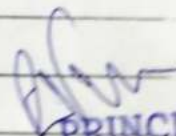
6) Assess a limited paper at a time to avoid fatigue.

7) Grades given to same question at a time for all paper to avoid hour effect.

8) Feedback given to student to appreciate their strength & correct their weakness.

✓
(Co-ordinator)


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Objectives Types of Question content	Remembering		Understanding		Applying		Analyzing		Total
	O	S	O	S	O	S	O	S	
Conceptual Knowledge				2(1)		2(1)		2(2)	11
Factual Knowledge				2(1)				2(1) 5(1)	9
Total	5		4		2		9		20

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Achievement Test



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Question Paper... ???

School Names:- Salabuddin Ayyubi Memorial English School.

Time :- 1 hrs

Subject :- English Std: 7th Marks:- 20.

* All Questions are compulsory.

Q1. Is as directed :-

5m

A) Write the pair of Opposite words :- 2m

i) Run

ii) Happy

B) Write the meaning of :- 2m

1) Twinkle

2) Indulge

You are the first student to _____ finished your work
(fill in with the right form of verb) 1m

I jumped _____ the well to save the child
(fill in with a preposition) 1m

Write the ~~words~~ ^{words} from the given passage. 6m

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even him time and again, but all in vain. Anshuman just wouldn't listen. He refused to believe that he was letting those bad habits get a hold over him. Gentle words, strict warning, a scolding now and then - his parents tried everything short of beating him up. And that they would never do. However unhappy they themselves were, they wanted to be loving and gentle as they tried to correct their son's ways.

(A) What did Anshuman refuse to believe? 1m

(B) How did Anshuman parents want to correct their son? 1m

(C) Pick out the preposition from the sentence :- 1m
The cat ran across the road.

(d) Change the meaning by changing the adverb :- 1m
Walk slowly.

e) Why habits are like weeds explains? 2m

3 - Write the answers from above extracts :- 4m

See the lilies, round and large,
floating near the reedy marge,
where the bulrush has its place.

And the heavy water-mace.

See the great green dragonfly,
And the swallow stemming by.
See the fishes spring and gleam,
Ere they splash the streams

the bright kingfisher too.
and a gleam of green and blue.
These are all around our boat
in the water whilst we float.

What do the lilies look like? 1m

What do the fishes do after they spring and gleam? 1m

List the flower, plants mentioned in the poem. 2m

i) Flowers.

ii) Plants.

Write a Short Essay on your own journey on a boat. 5m

— X — Best of luck — X —

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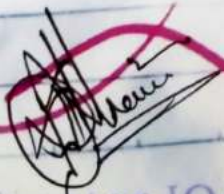
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Reflection

From this Assignment I was able to understand more about how to prepare a lesson and marking a question paper with equal distribution of marks each and every thing I came to know through this assignment the weightage of marks and as well as the objective. How the knowledge is fit in different type of knowledge. Through this Subject Assessment for Learning assignment while constructing a question we have to follow some steps of it from form of Blue print Question paper.

As a teachers have a play multifaceted roles as part of their job requirements. They can contribute significantly in setting a question paper, evaluating the answer script and awarding the marks/ grade of healthy environment & social order.

Thank You



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FOR EDUCATIONAL USE



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3. Assessment of learning:

Workshop on Achievement test & Preparation of blueprint,



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NOTICE

Date: 8 Jan 2021

This is to inform B.Ed. 2nd semester students that on 11 Jan 2021 there will be a Workshop on Achievement test & Preparation of blueprint by Prof Shabeena Momin in the college premises.

Principal

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3 Performance Tests

*patting to
present audience*

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29/8/21

Date

NAME OF THE SCHOOL
Supervision Check List

Name *Sara*

Roll No. *-*

Subject *English*
Std. / Div *-12th*
Lesson No.

i) Set induction

*Set induction was done through
Recalling past knowledge of students*

ii) Stimulus Variation

*Students past knowledge was recalled
through questioning.*

iii) Questioning

Faculty Qs. : (Tally mark frequency, note down examples)

Overall questioning was done accurately

v) Response to pupils Answers and Reinforcement : (Tally mark)

Correct Answers :

Verbal Reinforcement : *Very Good*

Non-verbal Reinforcement :

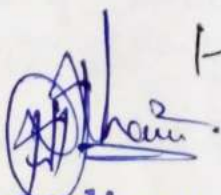
Incorrect Answers : *Smile*

Partially Correct Answers :

No indication

Mannerisms in Reinforcement : e. g. repeating answers

Handling of Answer questions - Comments



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v) Class - room interaction (Tick Mark)

	excessive	adequate	Insufficient
Teacher	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teacher - Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student - Student	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student - Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

vi. Closure (Tick Mark)

Summary:

Allowed some Sequence points in lesson - yes
 were was near - yes

work handwriting was good - yes

matter extended to new situation - No.

vii. Class-room Management :

Over all good.

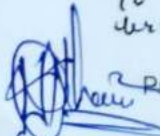
viii. Plan implementation (Tick Mark)


1. Object were kept in view
2. objectives were realised
3. interest created in pupils
4. pupils were involved
5. Teacher came prepared
6. Teacher showed mastery

Suggestions: of method

1. Teacher ^{language} was used properly
2. Teacher's aid were used properly
3. teacher created rapport with class

	V. Good	Good	Average	Poor	V. Poor
1. Object were kept in view	<input checked="" type="checkbox"/>				
2. objectives were realised	<input checked="" type="checkbox"/>				
3. interest created in pupils	<input checked="" type="checkbox"/>				
4. pupils were involved	<input checked="" type="checkbox"/>				
5. Teacher came prepared	<input checked="" type="checkbox"/>				
6. Teacher showed mastery	<input checked="" type="checkbox"/>				
7. Teacher ^{language} was used properly	<input checked="" type="checkbox"/>				
8. Teacher's aid were used properly	<input checked="" type="checkbox"/>				
9. teacher created rapport with class	<input checked="" type="checkbox"/>				

 Pupil Teacher

Teacher 

Signature of Supervisor


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Rating Scale:

0.90 rating scale

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College of Education
 Affiliated to the University of Mumbai
B.Ed. LESSON PLANNER

Name of the Pupil Teacher Shaikh Khalida Mukhtar Class Roll No. 60

Name of Practicing School _____

Lesson No. 4 - Illustration with examples Subject Science

Date 27-11-17 Std. IX Div. _____ Topic Highway To Health

Previous Knowledge _____

Instructional Objectives	Specifications
ILLUSTRATION WITH EXAMPLES	

Teaching Aids: _____

Core Elements & Values :- _____

Methods / Techniques / Skills :- _____

Set Ref. Book / Induction :- _____

Teacher's Activity	Pupil's Activity

Statement of the aim _____

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Date: _____
 Subje _____
 Observ _____
 Set Ind _____
 Aim of _____
 Stimuli _____
 Teache _____
 Metho _____
 Questi _____
 Stude _____
 (ii) 5 _____
 (iii) _____
 Reib _____
 Teac _____

LEARNING EXPERIENCES

Teaching Points	Teaching Activity	Teaching Activity	Teaching Points
	Teacher enters class and greets the students	Students answer	
Health :- Highway to Health.	Teacher writes the name of the topic "Highway to Health" on the blackboard and explains it briefly. Teacher explains that highway to health means ways to achieve good health.	Students observe and listen carefully. Students listen carefully.	
Factors essential for good health.	Teacher explains about the factors of good health and gives examples.	Students listen and try to understand.	
(A) Personal health and public cleanliness	Teacher explains the important factors of personal hygiene and cleanliness of society for maintaining good health.	Student listens and tries to understand	ecapitulation : pplication :
(B) Health- Economic and Social factors For example,	Teacher explains how social and economic factors can affect health. Teacher asks questions from the students	Student listens and observe carefully. Student answer	valuation :

Assignment

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190
190
190

190

3
2
1

		0	1	2	3	4	5	
Recapitulation:	COMPONENTS							
	1	Examples used were simple.						✓
Application :	2	Examples were relevant to the concept or rule which was being illustrated.						✓
	3	Examples used were interesting.						✓
Evaluation :	4	The media used for example were appropriate.						
	5	Pupils gave their own example to show their understanding about the concept.						
	6	Pupils gave their own example to ^{understanding} show.						
	7	The number of examples being elicited from pupils after the statement or rule was ^{sufficient} .						
	8	Pupils have clearly understood the concept or rule.						

Assignment : _____



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Chalk Board Summary

Date 27/11/17

Std.: IX Div.: _____

Subject Science

Topic: Highway to Health

1) Health = Physical + Mental + Social

b) Health, Economic and Social factors

2) Factors Essential for Good Health

- Economic: steady job etc.

- Social: Equality and harmony

(a) Personal health and public cleanliness

- conscious effort by every individual.

Observer's Remarks

Set Induction: _____

Aim of Lesson: _____

Stimulus Variation: _____

Teacher's Knowledge of content: _____

Method: _____

Questioning: _____

Student's Participation (i) Tr-Student: _____

(ii) Student-Tr.: _____

(iii) Student - Student _____

Reinforcement: _____

Teaching Aids: _____

Class Room Management: _____

B.B. Summary: _____

Interest Created: _____

Attitude of Teacher towards Teaching: _____

Behaviour of Teacher: _____

Process of Testing: _____

Over all Performance: _____

Guided by:

Name:

Signature: _____

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Observed by: Principal
Name: _____
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Statement

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Method:
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2.4.4

Sample Prepare by students for each indicated assessment tools

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1. Teacher made Written Test essentially based on subject content.

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College of Education

(Affiliated to the University of Mumbai)

B.ED.

ESSAY - BOOK

For Year 20 - 20



Name of the Student _____

Class and Roll No. _____

Address _____

Phone No. _____

Mob. _____

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3) Expository Text:

Expo

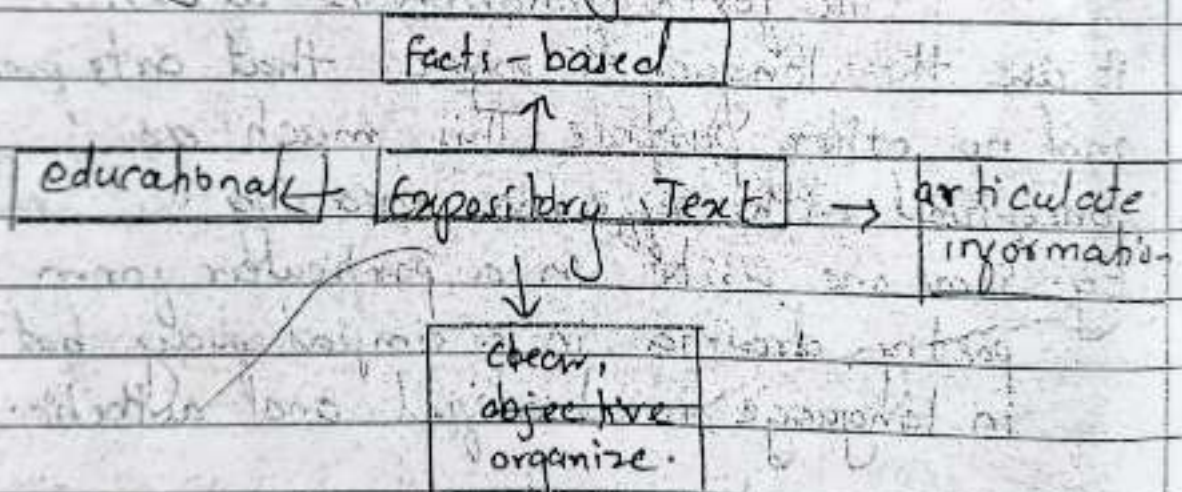
Introduction

Expository text is non-fiction text meant to inform, explain, analyze, give more information about a topic.

Definition

Expository text is a text that describe, explain or define author's subject to receiver's subject.

Meaning of Expository Text:



i) Expository text expose in fact in a plain and simple way.

ii) It give information on the topic. The author not give ~~the~~ ideas.

We read novel in written in natural
text we lot of emotions. opposite to that
is expository text which give fact base
information in a educational and purposeful

iv) fact base with accurate exposition give
truthful through reliable way. This help
it readers.

v) Other description of exposition is clear,
concise and organize in writing. We clearly
find a direct point and effective way.

Some expository text includes news articles,
text books, recipes, manual and city guides
etc.

Characteristics:

- i) Abstract concept are given.
- ii) Mainly accurate and reliable information given.
- iii) New information create prediction.
- iv) Key vocabulary generally new.
- v) There is no relation of personal personal
interest.

Conclusion:

This text is subjective (essay),
objective (definition, summary) or analyses
(start with concept and characteristic eg definition
or synthesis) ending with appropriate way and
conclusion eg summaries)

Preparation of

Blue print.....



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Objectives Types of Question Content	Remembering		Understanding		Applying		Analyzing		Total
	O	S/E	O	S/E	O	S/E	O	S/E	
Factual Knowledge			2(1)				2(1)	5(1)	9
Conceptual Knowledge	2(1)		2(1)		2(1)		2(2)	11	
Knowledge	2(1)							11	
Total	5		4		2		9	20	

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Question Paper... ???

School Names:- Salabuddin Dhyubi Memorial English School.

Time :- 1 hrs

Subject :- English **Std. :-** 7th **Marks :-** 20.

* All Questions are Compulsory

Q1. Is as directed :-

5m

a) Write the pair of Opposite words :- 1m

i) Run

ii) Happy

b) Write the meaning of :- 2m

i) Twinkle

ii) Indulge

You are the first student to ~~finished your work~~
(fill in with the right form of verb) 1m

I ~~perused~~ the well to save the child
(fill in with a preposition) 1m

Write the ~~use~~ from the given passage

6m

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scold him time and again, but all in vain. Anshuman just wouldn't listen. He refused to believe that he was letting these bad habits get a hold over him. Gentle words, strict warning, a scolding now and then - his parents tried everything short of beating him up and that they would never do. However unhappy they themselves were, they wanted to be loving and gentle as they tried to correct their son's ways.

A) What did Anshuman refuse to believe? 1m
 B) How did Anshuman parents want to correct their son? 1m

C) Pick out the preposition from the sentence :- 1m
 The cat ran across the road.

D) Change the meaning by changing the adverb :- 1m
 Walk slowly.

2) Why habits are like weeds explain? 2m

3 - Write the answers from above extracts :- 4m

See the lilies, round and large,
 floating near the reedy marge,
 where the bulrush has its place.
 And the ~~lily~~ water-lily



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See the great green dragonfly,
 And the swallows stirring by.
 See the fishes spring and gleam,
 Ere they splash the stream.

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the bright kingfisher too.
and a glimmer of green and blue
These are all around our boat
in the water whilst we float.

What do the lilies look like? 1m

What do the fishes do after they spongy and green? 1m

List the flower, plants mentioned in the poem. 2m

- i) Flower.
- ii) Plants.

Write a Short Essay on your own journey on a boat. 5m

— X — Best of luck — X —

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COLLEGE OF EDUCATION
Old Thana Road, Rais High School compound, Bhiwandi 421302

Report

Event- Workshop On Workshop on Achievement test & Preparation of blueprint,

Date- 21/11/21

K.M.E.S. College Of Education organized a workshop on "Achievement test & Preparation of blueprint for B.Ed students. The session was deliberated by the resources person. Prof Shabeena Momin. The session was very beneficial in understanding the evaluation process by measuring the variables and administration the test items .Heartiest Gratitude to Prof Shabeena Momin for this great discussion and support.

List of participants:

Sl. No	Name of the Student
1	ZAKERIA RUHEEN AHMED AZIZA (AZIZA)
2	NAILA ZAIGAM (TANZEELA)
3	ANSARI SAIMA BANO ASGAR ALI (REHANA BANO)
4	ANSARI JAVERIYA JAVED (SHAKERA)
5	ANSARI ARSHIYA SABIR (FARZANA)


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6	ANSARI BILQUIS BANO MOHAMMAD HABIB (AMIRUNNISA)
7	ANSARI AALIYA BANO MAQBOOL AHMAD (BILQUIS)
8	ANSARI RAMSHA RIYAZ AHMAD (ZAREENA)
9	ANSARI SADIQUA ABDUL RAUF (KHALIQUNNISA)
10	ANSARI TASMINA SABIR (FARZANA)
11	ANSARI NASHRAH ZUBAIR AHMAD (TAYYABA BANO)
12	ANSARI TAHSEEN NAAZ MOHD AZIM (NOOR JAHAN)
13	ANSARI ZAKERA KHATOON QUTBUDDIN (ZAHEDA)
14	ANSARI SAFIRA MOHAMMAD RAFI (AAYESHA BANO)
15	ANSARI SHAGUFTA ABRAR (SAYYADA)
16	ANSARI AREEBA MOHAMMAD HAROON (MAHRUNNISA)
17	VEDIKA VIJAY ARORA (HASINA)
18	CHOUDHARY SAWDAH NIAZE (RAZIYA)
19	KUMARI SOUMYA CHOUDHARY (REKHAR)
20	MEHJABEEN FIRDAUS DELHIWALA (GULSHAN)
21	DEVASANI VIJAYALAXMI GATTALAH (YADALAXMI)
22	PREETI RAJESH DODDAMANI (DIVYA)
23	AMIT KRUSHNA ETADKAR (REKHA)


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24	GORE AYESHA SHAKIR (SAMIYA)
25	GUPTA KUSUM RAMPRASAD (MEERA)
26	IPPALAPELLI POOJA CHAKRAPANI (LATA)
27	SHEETAL SUNIL KADAM (SHAKUNTALA)
28	KAPADIA SUMAIA WAHID (SUGHRA)
29	KHAN ZOHA SHAKIL AHMED (SHABINA)
30	KHAN ARBIYA MOHAMMAD SHAKIL (ZAREENA)
31	KHAN RAFANA NEHAL (RAZIA)
32	ZARA HAROON KHAN (SWALEHA KHAN)
33	KHAN MISBAH DANISH (GULISTAN)
34	KHAN SADAF CHAND (MEHBUBEE)
35	KHAN MISHFA ABDUL SALAM (SHABNAM)
36	MANSOORI ZEESHAN MOHD HASAN (FARZANA)
37	MANSURI ZUBEDA ABDUL RAZZAK (BILKIS)
38	MATWANKAR GAZALA TAJIR (SHAHNAZ)
39	MIRZA FATIMA BANO ATEEQUE BAIG (SHAMA)
40	MIRZA AFREEN QAMRUZZAMA (AJNUM BEG)
41	MOMIN SANA SOHEL (ALIYA)


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2. Observation made for individual and group activities a) Individual Presentation: Group Presentation

a) Individual Presentation



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NAME OF THE SCHOOL
Supervision Check List

Name *Ashima Shetty* Date *25/07*
Roll No. Subject
Std. / Div
Lesson No.

i) Induction

Induction was *Demonstrative*.

ii) Stimulus Variation

The method of questioning, charts, paper, gestures was very well. Pictures were shown related to topic.

iii) Questioning

Faculty Qs. : (Tally mark frequency, note down examples)

The questions were effective & easy so it was understandable to students.

iv) Response to pupils Answers and Reinforcement : (Tally mark)

Correct Answers :

Verbal Reinforcement : *Exactly*.

Non-verbal Reinforcement : *Smile*

Correct Answers : *Verbal indication*.

Partially Correct Answers :

further questioning of other pupils

Mannerisms in Reinforcement : e. g. repeating answers

Handling of answers of pupils very good.

[Signature]

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Date

2/10/17

v) Class - room interaction (Tick Mark)

excessive

adequate

Insufficient

Teacher

Teacher - Student

Student - Student

Suggestions:

Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher - Student	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student - Student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggestions:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

vi) Closure (Tick Mark)

Summary was adequate.
 followed same sequence as lesson.
 B.B work well organised
 B.B work done neatly
 B.B work handwriting good.

vii) Class-room Management :

Class were managed Good.
 Maintaining Discipline good.
 No Suggestions.
 Suggestions :

viii) Plan Implementation (Tick Mark)

Extent to which

- Objectives were kept in view
- Objectives were realised
- Interest created in pupils
- Pupils were involved
- Teacher came prepared
- Teacher showed mastery of method
- Teacher showed mastery of subject matter
- Language was used properly
- Teaching aids were used properly
- Teacher created rapport with class

V. Good	Good	Average	Poor	V. Poor

Suggestions:

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Signature of Supervisor

MODULE : 1

UNDERSTANDING

TEXT

AND

READING

EPC-1

UNIT-1

TEXT

AND

READING



ACTIVITY: 1 (a)

- Discuss with the students what they have reading recent times. Classify these as literary and non literary.

Reflect and share how these have influence you.

- Introduce the terms Narrative, Expository, technical and persuasive texts through suitable examples. Display different samples of the above and identify their special features.
- Identify samples of the above text types from school textbooks. Compare and find which textbooks are more likely to use narrative text, which textbooks are more of Expository text



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Do your Best

Do your best, your very best,
And do it every day.
Little boys and little girls,
That is the wisest way.

Whatever work comes to your hand,
At home, or at your school,
Do your best with right good will;
It is a golden rule.

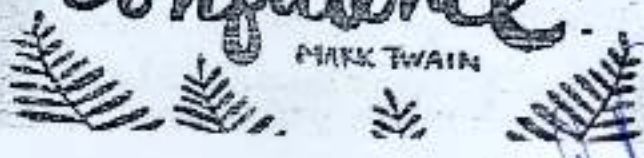
For he who always does his best,
His best will better grow;
But he who shirks or slights his task,
Lets all the better go.

What if your lessons should be hard?
You need not yield to sorrow,
For he who bravely works today,
His tasks grow bright tomorrow.



to succeed in life,
you need two things:
ignorance
and
confidence

MARK TWAIN



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They have read textbook content from the different subjects, stories and newspaper articles.

Classification :

Literary

Poem : "Do your Best"

[Std VI : English language
text book]

Non Literary

Quotation :

"To succeed in life,
you need two things
ignorance & confidence"
'Mark Twain'
[Net]

Reflection :

Literary :

"Always Do your Best". Your best is going to change from moment to moment, it will be different when you are healthy as apposed to sick. Under any circumstances, simply do your best so you will avoid self adjustment, judgment, self abuse & regret. No body can predict the future.

Non Literary :

Every one should have some one in their life who has their best interest in mind and will be straight with them when their need it but for most part, you should hold fast to your goals no matter what another think. Sometimes other will criticize you along your path. A little self.

imposed ignorance goes along way. Don't let yourself get rationalized out your idea of success. And the end of the the day, this is about your story, not every one, etc's.



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Opening Day!



Up with the sun
I'm on my way,
Rushing to my school,
It's the Opening Day!

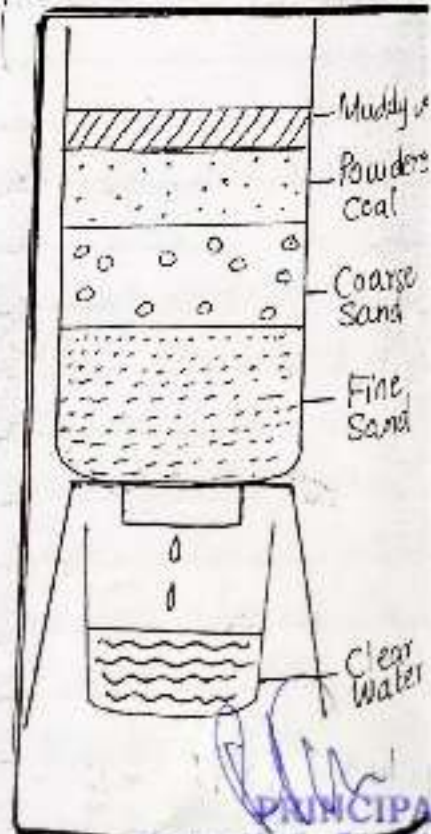


Holidays are over
But I'm not at all sad.
Would you like to know
What makes me so glad?

New shoes, new bag,
My uniform is new;
New books, new class,
A new class-teacher too!



So everything is new
And that is really fine.
Yet, what's old, and good as gold
Are the good old friends of mine!



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Narrative Text :

Narrative is the telling of a story, the succession of events in given chronological order. In a narrative, I have given a poem "Opening Day". The poem gives very exciting & joyful feeling for going to school. The poem is related to student, who is excited to get to the school for Opening Day.

Expository Text :

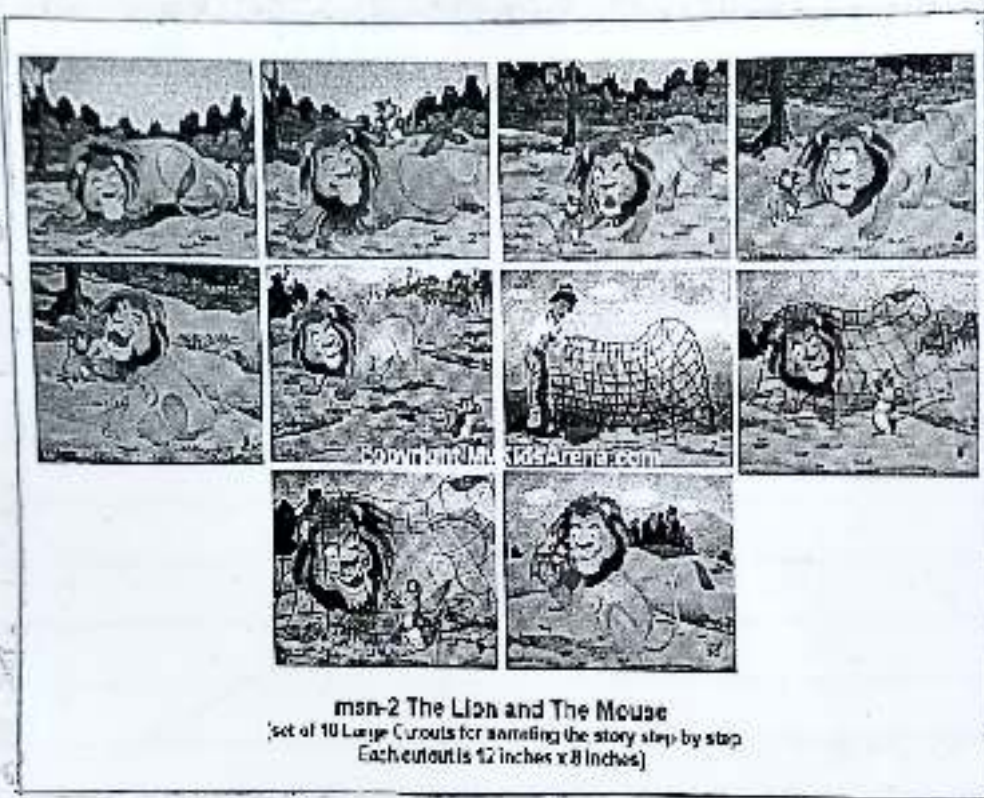
The Expository text consist of facts & information. In this, I have chosen a quotation from 'Net'. "A Year gives you 365 opportunities".

Technical Text :

Technical Text work in the step wise manner.

In this I have chosen an example of How to make a "Water filter" (i) "Water purification tank" domestically in scientific way. In a tank, at the bottom first add fine sand and spread over it a coarse sand carefully then above the coarse sand spread powdered coal & at the top (ii) above the powdered coal layer set Muddy water they add water for purifying & clearing purpose & collect this purified water to another tank (iii) tub.

Narratives is the telling of a story
 a succession of events in given chronological order
 in a narrative. I have given a poem 'I am'
 'I am'. The poem gives very exciting & gripping
 feeling for going to school. The poem is related
 to student who is excited to get to school
 for opening 'I am'.



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Persuasive Text :

Persuasive Text is text in which another tries to convince reader to take a certain opinion or perform certain action.

In this, I choose a story of "The Lion & The Mouse". The Moral of a story is Every thing has its own value.

I have taken a sample of Class VI text book of science.

In a chapter "Acids, Bases and Salts". There are three substances Acids, Bases & salts.

After identifying sample of the above types from school textbooks, English text books contain more narrative text and science and mathematics uses more expository text.

ACTIVITY: 1-(b)

- Expose students to the different text by showing samples. Identify the features of these texts.
- Discuss how they are relevant in education.
- Some of these text are useful when we actually teach in a class room. Have student create expository text in their own subject.
- Expose students to local / regional text so that they can connect with the text and its significance to their lives. eg: Ethnographic writing on people of their town or village, a narrative about an incident that as occurred locally.



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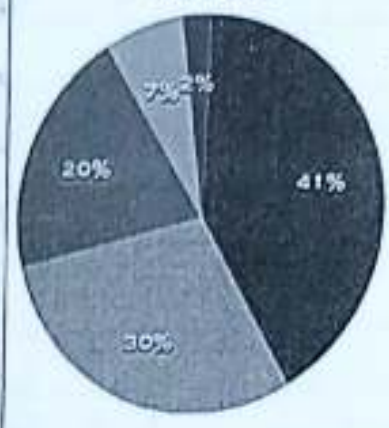
(d) I : Y T V I T O A

Ohm's law

Ohm's law describes the relationship between the current, voltage and resistance in a circuit. It basically states that if everything else is constant then:

- if resistance is increased and voltage remains the same the current will decrease
- if voltage is increased and resistance remains the same the current will increase.

MORTALITY OF COMMON ILLNESSES



- LOVESICKNESS
- HOMESICKNESS
- CARSICKNESS
- CLAUSTROPHOBIA
- TELEPORTATIONSICKNESS

Pages from 'My Diary' : School

Monday, June 20

Highlight of the day! I was made monitor of the class for this term. I am so happy. Amit gave me a 'Congrats!' card. I will be nice to everyone.

Tuesday, June 21

Today, the first two periods were 'off'. Chaudhari Sir was sent for the first period. He is very strict. He made us copy twenty lines from the Marathi textbook and twenty lines from the English textbook. Then he checked everybody's handwriting.

Then we got scolded for littering the class with pieces of paper!

Wednesday, June 22

We had a wonderful time in our Geography period today! I brought the globe from the library. Then the teacher told us about the natural regions of the world. He has told us to watch out for programmes on the Discovery and the National Geographic channels.

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1) Empirical Text :

These are the result of research work & are submitted in form of their thesis, research, articles. They help to know current research finding.

Eg: "Ohm's law"

[Science Text book std: X]

2) Conceptual Text :

These are related to concepts, it may be concept, map or graphics.

Eg: "Mortality Pie graph"


[English Magazine]

3) Historical Text :

These text includes, letters, document, treaties, diaries, newspapers, archives which are helpful in education.

Eg: "Diary"

[English text book std VI]


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It's story time.



Best Friends.

Saffron, the little red dragon, was visiting her best friend on Earth called Mia. She normally lived on the Earth with her Mummy and Daddy Dragon, big brother and Saffron who was just a bit older than her. Saffron would be going back home to the Sun soon, so she wanted to have a special day with Mia, her sister Lisa, and other friends Jaka and Lola.

They were all going on a picnic and Saffron had made a special card for Mia with a coloured heart shape inside, with a recipe password so that they could send messages to each other with the fire fabric. The fire fabric were so quick though, always dancing and darting around, that you had to hold your card and make a wish when you noticed by if you said the right password, then they would stop and listen to you for a while. The problem was that they were so beautiful to look at, that you often forget what it was you wanted to say. Then they would just laugh and dart away.

Mia's Mum had packed them all a picnic with little sandwiches, cakes, grapes and strawberries, so all they want to do was to go with the duck pond.

"These sandwiches are scrumptious," said Saffron. "Oh look, the ducks are coming."

"They want some too," giggled Mia.

"Quick, quick," said the big black and white duck. "Can we have some as well? We like bread, cakes, grapes and strawberries."

"I have never heard a duck talk before," said Mia.

"That's because you haven't listened properly," said the duck.

"I haven't seen a dragon before either," said the duck, with a little nervous cough.

Indian Express

Right to Education workshop held

Express News Service
Madurai, August 18

A workshop on Right to Education Bill was held here on Wednesday.

Speaking about the programme, Bernard, Coordinator, Human Rights Education, People's Watch, said that the two days workshop is aimed at sensitising civil societies on monitoring and implementation of the Right to Education Bill 2009.

The Bill was made into an act in April 2010 and it accords a vast power to the local bodies, he said.

He also said that the State is yet to frame its laws relating to this law as the Centre has released a model act compilation and based on which each State can frame its own rules to suit the local needs without setting aside the purpose of framing the act.

The crucial component of the law is the reservation for children based on neighbourhood schools concept.

It recommends that 25 per cent of the total seats in the school should be reserved for the students who belong to disadvantaged group and economically weaker section in the neighbourhood of the school.

Further, it prevents the school management from obtaining capitation fee and implementing compulsory tuition and awarding corporal punishment.

A school management committee will have to be formed in all Government schools and the committee should have at least 50 per cent representation of school students. The committee will work towards the provision of the development of infrastructure based on the needs and on the quantum of students learning in that school.

Similar standards of the private schools will have to be monitored by the educational officers in the district.

If any private school was

found to have charging capitation fee, the school will be imposed fine to the tune of 10 folds of what was collected as capitation fee.

It also outlines the role of teachers, he said.

Bernard said that the local bodies will decide the government schools' annual calendar considering the local festivals so that it doesn't affect the studies of the students.

Local bodies should ensure that there were no child labour in their jurisdiction and those found as such will have to be driven to the school and the education of those child labours are to be ensured.

The seminar will also recommend the necessary rules to the UNICEF which has funded this programme and the recommendations will be forwarded to the State, he concluded.

Henry Tiphagne, Executive Director, People's Watch, also spoke on the occasion.



Try this.

Take a transparent plastic bag. Tie it over a plant as shown in the picture. Observe it after 24 hours. What do you see?

Droplets of water collect on the inside of a means that, plants excrete water in the form of

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4) Narrative Text :

In Education stories used to teach description of events etc

Eg: "Best friends" story
[Magazine]

5) Policy document :

Eg: "Right to Education"
[Newspaper : Indian Express]

6) Expository Text :

In Education, these can be used to present facts & information.

Eg: Excretion is a characteristic of living things.
[Science Text book : Std VI]

A Timetable

Listen carefully and take down your timetable for this and the next week. Every day, you have eight periods, except on Saturday. On Saturday, you have only five periods.

You have Marathi in the first two periods on Monday and Tuesday; in the fifth period on Wednesday, Thursday and Friday; and in the second period on Saturday. The first period on Wednesday, Thursday and Friday is English. On Monday and Tuesday, you have English in the third period. And then again, the last period on Saturday – that is the fifth period – is English.

The fourth period on Monday, Tuesday and Wednesday is History and Civics. The second period on Wednesday, Thursday and Friday is Geography.

You will do Science during the fifth period on Monday and Tuesday, during the third period on Wednesday, the third and fourth period on Thursday, and again, the third period on Friday.

From Monday to Friday, the sixth period is Mathematics. On Saturday, you have Maths in the third period. The seventh period on Monday, Wednesday and Friday is Hindi. The last period on Monday, Wednesday and Friday is Physical Education.


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Name of the Student: Momin Hamd Ahmar
Std: VI [English Medium]

Sr No	Prints	Yes/No
1	Redding Ability	Yes
2	Proper Pronounciation	Yes
3	Proper voice Modulation	No
4	Proper Intonation	No
5	Confidence	Yes
6	Gesture	Yes


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ACTIVITY: 2 (b)

- Administration a reading comprehension text to three students of any one class from VI to X by choosing a passage from a textbook. Identify the obstacle faced in comprehending the text. Use Davis Nine components to evaluate the readers. Prepare a report of your observation elaborating how these obstacles can be eliminated. Share your report with two peers. How add a conclusion paragraph to your report based on your finding and those of your peer.



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ACTIVITY: 2 (b)

Administrative a reading comprehension list to these students of any one class from as to X by choosing a passage from a textbook. Identify the obstacles faced in comprehension the text use Dant's components to evaluate the readers. Prepare a report of your observation. Elaborating how these obstacles can be removed share your report with the class.

An Eye Opener

King Krishnadeva' Raya would perform heavy exercises every morning. He regularly applied oil on his body and thereafter worked out till all the oil came out with the sweat. This was followed by a long ride on his horse. Once the king started leading a sedentary lifestyle, and he stopped exercising. He no longer went horse-riding either. The king overate and as a result grew fat and heavy. The king's temperament also underwent a sea change.

Noticing this, the royal physicians cautioned the king against the ill-effects of overeating and explained to him the risks posed by obesity. They advised the king to regulate his diet, exercise and take care of his health. The repeated advice he got from the physicians to eat less made him so angry that one day he announced a reward for anyone who could find him an effective cure. But there was one condition: those who failed would have their heads off. None dared advise the king in this regard. The situation became precarious and as usual Tenali Raman was approached by the courtiers for a remedy. Tenali heard the problem and assured the courtiers a viable solution. The next day, an astrologer predicted that the king had only a month left to live. When the king came to know of this, he was furious. The astrologer was ordered by the king to be imprisoned for a month, so that his prediction could be put to test and so the hapless foreca was sent to prison.


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Comprehension 1

MOMIN Tooba Shahid Aslam Std: VI

1) Write the meaning of Sedentary & Overate?
Ans Sedentary means spending lot of time in doing nothing.
Overate means ate too much

2) Make phrase using 'Overate'
My friend is suffering from obesity as he overeat often.

3) What is Organisation of the comprehension?
Ans It is organisation of past.

4) What are the main concept or idea of comprehension?
Ans Clumpsiness & overate make lazy.

5) Who are member in this text?
Ans Only one member 'King Krishnadeva Raya'

6) Who are the member & animal in this text?
Ans King Krishnadeva Raya & his horse.

7) Summarization of the text:
Ans The king Krishnadeva Raya loss his body structure & loss their favourite horse riding by laziness & overate.

(1) Write the meaning of 'Overate' & 'Overate' means spending lot of time eating nothing. Overate means ate too much.
 (2) Make phrase using 'Overate'

Speaking to Virdhawal Khade on Winning Bronze at the Asiad

By Lavanya Srinivasan | Published: December 29, 2010

Virdhawal Khade holds the distinction of being among the fastest swimmers in the world in his age group. He also made India proud this year at the Asian Games in Guangzhou by winning the first swimming medal for India in 24 years.

Virdhawal Khade, made history at the Asian Games this year by clinching the Bronze Medal in the Men's 50m Butterfly event. Virdhawal was the first Indian to win a medal in aquatics at the Asian Games, since Khajan Singh's Silver at the 1986 Games, and was also the youngest ever to do so. He holds several records in the 50m, 100m, 200m and 400m Freestyle events and in the 50 m Butterfly event. He is also the youngest ever Indian swimmer to qualify for an Olympics. Although he did not qualify for the semifinals of the 100m freestyle at the 2008 Beijing Olympics, he did finish first in his heat and set a new personal best of 50.07 seconds placing him 42nd overall.



The kind of achievement he has achieved is rare. He has set a new personal best of 50.07 seconds placing him 42nd overall.

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Comprehension-2

1) What is the meaning of Clinching & Aquatics?

Ans Clinching means succeed in achieving some thing like victory & Aquatics means connected with water.

2) Make phrase using 'Clinch'

Ans If he can clinch this sale, he'll make a fortune.

3) What is organisation of the comprehension?

Ans It is the organisation of present to present connection.

4) Who are member in the text?

Ans Viradhawal Khade.

5) What are the main concept of comprehension?

Ans Viradhawal Khade winning Bronze in Swimming in Asiad.

6) The text's Author name?

Ans Lavanya Srinivasan.

7) Summary of the text:

Ans Indian - Viradhawala Khade is the fastest swimmer in the world in his age group. He is youngest ever Indian swimmer.

Handwritten notes at the top of the page, including the phrase "What is the meaning of Clinching & Clinching means to be secured in a certain sense" and other illegible scribbles.

UNEXPLORED BEAUTY

- Dr. Mamta Ekka

The world over, nations have been vying to attract tourists. And yet, a huge section of the intelligentsia is convinced that more the tourists, the corresponding is the decline in pristine nature of the place. Parrot Island, in the calm and balmy waters of Andaman is one such place that has escaped the herd of tourists.

No wonder, that with its trimmed lush green mangroves and green meadows bordering the sea, it is nature at its best. Untouched and virgin miles of beach that are an answer to the prayers of those seeking solace in the arms of mother nature.

Gifted with the combination of serenity and solitude, bluish backwater, which is neither flowing nor stagnant, Parrot Island is balm for the soul. Here the approach to the island is a pleasure. Five small islands form a stunning visage as one approaches this island. It is strange to see such a beautiful and gorgeous place, enchanting ambience and yet so largely unexplored. Naturally, I felt I was one the only luckiest spectator that evening, when I saw the beautiful visage of the five islands.

Handwritten notes below the article, including "The text is about..." and "I have..."

Handwritten notes and signatures in the bottom middle section of the page.

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Comprehension - 3

ANSARI SIMRA IMRAN IX

1) What are meaning of vyving, intelligentsia?

Ans Meaning of vyving is competing strongly & Intelligentsia means educated and enlightened class of people.

2) Make phrase using 'Vyving'

Ans The two teams are vyving for the championship trophy.

3) What is organization of comprehension?

Ans Organization have past, present & future knowledge.

4) Who are member in the text?

Ans No member Only Author.

5) What are the main concept of comprehension?

Ans Nature beauty is unexplored beauty.

6) Text Author Name?

Ans Dr. Mamta Ekta.

7) Summary of the text:

Ans Our Nature is decorate in different colour.

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Principal
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Reflection: =

Firstly, I have given 1st comprehension to first girl, Momin Tooba Shahid Alam, who first read out the comprehension & answers the question followed by it. She gave the question followed by it. She gave the answer of all questions asked to her.

Secondly, second comprehension was given to Khan Taiba Yusuf who also read text out comprehension and answered the questions out of which only one is wrong. I helped her with that question.

Third Comprehension is given to to Ansari Simra Imran. She also first read the comprehensions & answered the questions asked to her. She find difficulty in summarising the context.

Conclusion :-

Through this, I teaches there student of different class about comprehension. This gives me great pleasure. I also shared my report with my peace. They too said that what I have thought to them is right and we all are satisfied with what we had done.

REFLECTION

Module-I are consisted of two units Text & Reflection & Text and Reading.

In the first unit the activity is about classification, reflection and how this text are relevant to Education.

Through this activities, I can now able to classify the text whether it is narrative, expository, policy document, historical, empirical etc. This helps me in my further student.

After classification how this text are reflected on me. I came to know that this also.

This activity is very useful in My reading & reflecting the text. This activities developed the skill of differentiating text on the basis of its context & nature.

This unit also involved reading comprehension and analysing the reading ability of the student.

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3. Performance Test



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NAME OF THE SCHOOL
Supervision Check List

Name *Murida Ishtiaq* Date *24/01*
Roll No. Subject
Std. / Div
Lesson No.

Teach
Teach
Stud
Slides

i) S-I induction

Induction was excellent, Teacher explains the topic by using PDF, Pictures & E-Book

vi. Clos
Sur
Fell

ii) Stimulus Variation

Teacher makes right gestures so that topic could be understood better by the student.

B-1
B-2
B-1

iii) Questioning

Faculty Qs. (Tally mark frequency, note down examples)

Teacher asks questions relevant to the topic. The questions were easy & related to the topic which was understandable by students & answerable

vii. Cla
Go

iv) Response to pupils Answers and Reinforcement : (Tally mark)

Correct Answers :

Verbal Reinforcement :

Teacher verbally was excellent

Non-verbal Reinforcement :

Incorrect Answers :

Teacher does mocking

Partially Correct Answers :

Further questioning of pupil

viii. Plz
1. Obj
2. Obj
3. Ind
4. Pu
5. Te
6. Te
8. Te
9. Te
10. Sugges

Magnensums in Reinforcement : e. g. repeating answers

[Signature]

It was excellent

[Signature]

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[Signature]
Pupil

v) Class - room interaction (Tick Mark)

Date

7/07

	excessive	adequate	Insuffice
Teacher		✓	
teacher - Student	✓	✓	
Student - Teacher		✓	
Student - Teacher		✓	

vi. Closure (Tick Mark)

uv
sk

Summary was adequate
 Followed the same sequence of lesson
 B-B work was well organised
 B-B work was neat
 B-B work handwriting good.

vii. Class-room Management :

Good teacher handled everything very nicely.

viii. Plan implementation (Tick Mark)

1. Objectives were kept in view -
2. Objectives were realised -
3. Interest created in pupils -
4. Pupils were involved -
5. Teacher came prepared -
6. Teacher showed mastery of method -
8. Language was used properly -
9. Teaching aids were used properly -
10. Teacher created rapport with class suggestions -

	V. Good	Good	Average	Po:	V. Poor
1. Objectives were kept in view	✓				
2. Objectives were realised		✓			
3. Interest created in pupils	✓				
4. Pupils were involved	✓				
5. Teacher came prepared	✓				
6. Teacher showed mastery of method	✓				
8. Language was used properly	✓				
9. Teaching aids were used properly	✓				
10. Teacher created rapport with class suggestions	✓				

Everything was vgood.

[Signature]

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4. Rating Scales



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Konkan Muslim Education Society's
College of Education
 Affiliated to the University of Mumbai
B.Ed. LESSON PLANNER

Name of the Pupil Teacher Shaikh Khalida Mukhlis Class Roll No. 60

Name of Practicing School _____

Lesson No. 4- Illustration with examples Subject Science

Date 27-11-17 Std. IX Div. _____ Topic Highway To Health

Previous Knowledge _____

Instructional Objectives	Specifications
ILLUSTRATION WITH EXAMPLES	

Teaching Aids: _____

Core Elements & Values :- _____

Methods / Techniques / Skills :- _____

Set Ref. Book / Induction :- _____

Teacher's Activity	Pupil's Activity

Statement of the aim _____

(Signature)

(Signature)

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Date: _____
 Subje: _____
 Observ: _____
 Set Ind: _____
 Aim of Stimulu: _____
 Teache: _____
 Metho: _____
 Questi: _____
 Stud: _____
 (ii) _____
 (iii) _____
 Ref: _____
 Job: _____

Teaching Points	Teaching Activity	Teaching Activity

	COMPONENTS	D	1	2	3	4	5
Recapitulation:	1. Examples used were simple						✓
Application :	2. Examples were relevant to the concept or rule which was being illustrated.						✓
	3. Examples used were interesting						✓
Evaluation :	4. The media used for example were appropriate						
	5. Pupils gave their own examples to show their understanding about the concept.						
	6. Pupils gave their own examples to show ^{understanding}						
	7. The number of examples being elicited from pupils after the statement or rule was ^{sufficient}						
	8. Pupils have clearly understood the concept or rule						

Assignment :



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