



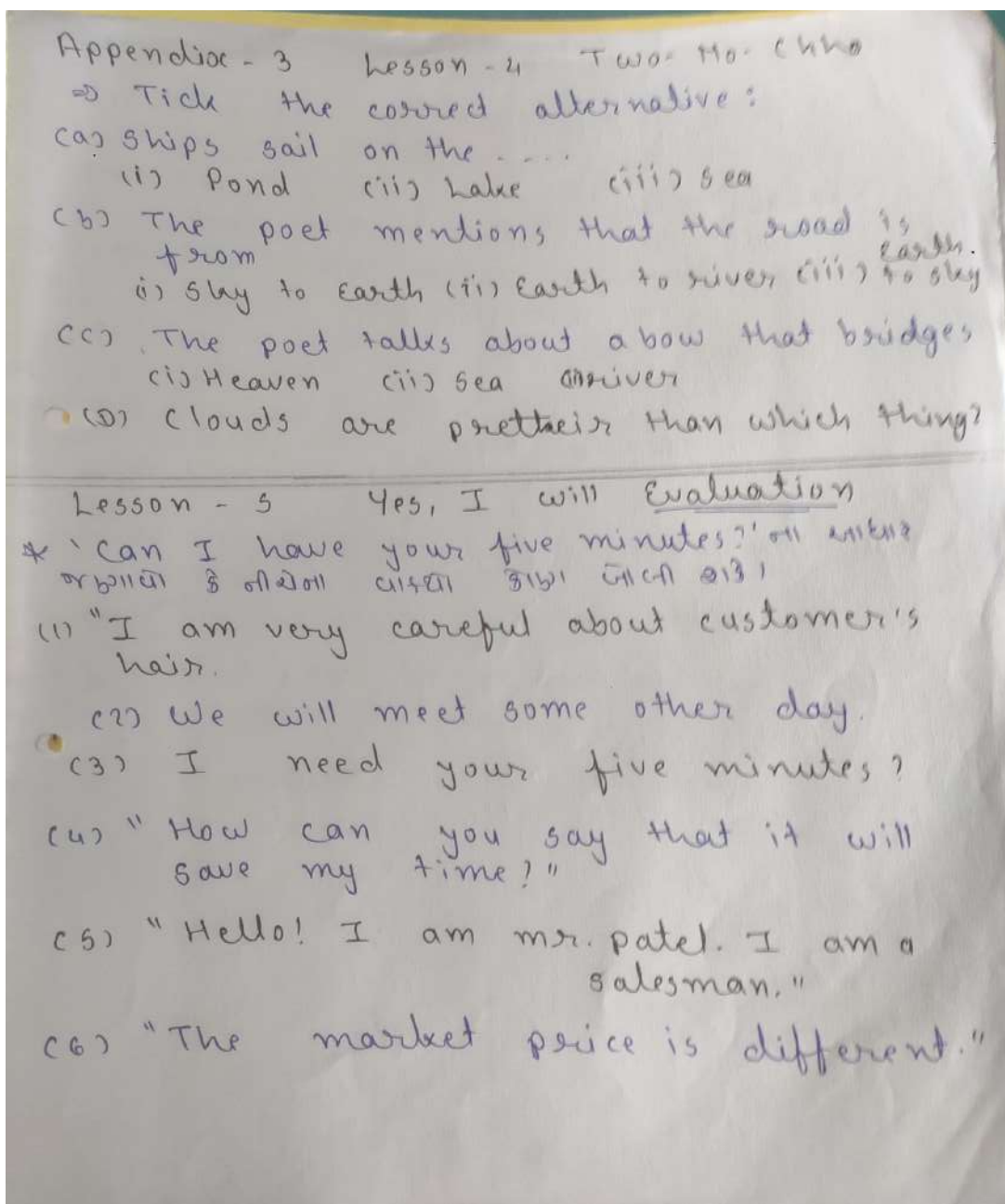
Institute of Language Teaching

Ref :

Date :

2.4.4 Sample Prepared by Students for Each Indicated Assessment Tools

1. Teacher made written tests essentially based on subject content- A sample of tests from different classes and grade levels was selected for a comprehensive overview.





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Sample of Teacher made test-The test was administered under standardized conditions to maintain fairness and consistency

Appendix - 1

Lesson 1:-

Question of set induction

(1) What do you do when you want to know something?

(2) Do you know about the types of questions?

(3) Is there any question that requires answer rather than yes or no?

Evaluation

(1) _____ is the car parking? (where/when)

(2) _____ will you come to India? (where/when)

(3) _____ think about this? (what/where)
do you

(4) _____ is this? Is he an artist? (who/what)

(5) _____ is your favourite candy? (which/what)



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Lesson: - 6 Appendix- 4 Evaluation

- (1) Who is the messenger and receiver in the letter.
- (2) How many places are described in the letter? which?
- (3) The letter gives information about how many fairs?
- (4) Which fair did Tina visit from school trip?

Lesson: 08 Evaluation

* Make true or false:

1. Solar energy can illuminate our homes.
2. The sun is the only source of energy.
3. Food can be cooked by the energy from the sun.
4. Scientists convert the sun-rays into electricity.
5. There is a ray of hope that the sun will solve our problems.



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Question Paper prepared by Student as per blue print

Institute of Lanaguage Teaching B.Ed. (English) College, Rajkot
Block Lesson Blue Print Paper-1 for K.G Dholakiya school
Topic taught by : Anjali Gohil

Std. : 10th Topic : Direct Indirect Speech Marks : 50
Time : 45 minutes Exam : Blue Print Paper-1 Date : 31/01/2023

Name : _____ Roll No. : _____

1. Multiple Choice Questions : (20 Marks)

1. Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
2. Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
3. Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
4. Most common conjunction used in Indirect Speech sentences is _____.
(a) What (b) Since (c) That (d) So
5. In _____ sentences, there will be 'NO USE' of conjunction 'That'.
(a) Interrogative (b) Assertive (c) Imperative (d) both (a) and (c)
6. There are total _____ rules to transform a direct speech sentence into an indirect one.
(a) five (b) six (c) four (d) seven
7. The teacher said that the earth goes around the sun. (Identify the reporting verb)
(a) The teacher (b) earth (c) said (d) the sun
8. Ram ordered Rahim to bring a glass of water for him. (Identify the type of sentence)
(a) Interrogative (b) Assertive (c) Exclamatory (d) Imperative
9. She asked her what she was doing. (Identify the conjunction)
(a) asked (b) was (c) She (d) what
10. The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
11. Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



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12. Vishal asked, "When shall we come back from there?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None

13. P. T. teacher said, "Stand straight in a line." (Identify the type of instruction)
(a) Suggestion (b) Advice (c) Command (d) Order

14. Asha said, "Alas! We have just lost the match by 1 run." (Identify the type of expression)
(a) Joy (b) Surprise (c) Anger (d) Sorrow

15. I said to him, "Will you go to Delhi?" (Choose the correct indirect statement)
(a) I asked him will he go to Delhi.
(b) I said to him would he go to Delhi.
(c) I asked him if he would go to Delhi.
(d) I said to him would you go to Delhi.

16. He said, "I have read this novel." (Choose the correct indirect statement)
(a) He said that he has read this novel.
(b) He said that he had read that novel.
(c) He said that he read that novel.
(d) He said that he had read this novel.

17. Tania said to her, "Can you give me a sweater?" (Choose the correct indirect statement)
(a) Please give me a sweater Tania requested her.
(b) Will you give me a sweater, Tania asked her friend.
(c) Tania requested her friend to give her a sweater.
(d) Tania asked her friend to give her a sweater.

18. Sita said, "I may go there." (Choose the correct indirect statement)
(a) Sita says that she may go there.
(b) Sita says that she is going there.
(c) Sita said that she will go there.
(d) Sita said that she might go there.

19. He said, "If I had the tools I could mend my car." (Choose the correct indirect statement)
(a) He said that if he had the tools he could mend his car.
(b) He says that he had the tools he could mend his car.
(c) He said I could mend my car if I have the tools.
(d) He told he could mend my car if I had the tools.

20. He says, "I am very sorry." (Choose the correct indirect statement)
(a) He said that he was very sorry.
(b) He said that he is very sorry.
(c) He says that he is very sorry.



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3. Turn the following direct sentences into indirect : (10 Marks)

1. Sunita asked her mother, "Where are you going now?"
2. Mr. Vyas said to Mr. Khanna, "I want to give you a nice gift."
3. Akash said to Nirali, "I am doing my exercise."
4. Vinod said, "The Bhagwat Geeta is the holy book of Hindus."
5. The teacher said, "Trees provide us Oxygen."
6. Virat says, "I like cricket."
7. Khushali asked Dhyana, "Where shall we go now?"
8. Jethalal said to Tarak, "What a beautiful weather it is!"
9. The principal said to Ramlal, "Bring the files from my cupboard."
10. Our teacher said, "You should walk at least 5 k.m. a day."

4. Create/Write/Imagine any two of your favourite filmy dialogues/conversations between two characters and then turn them into indirect. (10 Marks) (Note : Each conversation must have at least 4 lines.)



Ref :

Date :

Question Paper- Method-1

11. A ____ conjunction connects words, phrases, **and** clauses of equal importance.
- Subordinating
 - Coordinating**
 - Inferior
 - None**
12. Which conjunction is used to connect alternatives?
- And
 - Or**
 - But
 - Since**
13. Shanta did not play at Zoo Fest ____ zoos keep animals in cages.
- before
 - that**
 - once
 - since**
14. Jenna heard Chris Pepper's new song ____ Leah got to hear it.
- although
 - but**
 - before
 - yet
15. Jenna is a bigger Chris Pepper fan ____ I am.
- so
 - that**
 - and
 - than**
16. Dr. Dance can play the tuba while he dances. (Identify the conjunction)
- can
 - the**
 - he
 - while**
17. Jenna heard Chris Pepper's new song ____ Leah got to hear it.
- although
 - but**
 - before
 - yet
18. A conjunction is a word which :
- Joins sentence together
 - Join words together
 - Both a and b
 - None**
19. I read the paper ____ it interests me
- Whether
 - Because**
 - also
 - But**
20. The man is poor ____ , he is honest
- But
 - And**
 - While
 - even**

Q2. Answer the following questions in one or two sentences

- What are conjunctions?
- Write any five conjunctions in English grammar.
- Which are the main three types of conjunctions?
- What do you mean by Coordinating Conjunctions?
- Write any three Coordinating conjunctions.
- He left home early. Still he arrived late. (Join the sentence using conjunction)
- 'AND' is which type of conjunction?
- What do mean by independent clause?
- Give an example of subordinating conjunction and make sentence using it.
- The Mountain Boys were coming to town and Leah had tickets. (Identify the Conjunction)

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Ref :

Date :

Question Paper- Method-I

3. Combine the following sentences using the conjunctions given in the brackets.(10 marks)

1. He will not spend his money. He will not invest it. (neither...nor)

2. John is a doctor. His wife is a doctor. (both...and)

3. He is very ill. The doctors do not expect him to recover. (so...that)

4. Tom was down with flu. He could not attend the class. (because / as)

5. Iron is found in India. Coal is also found in India. (as well as)

6. I had no ticket. Still I was able to get in. (although)

7. John did not work hard. So he failed in the examination. (if)

8. He left home early. Still he arrived late. (although)

9. He is very fat. He cannot walk fast. (too)

10. He has to come in time. Otherwise, he will not be able to see me. (if / unless)

4. Create a dialogue using any ten conjunctions.(10 marks)



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Ref :

Date :

Question Paper :: Method-2 Constructed as per Blue-Print

Std. : 11th

Topic : Direct Indirect Speech

Marks : 50

Time : 45 minutes

Exam : Blue Print Paper-2

Date : 21/03/2023

Name : _____

Roll No. : _____

1. Multiple Choice Questions :

(20 Marks)

- Direct speech sentence is always marked with _____ sign.
(a) inverted comma (b) colon (c) semi colon (d) comma
- Direct speech sentence is always ended with _____ sign in Interrogative Sentences.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
- Indirect speech sentence always ends up with _____ sign.
(a) Full Stop (b) Question Mark (c) Exclamatory Mark (d) None
- Most common conjunction used in Indirect Speech sentences is _____.
(a) What (b) Since (c) That (d) So
- In _____ sentences, there will be 'NO USE' of conjunction 'That'.
(a) Interrogative (b) Assertive (c) Imperative (d) both (a) and (c)
- There are total _____ rules to transform a direct speech sentence into an indirect one.
(a) five (b) six (c) four (d) seven
- The teacher said that the earth goes around the sun. (Identify the reporting verb)
(a) The teacher (b) earth (c) said (d) the sun
- Ram ordered Rahim to bring a glass of water for him. (Identify the type of sentence)
(a) Interrogative (b) Assertive (c) Exclamatory (d) Imperative
- She asked her what she was doing. (Identify the conjunction)
(a) asked (b) was (c) She (d) what
- The doctor advised him to continue with the medicine. (Identify the type of sentence)
(a) Exclamatory (b) Interrogative (c) Imperative (d) Assertive
- Abdul asked, "Would you prefer to play cricket now?" (Identify the type of question)
(a) 'Wh' question (b) Yes/No question (c) both (a) and (b) (d) None



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Sample of Blueprint-To evaluate the relevance of content

CONSTRUCTION OF BLUE PRINT

Under this programme you have to construct a question paper of 50 Marks in the format of Blue Print design for both the methods.

Method : 1 Subject : English

Table-1 : Weightage as per Contents

No	Content points	Weightage	Marks
1	Play and drama	100%	50
2			
3			
4			
5			
TOTAL		100%	50

Table-2 : Weightage as per Objectives

No	Objectives	Weightage	Marks
1	Knowledge	22%	11
2	Understanding	26%	13
3	Application	32%	16
4	Skills		10
5			
TOTAL		100%	50

Table-3 : Weightage as per Type of Questions

No	Type of Questions	Weightage	Marks
1	E-Type	20%	10
2	SA Type	40%	20
3	OH Type	40%	20
4	-	-	-
5	-	-	-
TOTAL		100%	50

3-D Table of Blue Print

Unit	Knowledge			Understanding			Application			Skills			Total		
	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type	Essay Type	Short Answer Type	Objective Type
1	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	6(6)	10(2)	-	-	10(2)	20(20)	20(20)
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	5(5)	6(6)	-	5(5)	8(8)	-	10(10)	6(6)	10(2)	-	-	-	20(20)	20(20)
Total	-	11(11)			13(13)			16(16)		10(2)				50(42)	



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BLUE PRINT FOR METHOD 2 (English) QUESTION PAPER

STANDARD : 11

SUBJECT : English (S.L.) (013)

TIME : 45 MINUTES

TOTAL MARKS : 50

NO.	TYPE OF QUESTION=>	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
		OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	OBJ.	V.S.A.	L.A.	
		MARKS PER QUESTION=>	1	1	5	1	1	5	1	1	5	1	1	
1	Multiple Choice Questions	6 (6)			8 (8)			6 (6)						20 (20)
2	Answer in one sentence each		5 (5)			5 (5)								10 (10)
3	Do as directed							10 (10)						10 (10)
4	Create/Write any five Present Continuous Tense sentences between two characters and then transform them into Past Continuous Tense.												10 (5)	10 (5)
	SUB-TOTAL	6 (6)	5 (5)		8 (8)	5 (5)		6 (6)	10 (10)				10 (5)	50 (45)
	TOTAL		11 (11)			13 (13)			16 (16)				10 (5)	50 (45)

Note : Number in the bracket shows total NUMBER of the questions and number outside the bracket shows MARKS of the questions.



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Workshop on Blue Print Test Item-



Design workshops on assessment techniques and methods.

- Task trainees with creating and implementing assessment tools for diverse subjects.

Preparation of blueprint - helps to match various competencies with the course content and the appropriate modality of assessment.



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THREE DIMANTIONAL TABLE (BLUE PRINT)

STD: 8
SUB: ENGLISH
TOPIC: CHEETAH'S TEARS, THE RIVER.
MARKS: 50
TIME: 60 min.

NO	OBJECTIVES	KNOWLEDGE			UNDERSTANDING/COMPREHENSION			APPLICATION/EXPRESSION			SKILL/APPRECIATION			TOTAL			TOTAL		
		E	S	O	E	S	O	E	S	O	E	S	O	E	S	O			
1	CHEETAH'S TEARS (First half)			4(2)						4(4)				6(6)	-	4(2)	10(10)	14(14)	
2	CHEETAH'S TEARS (Second half)	6(2)						4(4)								6(2)	-	4(4)	10(6)
3	GRAMMAR (Direct Indirect)				6(2)				4(2)			4(2)	4(4)	6(2)	8(4)	4(4)		18(10)	
4	THE RIVER (POEM)							8(8)							-	-	8(8)	8(8)	
TOTAL	TOTAL	6(2)	4(2)	-	6(2)			12(8)	4(2)	4(4)		4(2)	10(10)	12(4)	12(6)	26(24)	50(36)		
TOTAL	TOTAL	10(4)			18(14)			8(6)			14(12)			50(36)					

NOTE: Figure inside brackets indicate no. of questions and figure outside brackets indicate marks

- E - Essay type que.
- S - short answer type que.
- O - Objective type que.



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① WEIGHTAGE ACCORDING TO OBJECTIVES

NO.	OBJECTIVES	MARKS	PERCENTAGE
1	KNOWLEDGE	10	20%
2	UNDERSTANDING / COMPREHENSION	18	36%
3	APPLICATION / EXPRESSION	8	16%
4	SKILL / APPRECIATION	14	28%
TOTAL		50	100%

② WEIGHTAGE ACCORDING TO TYPE OF QUESTIONS

No	Teaching Point	MARKS	PERCENTAGE
1	CHEETAH'S TEARS (PARTIAL)	14	28%
2	CHEETAH'S TEARS (COMPREHENSION)	20	40%
3	GRAMMAR (Direct-Indirect)	16	32%
4	THE RIVER (FORM)	8	16%
TOTAL		50	100%

③ WEIGHTAGE ACCORDING TO TEACHING POINT

NO	Type of Question	MARKS	PERCENTAGE
1	ESSAY TYPE	13	26%
2	SHORT ANSWER TYPE	12	24%
3	OBJECTIVE TYPE	25	50%
TOTAL		50	100%




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Unit Test Assessment- Designed by the student in accordance with preparation of blueprint.

 **V. S. PUBLIC SCHOOL**
Aashray Park, Nr. Aashray Residency, 80 ft. D.P. Road, Keshod. Mo. : 9664744172

Weekly Test Std.: 8th Subject: English Dt: 02-09-2023 (Saturday) Duration: 40 min. Marks: 25

Name: _____ Marks Obtained: _____

Q.1 write meaning of Hard words. (05) 1

1) scorned 2) rebellion 3) insane 4) acquaintance 5) meek

(03) 3

Q.2 MCQS:

1) In 1855, the sabthals of... started rebellion
A) India B) Japan C) Bengal D) Hariyana

2) The first war of Indian independence started in ... A) 1857 B) 1850 C) 1877 D) 1852

3) How long has bepin choudhary been working in that firm?
A) For Twenty two years B) for Twenty years
C) for Twenty six years D) for Twenty seven years

(03) 3

Q.3 True or False:

1) Bepin Choudhary didn't like to spend time in unnecessary conversation
2) 'Bitting tongue' is an expression for surprise.
3) Raja Ram Mohan Roy started newspaper

(04) 3 1 2

Q.4 Answer the following questions.

1) who was Tipu sultan? 2) What was Regulation 3?
3) who prepared meals at Dinesh Mukerji's place?
4) what did Bepin Babu do lying in his bed?



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2. Observation mode for individual and group activities

a) Individual Presentation: To enhance the skill of presentation of students.





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Sample of Peer Observation- To make students develop competencies of analysis and self reflection.

INSTITUTE OF LANGUAGE TEACHING
(English Medium) B.Ed. College - Rajkot

Simulation Lesson Observation Form

Name and Roll Number of Trainee conducting the lesson: Parvati K. Patel 205
Standard: 7th Topic: Song of Songs - new syllabus
Media: Online Offline Simulation Method: Translation method

Instructions: 1. Fill mark against the factors which are used during the activities.

S.No	Factor	Reading			Additional Comments
		Primary Medium	Medium	Equivalent	
1	Introduction Skill				
	Use of Prior Knowledge				
	Use of prior Experience				
	Content Relevance				
	Topic was introduced personally				
	Clarity of aim				
	Structure of Lesson				
	Process of asking Question				
	Structure of Question				
	Question Answer Pattern				
	Reinforcement Skill				
	Positive Verbal Reinforcement				
	Positive Non-verbal Verbal Support				
	Negative Verbal Reinforcement				
	Negative Non-verbal Reinforcement				
	Inappropriate use of Reinforcement				
	Blackboard Work Skill				
	Legibility of handwriting				
	Clarity of Black board				
	Appropriateness of Blackboard work				
	Proper placement when during				
	Blackboard work				
	Additional observation				
	Illustration with Example				
	The examples were relevant				
	The examples were interesting				
	The example methods were appropriate				
	Use of Teaching Aid				
	Reference				
	Timing of Lesson				
	Flexibility				
	Handling of class				
	Engage				
	Objective				
	Coherent				

Signature of Trainee conducting the lesson: [Signature]

[Signature]
Teacher's Sign
Date:



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Ref :

Date :

Group Presentation: Develop the competencies of team value.



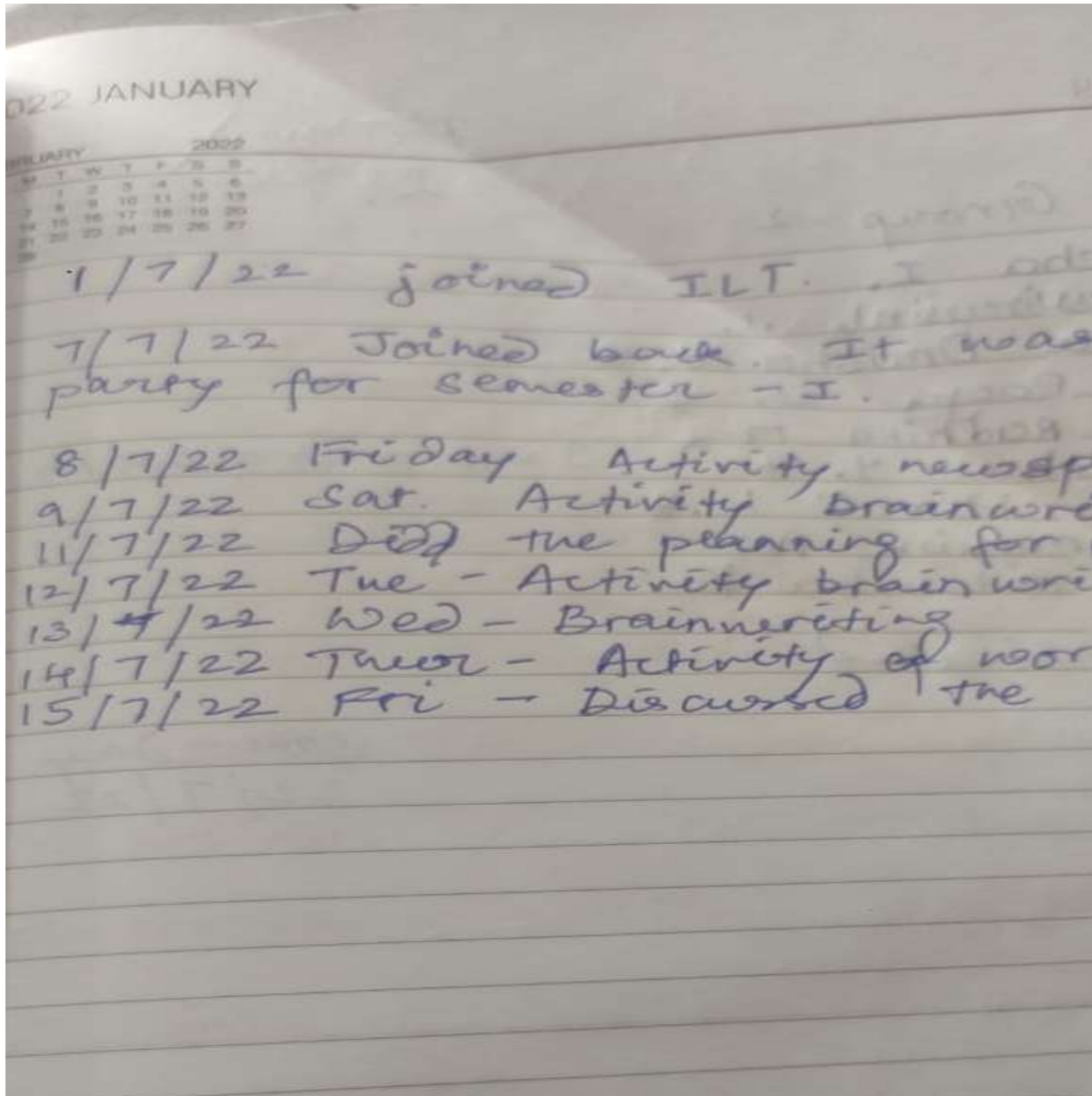


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Date :

Document of evaluation with marks- The students activity planned group wise to enhance the speaking.





Institute of Language Teaching

Ref :

Date :

Individual presentation before group: The students presented Individually for content.

2022 FEBRUARY

MARCH 2022

Presentation - 2. Saturday 26

15/9/22 5-6 pm DAY 057-308 WK 09

MEETINGS / APPOINTMENTS

Group 1

Kapil 52 (5)	Zeeta 12 (2)
Piyush - 35 (5)	Ewika 09 (5)
Urvashi 23 (5)	Hirali (16) (3)

Group - 1

Renet	Sweta
Janak	
Montu	

Group - 2

Chandrika (5)	
Kavita (5)	
Leeza (5)	
Priyanshi - ab (ill) 0	
Radhika 5	
(5)* [Full]	

Group - 3. 16/9/22 4-30 Sunday 27

DAY 058-307 WK 09

Neha 5
Lavina 5
Manish 5
Pooja 5
Jhansi 5
* 5

Full marks.



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Date :

Doc on enhancing Professional Capacity- Students created TLMs and innovatively presented it.





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Date :



[EPC - 4 Sem - 4](#)

[EPC - 3 Sem - 3](#)

3. Performance test sheet- Students planned components wise in content where students participated.



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QUESTION : 2: Write the appropriate letters in the blanks and make a word similar in meaning to the given word.

- | | |
|------------------|--|
| 13. C_MF__T__BLE | Relaxing or Luxurious |
| 14. M_S__G__ | Communication sent by one person to another or information |
| 15. N__S__N__E | Meaningless word or ideas or foolish conduct. |
| 16. AS_I_T__T | Helper or Supporter |
| 17. F__I__IA__ | Well known or knowing well |
| 18. D_SA__OI__T | Unsatisfied |
| 19. C_N_E_TR_TE | Be Attentive |
| 20. B_H__I__UR | Attitude |
| 21. C_N_I_EN_E | Self-Reliance |
| 22. E_P_RI_E_T | Practical or Research |
| 23. H_M_R__S | Comical or laughable |
| 24. C_M_U_I_Y | A group or a society |

Report of content related activities

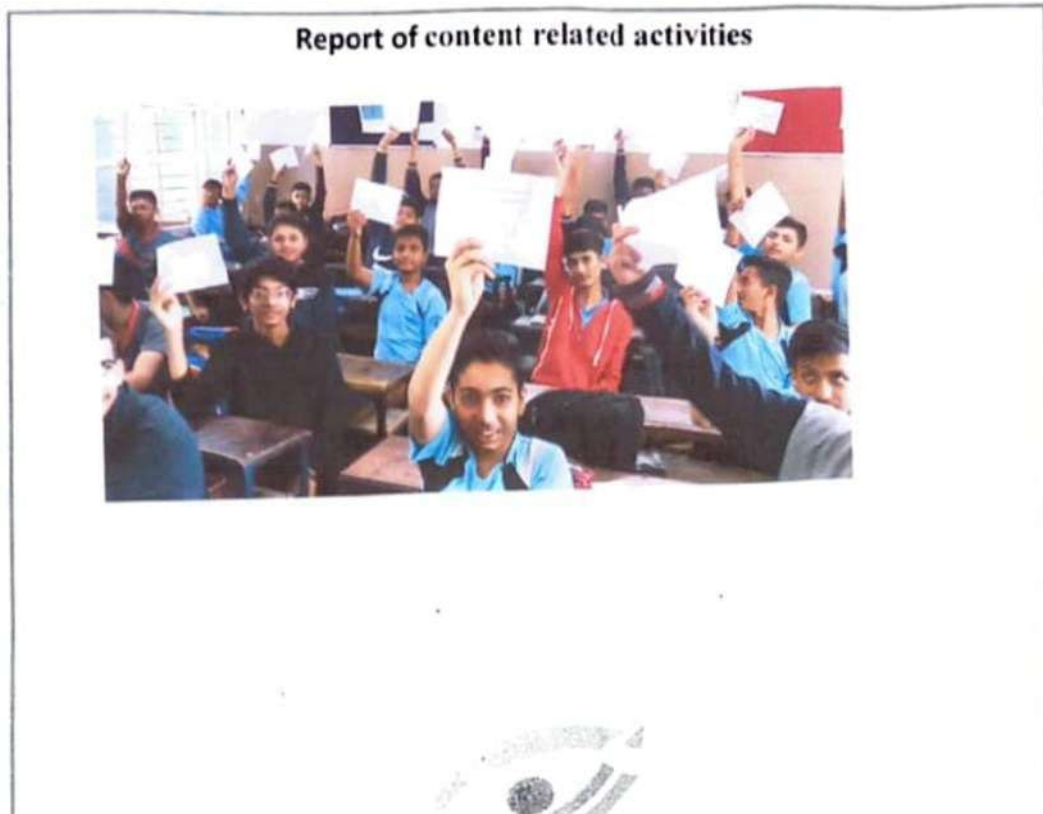


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4. Oral Assessment: Students skills to develop vocabs ans speaking ability.





Ref :

Date :

TEST YOUR VOCABULARY

QUESTION 1: Read each clue below. Then find the vocabulary word on the right that matches the clue. (8 MARKS)

1. look at quickly	a. Proper	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. not the same	b. Friendship	
3. Correct	c. decide	
4. looks at for a long time	d. Trade	
5. make up your mind	e. Glance	
6. being pals	f. Different	
7. give one thing for another	g. Relationship	
8. a connection with someone	h. Stares	

Report of content related activities
CE) ENGLISH VOCABULARY
TEST 2



Ref :

Date :

Report of content related activities

(CE) ENGLISH VOCABULARY TEST :-

TEST YOUR VOCABULARY

QUESTION 1: Read each clue below. Then find the vocabulary word on the right that matches the clue. (8 MARKS)

--	--	--	--	--	--	--	--	--	--

1. look at quickly
2. not the same
3. Correct
4. looks at for a long time
5. make up your mind
6. being pals
7. give one thing for another
8. a connection with someone

- a. Proper
- b. Friendship
- c. decide
- d. Trade
- e. Glance
- f. Different
- g. Relationship
- h. Stares



Ref :

Date :

TEST YOUR VOCABULARY

QUESTION 1: Read each clue below. Then find the vocabulary word on the right that matches the clue. (8 MARKS)

1. look at quickly	a. Proper	<input type="checkbox"/>
2. not the same	b. Friendship	<input type="checkbox"/>
3. Correct	c. decide	<input type="checkbox"/>
4. looks at for a long time	d. Trade	<input type="checkbox"/>
5. make up your mind	e. Glance	<input type="checkbox"/>
6. being pals	f. Different	<input type="checkbox"/>
7. give one thing for another	g. Relationship	<input type="checkbox"/>
8. a connection with someone	h. Stares	<input type="checkbox"/>

Report of content related activities
CE) ENGLISH VOCABULARY
TEST 8




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Ref :

Date :

5. Rating Scales- Lesson observation-To develop the critical thinking skills.

 **INSTITUTE OF LANGUAGE TEACHING**
(English Medium) B.Ed. College - Rajkot

Stray Lesson Observation Form

Name and Roll Number of Trainee conducting the lesson: Sharmila Khushi
Standard: 9th Topic: Passage writing Date: 03/02/23
Teaching: Re-teaching:

1. How was the topic introduced to students? Questioning
Suggest one modification - check

2. Name the various experiences provided by the trainee to the students - Brain - storming
Suggest one modification - activity - 'conversation'

3. Which teaching aids were used by the trainee? - Audio
Which other teaching aids could have been used? - No suggestion

4. Which method was used to teach the current topic? - Inductive
Which techniques were used in regard to this method? - example?
Give your suggestion regarding method/technique - None

5. Which examples/references were given during lesson? - informal writing
Suggest other examples/references - poem - subtitle

6. Give your opinion about Trainee's blackboard work
Specialties/Limitations
1.1. Neat and clean
2.2. Should divide in two part
3.3. good structural form used

7. How was the Evaluation done at the end of lesson? - Q&A - Activity

8. Which of the Specific Objectives of the topic were achieved? - Transfer of thought

9. (A) What Homework/Assignment was assigned to the students? - yes
(R) Suggest additional Homework/Assignment - 50 words short story - challenges

10. Overall Impression of Trainee's Personality (Dressing, Classroom Interaction, Voice, Pronunciation...)

Signature of Trainee conducting the lesson: S. Khushi

Lecturer's Sign: S. Gadhvi
Date: 01/02/23



Institute of Language Teaching

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Date :

Micro-Teaching Lesson Observation Form

Introduction Skill


Name and Roll Number of Trainee conducting the lesson: Khetani Urvashi-23

Standard: _____ Topic: Turtle Date: 23/01/2022

Teaching: Re-teaching: _____

Instructions: 1. Tick mark against the factors which are used during this skill lesson.

No	Factor	Teaching			Re-teaching		
		Ordinary	Medium	Excellent	Ordinary	Medium	Excellent
		Modest	Competent	Expert	Modest	Competent	Expert
(1)	Use of Previous Knowledge						
(2)	Used Techniques						✓
	2.1 Questioning	✓					✓
	2.2 Example	✓					✓
	2.3 Statement						✓
	2.4 Story	✓					✓
	2.5 Role-Play						
	2.6 Audio-visual Aids						
(3)	Instances showing lack of Cohesion YesNo--YesNo--	No					
(4)	Attempted to introduce the topic artificially YesNo--YesNo--	No					


Dr. Nidatt Barot
Principal,
Institute of Language Teaching
(English Medium) B.Ed College, Rajkot



Ref :

Date :

2.4.4_2 Documents of different assessment tools

Curriculum of IITE

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem III	AE 1: Assessment and Evaluation in Learning	Compulsory Marks : 70+30
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to understand concept of assessment and evaluation• to understand and differentiate tools of assessment and evaluation.• to understand about elementary statistics in evaluation.• to develop ability to critically review current trends in evaluation.		
Unit 1: Assessment & Evaluation <ul style="list-style-type: none">1.1 Meaning of testing, measurement, assessment and evaluation1.2 Steps of Evaluation Process, Principles of Evaluation, Importance of Evaluation1.3 Meaning of assessment of learning, assessment for learning and assessment as learning1.4 Formative, Summative, Continuous and Comprehensive Evaluation		
Unit 2: Tools of Assessment and Evaluation <ul style="list-style-type: none">2.1 Types of Examination: Written, Oral and Performance base2.2 Preparation of Blue Print based Question Paper and Characteristics of Ideal Question Paper2.3 Techniques of Assessment (Concept, Merit & Demerit): Observation, Interview, self-assessment, peer-assessment and Sociometry2.4 Tools of Assessment (Concept, Merit & Demerit) : Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test		
Unit 3 : Elementary Statistics <ul style="list-style-type: none">3.1 Nature of Data: Grouped and ungrouped, Frequency distribution3.2 Measure of central tendency: Mean , Median and Mode3.3 Measure of dispersion: Average Deviation, Standard Deviation3.4 Concept of correlation, Spearman's Rank Difference Correlation, Percentile and Percentile Rank		
Unit 4: Current Trends in Evaluation <ul style="list-style-type: none">4.1 Examination Reforms- Scrapping of CCE by CBSE, Choice Based Credit System4.2 Uniform system of Assessment, Standardized testing- ASSET and Olympiad4.3 On-Line Examination and Open-Book Examination: Concept, need, benefits4.4 Grade and Grading System: Meaning, Types (Absolute and Comparative or Relative Grading), Merits and limitations		
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Curriculum Framework Bachelor of Education (2-Year) 2020

Semester III

	Hours	Credit	Internal	External	Total
Theory	225	15	150	350	500
EPC	0	0	0	0	0
SI	210	7	200	00	200
	435	22	350	350	700

Sr. No.	Code	Subject Name	T/P	Hours	Credit	Internal	External	Total
1	Cu5 3	Inclusive Education	T	45	3	30	70	100
2	Cu5 4	ICT in Curriculum	T	45	3	30	70	100
3	LPC 3	Hindi Language	T/P	45	3	30	70	100
4	LPC 4	Language Across Curriculum	T	45	3	30	70	100
5	AE 1	Assessment and Evaluation in Learning	T	45	3	30	70	100
6	SI 3	Internship	P	210	7	200	00	200
		Total		435	22	350	350	700



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1. Teacher made written tests essentially based on subject content

Q1.] Written Exam :- Concept, Meaning, Merits and Demerits?

⇒ Introduction :-

A written examination is a method of assessing a person's knowledge or understanding of a particular subject or topic through written responses to questions.

⇒ Concept and Meaning :-

A written examination involves presenting a set of questions or tasks to involve, typically on paper or in digital format, which they must answer in written form. These questions can cover a wide range of topics, from academic subjects to professional qualifications and certifications. The answers are usually compared in prose or by solving problems, and the quality of the responses determines the candidate's performance.



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Topic _____

*** Merits :-**

1] Objective Assessment :-

Written exams provide an objective means of evaluating a person's knowledge and understanding since the answers are recorded in a standardised format.

2] Broad Coverage :-

They can assess a wide range of topics and skills, making them versatile of different subjects and professions.

3] Efficient for large groups :-

They are efficient for assessing a large number of candidates simultaneously, especially in educational settings.



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Topic : _____

4.] Standardization :-
The questions can be carefully designed to ensure fairness and consistency in assessment.

5.] Reduced Bias :-
Written exams can minimize bias related to factors like appearance, gender, or personal connections.

* Demerits :-

1.] Limited Application :-
Some skills, especially practical ones or those requiring hands-on experience, may not be adequately assessed through written exams.



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Topic : _____

3.] **Cramping VS Understanding :-**

Some students may focus on memorization and cramping for the exam rather than truly understanding the material.

4.] **Time - Consuming :-**

Grading written exams can be time consuming and may require substantial resources, especially for large-scale assessments.

5.] **Cheating and Plagiarism :-**

There is a risk of cheating and plagiarism in written exams, especially in high-stakes settings.



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Topic : _____

⇒ Conclusion :-

In conclusion, written examinations are a common method of assessing knowledge and skills, but they have their advantages and disadvantages. The choice of assessment method should consider the specific context and the goals of the evaluation.



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DOMS

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Topic : _____

Q2. Psychological test ?

⇒ Psychological tests are structured assessments used to measure various aspects of an individual's cognitive, emotional, or behavioural functioning. :

* Merits of Psychological test :-

1] Standardization :-

Psychological tests are designed to be administered and scored in a standardized, consistent manner, reducing bias in assessment.

2] Objectivity :-

They provide objective, quantifiable data that can be analysed and compared across individuals or groups.



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3] Reliability :-

Well-designed tests yield consistent results when administered to the same individual at different times by different assessors.

4.] Validity :-

When developed and used appropriately, psychological tests can accurately measure the constructs they are intended to assess.

5.] Efficiency :-

They can efficiently evaluate a wide range of psychological characteristics, making them useful for research and clinical purpose.



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* Demerits :-

1] Potential Bias :-

Test can be culturally biased, leading to unfair advantages or disadvantages for individuals from different cultural backgrounds.

2] Overreliance :-

Over reliance on test results can overshadow the other important factors in assessment, such as clinical judgement or context.

3] Limited Scope :-

Test may not capture the complexity of human behaviour and emotions, potentially oversimplifying the assessment process.



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4.7 Ethical Concerns :-

Privacy and confidentiality concerns may arise when sensitive information is collected through psychological test.

5] Misuse :-

Tests can be misused for purposes they were not designed for, such as personnel selection, leading to potential discrimination.

*** Conclusion :-**

In summary psychological tests have their merits in providing standardized, objective and efficient assessment tools, but they also have demerits including the potential for bias and the risk of overreliance if used inappropriately. Careful consideration are essential to minimize their limitations.



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Q3. Achievement test ?

⇒ An achievement test is a type of psychological assessment designed to measure a person's knowledge, skills or abilities in a specific domain, often related to education or training.

* Concept :-

- Achievement test are used to evaluate what an individual has learned or accomplished in a particular area of study, such as mathematics, language, science or other subjects.
- They are typically administered after a period of instruction to assess the knowledge or skills acquired.



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Topic : _____

* Merits :-

1] Objectivity :-

Achievement tests are generally scored objectively, reducing the potential for bias or subjectivity in evaluation.

2] Standardization :-

They are administered under standardized conditions, ensuring that each test taker is assessed using the same criteria.

3] Useful in Education :-

Achievement tests are valuable tools in education settings for assessing student's progress, identifying learning gaps, and informing instructional strategies.



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* Demerits :-

1] Narrow focus :-

Achievement tests may not capture the full range of a person's abilities or potential. They focus on a specific domain and may not account for other skills or talents.

2] Test Anxiety :-

Test anxiety can affect a person's performance, potentially leading to underestimation of their true abilities.

3] Cultural and Socioeconomic Bias :-

Some achievement tests may be culturally or socioeconomically biased, disadvantaging certain groups of test takers.



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4.] Teaching to the test :-

There is a risk of educators "teaching to the test" rather than providing a well rounded education, which can limit the learning experience.

5.] One - Time Assessment :-

Achievement tests provide a snapshot of a person's knowledge at a specific point of time, which may not reflect their long term understanding or capabilities.

* Conclusion :-

In summary, achievement tests are valuable tools for assessing learning outcomes and educational progress in specific domains.



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Appendix - 3 Lesson - 4 Two - Ho - Chho

⇒ Tick the correct alternative :

(a) Ships sail on the ...
(i) Pond (ii) Lake (iii) Sea

(b) The poet mentions that the road is ^{Earth.}
from
(i) sky to Earth (ii) Earth to river (iii) to sky

(c) The poet talks about a bow that bridges
(i) Heaven (ii) Sea (iii) river

(d) Clouds are prettier than which thing?

Lesson - 5 Yes, I will Evaluation

* 'Can I have your five minutes?' એ અર્થ
કેવું છે તે જાણવા કહેવા જેવું છે

(1) "I am very careful about customer's hair."

(2) We will meet some other day.

(3) I need your five minutes?

(4) "How can you say that it will save my time?"

(5) "Hello! I am Mr. Patel. I am a salesman."

(6) "The market price is different."



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2. Observation mode for individual and group activities

a) Individual Presentation: Students individual assignment posted in Google Classroom

<https://classroom.google.com/u/3/c/Mzc2NDA4NDA1OTg2>

AE-1 Unit-1

Q-1 Steps of evaluation process.

1) Identifying & Defining objectives:-
clearly outline the purpose of the evaluation. Determine what you want to achieve and what aspect you need to assess.

2) Set criteria:-
Establish specific criteria or standards that will be used to evaluate the subjects. These criteria should be measurable & relevant to the purpose of the evaluations.

3) Gather information:-
collect relevant data, information on evidence related to the subject being evaluated this could include surveys, performance reports, feedback any other pertinent data sources.

4) Analyze data:-
Evaluate & analyze the gathered data to draw meaningful conclusions use



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Apply appropriate methods & tools for analysis such as a statistical - technique method.

5) Compose with standards:-

Compose the collected data findings with the predetermined criteria or standard determine - whether.

6) Draw conclusions:-

Based on the comparison draw conclusion about the performance effectiveness, or quality of the subject.

7) Provide feedback:-

offer constructive feedback highlighting strengths and areas for improvement.

8) Recommendation:-

If applicable provide recommendation for improvements or changes based on the evaluation findings.



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9) Implement changes.

If someone accepted
implement necessary changes on
improvement based on the evaluation
result.

10) Follow up?

Monitor & assess the impact
of the implemented changes follow
up on the evaluation process to
ensure that the desired outcomes
are achieved.



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Proof of Online submission of content related to Evaluation and assessment
<https://classroom.google.com/u/3/c/Mzc2NDA4NDA1OTg2>

ILT B.ED. COLLEGE, RAJKOT

IITE-SEM-3

AE-1: Assessment and Evaluation In Learning

Unit-2: Tools of Assessment and Evaluation

2.1 Types of Examination: Written, Oral and performance base

2.2 Preparation of Blue Print based Question paper and Characteristics of Ideal question paper

2.3 Techniques of Assessment (Concept, Merit & Demerit): Observation, Interview, Self-assessment, peer-assessment and sociometry

2.4 Tools of Assessment (Concept, Merit& Demerit): Questionnaire, Checklist, Scales, Anecdotal Records, Achievement test, Diagnostic Test and Psychological Test

2.1 Types of Examination: Written, Oral and performance base

Introduction:

Assessing students' performance is an integral part of the teaching-learning process. For this, you need to adopt various techniques of evaluation. Choice of evaluation techniques should be aligned with the learning objectives. Students learn information at different pace. You, as a teacher, have to find out the extent of students' learning and the interventions required for facilitating rather than to master the desired content. When you assess your students, you collect information about their level of performance where as in evaluation, you compare a student's achievement with other students with a set of standards. Effective assessment is a continuous process and it is not simply that has to be done at the end of a Unit. Evaluation is integrated into all aspects of the curriculum, thus providing both students and teachers useful and relevant data to gauge progress of students. Not only teachers but also students play an important role in assessing their own learning progress.

(Test may be of different forms, such as psychological test used to measure mental and behavioural traits, achievement test to assess performances of students, etc. They can be used to assess both the scholastic and co-scholastic abilities of the students. Let us now understand the concept of the test. The tests are those instruments by which you, as a teacher, collect information as data through verbal and non-verbal responses of the students. A concise definition may be: a test is an instrument or systematic procedure for measuring a sample of behaviour (Gronlund, 1990). Further, a psychological

<https://classroom.google.com/u/3/w/Mzc2NDA4NDA1OTg2/t/all>

Proof of guidance by E-content in Google Classroom



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and Curriculum	Hindi Language			0			0	1	3	3			0	1	3	3
	Classical Sanskrit			0			0			0	1	3	3	1	3	3
	Language across the curriculum			0			0	1	3	3			0	1	3	3
Pedagogical Studies	General Pedagogy for Maths and Science (O)	1	3	3			0			0			0	1	3	3
	General Pedagogy for Languages, Social Sciences and Commerce (O)	1	3	3			0			0			0	1	3	3
	Pedagogy of Teaching Method 1			0	1	3	3			0			0	1	3	3
	Pedagogy of Teaching Method 2			0	1	3	3			0			0	1	3	3
	Advance Pedagogy			0			0			0	1	3	3	1	3	3
Assessment & Evaluation Studies	Assessment and Evaluation in Learning			0			0	1	3	3			0	1	3	3
Enhancing Professional Capabilities (Tool Courses)	Reflective Reading	1	1	1			0			0			0	1	1	1
	Art in Education	1	1	1			0			0			0	1	1	1
	Environment Education/ Yoga in Education/ Edu. Management			0			0			0	1	1	1	1	1	1
	Educational Statistics / Guidance and Counselling / Value Education			0			0			0	1	1	1	1	1	1
Total Area B		5	11	11	4	12	12	5	15	15	4	8	8	18	46	46
Area C: School Internship																
School Internship	Pre-practice Teaching (Micro-Simulation)	1	5	5			0			0			0	1	5	5
	Practice Teaching			0	1	4	4			0			0	1	4	4
	Block Teaching			0			0			0	1	4	4	1	4	4
	Internship			0			0	1	7	7	1	4	4	2	11	11
Total Area C		1	5	5	1	4	4	1	7	7	2	8	8	5	24	24
Total		8	22	22	7	22	22	6	22	22	8	22	22	29	88	88



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	Semester	Hours	Credit	Internal	External	Total
Theory	I	225	15	150	350	500
EPC	I	60	2	30	70	100
SI	I	150	5	200	00	200
		435	22	380	420	800
Theory	II	270	18	180	420	600
EPC	II	0	0	0	0	0
SI	II	120	4	100	00	100
		390	22	380	420	700
Theory	III	225	15	150	350	500
EPC	III	0	0	0	0	0
SI	III	210	7	200	00	200
		435	22	350	350	700
Theory	IV	180	12	120	280	400
EPC	IV	60	2	30	70	100
SI	IV	240	8	200	100	300
		480	22	350	450	800
	Total	1740	88	1360	1640	3000



Institute of Language Teaching

Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem I	EPC 1: Reflective Reading	Compulsory Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to identify and relate to the context and diversity exhibited in the text book.• develop skill of interpretation and reflection in relation with the text.• to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.• to develop skills and ability to reflect in action and on action.		
Section A : Context And Diversity In Text <i>(This section foCuS on developing the reading and comprehending ability of the teacher trainee with reference to text and develop skills for verbally, visually kinesthetically reflecting on the same.)</i>		
1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies		
1.2 Davis's nine potential component skills of comprehension 1.Word meanings 2. Word meanings in context 3. Follow passage organization 4. Main thought 5. Answer specific text-based questions 6. Text-based questions with paraphrase 7. Draw inferences about content 8. Literary devices 9. Author's purpose.		
1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas		
Section B : Reflections On Curricular Practices <i>(This section foCuS on providing opportunities of reflection to teacher trainee with reference to curricular practices and school internship activities and develop skills for verbally, visually kinesthetically reflecting on the same.)</i>		
2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection		
2.2 Reflection in action, reflection on action –Donald Schon		
Activities for Section A :		
1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.		
2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.		
3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one 's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)		
4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.		
5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent during the given period. Present it in audio/visual/audio-visual form other than the text.		
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Ref :

Date :

Sem I	EPC 2: Art in Education	Compulsory Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.• to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.• to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.• to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.		
Section A : Music and Fine Arts in Education (Conceptual Understanding) 1.1 Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.) 1.2 Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)		
Section B : Dance and Drama in Education (Conceptual Understanding) 2.1 Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms 2.2 Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery		
Activity of Section A Music <ol style="list-style-type: none">1. Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.2. Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.3. Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.4. Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to discuss your topic. Prepare a detailed report5. Can music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.		
Fine Arts <ol style="list-style-type: none">1. Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.2. Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.		
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Curriculum Framework Bachelor of Education (2-Year) 2020

3. How can we use Clay Modeling, Paper Modeling and other crafts to teach any topic or concept of Mathematics, science or even languages and Social Sciences? Select a topic or a concept from any textbook and Prepare a Model to teach that topic or concept through any type of modeling. Prepare a report.
4. Select a unit of any textbook where more than one characters or concepts are discussed and they are inter-related as well. Prepare a collage containing all these characters or concepts on a single drawing sheet. Show how can it be used in the classroom. Prepare a report.
5. Study the school text and make a list of at least 10 two dimensional images and 10 three dimensional images. Can you prepare better two dimensional and three dimensional images related to that topic in the textbook? If yes, show how and prepare it. Prepare a report of its use in the classroom.

Activity of Section B

Dance

1. Study the tribal and regional dances and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation. Make presentation in your class.
2. Study the Classical Dance of an artist (Watch his/her videos available on internet) and identify how they can be used to teach a concept to the learner. Prepare a detailed report and presentation.
3. Select a text from your school textbooks and list out various aspects of dance forms angles, moves, culture etc. that are available in the school text. Prepare a report and presentation.
4. Perform a folk dance (in group) that is related to any of the textbooks of school education and that can help the learners of that standard to understand that unit. Prepare a report.
5. Select a concept of your choice and prepare a nitya naatika of atleast 10-15 minutes to explain the concept. Prepare a report.

Drama

1. Select a concept from your text book and present the concept in the form of a full length play of at least 40 minutes. Prepare a script and a report.
2. Select a topic of creating awareness / current event from your textbooks and prepare an awareness campaign using mime/street play. Prepare a report.
3. Select a character from any textbook of languages or social sciences. Prepare and perform mono acting exhibiting that character. Prepare a report.
4. Study the various Rasas of Natyashastra given by Bharat. Find out various dialogues given in the language textbooks. Find out which dialogues are related to which Rasas? Perform those dialogues without reading and learn to produce that Rasa through the art of dialogue delivery or Role play (individually or in group). Prepare a report.
5. Find out good dialogues from movies that teaches a particular value to all of us. Perform that individually or in group on the stage. Prepare a report.

Note: Trainees will select one activity from each unit for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.



Institute of Language Teaching

Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem II	ES 2: Developing the Self	Compulsory Marks : 70 + 30
Objectives: To enable the prospective teachers:		
<ul style="list-style-type: none">• to develop critical understanding of concept of self and self-identity.• to analyze the role of socialization in development of self.• to analyze the role of spiritualism in development of self• to critically discuss and analyses the role of teacher, books, films and case studies on development of self		
Unit 1: Self and Self Identity		
<ol style="list-style-type: none">1.1 Concept of Self and Self-identity1.2 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna1.3 Constituent of Panch Kosh1.4 Components of Self – Attitude, Beliefs, Values		
Unit 2: Development of Social Self		
<ol style="list-style-type: none">2.1 Concept of Social Self & Cultural Self2.2 Agencies that shape the Self: Family, School and Community2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self		
Unit 3: Development of Spiritual Self		
<ol style="list-style-type: none">3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity3.2 Process of Self-awareness, Self-observation, Introspection and Austerity3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)		
Unit 4: Developing Self through Books, Case Studies, Films		
<ol style="list-style-type: none">4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans4.3 Films: Adi Shankracharya, Reva, Mystic India4.4 Role of a Teacher(Guru) in Developing the Self		



Ref :

Date :

Sem IV	EPC 3 O1: Environmental Education	Optional Marks : 35 + 15
Objectives To enable the prospective teachers:		
<ul style="list-style-type: none">• to understand functions of various Environmental Education centers.• to conduct case study on Environmental Education and NGO or Academic organization.• to prepare report on implementation Environmental policies.• to conduct interview for Environmental Education activities at the school• to develop an understanding of concepts and issues related to environment as depicted in curriculum		
Section A		
<ol style="list-style-type: none">1. Study of students' understanding of the environmental concepts depicted in the text books2. Activities for developing environmental friendly life style3. Visit to any Environmental Education Centre and prepare report based on its activities4. A study of Environmental issues by interviewing student, parents and educator.5. A case study of any NGO, Academic organization such as special institution for Environmental Education with reference to their activities6. Report on implementation of Environmental policies with reference to provisions for Environmental Education in the school.7. Interviewing and preparing report to find out Environmental Education activities at the school by interviewing associated personnel (school principal, teachers, parents and students).8. One day camping in a village or in Forest9. Prepare a report on pollution in your place and inform the local authority.		
Section B		
<ol style="list-style-type: none">1. Study of students' understanding of the images, graphs and figures related to environmental concepts as depicted in the text books.2. A study on representation of concepts of environment across the curriculum (different subjects in same class or same subject in different classes)3. Administration of Environmental awareness test on school students and preparing report4. Group disCuSsion on significance of Panch Mahabhoota in the wellbeing of people.5. Administration of Environment awareness inventory on school students and preparing report6. Administration of Environmental awareness checklist/ rating scale/observation on students and preparing report7. Administration of Environmental awareness interview on teachers and preparing report8. Reflection on the policies and practices related to environment issues9. Movie/ documentary review with reference to Environmental Education.		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		
Indian Institute of Teacher Education		79



Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem IV	EPC 3 O2: Yoga in Education	Optional Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to perform various Asanas and Pranayam• to understand the power of meditation• to understand the impact of yoga on health• to apply the knowledge yoga in the well being of self and society• to appreciate the traditional knowledge in yoga		
Section A <ol style="list-style-type: none">1. Perform any five Pranayama and prepare a video of it. Anulom vilom, Bhastika, Kapalbhanti, Shitali, Sitkari, Bhramari, Surya bhedan and Chandra bhedan2. Organize Yoga awareness camp in the practice teaching school and prepare a report of it.3. Undertake a project on scientific parameters of Yoga and prepare a report of it4. Conduct a survey about the awareness towards yoga and prepare a report5. Participate in any one seminar or workshop related to yoga and health and prepare a report6. Visit a Yoga University or any Yoga centre and prepare report7. Interview any regular yoga practitioner and prepare report on their daily routine and their views about Yoga8. International Yoga day Celebration and report preparation		
Section B <ol style="list-style-type: none">1. Perform Asanas (Any Twelve) and prepare a video of it.<ol style="list-style-type: none">a) Sitting Posture : Matsyendrasana, Kukkutasana, Vakrasana, JanuShirshasana, Bakasanab) Sleeping Posture: Ardha Salbhasana, Navkasana, Mandukasana, Matsyasana, Setubandhasanac) Standing Posture : Katichakrasana, Ustrasana, Garudasana, Virbhadrasana, Adho mukhasana2. Visit any two certified yoga teacher and conduct interview about the impact of yoga on health and submit a report3. Prepare a detailed report on different styles of meditation4. Visit any yoga training Centre and prepare a report5. Organize an interview with any five well known personalities of the city and find out their views about yoga.6. Prepare a study paper on Emotional disorders and yoga7. Taking precautions while doing Yoga-Prepare a report8. Perform Shudhdhikriya (Jal Neti, Sutra Neti, Tratak) and prepare a video		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		

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Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020		
Sem IV	EPC 3 O3: Educational Management	Optional Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to understand functions of various educational agencies.• to suggest way to improvise functioning of the school• to develop understanding regarding functioning of various types of schools• to acquire resource management skill		
Section A <ol style="list-style-type: none">1 Group disCuSsion on difference between management and administration2 A case study of any reputed/model educational institution with reference to its nature, structure, ethos, communication channel, function, branding policy (Public Relation Policy), leadership style adopted, record maintained, etc.3 Familiarizing with various records maintained by self-financed school and government school following various educational boards4 SWOT analysis of any educational institution5 Visit to Pragna School, BaLa School, KGBV, Eklavya Model School, Special School6 Visit to NCERT/SCERT/ DIET/ BRC/CRC and prepare report on its function7 A Study of school culture by adopting sociometry or any other technique.		
Section B <ol style="list-style-type: none">1. Preparing report on leadership style adopting by principal in the school with reference to its im pact on HR relations, productivity, etc.2. Preparing workload of any educational institution based on HR available3. Conducting any co-curricular activities with available resources in the school (Resource management)4. Prepare various type of time table (academic time table, teacher wise time table, class wise ime table) for school5. Prepare schedule to conduct examination in the school with reference to available re-sources6. Prepare a comparative report about the evaluation pattern of different school board7. Study of a school using the School Evaluation Format developed by GCERT		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		



Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Sem IV	EPC 4 O1: Educational Statistics	Optional Marks : 35 + 15
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Objectives

To enable the prospective teachers:

- to acquaint the student teachers with the basic scientific concepts and practices in the educational statistics.
- to enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- to develop skills and competencies in the student teachers for the use of the statistical techniques in the field.
- to enable the student teacher to interpret the result of educational statistics.

Section A

1. Write a report on data collected of your class result by finding the mean, median and mode of scores on any one subject.
2. Write a report on data collected of your class result by finding the mean deviation, standard deviation and quartile deviation of scores on any one subject.
3. Do the analysis of achievement in different subjects.
4. Find the correlation between the scores of two subjects in the class and prepare a report.
5. Finding the central tendencies and measures of dispersion of result with the help of MS-Excel and write a report.
6. Do the trend analysis of five year result of standard XI of different subjects.
7. Graphical presentations of student's achievement in the different subject of your nearby school.

Section B

1. Graphical presentations of student's achievement in the different standard of your nearby school.
2. Prepare Graphical presentations of students achievement in the different subject of your nearby school with the help of excel.
3. Graphical presentations of student's achievement in the different standard of your nearby school with the help of excel.
4. Convert a achievement scores of one standard students in any subject in percentile and percentile rank and prepare a report.
5. Prepare a frequency distribution of a score in one subject and prepare its report.
6. Do the trend analysis of attendance of B.Ed. students.
7. Compare the judgment of different judges of the activities done at college level.

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

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Date :

Sem IV	EPC 4 O2: Guidance and Counselling	Optional Marks : 35 + 15
Objectives To enable the prospective teachers: <ul style="list-style-type: none">• to understand functions of various counseling centers.• to conduct case study on Divyang children and NGO or Academic organization.• to prepare report on implementation of RTE.• to conduct an interview of counsellor to find out guidance and counselling activities at the school• to administer IQ, Aptitude and Personality test.		
Section A <ol style="list-style-type: none">1. Discussion on concept and need of Guidance and Counselling2. Visit to any guidance and counselling centre (Vocational, Personal guidance centre) and prepare report based on its activities3. A case study of Divyang child by interviewing care taker, parents and special educator4. A case study of any NGO, Academic organization such as special school for divyang children with reference to their activities5. Report on implementation of RTE-2009 with reference to provision of 25% seats for economically weaker and disadvantaged children in the schools.6. Interviewing and preparing report to find out guidance and counselling activities at the school by interviewing associated personnel (counsellor, school principal, teachers, parents and students).7. Movie/ documentary review with reference to guidance and counselling8. Designing and implementing vocational guidance programme for school students9. DisCuSsion on the case study of counseling presented in the textbook of English (SL) of standard-1110. Identify the issues related to guidance and perform role playing.		
Section B <ol style="list-style-type: none">1. Administering Intelligence test and based on it guiding students and preparing report2. Administering study habits inventory and based on it guiding students and preparing report3. Administering Personality test and based on it guiding students and preparing report4. Administering Aptitude Test and based on it guiding students and preparing report5. Administering interest inventory and based on it guiding students and preparing report6. A study of group dynamics with the help of Sociometry and prepare report7. Designing and implementing remedial strategies for slow learners/ gifted learners.8. Preparing student profile by administering psychological tests at school level		
Mode of Transaction: Workshops of one day to describe the idea and the activity. Activities to be conducted (any one from section A and B respectively)		
Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.		

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Ref :

Date :

Curriculum Framework Bachelor of Education (2-Year) 2020

Sem IV	EPC 4 O3: Value Education	Optional Marks : 35 + 15
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Objectives
To enable the prospective teachers:

- to understand the concept of various value and analyse it.
- to review and reflect on the events involving value judgement.
- to prepare report of their reflections.

Section A

- In order to move from "me" to "we", what changes would you like to bring in your college environment?
- Prepare presentation/paper on any one topic with your reflection: The factors for lacking of values in today's world is:
 - Wealth Without Work
 - Pleasure Without Conscience
 - Knowledge Without Character
 - Commerce Without Ethics
 - Science Without Humanity
 - Politics Without Principles
- Watch the following youtube videos <https://www.youtube.com/watch?v=g1YJePEnvUY> and <https://www.youtube.com/watch?v=OVAokeqQuFM> and analyse it.
- Watch the following youtube video <https://www.youtube.com/watch?v=ifdjubjdMtc> and analyse it.
- Watch movie: "Madam Geeta Rani" and reflect your view if you were there in place of Geeta Rani.
- Write a script of a Drama to inculcate any one value among this student

Section B

- Watch any one patriotic movie any analyse identify the values and if you are a director, how you have projected this theme in this movie.
- Read article 51A of Indian constitution and analyse your behavior with reference to these fundamental duties.
- Read the chapter 6: 'Equitable and Inclusive Education: Learning for All' of NEP 2020 and make an action plan to implement it as a teacher.
- Read the textbook of Social Science of any standard from 6 to 8 and make a list of the values reflected from it.
- Visit any orphan/old age house and reflect your thoughts that came after this visit.
- For example think "Because of the corona disease, you are hospitalized for a short time. What cautions will you take for society? Reflect your views and make a list of values that are governing your decisions.

Mode of Transaction: Workshops of one day to describe the idea and the activity.
Activities to be conducted (any one from section A and B respectively)

Note: Trainees will select one activity from each section for submission BUT for better exposure minimum three activities from each unit will be carried out at institutional level.

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Students Test Sample on ES2 Developing Self

Q1. What is wisdom body? How it is useful in developing the self?

→ Introduction:

Wisdom body also known as Vignanamaya Kosha. The objective of this is mental development. Vignanamaya Kosha is one of the five Koshas that cover Atman. Vignanamaya Kosha literally means a shell that is composed of wisdom or intellect. It is the fourth covering of Atma.

→ Concept of wisdom body:

Vignanamaya Kosha is responsible for all inner growth and personal development. This includes the presence and evolution of morals and ethics. It goes beyond simple perception and into more subtle knowledge, discernment and wisdom. Vignanamaya Kosha is what seeks to draw awareness from what is happening in front of the senses to a deeper mental space.

→ Useful in developing the self:

Vignanamaya Kosha that gives a clear conscience to make one realize even though it lives in the known field. The intellectual can enter the unknown

✓The Good Paper



Ref :

Date :

Q2. What is bliss body? How it is useful in developing the self?



Introduction :-

Bliss body also known as (Anandmaya Kosha). The Anandmaya Kosha is the name given in yogic philosophy to the fifth of five layers of body. Ananda means "bliss" and "Kosha" means sheath.

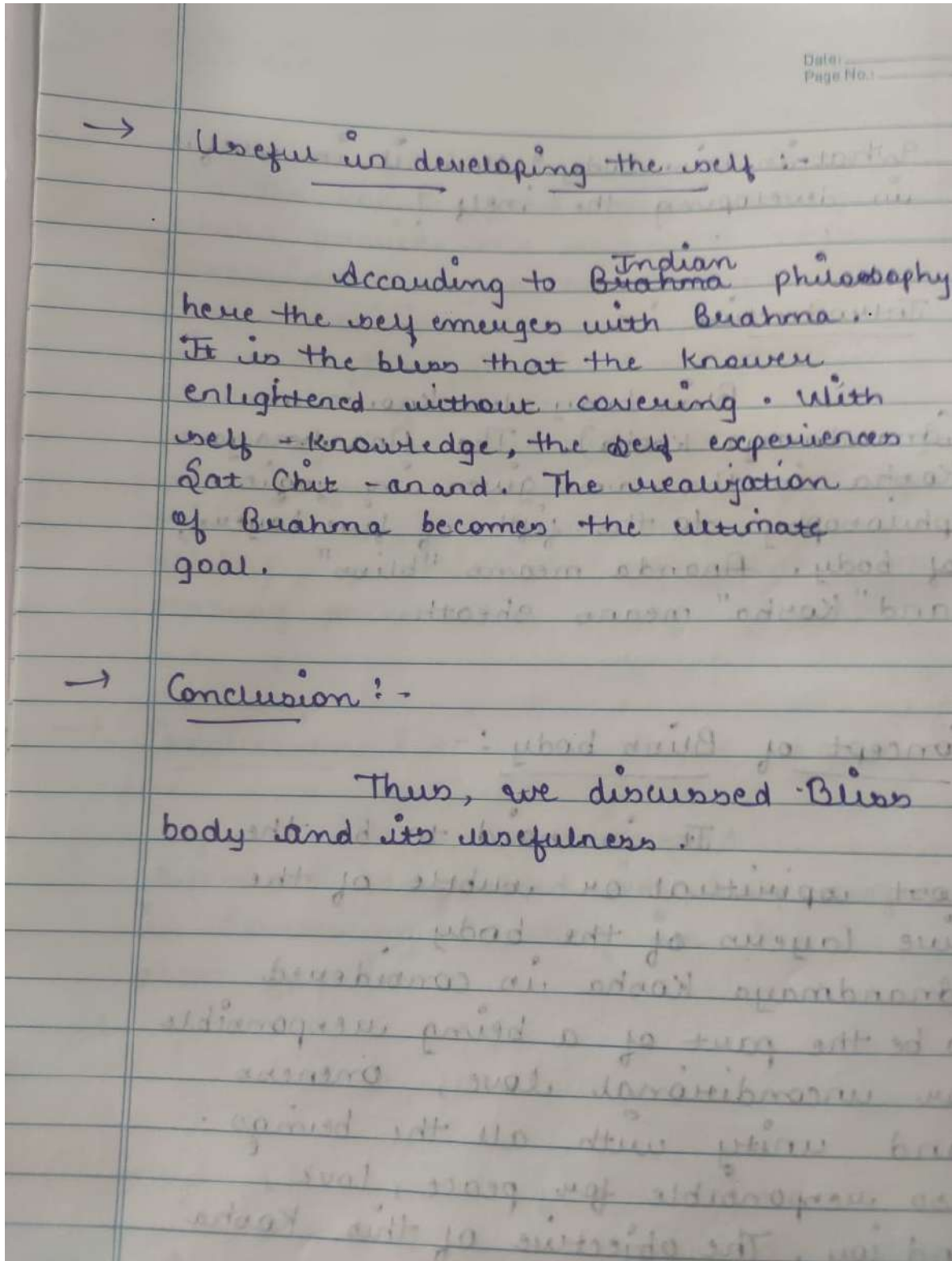
→ Concept of Bliss body :-

It is said to be the most spiritual or subtle of the five layers of the body. Anandmaya Kosha is considered to be the part of a being responsible for unconditional love, oneness and unity with all the beings. Also responsible for peace, love, and joy. The objective of this Kosha is self-realization.



Ref :

Date :





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1) What is wisdom body? How it is useful in developing the self and bliss body

* Introduction

→ The word panch means five, the word panch, panchayat, panchamout, panchmukhi, panchang etc. kasha means sheath, cover, which is valuable, there is need for a cover to protect it. These are the five kashas that cover the soul as the sword covers the sheath.

* Wisdom body Mental developing

The structure of these kasha was according to indian philosophy and the structure of the fourth and fifth kasha is based on indian philosophy. There is an assumption in indian philosophy that a subtle Vigna Amaya kasha that gives a clear conscience to make one realize conscience and essence. The intellectual can enter the unknown field even though it lives in the known field. Vigna Amaya kasha provide the ability to make innovative thoughts and to take proper decision about a person or situation through new discoveries, new thinking and use of pre-memory, knowledge is the science. This is where self-identification begins.

* Bliss body

Objective - Self-realization

→ This level of self is called the Ananda Maya kasha.



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According to Indian philosophy, here the self merges with Brahma. Every 'self' long for salvation. Here the distinction between the knower and the known disappears. Here is the true identity of the self. It is bliss that the knower enlightened without covering.

→ With self-knowledge, the self experience Sat-chit-Anand. Without considering the Sadhana as Sadhya, understanding the importance of Sadhanachidhi, the Sadhana of Brahma Sakshatkar starts from here and continuous, till it is achieved. The realization of Brahma become the ultimate goal. In short, the Upanishad's Mahakavya 'Sarva khalu Idam Brahma' - All (sarva) is really Brahma, it is self-conscious.

* Conclusion

→ According to Indian philosophy, the soul is the center and is covered with one cover after another. As we move towards the center, the realization of self is happening and this is how the wisdom body and bliss body useful in developing the self.

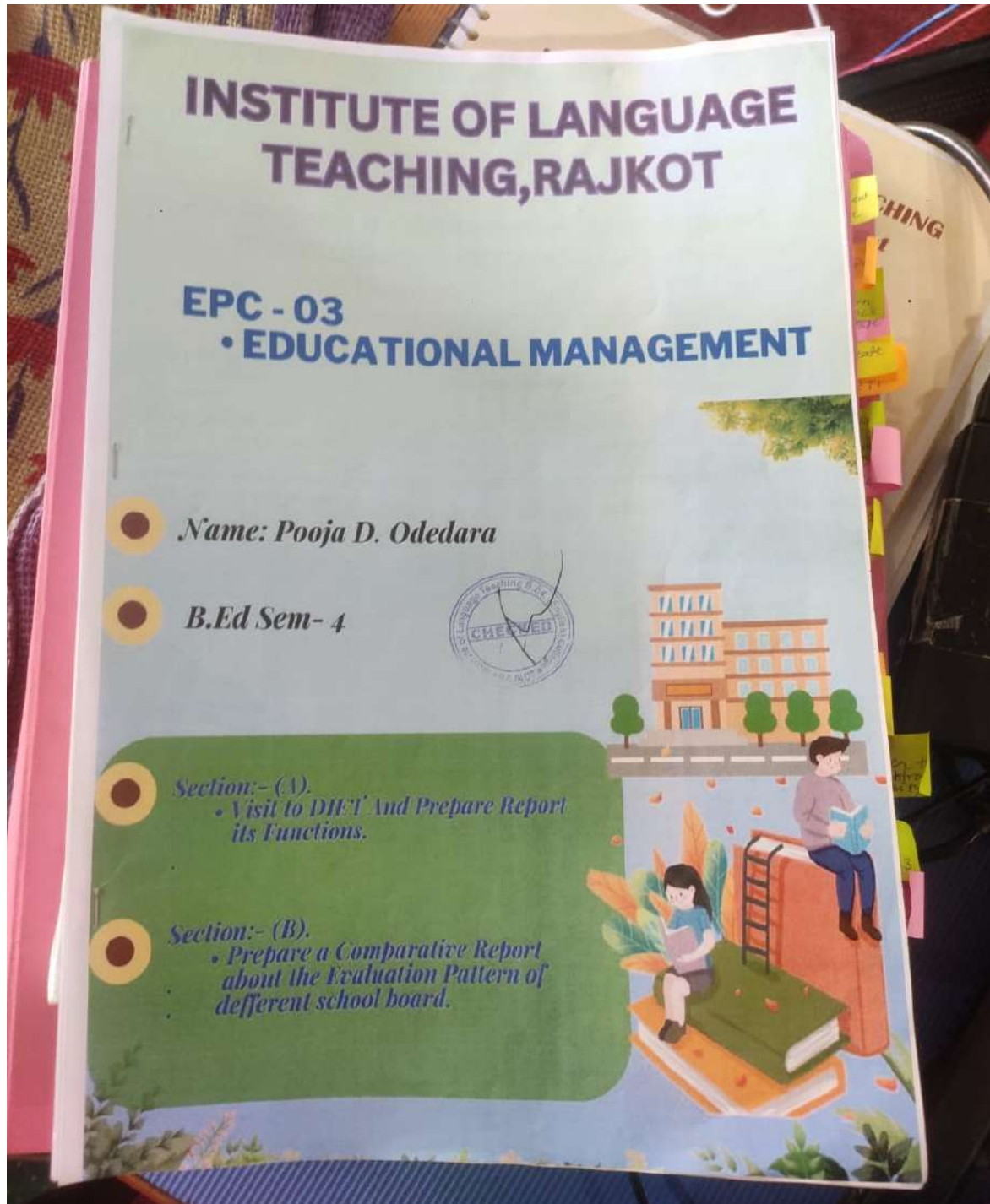


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Assignment Sample submission on EPC-03





Ref :

Date :

Q.- 2. Prepare a Comparative Report about The Evaluation Pattern of Different schools Boards.

Which is the **best board in India for education**? – CBSE, NIOS, or State Boards? Or Which Board should we choose for our children? Many parents think about these questions and get into a dilemma when choosing from different **education boards in India to ensure the best education** for their child.

India has a unique education system with several national, international, and state education boards. Also, Indian education boards are initiating amendments to cater to the different requirements of the children. Therefore, educational choices nowadays aren't only about choosing the best school or stream but rather determining from the different education boards.



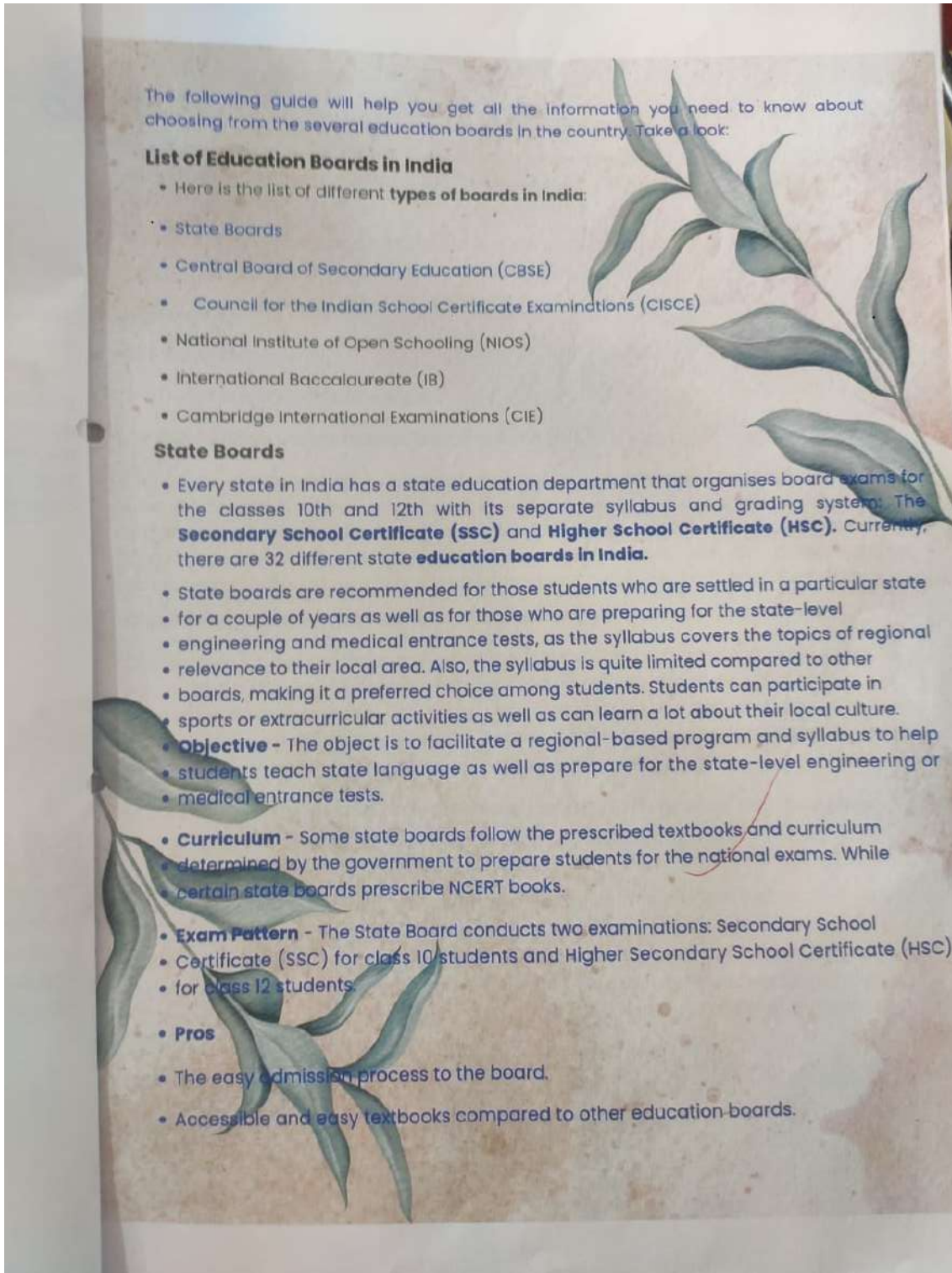
There are mainly three national boards in India- the **Central Board of Secondary Education (CBSE)**, the **Council for the Indian School Certificate Examinations (CISCE)**, and the **National Institute of Open Schooling (NIOS)**. Apart from these, India also has several state and private education boards. Not only this but different international boards have also been incorporated into the Indian education system, such as **Cambridge Assessment International Education (CAIE)** and the **International Baccalaureate (IB)**.



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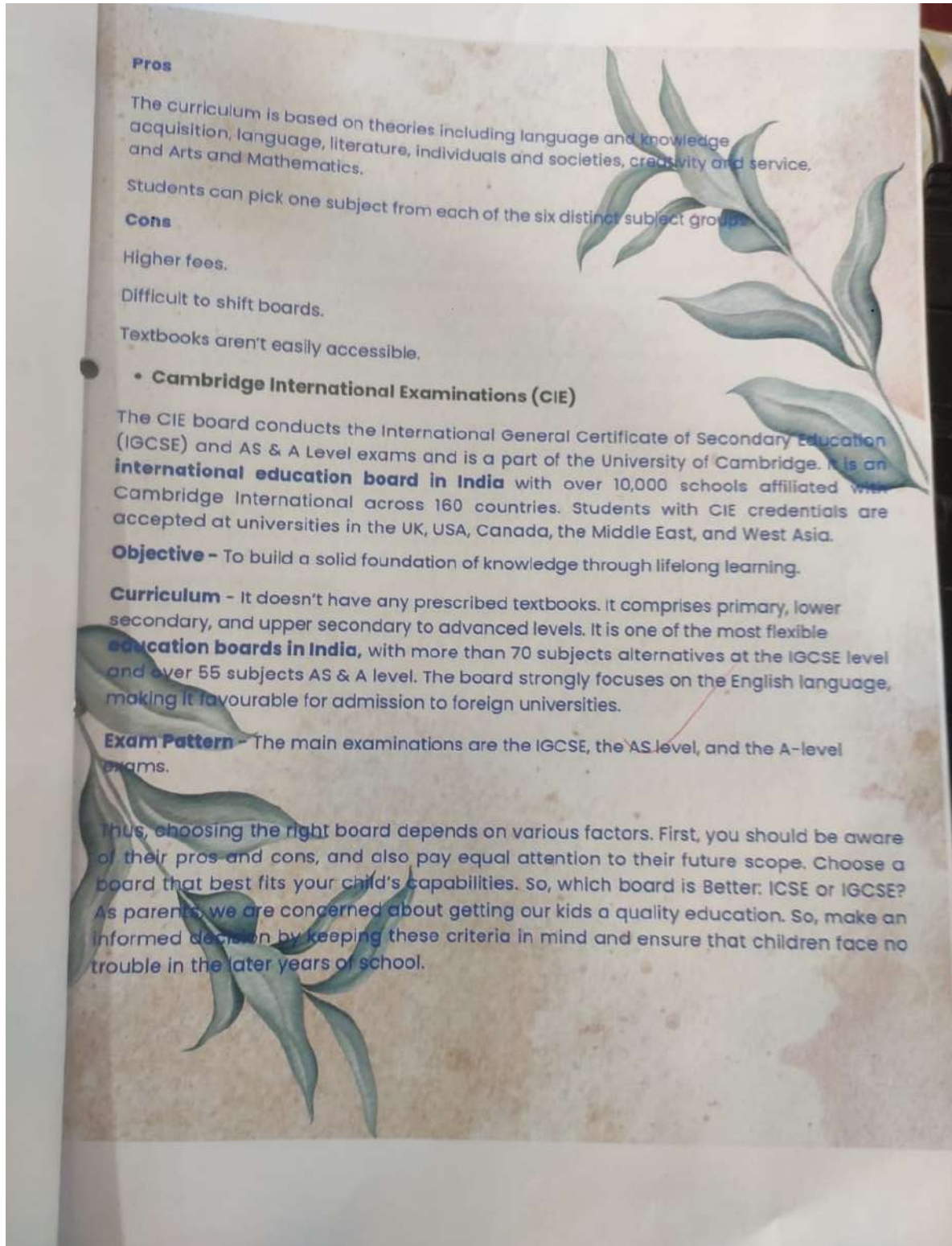




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Cons

CBSE syllabus is more focused on students preparing for engineering or other medical entrance exams.
Higher school fees.

The syllabus includes theoretical concepts to follow the rote learning.

The CISCE is a privately-held national-level education board in India that conducts the **Indian Certificate of Secondary Education (ICSE)** and the **Indian School Certificate (ISC)** examinations for Class 10th and Class 12th, respectively. It was established in 1958 and recognised as a "Non-Governmental Board of School Education" by the Constitution of India. Currently, more than 2300 schools in India and abroad are affiliated with the CISCE. The board primarily focuses on Math and Science with equal attention to Languages, Arts and Humanities.

Objective - High-quality education through practical learning. The CISCE curriculum focuses on application-based knowledge and analytical thinking.

Curriculum - Science, Humanities, and Commerce streams are offered to senior school students. They are also offered a range of subjects to choose. For literature in English or other languages, the board prescribes textbooks but not for other subjects. CISCE is known for its detailed, comprehensive, and complex syllabus that covers a range of topics, in addition to 23 Indian languages and 12 foreign languages, making it the **toughest board in India**.

Exam Pattern - It conducts three examinations - ICSE for Class 10th, ISC for Class 12th, and the Certificate of Vocational Education Examination (CVE) for students who have completed ISC exams and are interested in specific vocations.

Pros

The course is broad enough to ensure overall growth development in students.

Adopts application-based learning.

The subject selection option is available to the students.

Equal focus on science, art, and languages.

Cons

Students may find the syllabus cumbersome.

More emphasis on the English language.

Higher fee structure.



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- Students from a non-affiliated school are not permitted to take the exam.

• National Institute of Open Schooling (NIOS)

The NIOS is a national education board administered under the Union Government of India and was established by the Ministry of Human Resource Development in 1989. The board offers vocational and community-oriented courses at the secondary and senior secondary levels. With around 3,50,000 enrolled students every year, it is one of the largest open schooling systems.

Objective - To facilitate versatile education to all segments of society to improve literacy and flexible education.

Curriculum - The board follows NCERT and NIOS books in its curriculum. The Open Basic Education (OBE) from classes 3 to 8 covers basic Math, Environmental Science, and computer skills. Class 10th students can choose from 2 basic groups with at least 5 subjects and a language. Class 12th students can choose from Commerce, Science, and Humanities.

Exam Pattern - NIOS conducts secondary and post-secondary exams.

Pros

The maximum time a student must complete their exams is five years.

Beneficial for flexible education.

Students can learn anytime remotely.

• International Baccalaureate (IB)

Established in 1968, the IB is a non-profit, **international education board in India**, headquartered in Geneva, Switzerland, as well as recognised by UNESCO. It has ^{sign in} over 5500 schools across 159 countries.

Objective - To create global citizens by developing critical thinking and problem-solving skills with international mindedness throughout the program.

Curriculum - The curriculum is focused on experiment-based learning by not fixing any reading lists or textbooks. The IB board offers the following educational programs:
Primary Years Programme for students aged 3-12 years.

Middle Year Programme for students aged 11-16 years.

Diploma Programme for students aged 16-19 years.

Career-Related Programme for students aged 16-19 years.


Exam Pattern - The IB Diploma Programme (DP) and Career-related Programme (CP) are conducted in two sessions in November and May every year.



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 **INSTITUTE OF LANGUAGE TEACHING**
(English Medium) B.Ed. College - Rajkot

Stray Lesson Observation Form

Name and Roll Number of Trainee conducting the lesson: Sharmila Khushi
Standard: 9th Topic: Language relating Date: 01/02/23
Teaching: Re-teaching:

1. How was the topic introduced to students? Questioning
Suggest one modification - chart

2. Name the various experiences provided by the trainee to the students - Brain storming
Suggest one modification - activity - 'conversation'

3. Which teaching aids were used by the trainee? - Audio
Which other teaching aids could have been used? - No suggestion

4. Which method was used to teach the current topic? - Inductive
Which techniques were used in regard to this method? - example

Give your suggestion regarding method/technique - none

5. Which examples/references were given during lesson? - informal writing
Suggest other examples/references - movie - subtitle

6. Give your opinion about Trainee's blackboard work
Specialities/Limitations
1.1. Neat and clean
2.2. should divide in two part
3.3. good structural form used

7. How was the Evaluation done at the end of lesson? - cards - activity

8. Which of the Specific Objectives of the topic were achieved? - Transfer of thought

9. (A) What Homework/Assignment was assigned to the students? - yes - thought in

(B) Suggest additional Homework/Assignment - 10 words - changes

10. Overall impression of Trainee's Personality short story
(Dressing, Classroom Interaction, Voice, Pronunciation...)

Signature of Trainee conducting the lesson: S. Khushi

Lecturer's Sign: S. Gadhvi
Date: 01/02/23



Institute of Language Teaching

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Date :

Micro-Teaching Lesson Observation Form

Introduction Skill

Name and Roll Number of Trainee conducting the lesson: Khetani Urvashi-23

Standard: _____ Topic: Turtle Date: 23/01/2022

Teaching: Re-teaching: _____

Instructions: 1. Tick mark against the factors which are used during this skill lesson.

No	Factor	Teaching			Re-teaching		
		Ordinary	Medium	Excellent	Ordinary	Medium	Excellent
		Modest	Competent	Expert	Modest	Competent	Expert
(1)	Use of Previous Knowledge						
(2)	Used Techniques						✓
	2.1 Questioning	✓					✓
	2.2 Example	✓					✓
	2.3 Statement						✓
	2.4 Story	✓					✓
	2.5 Role-Play						
	2.6 Audio-visual Aids						
(3)	Instances showing lack of Cohesion YesNo--YesNo--	No					
(4)	Attempted to introduce the topic artificially YesNo--YesNo--	No					

Dr. NIDATT P. BAROT
PRINCIPAL
INSTITUTE OF LANGUAGE TEACHING
(ENGLISH MEDIUM) B.ED. COLLEGE, RAJKOT.



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Date :

STUDENTS SUBMISSION

EPC - 4 Sem - 4

EPC - 3 Sem - 3

Eco Friendly Activities - Environment in Education

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

Sl. No.	Activities	Nature of activities	Duration with date(s)	Nature of teacher involvement	Nature of student participation
1	Teacher made written tests essentially based on subject content	Short Questions Mcq Questions	15/9/2023 9/10/2023	Observer, Supervisor, Instructor,	Participatory Learning
2	Observation modes for individual and group activities	Oral Test Written Test Performance Based Test	10/10/23, 16/10/2023, 13/10/2023 3/10/2023,	Guide, Instructor	Active participation, comprehensive Learning
3	Performance tests	PPT presentation for effective communication	25/10/23, 26/10/2023, 16,17,18/10/2023	Observer, Guide Instructor,	Active participation, comprehensive Learning
4	Oral assessment	For development of efficiency in speaking	10/10/23, 16/10/2023, 13/10/2023	Observer, Instructor,	Reflective Learning
5	Rating Scales	To make students familiar with the content according to area of interest	10/10/2023, 25/10/2023, 16/10/2023, 16/10/2023, 18/10/2023	Observer	Reflective Thinking Active participation