MIER COLLEGE OF EDUCATION (Autonomous)
Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu
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SCHOOL OF EDUCATION

CRITERION II

TEACHING – LEARNING AND EVALUATION

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of:

1. **Preparation of Lesson Plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/ learning apps/ adaptive devices for learning**

4. **Identifying and selecting/developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Sample Evidence Showing the Task Carried Out for Each of the Selected Response

Sample Evidence Showing the Task Carried Out for Each of the Selected Response

S.NO.	DESCRIPTION	ENCLOSURE
1.	**Preparation of Digital Lesson Plan by Student-Teacher**	1. Digital Lesson Plan Based on RCEM Approach Plan Made by Student-Teacher of B.Ed. Sem.-III
		2. Lesson Plan on Prose Based on RCEM Approach Made by Student-Teacher B.Ed. Sem. III
		3. Micro Lesson Plan Made by B.Ed. Spl. Sem.-II Student on Various Skills
		4. Macro Lesson Plan Made by B.Ed. Spl. Sem.-II Students Based on RCEM Approach
		5. Digital Lesson Plan Based on IEP (Individualized Educational Programme) Prepared by Student of B.Ed. Spl. Sem. II.
		6. Digital Lesson Plan by Student of B.Ed. Sem.-III Through Constructivist Approach
2.	**Developing assessment tools for both online & offline learning**	1. Construction of Online/Offline Assessment Tool (Questionnaire for Students) by the Student-Teacher of M.Ed. Spl. Semester-II
		2. Preparation of Teacher made Test by the Student of M.Ed. Spl. Semester-III
		3. Achievement Test Developed by the Student of M.Ed. Semester-III
3.	**Effective use of social media/learning apps/adaptive devices for learning**	1. Creation of Educational Blog by Student Teacher of M.Ed. Semester-III
		2. Students of M.Ed. Semester-III Exploring Various Mobile Learning Apps
4.	**Identifying and selecting/ developing online learning resources**	1. Commonwealth Digital Education Leadership Training in Action (C-DELTA) Training for MIER Students
		2. Use of Online Resources (MIER College ELMS/MOODLE CLOUD.COM) by B.Ed. Semester- III students
		3. Use of Google Classroom by MIER Students

		4. MOOCS Courses Done by Students of M.Ed. Using SWAYAM Online Platform
5.	**Evolving learning sequences (learning activities) for online as well as face to face situations**	1. Students of B.Ed. Special Semester-II Attending Class Conducted Through Team Teaching in Face to Face Situations
		2. Students Participating in Panel Discussion B.Ed. Semester-I
		3. Online Learning Through Flipped Classroom
		4. Students of B.Ed. Semester-I Engaged in Cooperative Learning
		5. Students of B.Ed. Semester –III Attending Online Class
		6. Students of B.Ed. Semester-III Attending Class in Face to Face Situation Through Lecture Cum Discussion Method
		7. Students Engaged in Role Playing
		8. Students Participating in Group Discussion
		9. Students of B.Ed. Semester-III Learning in Blended Mode Through MOODLE Platform.
		10. Students Doing Seminar Presentation Using Power Point Presentation.

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SCHOOL OF EDUCATION

Digital Lesson Plan Based on RCEM Approach
Prepared by Student-Teacher: Anjali Jain
(Roll No. 2202003) of B.Ed. Sem.-III

Preparation of Digital Lesson Plan by Student-Teacher

Name of the Student Teacher: Anjali Jain
Roll No.   2202003
Subject: Pedagogy of English -C-203
Unit: III
Topic: The Adventures of Toto
                              RCEM Approach
Class: B.Ed.
Duration: 35-40 Minutes

- **Lesson Planning According to**
- **RCEM Approach**

Topic
The Adventures of Toto
by
Ruskin Bond

IDENTIFICATION DATA

Name of the Pupil Teacher : Anjali Jain

Roll No.: 2202003

School : Model Academy, BC Road Jammu

Class : 9ᵗʰ   Section A   Subject English (Prose)

Topic : The Adventures of Toto

Sub-topic : The Adventures of Toto

Time Duration : 35-40 minutes   Date : 8/04/24

B. INPUT

B.1 TEACHING POINTS

1. Reading of the prose passage from 'The Adventures of Toto'.

2. Addition of the new words.

3. Practice in the use of language items from the passage.

B.2 OBJECTIVES OF THE LESSON

- To develop different linguistic skills among the students.
- To enable the students to read for pleasure, information and understanding.
- To enable the students to get practice in the use of new vocabulary items.
- To enable the students to comprehend the passage and grasp its substance and meaning.

B.3 EXPECTED BEHAVOURAL OBJECTIVES (EBOs)

- The learner is able to recall correct pronunciation of words. (knowledge objective)

- The learner is able to recognise the meaning of new words . (knowledge objective)

- The learner is able to cite examples of sentences using the new words (Understanding objective).

B.4 TEACHING AIDS

- Usual classroom apparatus.
- A chart depicting "The Adventurous Monkey Toto."

C. PROCESS

C.1 MOTIVATION

Q1 Which is your favourite animal?

Ans Dog, lion, cat, etc.

Q2 Which of these animals do you keep as pets?

Ans Dog and cat.

Q3 Have you ever seen a monkey at somebody's home kept as a pet?

Ans .The students may say yes or no.

C.2 ANNOUNCEMENT OF THE TOPIC

So students today we will study about a family who had kept a monkey as a pet in the lesson, 'The Adventures of Toto'.

C.3 PRESENTATION

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will ask the students to open the book at page no. 85 from their prose "Grandfather bought Toto……from the window."	Students will open their books at page no. 85	Word meanings mischief – naughtiness pickled – kept
The pupil teacher will read the lesson with proper pronunciation, stress and intonation.	Students will make note of the pronunciation of words, use of stress and intonation	wicked – evil, bad, horrible Scooping- picking up
The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading, pronunciation and make necessary corrections.		Delicacy– choice food fussed – complained closet – small room peg –hook for hanging

C.3 PRESENTATION

Teacher Activities	Student's Activities	B.B. Summary
The difficult words will be drilled whenever necessary.		Shreds- torn piece of cloth
Pupil teacher will explain the meaning oaf new words and will write them on black board.	Students will listen to the explanation of difficult words and note in their note books the meaning of difficult words.	Wrenched- pulled Escape-an act of running away
The pupil teacher will ask a student to make a sentence using the word 'mischief'.	The guard played mischief with the poor children.	

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will explain the meaning of the paragraph.	Students will listen to the explanation which is given by the pupil teacher.	
Pupil teacher will ask the students to do silent reading of the paragraph.	Students will read silently and if they will have any problem they will ask the pupil teacher.	

- **C.4 CLOSURE**
  So students today we studied the story of the mischievous monkey named Toto.
- **The pupil teacher asks a few questions to test their comprehension.**

Q1 What was the name of the monkey?

Ans Toto.

Q2 How did Toto make use his tail?

Ans Toto used his tail like a third hand.

Q3 Who in the house didn't like animals?

Ans The grandmother didn't like animals.

Q4 Where did grandfather hide Toto?

Ans The grandfather hid Toto in the closet.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION/ APPLICATION

1. Use the word 'delicacy' in a sentence.
2. Use the phrase 'scoop up' in a sentence of your own.
3. Toto was a pretty monkey. In what sense was Toto pretty?
4. What mess had Toto made in the closet?

(cont...)

5. Fill in the blanks

- Grandfather bought Toto from a _____.
- He could use his _____ to hang from a branch.
- We found that the walls, had been _____ with some ornamental paper (cover/covered).
- He seemed _____ with Toto's performance (please/pleased).

D.2 HOME ASSIGNMENT.

Describe in your own words any naughty episode of your childhood.

Evaluation

1. What are the steps involved in RCEM Lesson Plan.
2. What is RCEM Approach?
3. Prepare a prose lesson of your choice on any lesson of class VIII using RCEM Approach.

Thank you
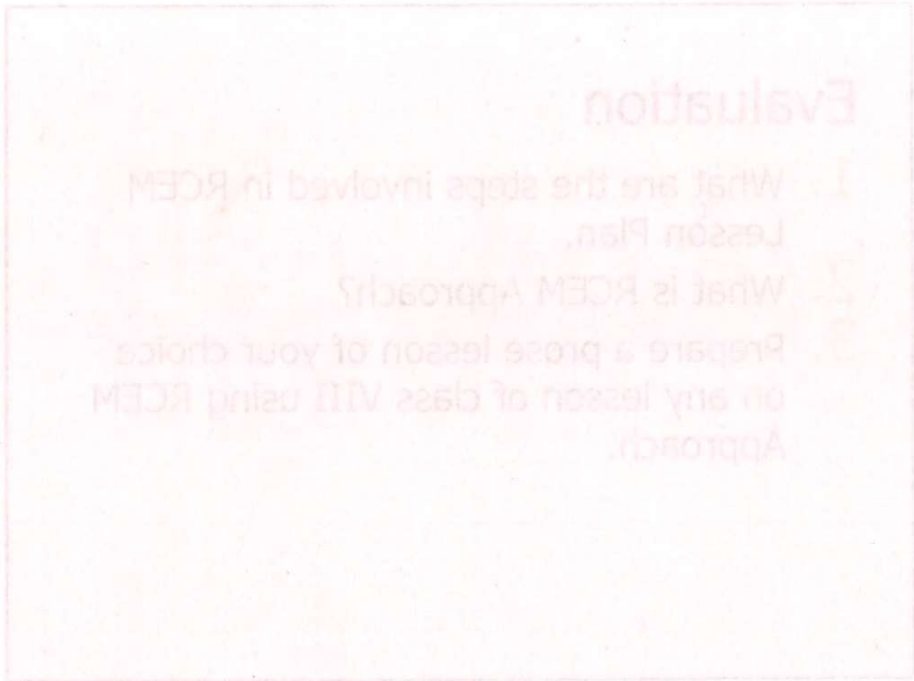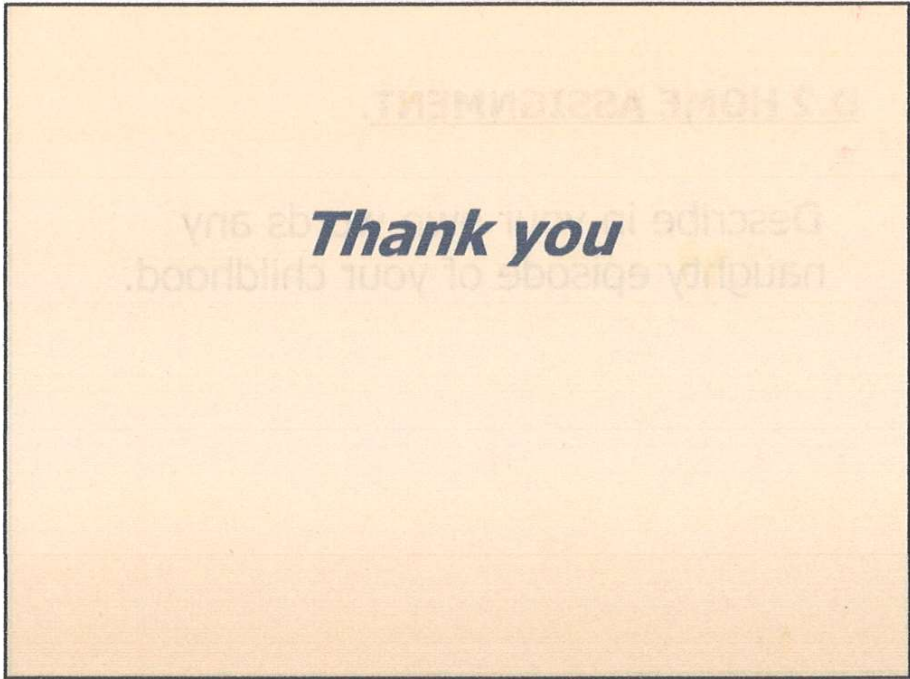
Lesson planning According to *RCEM APPROACH*

The Adventures of Toto by Ruskin Bond

A. IDENTIFICATION DATA

Name of the Pupil Teacher- Anjali Jain **Roll No.** 2202003

Semester-III

School : Model Academy, BC Road Jammu

Class 9ᵗʰ **Section A** **Subject** English (Prose)

Topic The Adventures of Toto

Sub-topic The Adventures of Toto

Time Duration 35-40 minutes **Date** 8/04/2024

B. INPUT

B.1 TEACHING POINTS

1. Reading of the prose passage from 'The Adventures of Toto'.

2. Addition of the new words.

3. Practice in the use of language items from the passage.

B.2 OBJECTIVES OF THE LESSON

- To develop different linguistic skills among the students.

- To enable the students to read for pleasure, information and understanding.

- To enable the students to get practice in the use of new vocabulary items.

- To enable the students to comprehend the passage and grasp its substance and meaning.

B.3 EXPECTED BEHAVOURAL OBJECTIVES (EBOs)

- The learner is able to recall correct pronunciation of words. (knowledge objective)

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B.4 TEACHING AIDS

- Usual classroom apparatus.

- A chart depicting "The Adventurous Monkey Toto."

C. PROCESS

C.1 MOTIVATION

Q1 Which is your favourite animal?

Ans Dog, lion, cat, etc.

Q2 Which of these animals do you keep as pets?

Ans Dog and cat.

Q3 Have you ever seen a monkey at somebody's home kept as a pet?

Ans .The students may say yes or no.

C.2 ANNOUNCEMENT OF THE TOPIC

So students today we will study about a family who had kept a monkey as a pet in the lesson, 'The Adventures of Toto'.

C.3 PRESENTATION

Teacher's Activities	Student's Activities	B.B. Summary
Pupil teacher will ask the students to open the book at page no. 85 from their prose "Grandfather bought Toto……from the window."	Students will open their books at page no. 85	**Word meanings** mischief – naughtiness pickled – kept
The pupil teacher will read the lesson with proper pronunciation, stress and intonation.	Students will make note of the pronunciation of words, use of stress and intonation	wicked – evil, bad, horrible Scooping- picking up
The pupil teacher will ask 2 or 3 students to read the passage one by one and will attend to their reading, pronunciation and make necessary corrections.	Students listen attentively	Delicacy– choice food fussed – complained closet – small room peg –hook for hanging

Teacher Activities	Student's Activities	B.B. Summary
The difficult words will be drilled whenever necessary.		Shreds- torn piece of cloth
Pupil teacher will explain the meaning of new words and will write them on black board	Students will listen to the explanation of difficult words and note in their note books the meaning of difficult words.	Wrenched- pulled Escape-an act of running away
The pupil teacher will ask a student to make a sentence using the word 'mischief'.	The guard played mischief with the poor children.	

Teacher Activities	Student's Activities	B.B. Summary
Pupil teacher will explain the meaning of the paragraph	Students will listen to the explanation which is given by the pupil teacher.	
Pupil teacher will ask the students to do silent reading of the paragraph.	Students will read silently and if they will have any problem they will ask the pupil teacher.	

C.4 COMPREHENSION QUESTIONS

- **The pupil teacher asks a few questions to test the comprehension of the students.**

Q1 What was the name of the monkey?

Ans Toto.

Q2 How did Toto make use his tail?

Ans Toto used his tail like a third hand.

Q3 Who in the house didn't like animals?

Ans The grandmother didn't like animals.

Q4 Where did grandfather hide Toto?

<u>C.4 CLOSURE</u>

So students today we studied the story of the mischievous monkey named Toto.

Ans The grandfather hid Toto in the closet.

D. OUTPUT

<u>**D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION/ APPLICATION**</u>

1. Use the word 'delicacy' in a sentence.

2. Use the phrase 'scoop up' in a sentence of your own.

3. Toto was a pretty monkey. In what sense was Toto pretty?

4. What mess had Toto made in the closet?

<u>5. Fill in the blanks</u>

- Grandfather bought Toto from a _____.

- He could use his _____ to hang from a branch.

- We found that the walls, had been _____ with some ornamental paper (cover/covered).

- He seemed _____ with Toto's performance (please/pleased).

D.2 HOME ASSIGNMENT.

Describe in your own words any naughty episode of your childhood.

Supervisor's Remarks

Pupil teacher was confident. Lesson
presentation was satisfactory. Model
reading done properly with voice
modulation. New words discussed with
situations. Language item done systematically.
Teaching aid needs to be improved.

R. Dwivedi

Signature

Student/Teacher of B.Ed. Semester-III, Session (2022-24), Anjali Jain delivering Digital Lesson Plan through RCEM Approach
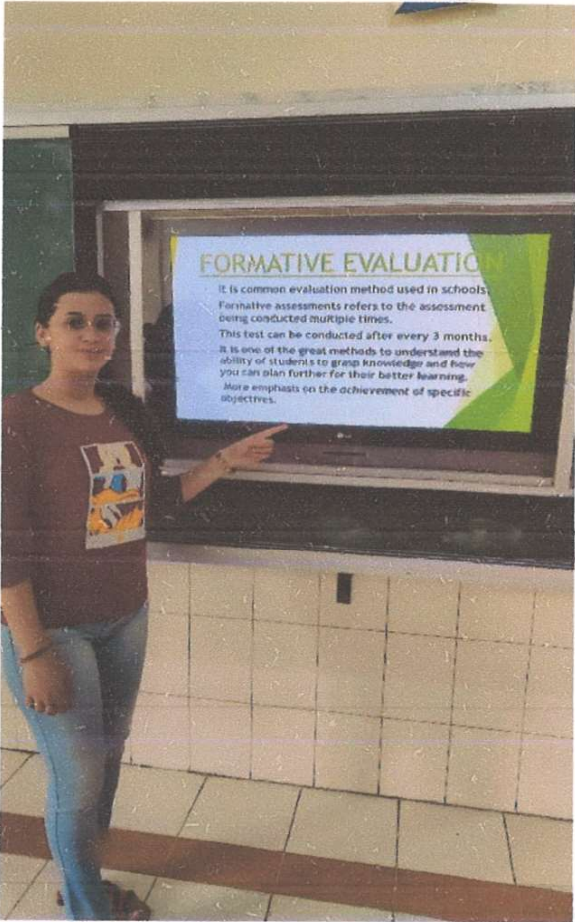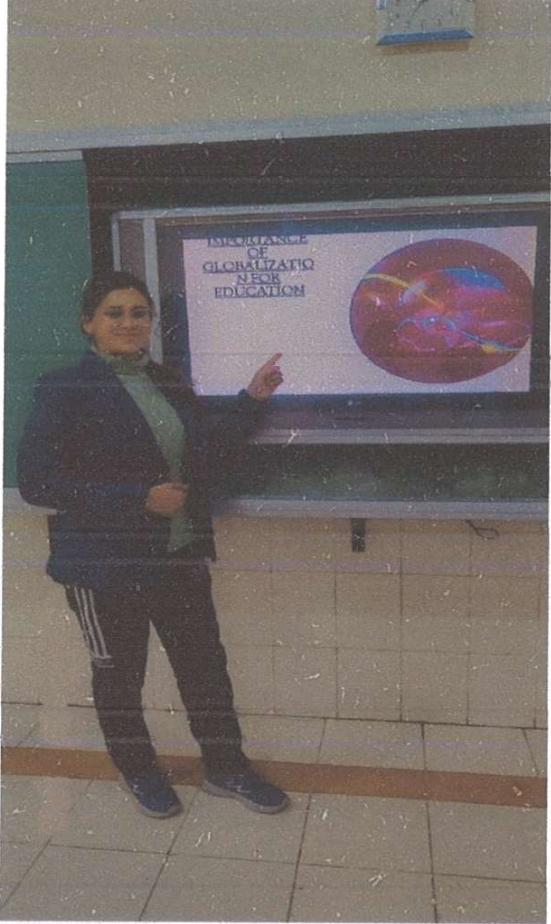
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SCHOOL OF EDUCATION

Digital Micro Lesson Plan Prepared by the Student: Azra Khatoon of B.Ed. Spl. Roll No. 2203009 Sem. II

Digital Lesson Plan

Micro Teaching

- Submitted by: Azra Khatoon
- Course: B.Ed. Special (Intellectual Disability), Semester – II
- Roll No.2203009
- Subject: Teaching practice- Intellectual Disability
- Supervisor: Dr Behzad

Skills in Micro Lesson Plan:

- *Skill of explaining*
- *Illustrating with examples*
- *Skill of stimulus variation*
- *Skill of reinforcement*
- *Skill of probing questions*
- *Skill of classroom management*
- *Skill of blackboard writing*

Micro - Teaching Lesson

Date : 14th Jan 2020

Duration of the class : 10-15 mins

Topic : Poem (Don't be afraid of the dark)

Enrollment no. : AIM01150190 01

class : IX th

Subject : English

Skill : Classroom management

Content	Teacher's Activity	Student's Activity	Component Skill	Blackboard Work
Poem "Don't be afraid of the dark" by- Ruskin Bond	* Teacher will greet the students of the class	* students will greet the teacher		"Don't be Afraid of the Dark!"
	* Teacher will introduce the topic to the students	* students will carefully pay attention	* Beginning statement	
	* Teacher will show a video to the students.	* students will see		
	* Teacher will explain the poem & will give clear directions to students	* students will listen & understand.	* classroom management	

Content	Teacher's Activity	Student's Activity	Component Skill	Blackboard Work
	* Teacher will manage the classroom norms.	* The student will sit patiently & listen	* classroom management	
	* Teacher will tell the meaning of the key words a) Afraid b) Dark c) cease d) rest e) Harsh f) Trouble	* The student will understand & learn.		
	* Teacher will shift from telling the meaning of the difficult words to asking questions on the poem :- Q1- what happens when the day is over? Q2- what does the poet want us to do at night?	* students will answer the questions.		
	* Teacher will also check the inappropriate behaviour of the pupils	* students will sit properly & pay attention		
	* Teacher will give rewards to the student * Social rewards (good) * gifts (Physical reward)	* The students will be rewarded.		

Teaching learning material

DON'T BE AFRAID

Don't be afraid of the dark little one, the earth must rest when the day is done. The sun must be harsh, but moonlight —never! And those stars will be shining forever and ever.
Be friends with the Night, there is nothing to fear. Just let your thought travel to friends far and near. By day, it does seem that our troubles won't cease, But at night, late at night, the world is at Peace.

—Ruskin Bond

Digital MICRO Lesson Plan Delivery by the Student-Teacher: Azra Khatoon of B.Ed. Special Roll No. 2203009 Semester-II. (Session, 2022-24)

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SCHOOL OF EDUCATION

Digital Macro Lesson Plan Based on RCEM
Approach
Prepared by: Vishali Rani, Roll No. (2203006)
Student of B.Ed. Spl. Education Sem. II

Digital Lesson Plan
Macro lesson plan

Submitted by: Vishali Rani

Course: B.Ed. Special (Intellectual Disability), Semester –II

Roll No. 2203006

Subject : Teaching Practice- Intellectual Disability.

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Teaching Points	Teacher's Activity	Student's Activity	TLM / Adaptations
Bonsai Trees .	Teacher trainee will greet the students .	students will greet the teacher trainee	'Good Morning'
	Teacher trainee will ask the students : – Name the parts of trees – How many types of trees have you seen? Now, Teacher trainee will introduce the topic by telling them about bonsai trees . Bonsai is an Art of creating decorative &	students will answer .	

Teaching Points	Teacher's Activity	Student's Activity	TLM / Adaptations
	be ornamental trees & shrubs.	Students will understand.	
	Beauty of Bonsai trees & plants is that they are purposely dwarfed. This art is began in homes of rich chinese & Japanese people almost a 1000 yrs. ago.		
	Today, Bonsai is practiced in all over the world as a hobby.		
	eg: Pines, Bamboo, Maple, Banyan tree.		
	Teacher trainee will give questions on Bonsai trees. – when the art of Bonsai trees began? – what is a bonsai?	Students will answer	Bonsai Trees

Discussion	Teacher trainee will discuss about Bonsai Tree through lecture method.		
Evaluation	Teacher trainee will ask questions to the students on Bonsai Tree: – When the art of creating Bonsai Trees began? – What is a Bonsai?		
Encapsulation			
Summarisation	Teacher trainee will summarise the topic Bonsai Trees by showing them the picture of Bonsai Tree.		
Home Assignment	Teacher trainee will give Back exercise of chapter as home assignment.		
Supervisor's Remarks			Signature

Reflection by Students	
1. Self Evaluation	– lesson plan went well – students actively participated in it.
2. Execution	– Teacher trainee winded up the lesson plan & gave her worksheet.

Sharma
Student's Signature

TEACHING LEARNING MATERIAL USED

Bonsai Trees

- Bonsai is the art of creating decorative & ornamental trees & shrubs.
- The beauty of bonsai trees is that they are purposely dwarfed.
- This art is began in homes of rich chinese & Japanese people almost a 1000 yrs. ago. Today, Bonsai is practiced in all over the world as a hobby.
- eg : Pines, Bamboo, Maple, Banyan Tree.

Teaching learning material: Pine bonsai

Student of B.Ed. Special Semester-III Vishali Rani Roll No. 2103006 Delivering Digital MACRO Lesson Plan Based on RCEM Approach
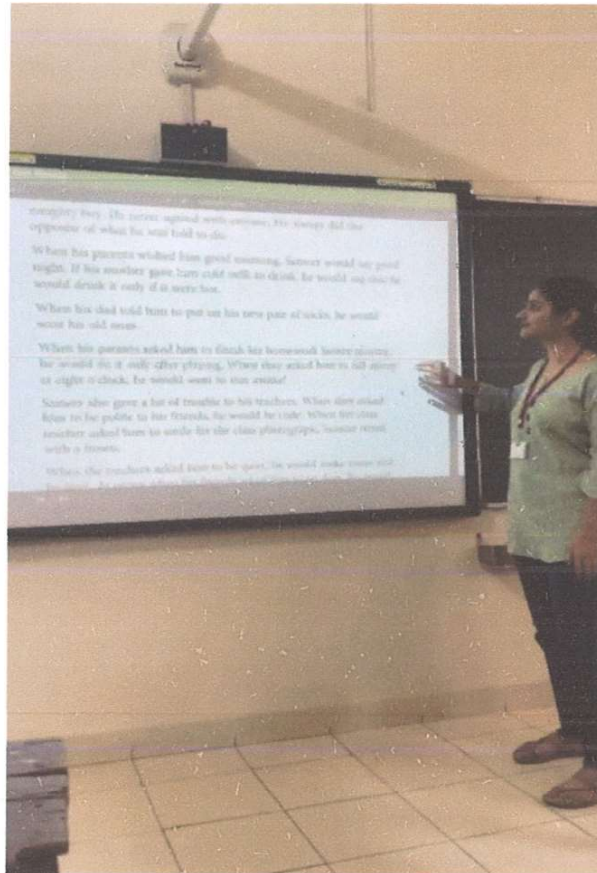
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SCHOOL OF EDUCATION

Digital lesson Plan Based on IEP (Individualized Educational Programme) Prepared by Student of B.Ed. Spl. Sem. II.
Name: Bintul Huda
Roll No. 2203012
Session: 2022 – 24.
Supervisor: Dr. Behzad Maqbool

IEP CASE STUDY- (specific learning disability)

Submitted by: Bintul Huda
Course: B.ED Special (Intellectual disability),Semester 2
Subject name: Teaching practice- Intellectual Disability

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Demographic data of the child

Goals selected:

- **Long term goal-** Writing expressive language

- **Short term goals-** 1) **Reading spellings of :** flower, playing, trunk, bridge, boating.

    - 2) **Writing spellings of:** flower, playing,trunk, bridge, boating.

Task analysis of short term goal 1.

Task analysis of short term goal 2.

Evaluation of short term goal 1. and 2.

Digital Lesson Plan Based on Individualized Educational Programme prepared b Student-Teacher of B.Ed. special Bintul Huda Roll No. 2203012 Semester-II, Session (2022-24)
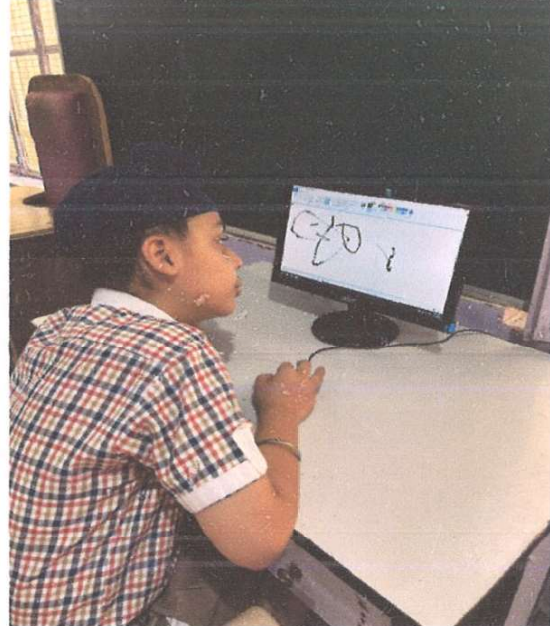
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Digital Lesson Plan Prepared by Anandita Thakur, Roll No. 2102004, Student of B.Ed. Sem. III through Constructivist Approach.

English Lesson Plan on Constructivist Approach

Name: Anandita Thakur
Roll No.: 2102004
Session: 2021-2023   B.Ed. Semester-IV
Subject: English
Aspect: Linguistics
Class: IX
Topic: Phonological structures
Sub-topic: Vowels and Consonants, Mechanism of Speech
Time: 55-60 minutes
(Spread over two lectures)

Learning Points:

1. Articulation of English Phonemes (44 Sounds)
2. Phonological Structures – Vowels and Consonants
3. Mechanism of Speech
4. Classification of Sounds – Vowels and Consonants

Learning Strategies:

Group discussion, video clippings, Phonemes Chart, Pictures of articulators

Assessment: Evaluation on the basis of learning activities

Objectives of the lesson:

Content Objectives: Each student will be able to:

- Know about English Phonemes / Sounds.
- Know about Phonological Structures- Vowels & Consonants.
- Develop knowledge about Mechanism of speech.
- Know about the classification of sounds – vowels and consonants.

Process Objectives:

- The students shall be encouraged to pronounce the English Speech sounds correctly.
- The students would be able to articulate the sounds accurately by using proper organs of speech.

PRESENTATION

Steps	Pupil teacher Activity	Students Activity
Engage	Pupil teacher will engage the learners by initiating the following activities. • Learners will be divided into groups (each group comprising of not more than five students). Each group will be given two - three enlarged pictures of phoneme chart. • Pupil teacher will also show a video consisting the pronunciation of the English Phonemes/ Sounds. Pupil teacher will say watch the video carefully and focus on the pronunciation of English phonemes. Pupil teacher will ask the following questions and encourage group interaction before accepting the answers. Qno.1-What do you observe in the video? Qno.2-What is a phoneme? Qno.3-How many phonemes are there in English language? Qno.4-How many vowel sounds are there? Qno.5-How many consonant sounds are there? Qno.6-What is the Pronunciation of 'I'? Pupil teacher will say that today we are going to study about English phonemes- Vowels and Consonants which would help us to know about the way of pronunciation, articulation, the mechanism of speech and about the speech organs which are involved in production of speech sounds. (A	Students will explore the pronunciation of English Phonemes through Phoneme chart & videos Students will try to answer

	phoneme chart will be provided to each group). Students will be asked to identify the vowel and consonant sounds they come across in the given phoneme chart. Pupil teacher will further ask the students to put their hands on their throat and feel the vibration and the position of air (whether it comes out or blocked) while producing the different sounds. Students will be asked to make a list of sounds where there is vibration or no vibration.	Students will mark the vowel and consonant sounds in the given phoneme chart. Students will try to feel the vibration on their throat and the position of air and will make a list of sounds where there is vibration or no vibration.
Explore	Pupil teacher will facilitate the students to explore the concept of vowel and consonant sounds (the sounds where they breath out and feel vibration and where the air is obstructed or blocked in articulation) by asking them to discuss in their groups.(answer sharing). (the students will know about the voiced and voiceless sounds). Pupil teacher will ask the following questions: Qno.1- Do you feel vibration in production of all the sounds? Qno.2- How do you feel when you produce the vowel sounds? Qno.3- How do you feel in production of consonant sounds? Qno.4- What are the voiced sounds? Qno.5- What are the voiceless sounds Qno.6- What is the position of air when we produce 'L'sound?	Students will discuss in groups and answer.
Explain	Pupil teacher will explain that when we feel vibration on our throat and the air comes out freely in the production	Students will note down the information given by the teacher.

of a sound, it is voiced sound. All the vowels are voiced sounds. If the air does not flow out freely and the obstruction is caused in production of a sound , it is voiceless sound.

Consonants are produced by a closure or narrowing of the air passage so that the air stream is blocked completely in the mouth or the air comes out with audible friction.

Pupil teacher will explain about the mechanism of speech and tell that on the basis of articulation the vowel and consonant sounds are classified into different categories.

Vowels are classified into two categories- Monophthongs and Diphthongs.

Pupil teacher will further explain Monophthongs and Diphthongs by giving examples of words like- Captain, Painting, Training, etc.

Pupil teacher will explain that Consonants are also classified on the basis of the place of articulation. The various categories of consonants are- Velar, Glottal, Fricative, Lateral, Plosives, Nasal, Bilabial, Dental, Labio- dental, Alveolar, Post-alveolar, Palatal- alveolar by giving the examples of different speech sounds

Pupil teacher will ask the students to make a list of ten words each consisting Monophthongs and Diphthongs.

Students will make a list of ten words each consisting Monopthongs and Diphthongs.

In order to connect their personal experiences about speech organs, pupil teacher will ask the students to identify their own organs that are involved in production of speech sounds.

Students will identify their own speech organs.

Elaborate	To help the students further elaborate their learning pupil teacher will show pictures of articulators/ various speech organs and explain about the various organs that are involved in the production of speech. They are divided in three groups: 1. Initiators(Respiratory system): Lungs, Wind pipe, Trachea, Bronchial tube. 2. Phonators: (Phonatory system): Larynx , Vocal Cord. 3. Articulators(Articulatory system): Nose, Mouth, Tongue, Teeth, Palate, Uvula, Lips Pupil teacher will give an exercise/chart to each group consisting different categories of Consonants, on the basis of the place of articulation. Students will be asked to identify the consonant sounds according to the place of articulation and complete the exercises given.	Students will try to complete the exercises.
Evaluate	In order to evaluate the effectiveness of learning, Some questions will be asked orally which would be corrected for any mistake by the pupil teacher and later to be written in the notebook. Qno.1- What are the voiced sounds? Qno.2- What are Monophthongs? Qno.3- What are Diphthongs? Qno.4-Which organs are involved in articulation of Plosives? Qno.5- What are Nasal sounds? Qno.6- What is a Lateral? Qno.7- What is Glottal? Qno.8- Speech Organs are divided into how many groups? Name them. Students will be asked to draw the picture of Organs of speech and write about the functions and role of different organs in production of speech sounds as home assignment.	Students will try to answer the questions orally and later write in their notebooks. Students will do the home assignment.

Student/Teacher of B.Ed. Semester-III Session-(2022-24) Anandita Thakur Delivering Digital Lesson Plan through Constructive Approach

SCHOOL OF EDUCATION

Construction of online/offline Assessment Tool (Questionnaire for students) by the Student-Teacher of M.Ed. Spl. Semester-II
Name: Neha Thapa
Class: M.Ed. Special Education
Roll No. 2206006
Supervisor: Dr. Behzad Maqbool

SCHOOL OF EDUCATION

Construction of Online/Offline Assessment Tool by the Student-teachers

Tool :(Questionnaire for students)

Name: ...... _Neha Thapa_ ...... Name of College: ...... _MIER College of Edu._
...... _Bache Road, Jammu_ ......
Course enrolled in: ...... _M.Ed Spl. (L.D)_ Semester: ...... _III_ ......
Name of the school: ...... _Model Academy_ Medium of instruction in school: ...... _English_
Class: ...... _Primary (1)_ ......
Note:

I. Please answer the questions honestly keeping in mind your current situation.

II. There are fifteen (20) statements having three/four options. Select only one best applicable to you.

III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. Language you use while communicating with your friends /classmates
a) Mother tongue b) English

2. Language you use while communicating with your teachers
a) Mother tongue b) English

3. Do you know what soft skills are?
a) Yes b) No

4. Do you think soft skills are beneficial for you?
a) Yes b) No

5. How do you think soft skills can be helpful to you?(Please number them in the order of preference)
a) It develops confidence
b) It improves Performance
c) It improves interpersonal skills
d) It develops Leadership skills

6. Have you received any soft skills training?
a) Yes b) No

7. Are you aware of aspects covered under soft skills?
a) Yes b) No
8. Mentioned below are the soft skills. Number them in the order of preference.
a) Communication skills
NA b) Body Language
c) Positive Thinking
d) Presentation skills

9) Do you think communicating (conversing) in English is helpful for you to achieve success ?
a) Yes b) No

10) Are you comfortable in conversing with others in English?
a) Yes b) No

11) Which skill do you think is more important for success?
a) Oral skill
b) Written skill

12) Which of the following oral skills do you think are important for a person?
a) Conversation skills
b) Presentation skills
c) Group discussion
d) Telephonic conversation

13) Conversation skills help you in :
a) Personal life b) Professional
Life

14) Do you agree that Non-verbal communication is important ?
a) Yes b) No

15) Do you think proper Body Language helps you to create a good impression on others?
a) Yes b) No

16) Which Non-verbal skill is most important in our day today personal/professional
communication?
a) Body language
b) Charts
c) Dress
d) Color

17) Which of the following aspects are included in body language?
a) Gestures
b) Posture
c) Expression in eyes
d) Grooming

18) Do you think a person can improve his/her oral communication skills and body language by proper training?
a) Yes b) No

19) Do you think there is a need to increase the awareness about importance of these skills?
a) Yes b) No

20) Would you like to attend Soft skills training, if such an opportunity is provided to you?
a) Yes b) No

21) Suggestions if any....
....
...........................No...
....
Name: ---
Signature: ---
Place: ---

Verbal communication
Note:
I. Please answer the questions honestly keeping in mind your current situation.
II. There are fifteen (15) statements having three/four options. Select only one best applicable to you.
III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. I have to translate my ideas in English as my thought process is in my mother tongue.
a) Always b) Frequently c) Sometimes d) Never

2. I have difficulty putting my thoughts into words while speaking in English.
a) Always b) Frequently c) Sometimes d) Never

3. I speak fluently in English.
a) Always b) Frequently c) Sometimes d) Never

4. I vary the tone, volume and pitch of my voice appropriately during conversation.
a) Always b) Frequently c) Sometimes d) Never

5. People understand what I say.

a) Always b) Frequently c) Sometimes d) Never

6. My accent and intonation in English is correct.
a) Always b) Frequently c) Sometimes d) Never

7. I am comfortable in conversing with varied kind of people.
a) Always b) Frequently c) Sometimes d) Never

8. My sentence construction in English is influenced by my mother tongue.
a) Always b) Frequently c) Sometimes d) Never

9. I speak at an average rate i.e. neither too slow nor too fast.
a) Always b) Frequently c) Sometimes d) Never

10. While speaking I give a lot of audible pauses.
a) Always b) Frequently c) Sometimes d) Never

11. While speaking in English I mix the words of other languages.
a) Always b) Frequently c) Sometimes d) Never

12. I am particular about speaking grammatically correct English.
a) Always b) Frequently c) Sometimes d) Never

13. I have to repeat my sentence as people don't understand what I want to say.
a) Always b) Frequently c) Sometimes d) Never

14. I feel more comfortable to speak in my mother tongue as compared to that in English.
a) Always b) Frequently c) Sometimes d) Never

15. I think I need to work on my vocabulary in English.
a) To great extent b) to some extent c) not at all

Non –Verbal Communication
Note:
I. Please answer the questions honestly keeping in mind your current situation.
II. There are fifteen (15) statements having three/four options. Select only one best applicable to you.
III. There is no right or wrong answer. So, please answer them carefully and honestly.

1. When communicating with other, I pay attention to Non-verbal signals – body language, facial expressions and gesture
a) Always b) Frequently c) Sometimes d) never

2. I make eye contact with others while talking to others.
a) Always b) Frequently c) Sometimes d) never

3. While conversing I hold my head still.
a) Always b) Frequently c) Sometimes d) never

4. When standing before people to speak I shake with nervousness.
a) Always b) Frequently c) Sometimes d) never

5. While speaking I make involuntary movements like tapping feet, touching hair/nose.
a) Always b) Frequently c) Sometimes d) never

6. While speaking my face is usually blank.
a) Always b) Frequently c) Sometimes d) never

7. I use gestures to emphasize what I am saying.
a) Always b) Frequently c) Sometimes d) never

8. I maintain eye contact with the listener/s.
a) Always b) Frequently c) Sometimes d) never

9. I am careful about my postures while in formal conversation.
a) Always b) Frequently c) Sometimes d) never

10. I use a lot of hand gestures while talking to others.
a) Always b) Frequently c) Sometimes d) never

11. When talking to people I pay attention to their body language.
a) Always b) Frequently c) Sometimes d) never

12. My verbal and non-verbal messages complement each other.
a) Always b) Frequently c) Sometimes d) never

13. I prefer to maintain sufficient physical space with people in formal situation.
a) Always b) Frequently c) Sometimes d) never

14. I shift weight from one leg to another while talking.
a) Always b) Frequently c) Sometimes d) never

15. I clench my hands when talking to others.
a) Always b) Frequently c) Sometimes d) never

COMPUTER SELF EFFICACY SCALE

This computer self efficacy scale contains 36 statements concerning about your knowledge and application of computer. Read each statement carefully and decide your answer on your own characteristics on given five point response alternatives viz. 'strongly agree (5)', 'agree(4) , 'undecided(3)', 'disagree(2)' and 'strongly disagree(1)'.
please do answer to all the 36 statements.
Be rest assured, your answers will be kept confidential.
Google form created by: Dhawani Sharma (M.Ed. Student) (MIER College of Education)

cr.jangra@miercollege.in Switch accounts

* Indicates required question

*

NAME:

Your answer

GENDER: *

Your answer

Academic Qualification: *

Your answer

Professional Qualification: *

Your answer

Type of Institution: *

○ Government

○ Private

○ Aided

Residential Area *

○ Urban

○ Rural

Name of the school *

Your answer

1. I can locate any file/folder saved in my computer. *

	1	2	3	4	5
	○	○	○	○	○

2. I am able to apply animation effects to power point slides. *

	1	2	3	4	5
	○	○	○	○	○

3. I am able to move data from computer hard disk to different external drives *
including CD/DVD and USB devices.

1	2	3	4	5
○	○	○	○	○

4. I can add data and time to ms-powerpoint slides. *

1	2	3	4	5
○	○	○	○	○

5. I can insert bullets and numbering to a Ms-word document. *

1	2	3	4	5
○	○	○	○	○

6. I am able to install and update antivirus software on my computer. *

1	2	3	4	5
○	○	○	○	○

7. I am able to attach video and audio files with e-mails. *

1	2	3	4	5
○	○	○	○	○

8. I can chat on internet using messaging tools/softwares like yahoo, skype etc. *

	1	2	3	4	5
	○	○	○	○	○

9. I am able to apply spelling and grammar check in Ms-Word Document. *

	1	2	3	4	5
	○	○	○	○	○

10. I am able to apply borders and shadings in Ms-Word document. *

	1	2	3	4	5
	○	○	○	○	○

11. I can add charts/diagrams in Ms-Powerpoint presentation. *

	1	2	3	4	5
	○	○	○	○	○

12. I am able to insert or remove page numbers in Ms-Word document. *

	1	2	3	4	5
	○	○	○	○	○

13. I can carry out calculations in Ms-Excel spreadsheet. *

1	2	3	4	5
○	○	○	○	○

14. I can change the cell or column width in Ms-Excel spreadsheet. *

1	2	3	4	5
○	○	○	○	○

15. I can create a chart or graph in Ms-Excel spreadsheet. *

1	2	3	4	5
○	○	○	○	○

16. I am able to download and save web pages from internet. *

1	2	3	4	5
○	○	○	○	○

17. I am able to restore files and folders that have been moved to the recycle bin. *

1	2	3	4	5
○	○	○	○	○

18. I can change wall paper and screen saver on my computer. *

1	2	3	4	5
○	○	○	○	○

19. I can create an e-mail account. *

1	2	3	4	5
○	○	○	○	○

20. I can locate and modify a particular word or phrase in Ms-Word document. *

1	2	3	4	5
○	○	○	○	○

21. I can set date and time on the computer. *

1	2	3	4	5
○	○	○	○	○

22. I am able to format a paragraph in Ms-word document as per the requirements. *

1	2	3	4	5
○	○	○	○	○

23. I am able to use the antivirus for scanning the computer to prevent it from *
threats.

	1	2	3	4	5
	○	○	○	○	○

24. I am able to copy and save images by using scanner. *

	1	2	3	4	5
	○	○	○	○	○

25. I am able to insert/delete rows and columns in Ms-Excel spreadsheet. *

	1	2	3	4	5
	○	○	○	○	○

26. I can add sounds and videos to Ms-Powerpoint slides. *

	1	2	3	4	5
	○	○	○	○	○

27. I am able to install any software Programme on my computer. *

	1	2	3	4	5
	○	○	○	○	○

28. I can connect different parts of computer like mouse, keyboard, CPU, UPS, Speakers etc so as to make it work. *

1	2	3	4	5
O	O	O	O	O

29. I can communicate online with other individual through video conferencing. *

1	2	3	4	5
O	O	O	O	O

30. I can change the chart type of an existing chart in Ms-Excel spreadsheet. *

1	2	3	4	5
O	O	O	O	O

31. I can download different games from internet. *

1	2	3	4	5
O	O	O	O	O

32. I can prepare a banner or a poster by using word art option. *

1	2	3	4	5
O	O	O	O	O

33. I am able to protect the word document from formatting and editing. *

1	2	3	4	5
○	○	○	○	○

34. I can change boarders along with gridlines of an existing table in Ms-word document. *

1	2	3	4	5
○	○	○	○	○

35. I am able to show the entire page or multiple pages of Ms-word document at the same time on screen. *

1	2	3	4	5
○	○	○	○	○

36. I can create shortcuts of programmes and data files/folders. *

1	2	3	4	5
○	○	○	○	○

Submit

Clear form

MIER College of Education (Autonomous)
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SCHOOL OF EDUCATION

Preparation of Teacher Made Test

Prepared by:
Name: Neha Thapa
Class: M.Ed. Special Education
Roll No.   2206006
Supervisor: Dr. Behzad Maqbool

MODEL ACADEMY SCHOOL
2022-2023

PERIODIC TEST 2

SESSION:2023-2024

CLASS: V   **SUB: EVS**
TIME: 1 1/2 hrs.   MM: 30

NAME OF STUDENT: _____
ROLL NO. :_____
CLASS &SECTION:_____
DATE: __
SIGNATURE OF INVIGILATOR: _____
SIGNATURE OF EXAMINER:_____

Competencies	Observation and Reporting	Identification Classification	Discovering Facts	Total
Value Points	10	10	10	30
Value points Obtained				

Observation and reporting

Q1. Observe the pictures and write the names of given pictures.

(4X1Marks)

1. _____
2. _____
3. _____
4. _____

Q2. Name any two natural calamities?   (3X2 Marks)

1._____

2. _____

Q3. Name any two vehicles that use petrol ?

1._____

2._____

Q4. Name any two things that are used to construct a building ?

1._____

2._____

Identification and Classification

Q1. Write true or false for the following:-   (2X 1) Marks

1) Gandhi ji said that every person should do every kind of work. [_____]

2) Team spirit is not needed to play games like cricket and basketball . [__]

Q2. What kind of jobs people don't want to do. Why?
(2) Ans.

Q3. We blow to cool hot things as well as to warm them. Give examples ?(2)

Ans._____

Q4. Write are the similarities and differences between the changpa tribe and bakarwals?

(4)

Ans. _____

III. Discovering Facts

Q1. Fill in the blanks: (2X1 Marks)

1)_____is the main occupation in villages.
2)Indian constitution was prepared under the leadership of _____.

Q2. Write names of any four people who can help in natural calamities and how?(2)

Ans_____.

Q3. What should we do in case of an earthquake ?(2)

Ans. _____

Q4. Write some ways to save oil ?   (4)
Ans. _____

11

Checklist For Assessing Functional Maths (Adaptive Skills)

Functional maths (Addition and Subtraction count upto 20).

Name of the subject :........ *Basic Arithmetics (Maths)*

Age: .... *10 yrs* Dated...... *10 - 04 - 2023*

Q1. Tick mark (✓) on the correct name of the symbol given below.

(a) **+** (plus ✓, minus)

(b) **-** (plus, minus ✓)

(c) **=** (plus, equal ✓ to)

Q2. Answer the following questions using tick ( ) on correct answer.

1. Plus (+) symbol is used for..... (addition ✓, subtraction)

2. Minus (-) symbol is used for... (addition, subtraction ✓)

3. is equal (=) to symbol is used for... (equal to ✓, not equal to)

Q3. Pictoral addition:

$$\text{(image)} + \text{(image)} = \boxed{12}$$
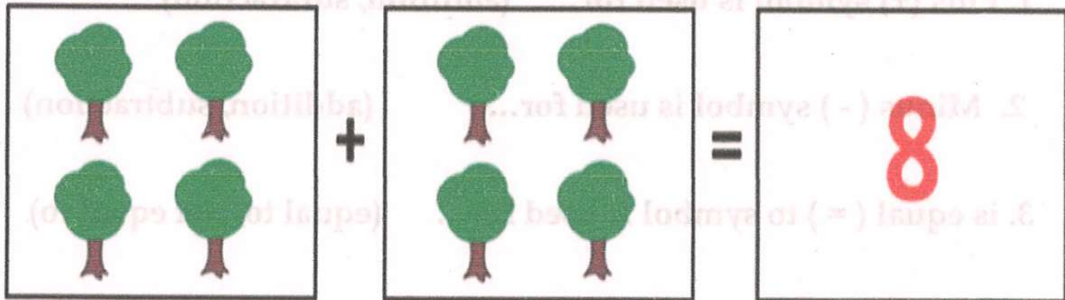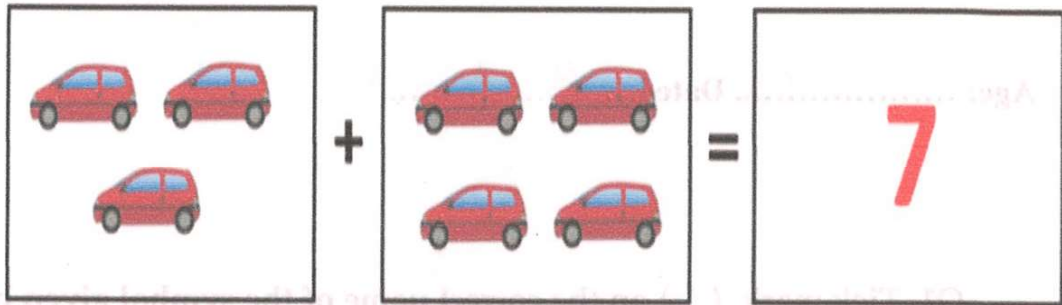
$$\text{(image)} + \text{(image)} = \boxed{9}$$

$$1 + 1 = \boxed{2}$$
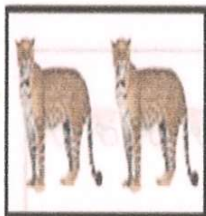
$$1 + 2 = \boxed{3}$$

1 + 4 = 5

3 + 2 = 5
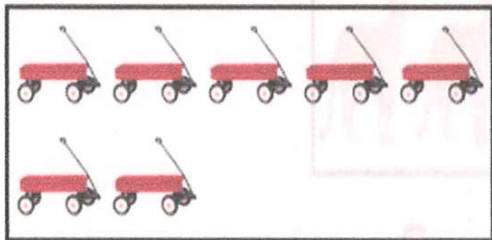
7 + 1 = 8
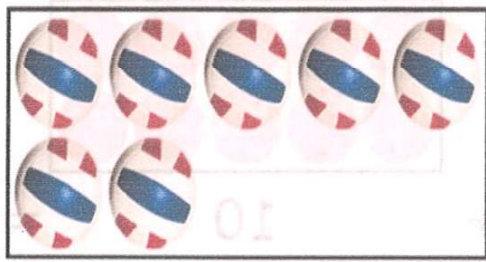
7 + 2 = 9
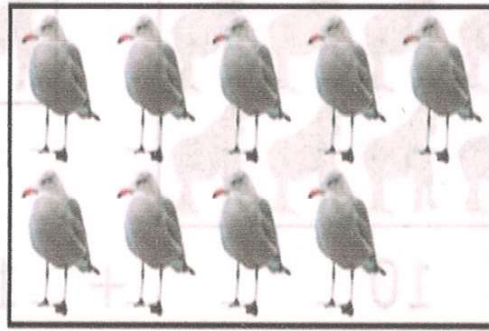
1 + 9 = 10

1 + 6 = 7

4 + 10 = 14

10 + 1 = 11

10 + 7 = 15
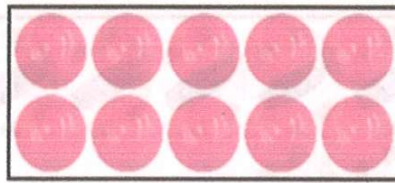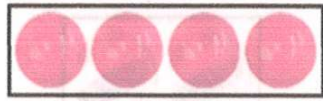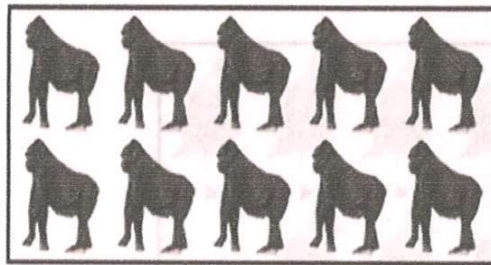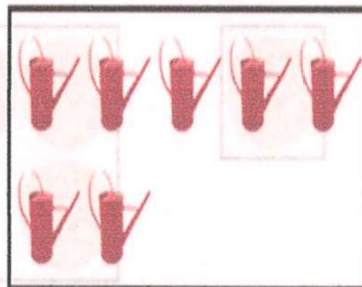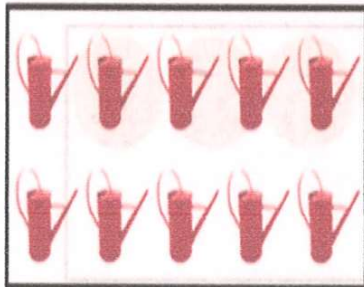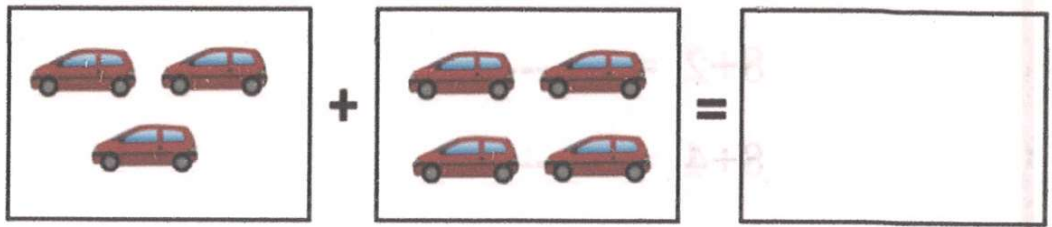
Q4 Compleate the following:

1+2=<u>3</u>

1+5=<u>6</u>

2+3 = ----------

3+4 = ----------

4+4 = ----------

5+5 = ----------

6+6 = ----------

7+3 = ----------

7+4 = ----------

$8+2 = \text{-------}$

$8+4 = \text{-------}$

$8+5 = \text{-------}$

$9+5 = \text{-------}$

$9+7 = \text{-------}$

$10+10 = \text{-------}$

Q5. Solve The Following

1 + 2	2 + 2	4 + 3	3 + 2	5 + 2	6 + 4
3	**4**	**7**			
5 + 5	7 + 5	5 + 8	8 + 4	9 + 3	10 + 4
					14
10 + 5	11 + 3	12 + 4	12 + 5	13 + 6	14 + 3
17 + 2	17 + 3	15 + 5	14 + 6	13 + 7	9 + 8

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SCHOOL OF EDUCATION

Achievement Test Developed by Student of M.Ed. Semester-III

Name: Shivali Sharma

Roll No. 2101015

Supervisor: Dr. Mool Raj

MIER COLLEGE OF EDUCATION (Autonomous)

College with Potential for Excellence Status by the UGC
Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu
Accredited by the NAAC with 'A+' Grade

P.G. DEPARTMENT OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-307

(EDUCATIONAL TESTING AND EVALUATION)

NAME: Shivali Sharma

ROLL NO: 2101015

SEMESTER: IIIrd

SESSION: 2021-2023

TEACHER IN-CHARGE: Dr. Mool Raj

9. Kharif crop is sown in
   a. ☑ June-July
   b. ☐ October-November
   c. ☐ September-October
   d. ☐ February-March
10. Murrah and Jaffarabadi are well known breeds of
   a. ☐ Goats
   b. ☑ Buffaloes
   c. ☐ Horse
   d. ☐ Deer
11. Zaffron or Saffron is grown in
   a. ☐ Pampore
   b. ☐ Bandipore
   c. ☑ Gulmarg
   d. ☐ Kathua
12. Rabi crops are harvested during the months of
   a. ☐ June-July
   b. ☐ May-June
   c. ☑ October-November
   d. ☑ March-April
13. _____ is a machine which is used for harvesting.
   a. ☐ Bamboo table
   b. ☐ Wood
   c. ☑ Thresher
   d. ☐ Stones
14. Which method is used for harvesting?
   a. ☑ Sprinkling
   b. ☐ Drill
   c. ☐ Pulley
   d. ☐ Transplanting
15. Seed-drill is used for
   a. ☐ Harvesting
   b. ☐ Cleaning the seed
   c. ☑ Sowing
   d. ☐ Weeding
16. Which one of the following is a pesticide?
   a. ☐ 2,4-dichlorophenoxyacetic acid
   b. ☑ Malathion
   c. ☐ Metolachlor
   d. ☐ Chloroform
17. Compost is a
   a. ☑ manure
   b. ☐ fertiliser
   c. ☐ pesticide
   d. ☐ weedicide
18. The soil matter formed by decayed organic matter is called
   a. ☐ Pesticide
   b. ☑ Humus
   c. ☐ Biocide
   d. ☐ Fertiliser
19. Supply of water to crops at appropriate intervals is called
   a. ☐ Cultivation
   b. ☑ Irrigation
   c. ☐ Harvesting
   d. ☐ Sowing
20. Maize grow well during
   a. ☐ June
   b. ☐ September
   c. ☑ January
   d. ☐ April
21. The agricultural instrument used for removal of weed is
   a. ☑ Sickle
   b. ☐ Khurpi
   c. ☐ Seed-Drill
   d. ☐ Plough

Achievement Test

Topic: Food Production and Management

This test has been prepared by Shivali Sharma, a student of Semester - III as a part of M.Ed. programme. This test has 30 questions; a student has to select one answer from the four options from each question.

Name: _Dhruv Gupta_   Roll No: _10_

Subject: Science   Class: 8th

Max. Marks: 30   Max. Time: 30 minutes

Instructions: Read each statement carefully and mark the tick before the right option in the given checkbox.

1. The process of turning and loosening the soil is called
   a. ☑ Ploughing
   b. ☐ Weeding
   c. ☐ Sprinkling
   d. ☐ Seed-drilling

2. An egg-laying bird is called
   a. ☑ frog
   b. ☐ broody-hen
   c. ☐ the queen bee
   d. ☐ duck

3. All domesticated and useful animals constitute
   a. ☑ Livestock
   b. ☐ Tilling
   c. ☐ Sowing
   d. ☐ Harvesting

4. Cluster beans and horse gram are the two _____ crops.
   a. ☑ leguminous
   b. ☐ non-leguminous
   c. ☐ cash
   d. ☐ mixed

5. What is the top part of the drill called?
   a. ☐ Seed-bowl
   b. ☑ Seed-drill
   c. ☐ Straw
   d. ☐ Wood chips

6. Which is the common food of poultry chicken?
   a. ☑ Grains
   b. ☐ Milk
   c. ☐ Bread
   d. ☐ Weeds

7. Which material is used to cover the floor of a hen-house?
   a. ☑ Straw
   c. ☐ Even sand
   b. ☐ Wood-pallets
   d. ☐ Wood-shavings

8. Pashmina Goat is found in
   a. ☑ Ladakh
   b. ☐ Kathua
   c. ☐ Udhampur
   d. ☐ Katra

20
30

22. Transplantation of seedling is done in
    a. ☐coffee
    b. ☐cocoa
    c. ☑rice
    d. ☐mango

23. The process of separation of grains from the chaff after harvesting is known as
    a. ☑Tilling
    b. ☐Spraying
    c. ☐Threshing
    d. ☐Weeding

24. Which instrument is used for spraying weedicides?
    a. ☑Sprayer
    b. ☐Cultivator
    c. ☐Plough
    d. ☐Combiner

25. 2-4D is a
    a. ☐Pesticide
    b. ☐Insecticide
    c. ☐Fungicide
    d. ☑Weedicide

26. Rhizobium bacteria in the root nodules of leguminous plants help in living in fixing
    a. ☐Sulphur
    b. ☐Oxygen
    c. ☑Nitrogen
    d. ☐Hydrogen

27. _____ is a method in which farmers cultivate different types of crops in a piece of land, season after season.
    a. ☐Irrigation
    b. ☑Monoculture
    c. ☐Crop-rotation
    d. ☐Shifting cultivation

28. Which type of irrigation is similiar to rainfall?
    a. ☐Moat
    b. ☑Sprinkler
    c. ☐Rahat
    d. ☐Drill

29. Which one of the following is used to preserve food grains at home ?
    a. ☐Tulsi
    b. ☐Spinach
    c. ☑Neem
    d. ☐Curry

30. Which one of the following is a Rabi crop?
    a. ☑Rice
    b. ☐Mustard
    c. ☐Soyabean
    d. ☐Maize

S.No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	TOTAL	Rank
3	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28	2
22	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28	2
23	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	28	2
2	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	27	4
28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	26	5.5
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	26	5.5
1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	24	10
4	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	24	10
5	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	24	10
11	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	24	10
24	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	24	10
27	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	24	10
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	24	10
9	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	23	15.5
12	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	23	15.5
20	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	23	15.5
25	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	23	15.5
10	1	0	0	1	0	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	22	19
15	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	22	19
16	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	22	19
8	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	0	21	22.5
13	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	1	1	0	1	0	21	22.5
	1	0	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	21	22.5
19	1	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	21	22.5
6	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	0	20	26.5
7	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	0	1	1	0	20	26.5
14	0	1	1	1	0	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	20	26.5
26	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	20	26.5
21	1	0	1	1	0	0	0	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	0	18	29
17	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	0	16	30
ID	0.93	0.73	1	0.77	0.63	0.83	0.6	0.97	0.87	0.63	0.37	0.63	1	0.47	0.83	0.77	0.9	0.87	1	0.67	0.27	0.83	0.87	1	0.6	0.97	0.83	0.87	0.8	0.4		
DV	1	1	1	0.65	0.88	0.82	0.76	1	0.88	0.59	0.65	0.88	1	0.58	0.94	0.88	0.94	0.88	1	0.71	0.24	0.88	0.94	1	0.58	1	0.94	0.88	0.76	0.58		

INTERPRETATION

$P27 = P/100(n+1)$
   $= 27/100(30+1)$
   $= 27/100(31)$
   $= 0.27(31)$
 $P27 = 8.37$

$P73 = P/100(n+1)$
   $= 73/100(30+1)$
   $= 0.73(31)$
$P73 = 22.63$

Highest Group Falling in P73	Lowest Group Falling in P27
3,22,23,2,28,29,1,4,5,11,24,27,30,9,12,20,25	0
Total= 17	0

D.V	Item No.	Item Evaluation
0.20-0.30	21	Most Difficult
0.30-0.40	0	Difficult
0.40-0.60	10,14,25,30	Moderate Difficult
0.60-0.70	4,11	Easy
0.70-0.80	1,2,3,5,6,7,8,9,12,13,15,16, 17,18,19,20,22,23,24,26,27,2 8, 29	Most Easy

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MY REFLECTION

At first, our class has been assigned for a sessional work i.e. making an achievement test. For that, I have consulted the 8th class Science book and I had taken the lesson 'Crop Production and Management'. Then I made the achievement test of 30 items and gave it to the 30 students to fill that test. For me, that was the most exciting as well as fascinating work because I have never done this before. Once the test was filled by the students, I learned how to do scoring and how to make an excel sheet of those scores. Then I also learned how to find the difficulty index of each item and how to analyze an item. After the difficulty index, I learned how to find the difficulty value of each item and then on the basis of D.V, I came to know which item is the most difficult, moderate difficult, easy and most easy. My experience regarding this work was very good. I enjoyed it a lot and the main thing is I learned a lot of new things which I never knew earlier. All these experiences that I gained will help in the future. Though it was new, it was great.

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Creation of Educational Blog by Student -Teacher
Sheetal Thapa of M.Ed. Semester-III

SCHOOL OF EDUCATION

Creation of Educational Blog by Student -Teacher Sheetal Thapa of M.Ed. Semester-III
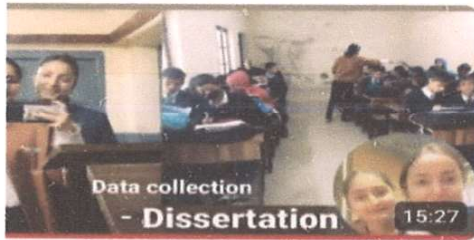
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I am Sheetal Thapa. This is my channel named as S kour Vlogs. I upload vlogging videos like travelling, awareness pr...   >

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Students of M.Ed. Semester-III exploring various Mobile Learning Apps under the supervision of Dr. Mool Raj Sharma

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Students of M.Ed. Semester-III exploring various Mobile Learning Apps under the supervision of Dr. Mool Raj Sharma

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Commonwealth Digital Education Leadership Training in Action (C-DELTA) Training for B.Ed. Students Semester-III under the supervision of Mrs. Rohini Sharma

Commonwealth Digital Education Leadership Training in Action (C-DELTA) Training for B.Ed. Students under the supervision of Mrs. Rohini Sharma

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Use of online resources (ELMS/MOODLE CLOUD.COM) by B.Ed. Student, Bhavya Gupta Roll No. 2202002, of Semester-III, Session, (2022-24)

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Bhavya Gupta Roll No. 2202002, of Semester-III, Session, (2022-24)

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H5P **Quiz on Principles and Limitations of Lesson Planning**

✓ Done

What is a potential limitation of over-reliance on a rigid lesson plan?

○ Lack of adaptability to students' needs

○ Enhanced creativity in teaching

○ Increased teacher stress

○ Improved student engagement

>

◎ ○ ○ ○ ●

‹ Previous activity   Next activity ›

Use of Google Classroom by B.Ed. Special Student, Azra Khatoon Roll No. 2203009, of Semester-III, Session, (2022-24)

Screenshot 1: Classwork for B.Ed. Spl. 2022-24, Sem. III Course code- 305

Item	Date
View your work	
3.1	Posted Mar 25
3.2	Posted Mar 25
Mid term quiz-305	Due Feb 12, 11:30 AM
Sessional	No due date
2.1 Experiencing, responding and appreci...	Posted Jan 21
2.1 Range of Art activities music, dance a...	Posted Jan 21
1.2 Art therapy	Posted Dec 19, 2023
1.1 (Artistic expression & linking art educa...	Posted Dec 19, 2023
Notes 1.1	Posted Dec 10, 2023

Screenshot 2: B.Ed. Spl Semester III Session 22-24, 304 Reading and Reflecting on Text

B.Ed. Spl Semester III Session 22-24
304 Reading and Reflecting on Text

Meet — Join

Upcoming
Woohoo, no work due soon!
View all

Announce something to your class

Arpana Koul posted a new material: Unit 3 Sub Unit 3.2 : Reference Material
Feb 26 (Edited Apr 11)

Arpana Koul posted a new assignment: MID TERM ONLINE QUIZ
Feb 9

Arpana Koul posted a new material: Unit 2 Sub Unit 2.2: Reference Material
Jan 9

Arpana Koul posted a new assignment: Sessional Work
Dec 21, 2023 (Edited Jan 15)

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MOOCS Course done by Student-Teacher Sonika
Devi of M.Ed. Semester-III Roll No. 2201002,
through SWAYAM Online Platform

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Last Name   Devi

UEN   2201002

Gender   ○ Male   ● Female

Date Of Birth   1995-11-15

2201002.sonika@miercollege.in

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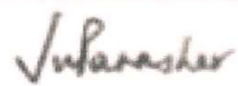🔔 ⌄   🌐 ▾
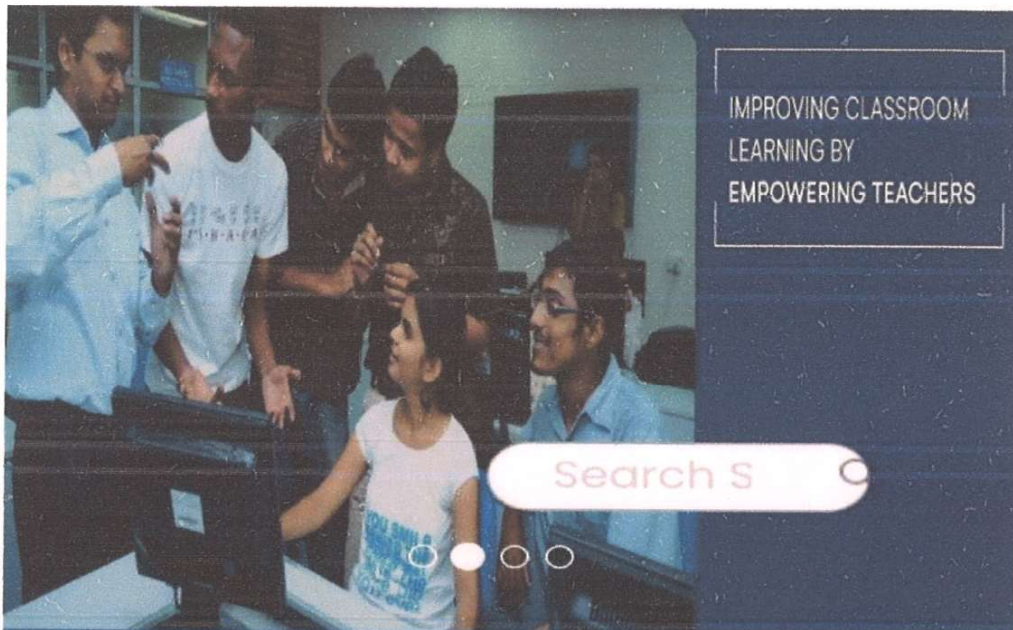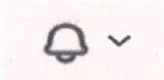
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Study Webs of Active–Learning for Young Aspiring Minds (SWAYAM) January 2023 Semester
Score Card for Final Proctored Exam

Roll Number :	JK02030186	**Application Number:**	2315100019244
Candidate's Name :	Sonika Devi	**Date of Birth :**	15-11-1995
Category :	General	**Nationality :**	Indian
Gender :	Female	**Person with Disability (PwD) :**	NO

SCORE DETAILS

Course Code	nou23-hs17		
Course Name	BEDS-001: Overview and Perspectives of Values		
Mode of Exam	CBT		
Date of Exam	20-10-2023		
Shift of Exam	Shift 1		
Maximum Marks	100		
Marks Obtained	82		
Marks Obtained (in words)	Eighty Two		
Date of Declaration of Result	26/11/2023		

SENIOR DIRECTOR - NTA

Note:

1. Particulars of the Candidate have been indicated as mentioned by her/him in the online application form , which are subject to verification later.

2. Candidate, if found submitting incorrect information or tampering with the Score Card, will be considered as using unfair means and their candidature will be cancelled.

3. Candidates must preserve this Score Card till the result process is complete.

4. Final scores & certificates will be given by respective National Coordinator.

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Roll No:JK02030186

This Certificate is awarded to

Sonika Devi

for successfully completing the 4 credit course

BEDS-001: Overview and Perspectives of Values

with a consolidated score of 79% marks

in the proctored examination held on 20.10.2023

offered by **Dr. Grace Don Nemching** of

Indira Gandhi National Open University, New Delhi

Prof. Uma Kanjilal
National Coordinator
Indira Gandhi National Open University, New Delhi

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V.B.Negi
Registrar, SED
Indira Gandhi National Open University, New Delhi

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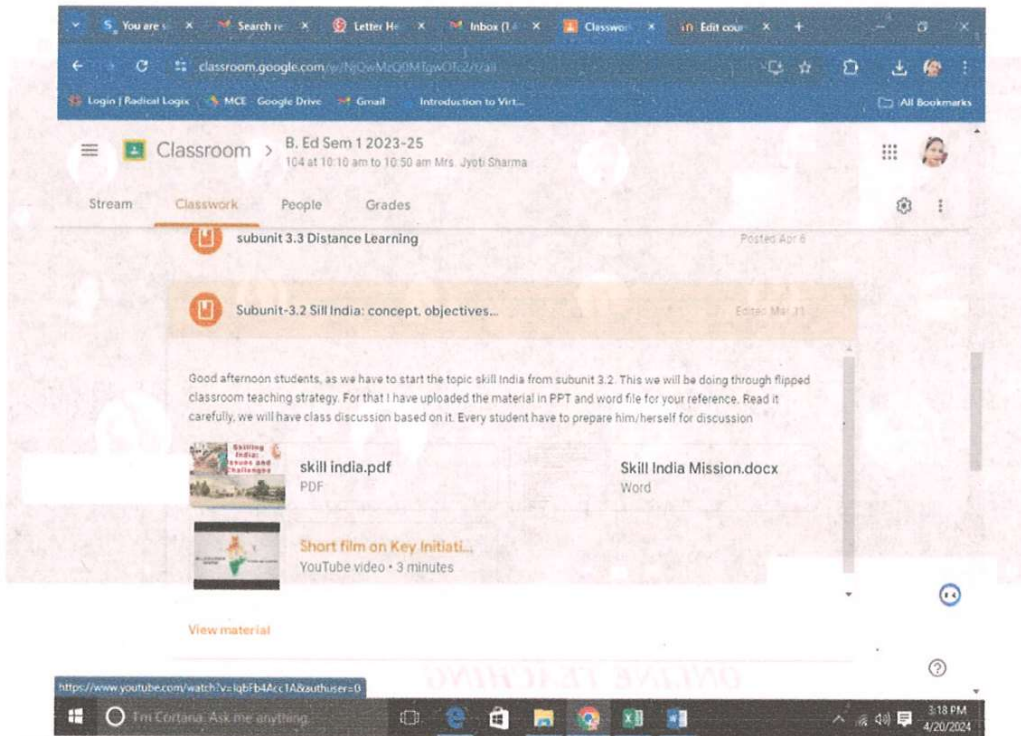Accredited by NAAC with 'A+' Grade

5. Evolving learning sequences (learning activities) for online as well as face to face situations
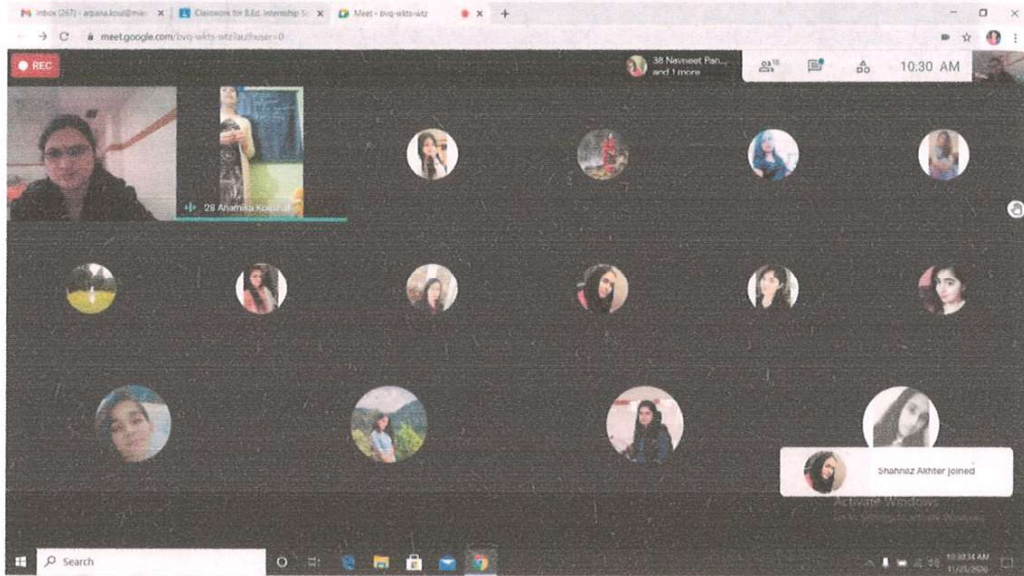

TEAM TEACHING

PANEL DISCUSSION

FLIPPED CLASSROOM

COOPERATIVE LEARNING

ONLINE TEACHING

LECTURE CUM DISCUSSION METHOD

ROLE PLAYING

GROUP DISCUSSION

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Edit mode 🔘

× ⋮

This topic includes meaning, features and procedure of continuous and comprehensive evaluation as continues and comprehensive evaluation is a very necessary part in the evaluation process because it covers scholastic and non-scholastic achievements of the students.

∨ Comprehensive and Cont...

Meaning features and proc...

Assignment 1

Discussion on best Procedu...

Meaning features and procedure ✎
Opened: Saturday, 16 March 2024, 12:00 AM

Completion ∨   ⋮

∨ **Evaluation Tools**

Evaluation tools

Which Evaluation Tool is m...

Assignment 2

Achievement and Diagnosti...

Remedial and enrichment ...

Quiz on Evaluation tools

Assignment 1 ✎
Opened: Friday, 22 March 2024, 12:00 AM

Completion ∨   ⋮

Q1. Explain the importance and procedure of continuous and comprehensive evaluation.

Instructions:

See the following 5 steps to submit your assignments

Step 1. Click Add submission button

Step 2: Type your assignment in the white editor board

Step 3: Click Save changes button

Step 4: Click Submit Assignment button

⊞ ○ I'm Cortana. Ask me anything.   🗔 💶 🏠 📁 🔴 ▣ ▥   ∧ 🔊 ⏪   1:20 PM 4/20/2024

BLENDED LEARNING

Students of M.Ed. Special Purti Sethi & Komal Devi Semester-III Session, (2022-24), Delivering Lesson through Power Point Presentation