

Oriental Education Society's

ORIENTAL COLLEGE OF EDUCATION

(Affiliated to University of Mumbai and NCTE code no. 123024)

Sector No.2, Plot No.3,4,5, Near Sanpada Railway Station, Sanpada (W),

Navi Mumbai - 400705. E-mail: clerk@oce.edu.in ,Website www.oce.edu.in Tel.No. 27752213.

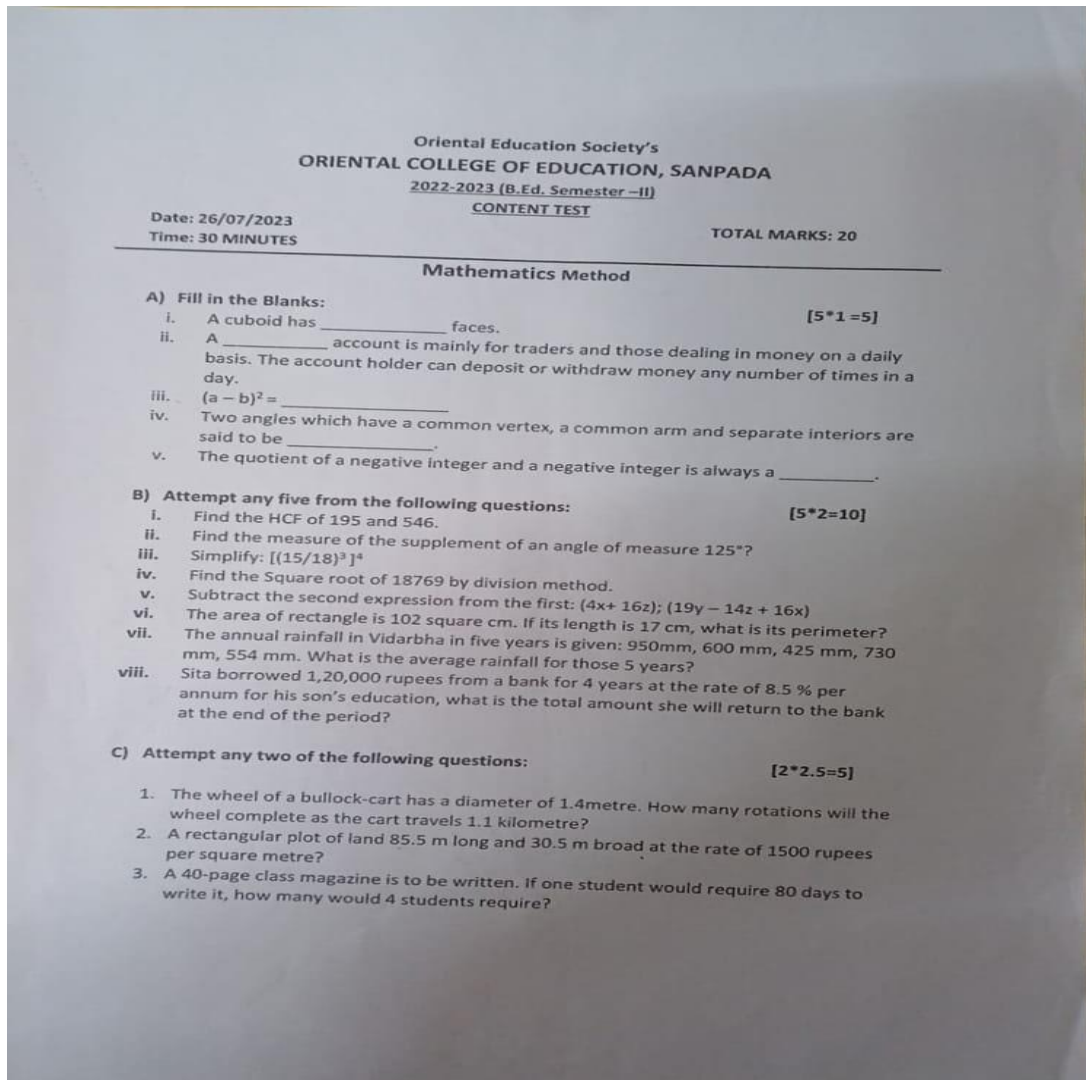
2.4.4 Index

Sr. No	Learning Engagement Provided to learners
1.	A. Teacher Made written test essentially based on subject content B. Students Test Design & Blueprints C. Evaluation Scheme
2.	Observation modes for individual and group activities
3.	Performance Test
4.	Oral Assessment
5.	Rating Scales

Teacher Made written test essentially based on subject content

2.4.4 Samples prepared by students for each indicated assessment tool

1. Teacher made written tests essentially based on subject content



Sample Content Test of Mathematics



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ORIENTAL COLLEGE OF EDUCATION

Plot No.3 / 4 / 5 /, Sector-2, Behind Sanpada Railway Station,
Sanpada (W), Navi Mumbai - 400 705

1st / 2nd Terminal Examination 200 - 200

Name: Jasmeen Roll No.: 47
Subject: EC-1 Paper: Maths Section: _____
No. of Supplement: _____ Date: 26/7/23 Supervisor's Sign: _____

Q. No.	1/6	2/7	3/8	4/9	5/10	Total	Signature
Marks							

A] Fill in the blanks

(i) G

(ii) Current account

(iii) $a^2 - 2ab + b^2$

(iv) adjacent angle

(v) positive

B]

$$3) \left[\left(\frac{15}{18} \right)^3 \right]^4 = \left(\frac{5}{6} \right)^{12}$$

$$\left[\left(\frac{15}{18} \right)^3 \right]^4$$

$$\left[\left(\frac{5}{6} \right)^3 \right]^4$$

$$\left(\frac{5}{6} \right)^{3 \times 4}$$

Answer Sheet of Mathematics Content Test

Answer Sheet of Mathematics Content Test

i) HCF of 195 and 546

$$\begin{array}{r}
 195 \overline{) 546} \quad (2) \\
 \underline{-390} \\
 156 \overline{) 195} \quad (1) \\
 \underline{-156} \\
 39 \overline{) 156} \quad (4) \\
 \underline{-136} \\
 20 \overline{) 39} \quad (1) \\
 \underline{-20} \\
 19 \overline{) 20} \quad (1) \\
 \underline{-19} \\
 01
 \end{array}$$



6) Area of rectangle = $\frac{1}{2} \times l \times b$

$$\begin{aligned}
 102 &= \frac{1}{2} \times 17 \times b \\
 102 \times 2 &= 17 \times b \\
 204 &= 17 \times b \\
 \therefore b &= \frac{204}{17}
 \end{aligned}$$

$$\begin{aligned}
 \frac{102}{17} \times 2 &= b \\
 b &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Perimeter} &= 2(l+b) \\
 &= 2(17+6) \\
 &= 2 \times 23 \\
 &= 46 \text{ sq. cm.}
 \end{aligned}$$

2

Answer Sheet of Mathematics Content Test

c)

2. Length - 85.5 m
breadth - 30.5 m

$$\begin{aligned}\text{Area of Rectangle} &= l \times b \\ &= 85.5 \times 30.5 \\ &= 2607.75 \text{ sqm}\end{aligned}$$

Total Amount of plot

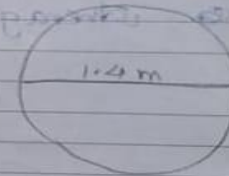
$$\begin{aligned}&= 1500 \times 2607.75 \\ &= ₹ 3,911,625\end{aligned}$$

85.5
× 30.5

2607.75

1) Circumference = $2\pi r$

$$\begin{aligned}&= 2 \times \frac{22}{7} \times 0.7 \\ &= 4.4 \text{ m}\end{aligned}$$



One rotation = 4.4 m wheel covers

Let assume x rotation, the wheel covers.

$$x \times 4.4 = 1100 \text{ m}$$

$$x = \frac{1100}{4.4}$$

$$x = 250 \text{ rotations.}$$

wheel rotate for 250 times to cover 1.1 km

Answer Sheet of Mathematics Content Test

8. $P = 1,20,000$
 $N = 4 \text{ yrs}$
 $R = 8.5\%$

$$S.I = \frac{PNR}{100 \times 100}$$

$$= \frac{1,20,000 \times 4 \times 8.5}{100}$$

(2)

$$S.I = 40800$$

$$\text{Total Amount} = \text{Principals} + S.I$$

$$= 1,20,000 + 40800$$

$$= 160800$$

$$\begin{array}{r} 1,200 \\ \times 8.5 \\ \hline 6000 \\ 96000 \\ \hline 102000 \end{array}$$

$$\begin{array}{r} 10200 \\ \times 4 \\ \hline 40800 \end{array}$$

$$\begin{array}{r} 1,20,000 \\ + 40,800 \\ \hline 1,60,800 \end{array}$$

7. Average rainfall = $950 \text{ mm} + 600 \text{ mm} + 425 \text{ mm} + 730 \text{ mm} + 554 \text{ mm}$

$$= \frac{3259}{5}$$

(2)

$$= 651.8 \text{ mm}$$

$$\begin{array}{r} 950 \\ 600 \\ 425 \\ 730 \\ 554 \\ \hline 3259 \\ \div 5 \\ \hline 651.8 \end{array}$$

Sample from History Test

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA
2021-2023 (B.Ed Semester-II)
CONTENT TEST

Date: 16/08/2022 TOTAL MARKS: 20
Time: 30 MINUTES

History Method

Q1. (a) Fill in the blanks **(4 Marks)**

1. Veda consisting of richas is called _____
2. The epic Ramayana was composed by rishi _____
3. The science of Indian medicine is called _____
4. At present, there are districts in Maharashtra _____

Q1. (b) Match the column: **(4 Marks)**

Group A		Group B	
A	Written Sources	1	Secretary of Panchayat
B	Gram Sevak	2	Lumbini
C	Gautama Buddha	3	Vedic Literature
D	Nalanda University	4	Gujrat
		5.	Bihar

Q2 . Answer the following in one sentence. **(4 Marks)**

1. What is History?
2. What patterns are seen on the Harappan pots?
3. Which are our basic needs?
4. What is meant by cooperation?



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CONTENT TEST

1st / 2nd Terminal Examination 200 - 200

Name: Aasiya Javed Khalife Roll No.: 33

Subject: EC 1 (History) Paper: _____ Section: _____

No. of Supplement: _____ Date: 16/08/2022 Supervisor's Sign.: [Signature]

Q. No.	1/6	2/7	3/8	4/9	5/10	Total	Signature
Marks	08	03	09			<u>18/20</u>	<u>[Signature]</u>

Q1 a) 08

a) Fill in the blanks.

01 ✓ 1] Rigveda

01 ✓ 2] Valmiki

01 ✓ 3] Ayurveda

01 ✓ 4] 36

Q1 b)

01 ✓ A] Written Sources = Vedic Literature

01 ✓ B] Gram Sevak = Secretary of Panchayat

01 ✓ C] Gautama Buddha = Lumbini

01 ✓ D] Nalanda University = Bihar

08

Q2

1) Ans History is the past events which has happened in the world.

2) Ans Harappan pots have drawing on it and the drawing gives kind of message in it. And even Harappan people use to bury a pot along with a dead one. Drawings of animals like ox, buffalows.

3) Ans Food, Clothing and Shelter are our basic needs.

4) Ans Cooperation means doing work together by unity and cooperating with each other.

Q3

1) Ans There are three different sources of history. They are :-

- ① Material source
- ② Written source
- ③ Oral source

- Material source are those which are present in the nature and gives information about the past like coins, temples, monuments, artifacts and many more.

- Written source are those which are present in nature in the written form.

$$Q3 = 6\frac{1}{2} + (6) = 12\frac{1}{2}$$

like newspaper, vedic literature. many books like biography, autobiography etc.

o/h ✓ Oral sources are in the form of dialogues, folk songs, folk dance, ovis etc.

- 4) Ans Problems faced by peoples in cities are :-
- Lack of proper space.
 - inadequate water supply
 - o/h ✓ - Pollution.
 - scarcity of sources.
 - too much population in slums.

5) Ans - Stone Age is the age of stone where people used to use stone as the source of living.

- like for food also they used to use stone and hunt for their food.
- o/h ✓ - Stone age people used to hunt and cultivate. males used to hunt and cultivate and females used to look after children and stay at home.

- 6) Ans. Housing system and town planning in the Harappa civilization.
- Harappan town planning was done very nicely. There were two parts the upper and lower town.
 - The upper town the houses were tall whereas the lower town the houses were small
 - There used to be a well at the

Centre.

- Proper drainage system was there.
- Baked bricks were used for making houses.
- There was also a great bath which was used occasionally.
- Flaxrapan towns were situated near the rivers.

06

- The river population in stone
 - source of water
 - location
 - lack of proper water supply
 - people used to live in the
 - stone and built for their food
 - stone age people used to hunt and
 - people used to hunt and cultivate
 - and farmer used to look after children
 - and stay at home
 - The planning system and town planning in
 - the Harappan civilization
 - Harappan town planning was very
 - well planned. The grid like
 - pattern and lower town
 - The upper town the house were tall
 - were the lower town the house were
 - small
 - There used to be a wall at the

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA

2021-2023 (B.Ed Semester-II)

CONTENT TEST

Date: 16/08/2022

TOTAL MARKS: 20

Time: 30 MINUTES

English Method

A. Read the passage below and answer the following questions (5)

Floods are caused by heavy rains. Rain water makes the level of the river, canals, and drains rise. They then enter the towns, fields and flood them. Floods cause great damage. Last year rains caused flood in Delhi. All the low-lying areas came under water. Many houses collapsed due to heavy rain. In some areas flood water drowned many houses. People had to escape to higher grounds for safety. Medical and food aid was provided in relief camps. Rescue workers also distributed food packets. They rescued many people. Doctors worked round the clock to prevent any outbreak or disease. Floods also caused huge financial loss too.

1. How are floods caused?
2. What is the effect of flood?
3. Where were the people forced to escape?
4. What was provided in relief camps?
5. How did the rescue workers help the flood victims?

B. Write a paragraph on any one of the following in 250 words- (5)

1. Failures are stepping stones of success.

Or

2. Bad Effects of Watching Television

C. Do as directed- (5)

1. Prices have been rising----- than the income. (fast/faster/more fast/fastest)
2. I haven't ridden a bike----- ages. (since/for/on/from)
3. It was his birthday ----- we decided to buy him a present. (because/ so/ although/ and)
4. Mrs. Rajan ----- her son from school at 4:30 every day. (picked/pick/picking/picks)
5. We should always carry ----- umbrella in rainy season. (a/an/the/no article)

D. Write a letter - (5)

- a) Write an application to the principal to arrange a school picnic.

Or

- b) Write a letter to your friend inviting him to your elder sister's marriage ceremony.



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Content Test.
1st / 2nd Terminal Examination 200 - 200

Name: Sabreen Yurufi Roll No.: 93

Subject: English (E1) Paper: 16th Aug Section: _____

No. of Supplement: _____ Date: 16th August 2022 Supervisor's Sign.: [Signature]

Q. No.	1/6	2/7	3/8	4/9	5/10	Total	Signature
Marks						<u>16/22</u>	<u>[Signature]</u> 16/8/22

(A)

Ans 1) Floods are caused due to heavy rains which makes the level of the river, canals and drains rise and then they enter the towns, fields which results in flooding.

Ans 2) Floods cause great damage. All the low-lying areas come under water resulting into collapsed and drowned houses. They also cause a huge financial loss too.

Ans 3) People were forced to escape to higher grounds for safety.

Ans 4) Medical and food aid was provided in relief camps.

Ans 5) Rescue workers helped the flood victims by rescuing many people and distributing food packets.

6) Paragraph:-

Televisions, a source of entertainment as we can see is soon becoming a curse as people are not using it the way they should. It is the source of fun and entertainment but people are not understanding that using or watching it after a certain limit of time has many disadvantages.

Today, children are becoming a target of TVs. Parents let their children watch TV and mobile phones as it attracts them instead of playing with them and giving them the attention they required. Parents are not setting a time limit and watch it any time of the day and keep on watching without giving a thought that they should indulge children in some other activities which is good for their physical and mental development.

Watching TV more than required brings strain to ^{your} eyes and it is really bad for your eyesight. Watching it a whole day makes your brains go numb. It makes you lazy and you don't feel like doing any other chore or activity. That's why some consider TV as an idiot box. People must use TV for a good cause like watching news and learning new things. People must set a time limit and hence this will overcome the bad effects of TV.

c)

Ans 1. faster ✓

Ans 2. since ✓

Ans 3. so ✓

Ans 4. picks ✓

Ans 5. an ✓ (5)

DJQ

Unique world CHS,
Sector: 44/A, Plot no. 54
Seawoods, Nerul
Navi Mumbai - 400706
16th August 2022.

To
The Principal,
Oriental School of Sanpada,
Sanpada, Navi Mumbai - 400706.

Subject: Request for arranging a picnic

Respected Sir/Madam,

I am a student of class X B of your reputed college. I am writing this letter for requesting you to arrange a school picnic for us.

It has been almost a long time and it's almost December. Every year we go for a picnic in the month of August. It's almost the time for our Sports Day too, so I thought of writing this letter to you to arrange a picnic after or before our Sports Day event. As studies and exams are important, a fun trip and a break is also important as it will freshen up everyone's mind. Children will enjoy this trip and will be motivated to do better in their academic performance.

So, it's a sincere request from all of us to you to give it a thought and arrange a small picnic for us and we will be

grate ful to you. we promise to
do well in our academics
performance.
Thanking you,

3

Dutta.

Yours faithfully,
Sabreen Husni.
X B.

ORIENTAL COLLEGE OF EDUCATION

CONTENT TEST

MM-20

SCIENCE PEDAGOGY

Objective —
Short answer —
Answer the following. Long Answer —

- Q1. Write the full form of CNG and write the characteristics of CNG. 2
- Q2. What is the interrelationship between adaptations of organisms and their surroundings? 2
- Q3. Describe the functions of various parts of the flower with a diagram. 4
- Q4. Prepare a flow chart according to nutritions in animals. 2
- Q5. Write the importance of accurate measurements. 2
- Q6. Write the appropriate values in the given formula. 1

$$\text{SPEED} = \frac{\text{DISTANCE}}{?}$$

$$\text{VELOCITY} = ?$$

$$\frac{\quad}{\text{TOTAL TIME}}$$

- Q7. Sketches and label the diagrams of the 5
- a) Digestive system
 - b) Plant cell
 - c) Simple circuit
- Q8. Write the chemical formula for the following 2
- Water
 - Ordinary Salt



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Content-Test
1st / 2nd Terminal Examination 200 - 200

Name: Ansari Safina Zakir Husain Roll No.: 07

Subject: EC-1 (Science) Paper: _____ Section: _____

No. of Supplement: _____ Date: 16/08/2022 Supervisor's Sign.: [Signature]

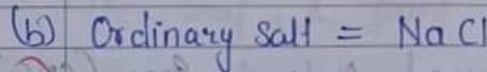
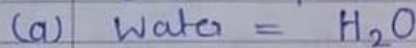
Q. No.	1/6	2/7	3/8	4/9	5/10	Total	Signature
Marks							

Q.1 Section A

(a) $\text{Speed} = \frac{\text{Distance}}{\text{Time}}$

(b) $\text{Velocity} = \frac{\text{Total Displacement}}{\text{Total time}}$

Q.2. Chemical formula



19
20
[Signature]

Section-B

Q.1 Importance of accurate measurement.

- ① To measure & know accurate quantity.
- ② Different devices requires accurate measurement in order to avoid any kind of hazard & damage.
- ③ Proper working done by accurate measurement.
- ③ for eg. Satellite requires exact time, speed, location measurement to reach correct place i.e. space. If there is kind of fault then satellite fall down on Earth.
- ④ In order to prevent loss, damage of life & money.

Q.2. CNG: full form: Compressed Natural Gas: (CNG)

Characteristics

- ① it is less harmful:
- ② it is cheaper & less pollution creation
- ③ These are used in automobile fuels

Q.3. adaptation of organism & their surrounding.

(a) Adaptation in water

all aquatic animals & plants sustain their life in water.
e.g. Lotus, fishes, spirogyra.

(b) Adaptation in Desert:

(i) plants like cactus survive in desert area. their stem act as fleshy stem.

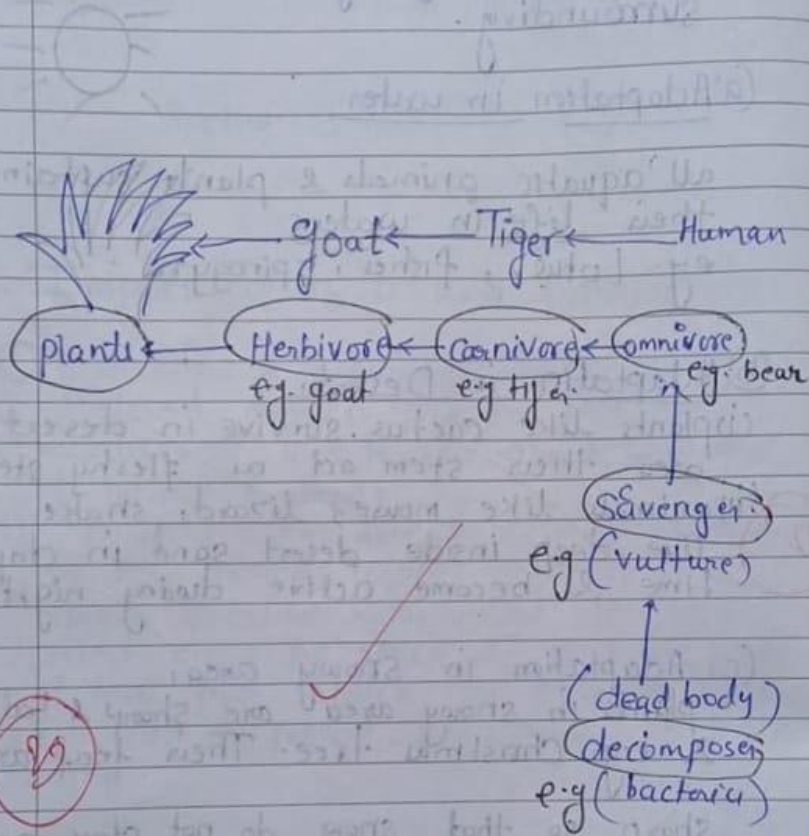
(ii) animals like mouse, lizard, snake live deep inside desert sand in day time & become active during night time.

(c) Adaptation in snowy area:

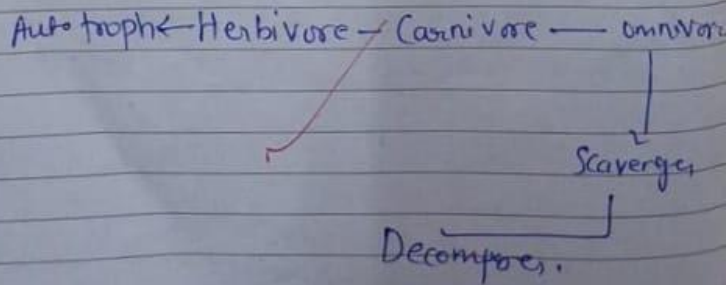
plants in snowy area are short & tall & e.g. Christmas tree. Their leaf are sharp so that snow do not stay on the leaf, & plant grow well.

Section - C

Q.1 flowchart - nutrition:

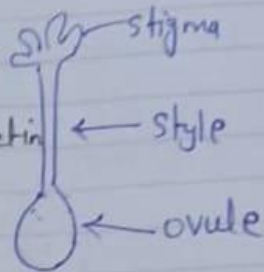


- Auto. troph : plants
- ↳ Herbivore : goat
- ↳ Carnivore : Tiger.
- ↳ Omnivore : bear / Human
- ↳ Scavenger : vulture
- ↳ Decomposer - bacteria



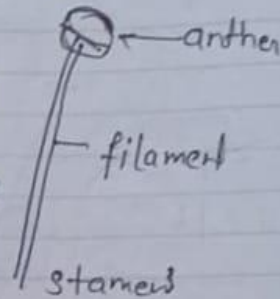
③ Ovary (Gynoecium)

Ovary is female part which helps in reproduction process

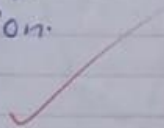


④ Androecium

Androecium consist of anther & filament called stamen. It is male productive part helps in reproduction.



②



STUDENTS CREATE YEAR PLANS, UNIT PLANS, TEST DESIGNS, AND TEST BLUEPRINTS

Students create year plans, unit plans, test designs, and test blueprints every year. They create a unit test, develop the scoring system, and analyze the questions individually. Students in schools take the test, and the results are appropriately interpreted.



Blueprint

MEANING OF BLUE PRINT

Blueprint is a map and a specification for an assessment program which ensures that all aspects of the curriculum and educational domains are covered by assessment programs over a specified period of time. The term "blueprint" is derived from the domain of architecture which means "detailed plan of action." In simple terms, blueprint links assessment to learning objectives. It also indicates the marks carried by each question.

Blueprinting helps to match various competencies with the course content and the appropriate modality of assessment. Blueprinting helps the teachers in designing the instructional strategies as per the guidelines expected in the curriculum.

It is useful to prepare a blueprint so that the test maker knows which question will test which objective and which content unit and how many marks it would carry. The blueprint concretizes the design in operational terms and all the dimensions of a question (i.e. its objective, its form, the content area it would cover and the marks allotted to it) become clear to the test maker. A comprehensive blueprint, therefore serves as a reference framework for the question paper setter to prepare the question paper according to the accepted norms and guidelines. In an Integrated Curriculum, Blueprint is particularly powerful.

Blueprint deals with the sampling content, competencies and tools for the assessment in a rational and balanced manner. To conclude, blueprinting acts as a valid tool to align objectives with assessment, helps in distribution of appropriate weightage and questions across the topics. Blueprint should be an integral part of assessment.

BLUEPRINT (2021-2022) Page 1



Objectives of Blueprint

OBJECTIVES OF BLUEPRINT

- Providing the conceptual map of examination format and the content area
- Type of measurement tool for assessing the items weighting the respective column of learning objectives.
- Contains the list of topics covered under each module with its identified learning objectives.
- For content validity of assessment.
- To guide item collection and development.
- Its ensures content validity.
- To provide a clear framework to design questions which assess the important concept or thinking skill listed in the blueprint.
- To provide sources for the formative use of the summative assessment.
- To provide weightage to every topic.
- To satisfy the bloom's taxonomy of educational objective.

GUIDELINES

- Content Analysis :- It means to divide the whole content of the syllabus or course into systematic tabular form.
- Determination of Learning objectives :- Learning objective is based on bloom's taxonomy. -Knowledge level, -Understanding Level, -Application level.
- Determination of no. of items for each topic based on learning objectives.
- Determining the types of questions :- Determining the type of items in each module and also providing weightage to each type of items.

BENEFIT AND USES OF BLUE PRINT

- It is a matrix or chart reporting the number and type of test questions.
- The questions represent the topics in the content area.
- The questions are based on the learning objective from each topic.
- It also identifies the percentage(%) weighting of cognitive dimensions.
- For the assessment of test specification i.e., in examination.
- Evaluating time management and strategy to achieve the desired outcome
- Education administrators for curriculum development.
- Curriculum developers to design comprehensive, sequenced career development learning opportunities

BLUEPRINT (2021-2022) Page 2

❖ **Format of BLUEPRINT :-**

OBJECTIVE Types of Questions	KNOWLEDGE			UNDERSTANDING			APPLICATION			TOTAL
	E	S	O	E	S	O	E	S	O	
L1	2(1)	1(1)	-	-	1(1)	3(3)	-	1(1)	2(2)	10
L2	2(1)	1(1)	-	-	1(1)	2(2)	-	1(1)	3(3)	10
Total	4	2	-	-	2	5	-	2	5	20

*Note :- In the above table X (Y), X = Marks, Y = No. of Questions.



❖ **WEIGHTAGE to the CONTENT :-**

Lesson	No. of Questions	Marks	Percentage
L1	9	10	50%
L2	9	10	50%
Total	18	20	100%

Class Test Question Paper
 Class :- **VI** Subject :- **Science** Duration:- **30 mins**
 Board:- **State Board** Chapter **16: The Universe** Total :- **20 marks.**

Q1. Fill in the blanks

- 1) The colour of stars changes according to their _____ 06
- 2) Red giant stars are _____ in colour.
- 3) _____ is the planet.
- 4) As the soil on Mars contains _____ its colour is reddish.
- 5) The galaxy that is closest to our Milky Way is called _____.
- 6) _____ is the satellite of the earth.

Q2. Match the Following 04

Column A	Column B
1. A Comet	A. Venus
2. Milky Way	B. Pluto
3. Dwarf Planet	C. Mandakini
4. Hottest Planet	D. Long Period

Q3. Answer in ONE sentence. 06

- 1) What is the Milky Way?
- 2) Which planets have rings around them?
- 3) List various types of galaxies?
- 4) How many planets are there in our solar system?
- 5) What different colours do the stars radiate?
- 6) Which are the inner planets?

Q4. A. Give Reasons (2 mark each) 04

- 1) Moon is a satellite of the earth.
- 2) What are the types of comets and on what basis are they classified?

OR

Q4. B. Answer in Brief

- 1) Differentiate between Stars and Planets? (Any 4 points of difference)

RESULTS of the TEST

The above prepared test was attempted by 20 students. The marks obtained on the test by the students are as following :

16, 9, 20, 13, 16, 18, 14, 18, 19, 19, 11, 15, 10, 18, 19, 16, 14, 20, 13, 17.

RESULT LIST:-

Sr.No	Names of the Students	Marks Obtained	Total Marks
1.	Amisha Patel	16	20
2.	Vinit Andhare	09	20
3.	Akansha Bhoir	20	20
4.	Rohit pawar	13	20
5.	Mahesh Patil	16	20
6.	Aryan Singh	18	20
7.	Pratik Shetty	14	20
8.	Primrose Deselva	18	20
9.	Ragini Singh	19	20
10.	Sonali Sawant	19	20
11.	Shweta Singh	11	20
12.	Debashish Sarkar	15	20
13.	Lavanya Patil	10	20
14.	Crystal Dsouza	18	20
15.	Rhea Nage	19	20
16.	Soham Pawar	16	20
17.	Gayatri Desai	14	20
18.	Abhishek Prajapati	20	20
19.	Swapnali Kale	13	20
20.	Jagdish Gupta	17	20

MERIT LIST:-

Rank	Name of the Student	Marks Obtained	Percentage
1 st	1. Akansha Bhoir 2. Abhishek Prajapati	20 / 20	100%
2 nd	1. Ragini Singh 2. Sonali Sawant 3. Rhea Nage	19 / 20	95%
3 rd	1. Aryan Singh 2. Primrose Deselva 3. Crystal Dsouza	18 / 20	90%

* Image of the Excel (Answer) sheet connected to the google form :-

	A	B	C	D
Sr	Timestamp	Email Address	Score	Name
2	12/29/2021 10:10:23	amisha9587patel@gmail	16 / 24	Amisha Patel
3	12/29/2021 10:36:32	vishwasachoreoffice@gn	9 / 24	Vinit Andhare
4	12/29/2021 10:24:32	pawaribha1213@gmail.	20 / 24	Akansha Bhoir
5	12/30/2021 18:29:43	ak882887799@gmail.coi	13 / 24	Rohit pawar

ANALYSIS

MEAN :-

Marks obtained by the students (Data) :- 321

$$\text{Mean of the marks obtained} = \frac{\text{Sum of all scores}}{\text{Total number of students}}$$

$$\text{Mean} = 321 / 20$$

$$\text{Mean} = 16.05$$

MEDIAN :-

Median of the marks obtained = (N/2)th Observation

Arranging the data in ascending order :-

09, 10, 11, 13, 13, 14, 14, 15, 16, 16, 16, 17, 18, 18, 18, 19, 19, 19, 20, 20.

N = 20, thus, median = 10th observation

$$\text{Median} = 14$$

➤ **MODE :-**

Class Interval	Frequency	Tally Marks	Percentage
1-5	0	0	0%
5 - 10	2		10%
11 - 15	6		30%
15 - 20	12		60%
Total	20		100%

$$\text{Mode} = L_0 + \frac{(F_1 - F_0)}{2(F_1 - F_0 - F_2)} \times H$$

L_0 = Lower limit of the modal class.
 F_1 = Frequency of modal class frequency.
 F_0 = Frequency preceding the modal class.
 F_2 = Frequency of the class succeeding the modal class
 H = Size of Class Interval

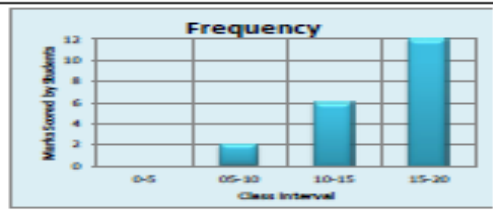
$$\begin{aligned} &= 15 + \frac{12 - 5}{2(12 - 5 - 0)} \times 5 \\ &= 15 + \left[\frac{7}{2(7)} \right] \times 5 \\ &= 15 + \left[\frac{7}{14} \right] \times 5 \\ &= 15 + 0.5 \times 5 \\ &= 15 + 2.5 \end{aligned}$$



Mode = 17.5

HISTOGRAM

Class Interval	Frequency
1-5	0
5 - 10	2
11 - 15	6
15 - 20	12
Total	20



➤ **REFLECTION**

A teacher should know how to prepare and administer tests as part of the teaching-learning process. This internship experience allowed me to learn many things relevant to the teaching-learning process, including the concept and importance of blueprints. Learning and understanding this concept proved to be easier than I expected. In reality, the difficult part was preparing the question paper. The process of creating a question paper was challenging and a bit difficult, as I learned to make a question paper that fulfils or is considerate to the needs of students and simultaneously gives equal attention to each lesson. For achieving the desired question paper, I had to redo my Blueprint table and the test paper many times. It was an incredible learning experience for me. I intend to apply what I've learned in my work life.

➤ **CONCLUSION**

This study described seven practical steps to construct a blueprint. Despite, being a resource-intensive process, it will provide the utmost benefit to both teachers and learners. This is because a well-constructed blueprint is a valuable educational tool that can improve the quality of assessment education, and thus will ensure the highest quality of graduates produced.

➤ **REFERENCE**

- Class 6th Science Textbook, State Board.
- <http://jeemr.org/wp-content/uploads/2014/06/2.pdf>
- <https://byjus.com/maths/mean/#definition>
- https://www.researchgate.net/publication/340562582_Seven_Steps_to_Construct_an_Assessment_Blueprint_A_Practical_Guide
- [Mode - Formula, Meaning, Example | How to Find Mode? \(cuemath.com\)](#)

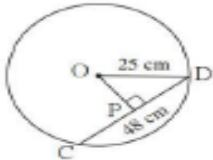
FORMAT

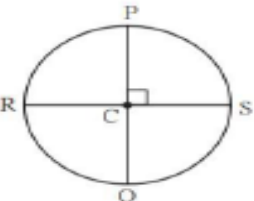
OBJECTIVE TYPES OF QUESTION	KNOWLEDGE			UNDERSTANDING			APPLICATION			TOTAL
	E	S	O	E	S	O	E	S	O	
CONGRUENCE OF TRIANGLE			1(1)		1(2)		1(3)			6
CIRCLE-CHORDS AND ARCS			1(1)			1(1)	1(3)	1(2)		7
SURFACE AREA AND VOLUME			2(1)		1(2)		1(3)			7
TOTAL			4		4	1	9	2		20

QUESTION PAPER

SUB: Mathematics STD: VIII BOARD: State board MARKS: 20M

SR.NO.	QUESTIONS	ANSWER.	MARKS
	CONGRUENCE OF TRIANGLES		
1	Hypotenuse side test is used for _____	a) Isosceles Triangles b) Scalene Triangles c) Acute Angled Triangles d) Right Angled Triangles	1
2	<p>State the test and correspondence of vertices by which triangles are congruent.</p>	a) AAS, SMA→TOP b) ASA, SMA→TOP c) AAS, SMA→OPT d) ASA, SMA→OPT	2
3	<p>State the test and the one to one correspondence of vertices by which triangles are congruent and remaining congruent parts.</p>	a) SAS, SIDE PQ ≅ SIDE TS, ∠RPQ ≅ ∠RTS, ∠PQR ≅ ∠TSR. b) AAS, SIDE PR ≅ SIDE TS, ∠RPQ ≅ ∠, ∠PQR ≅ ∠STR. c) SAS, SIDE PR ≅ SIDE TS, ∠RPQ ≅ ∠RTS, ∠PQR ≅ ∠STR. d) AAS, SIDE PQ ≅ SIDE TS, ∠RPQ ≅ ∠RTS, ∠PQR ≅ ∠TSR.	3

CIRCLE-CHORD AND ARC			
2	The segment joining the centre of a circle and midpoint of its chord is _____ to the chord.	a) Equal b) Perpendicular c) Parallel d) intersect	1
3	If the measures of two arcs of circle are same then two arcs are _____	a) Congruent b) Adjacent c) Opposite d) not equal	1
4	 <p>Radius of a circle with centre O is 25 cm. Find the distance of a chord from the centre if length of the chord is 48 cm</p>	a) 8 CM b) 12 CM c) 7 CM d) 24 CM	2

5	 <p>The diameters PQ and RS of the circle with centre C are perpendicular to each other at C. State, why are PS and SQ are congruent. Write the other Arcs which are congruent to the arc PS</p>	a) Because the arcs are of equal measures that is 90° , arc PS = arc PR = arc RQ b) Because the arcs are of equal measures that is 90° , arc PS = arc PSQ = arc PRQ c) Because the arcs are of equal measures that is 90° , arc PS = arc RPS = arc RQS d) Because the arcs are of equal measures that is 90° , arc PS = arc PR = arc SQR	3
SURFACE AREAS AND VOLUMES			
1	Volume of cuboid = _____	a) length x breadth b) length x breadth x height c) length x length d) length x length x length	1
2	Total surface area of cylinder = _____	a) $2\pi rh$ b) $2\pi r$ c) $\pi r(r+h)$ d) $2\pi r(r+h)$	1
3	A cuboid shaped soap bar has a volume 150 cc. Find its thickness if its length is	a) 3 cm b) 6 cm	2

	Excellent	Good	Fair
Explanation	Audience was attentive and understood the concept.	Student explanation was upto the point.	Student doesn't display clear explanation skill.
Introduction and closure	Opening and closing statement captured the attention.	Student displayed clear introduction remark.	Student doesn't display clear introduction and closing remark.
Poise	Students displayed relaxed nature	Displayed mild tension.	Nervousness was obvious

Rubric to assess performance in public speaking

Evaluation Scheme 2022

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat, Complete & Checked Lesson Plan			✓		
2	Planning of Lesson by Co-Teachers		✓			
3	Execution of Lesson Plan	✓				
4	Role / Participation of Co-Teachers		✓			
5	Co-ordination / situation handling by co-Teachers		✓			
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning, Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids			✓		
9	Classroom Management		✓			
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :- सुंदर पाठ का प्रसतुतिकरण जो कि रचनात्मक अध्ययन सामग्री के साथ प्रस्तुत किया।

Signature of Supervisor : *Smita*
12/4/22

Evaluation Scheme 2022

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat, Complete & Checked Lesson Plan		✓			
2	Planning of Lesson by Co-Teachers		✓			
3	Execution of Lesson Plan			✓		
4	Role / Participation of Co-Teachers			✓		
5	Co-ordination / situation handling by co-Teachers			✓		
6	Explanation/ Narration & Questioning			✓		
7	Writing Board Work - Planning, Handwriting, Diagram		✓			
8	Use of Teaching Aids - Working Model / AV aids		✓			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative			✓		

Remarks / Suggestions (if any) :-

Signature of Supervisor :

[Handwritten Signature]
13/04/22

Evaluation Scheme 2021

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat , Complete & Checked Lesson Plan	✓				
2	Planning of Lesson by Co-Teachers	✓				
3	Execution of Lesson Plan	✓				
4	Role / Participation of Co-Teachers		✓			
5	Co-ordination / situation handling by co-Teachers	✓				
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management	✓				
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Signature of Supervisor :

Smelt

Evaluation Scheme 2018

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat , Complete & Checked Lesson Plan	✓				
2	Planning of Lesson by Co-Teachers	✓				
3	Execution of Lesson Plan	✓				
4	Role / Participation of Co-Teachers	✓				
5	Co-ordination / situation handling by co-Teachers	✓				
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	-	✓			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

effective explanation of contents
done - co-operatively

Signature of Supervisor :

S. Khan
18/08/18

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat , Complete & Checked Lesson Plan			✓		
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3	Execution of Lesson Plan		✓			
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5	Co-ordination / situation handling by co-Teachers		✓			
6	Explanation/ Narration & Questioning		✓			
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management		✓			
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Dr. Sangeeta Nath

Signature of Supervisor :

Smath
17-1-20

Date :

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
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6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids		✓			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

Co-teaching conducted.
 Subject matter Explained in Vr. Systematic manner.
 B. B work is effectively done.

Signature of Supervisor :

[Handwritten Signature]

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
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6	Explanation/ Narration & Questioning		✓			
7	Writing Board Work - Planning , Handwriting, Diagram		✓			
8	Use of Teaching Aids - Working Model / AV aids			✓		
9	Classroom Management	✓				
10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

Snalti
4.10.19

Signature of Supervisor :

- Appreciation of poem is very nicely depicted in lesson
- Active participation by student as well as Teachers.

Good

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
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6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management	✓				
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Excellent lesson.

Sejat
Signature of Supervisor :

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
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5	Co-ordination / situation handling by co-Teachers	✓				
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management	✓				
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Excellent lesson.

Tejak
Signature of Supervisor :

EVALUATION SCHEME OF CO-TEACHING LESSON

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
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5	Co-ordination / situation handling by co-Teachers		✓			
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning, Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids			✓		
9	Classroom Management		✓			
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

सुंदर पाठ का प्रसादुतिकरण जो कि
रचनात्मक अध्ययन सामग्री के
साथ प्रस्तुत किया।

Signature of Supervisor :

Smita
12/4/22

EVALUATION SCHEME OF CO-TEACHING LESSON

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6	Explanation/ Narration & Questioning			✓		
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8	Use of Teaching Aids - Working Model / AV aids		✓			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative			✓		

Remarks / Suggestions (if any) :-

Signature of Supervisor :

[Handwritten Signature]
13/04/22

EVALUATION SCHEME OF CO-TEACHING LESSON

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7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management	✓				
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Signature of Supervisor :

Smelt

EVALUATION SCHEME OF CO-TEACHING LESSON

Substance

NO.	EVALUATION CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEED IMPROVEMENT
1	Neat, Complete & Checked Lesson Plan	✓				
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3	Execution of Lesson Plan	✓				
4	Role / Participation of Co-Teachers	✓				
5	Co-ordination / situation handling by co-Teachers	✓				
6	Explanation/ Narration & Questioning	✓				
7	Writing Board Work - Planning, Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	—	✓			
9	Classroom Management		✓			
10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

effective explanation of contents done - co-operatively

Signature of Supervisor :

[Signature]
18/08/18

EVALUATION SCHEME OF CO-TEACHING LESSON

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6	Explanation/ Narration & Questioning		✓			
7	Writing Board Work - Planning , Handwriting, Diagram	✓				
8	Use of Teaching Aids - Working Model / AV aids	✓				
9	Classroom Management		✓			
10	Teaching - Innovative & Creative	✓				

Remarks / Suggestions (if any) :-

Dr. Sangeeta Nath

Signature of Supervisor :

Smath
17-1-20

Date :

EVALUATION SCHEME OF CO-TEACHING LESSON

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10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

Co-teaching conducted.
 Subject matter Explained in Vr. Systematic manner.
 B. B work is effectively done.

Signature of Supervisor :

[Handwritten Signature]

EVALUATION SCHEME OF CO-TEACHING LESSON

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7	Writing Board Work - Planning , Handwriting, Diagram		✓			
8	Use of Teaching Aids - Working Model / AV aids			✓		
9	Classroom Management	✓				
10	Teaching - Innovative & Creative		✓			

Remarks / Suggestions (if any) :-

Snalti
4.10.19


Signature of Supervisor :

- Appreciation of poem is very nicely depicted in lesson
- Active participation by student as well as Teachers.

Good

Observation modes for individual and group activities

Student Observation Sheet 2022



Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA,
SANPADA, RAJGIRI MARGA,
Academic Year 2022 (SEM - 2)
- **OBSERVATION** -

Name of the School - OCE, Sanpada

Name of the Subject Teacher - Madhusudhan Savidbar

Pedagogy (Method) - Mathematics Lesson No. 1

Topic - Circle

Date - 15/11/21

Class - VII Date - 15/11/21 Period - _____

Introduction / Steps - The lesson started with St Teacher using her creativity by asking about various shapes we students can see in the classroom.

Presentation / Progress - The St Teacher used lecture-cum-demonstration method. Appropriate formulas & its derivations were used to explain the concept. The St teacher explains using easy and simple language, and with confidence.

Methodology : Demonstration, Explanation, Induction

Modes of Teaching : Known to Unknown, Concrete to Abstract, Simple to Complex

CORE Competes : Induction of Scientific temper, Equality of sexes
Value - Creativity, Innovation, Encouragement, Availability

Teaching Aids / Before start - Thread, Round object, Paper, scissors

Classroom Management / *classroom* :- The st teacher has good classroom control. Discipline was maintained throughout the lesson.

Interaction / *interaction* :- By asking students appropriate questions, the st teacher kept continuous interaction with them.

Black Board Work / *board work* :- Neat Board work. The title of the lesson was written, as well as all the formulas were written on the board.

Recapitulation / *recapitulation* :- The st teacher recapitulates the lesson briefly through student-teacher interaction.

Evaluation of Content Taught / *Testing or quiz* :- The st Teacher concluded few relevant questions, which the students answered accurately.

Overall Observation / *Overall* :- The lesson was presented in an easy-to-understand manner. Well organized & has good explanation skills.

Name and Signature of Subject Teacher

Name and Signature of Supervisor

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA
SANPADA, NAVI MUMBAI.

Academic Year 2021 (SEM - 3)
- OBSERVATION -

Name of the School :- OCE, Sanpada

Name of the Subject Teacher :- Madhuri Sasidhar

Pedagogy (Method) :- Mathematics Lesson No. _____

Topic :- Circle

Date :- 12/11/21

Std :- VII

Date :- 13/11/21

Period :- _____

Introduction / *intro* :- Topic was introduced in an effective manner. Set induction was done by narrating a story using a Monkey & rabbit contest where they were fighting over Gopur.

Presentation / *presentation* :- The st Teacher used lecture-sum-demonstration method. St Teacher used various fig objects to explain the concept of major & minor arcs. St Teacher use easy & simple language for explanation.

Methodology :- Demonstration, Interaction, Explanation.

Maxims of Teaching :- Simple to complex, known to Unknown.

CORE Competency :- Inculcation of Scientific temper, Removal of Social barriers.

Value :- Equality, Creativity, Innovation.

Teaching Aids / *Resources* :- Geobar cutouts, broken bangles, chapati, monkey & rabbit cutout.

Student Observation Sheet 2021

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA,
SANPADA, NAVI MUMBAI

Academic Year 2021 (SEM - 2)
- **OBSERVATION** -

Name of the School :- Neha Khatt
Name of the Subject Teacher :- Neha Khatt
Pedagogy (Method) :- Economic Lesson No. _____
Topic :- Division of Factors
Date :- 22/11/21
Page :- X Date :- 22/11/21 Period :- _____

Introduction / **NOTE** :- The st. Teacher began the lesson by asking the class then showing picture of working women & working man.

Presentation / **REGIONS** :- The st. Teacher used active and discussion method to teach the content. The st. teacher also used chart and cutout of images for explanations. St. teacher used easy to understand language.

Methodology :- Lecture Method
Maxims of Teaching :- Specific to General, Known to Unknown, Concrete to abstract.

CORE Component :- Equality of Sexes
Value :- Classification, Economic Value.

Teaching Aids / **REFLECT** :- Charts and Cutouts

Classroom Management / **INTERACT** :- The st. teacher was successful in maintaining the classroom discipline.


Interaction / **ANALYSIS** :- The interaction was little less as the st. teacher was only explaining her part & not asking students frequent questions to keep them engaged.


Black Board Work / **STRATEGIES** :- As many of the lesson content was explained using chart & cutouts, the Black Board use was minimal.

Recapitulation / **QUESTIONS** :- The st. teacher recapitulates the lesson in a summarized form.

Evaluation of Content Taught / **FEEDBACK** :- The st. teacher had used activity method whereas the st. teacher wrote the questions on the board & students had to select appropriate answer.

Overall Observation / **FINAL** :- Overall the lesson was presented & explained in an easy to understand way so it was concluded to be a good lesson.

 Neha Khatt
Name and Signature of Subject Teacher

 _____
Name and Signature of Supervisor

ORIENTAL COLLEGE OF EDUCATION

SANPADA, NAVI MUMBAI

ACADEMIC YEAR 2022-24

OBSERVATION 1

Name of the school: Vivekanand Sanukul

Name of the subject teacher: Punam Jagtap

Pedagogy: Economics Lesson No.: 1

Topic: Factors of Production

Date: 10/7/23

Std: IX-A

Date: 10/7/23

Period: 4th

INTRODUCTION: Teacher introduced the topic using set induction and asking questions based on previous knowledge

PRESENTATION: Teacher presented the topic very confidently and used flashcards and a 3D model.

METHODOLOGY: Questioning, explanation

MAXIMS OF TEACHING: Known to unknown

CORE COMPONENTS: Constitutional obligations

VALUE: Social and Moral values

TEACHING AIDS: Flashcards, 3D model

CLASSROOM MANAGEMENT: Class was managed very well.

INTERACTION: Class was interactive.

BLACKBOARD WORK: Very nice, coloured chalks were used.

RECAPITULATION: done very well by asking relevant questions

EVALUATION OF CONTENT TAUGHT: done well by asking questions.

OVERALL OBSERVATION: Class was good and interactive

NAME AND SIGNATURE
OF SUBJECT TEACHER

PUNAM JAGTAP

Punam Jagtap

Pooja
14/1/23
NAME AND SIGNATURE
OF SUPERVISOR

ASST. PROF. POOJA TIWARI



Student Observation Sheet 2019

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA
SANPADA, NAVI MUMBAI.

Academic Year 2015 - 2017 (SEM - III)

OBSERVATION

Name of the School :- Guru Gobind Singh Education Society.

Name of the Subject Teacher :- kavita Maan.

Pedagogy (Method) :- Mathematics Lesson No. 10

Topic :- Operations on algebraic expression.

Date :- 26/9/19

Std. :- 7th Date :- 26/9/19 Period :- 6

Introduction / प्रस्तावना :- Topic is introduced with the help of teaching aid & by asking questions.

Presentation / प्रस्तुतीकरण :- Topic is presented with the help of examples.

Methodology : Inductive Method.

Maxims of Teaching : Simple to Complex.

CORE Component : Inculcating Scientific temper.

Value :- Utilitarian value.

Teaching Aids / शैक्षणिक साधन :- Magnetic boards, flash cards on different operations.

Classroom Management / वर्ग व्यवस्थापन :- Very Good classroom management.

Interaction / सांताक्रिया :- Two way interaction was there.

Black Board Work / श्यामपट कार्य :- Very Good use of black board to explain topic.

Recapitulation / पुनरावृत्ति :- Recapitulation is done by asking question.

Evaluation of Content Tought / विषयवस्तु का मूल्यांकन :- Evaluation is done by solving problems based on topic.

Overall Observation / समग्र अवलोकन :- Very well prepared, good use of black board, two interaction, creative teaching aid.

Kavita
Name and Signature of Subject Teacher
Kavita Maan

Sneha
Name and Signature of Supervisor
Dr. Sonjeeta Nath

Student Observation Sheet 2018

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA
SANPADA, NAVI MUMBAI.

Academic Year ~~2015-2017~~ ¹⁸⁻¹⁹ (SEM - III)

OBSERVATION

Name of the School :- Guru Gobind Singh Education Society.

Name of the Subject Teacher :- Ira Mehta.

Pedagogy (Method) :- Economics Lesson No. 9

Topic :- Tourism.

Date :- 19-9-19

Std. :- 9th

Date :- 19-9-19

Period :- 6

Introduction / प्रस्तावना :- Introduction was done by asking questions based on previous knowledge of students.

Presentation / प्रस्तुतीकरण :- Presentation is done with the help of teaching aid & discussing with students.

Methodology : Inductive Method.

Maxims of Teaching : known to Unknown.

CORE Component : Inculcating Scientific temper.

Value :- Utilitarian Value.

Teaching Aids / शिक्षणिक साधन :- chart showing map, chart showing rich history & culture of India.

Classroom Management / वर्गव्यवस्थापन :- Good use of black board to focus on main points. Good classroom controlled.

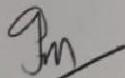
Interaction / आंतरक्रिया :- There was two way interaction.

Black Board Work / श्यामपट कार्य :- Good use of black board to focus on main points.

Recapitulation / पुनरावृत्ति :- Recapitulation is done.

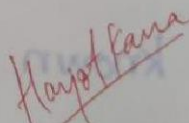
Evaluation of Content Tought / विषयवस्तु का मूल्यांकन :- Evaluation is done by asking questions.

Overall Observation / समग्र अवलोकन :- Can you colour chalk to high light main point.



Name and Signature of Subject Teacher

Ira Mehta



Name and Signature of Supervisor

Dr. Harjot kaur

ORIENTAL COLLEGE OF EDUCATION

SANPADA, NAVI MUMBAI

ACADEMIC YEAR 2022-24

OBSERVATION 2

Name of the school: Vivekanand Sankul

Name of the subject teacher: Paal Chaudhari

Pedagogy: Economics Lesson No.: 1

Topic: Trade

Date: 11/7/23

Std.: IX - B

Date: 11/7/23 Period: 5th

INTRODUCTION: Set induction was done by asking questions and relating topic to real life examples.

PRESENTATION: Teacher was confident while presenting the topic

METHODOLOGY: Questioning, explanation

MAXIMS OF TEACHING: known to unknown

CORE COMPONENTS: Gender equality

VALUE: Equality

TEACHING AIDS: Flash cards

CLASSROOM MANAGEMENT: Class was very well managed and students followed instructions.

INTERACTION: Teacher was interactive and students were responsive.

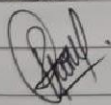
BLACKBOARD WORK: Good blackboard work, coloured chalks were used.

RECAPITULATION: Done by asking questions but did not erase board.

EVALUATION OF CONTENT TAUGHT: done by asking questions but did not erase board.

OVERALL OBSERVATION: Teacher was prepared and observation was good.

NAME AND SIGNATURE
OF SUBJECT TEACHER



NAME AND SIGNATURE
OF SUPERVISOR

ASST. PROF. POOJA TIWARI

11/7/23



ORIENTAL COLLEGE OF EDUCATION

SANPADA, NAVI MUMBAI

ACADEMIC YEAR 2022-24

OBSERVATION A

Name of the school: Vitkanand Sankul

Name of the subject teacher: Sonal Gupta

Pedagogy: Science Lesson No.: 1

Topic: Health and Diseases

Date: 14/7/23

Std.: VIII - C

Date: 14/7/23

Period: 3rd

INTRODUCTION: Teacher started the topic using questions and interacting with students.

PRESENTATION: Charts and flashcards were used, student-teacher was well prepared for the topic.

METHODOLOGY: Questioning, explanation, examples

MAXIMS OF TEACHING: Simple to complex.

CORE COMPONENTS: Inculcation of scientific temper

VALUE: Neatness and hygiene.

TEACHING AIDS: Charts

CLASSROOM MANAGEMENT: Class was well managed but can be better.

INTERACTION: Students were interactive.

BLACKBOARD WORK: Blackboard work was good, coloured chalks were used.

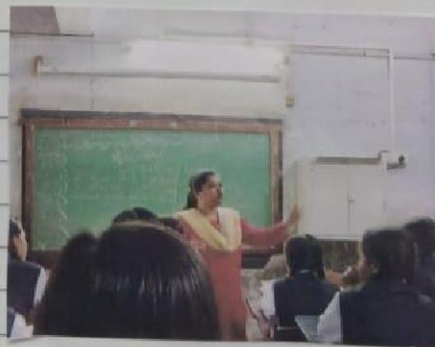
RECAPITULATION: Done by asking questions.

EVALUATION OF CONTENT TAUGHT: Done with the help of activity.

OVERALL OBSERVATION: It was a good class.

SONAL D. GUPTA
SD-1917
NAME AND SIGNATURE
OF SUBJECT TEACHER

ASST. PROF. DIVYA WADHWA
NAME AND SIGNATURE
OF SUPERVISOR



Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA
SANPADA, NAVI MUMBAI

Academic Year 2022 (SEM - 2nd)
-OBSERVATION-

Name of the School - O.C.E Sanpada
Name of the Subject Teacher - Namrata H.S.P.K. + Purna + Anurag P
Pedagogy (Method) - History Enrichment No. 10
Topic - Poverty
Date - 6/01/22
Std. - VIII Date - 6/01/22 Period - 1
Introduction/Intro - Student teacher started the class using the powerpoint presentation, asking few Q's to the students
Presentation / content - Student teachers explained the causes of poverty in a co-ordinated manner using the same powerpoint presentation
Methodology: Lecture cum demonstration
Modes of Teaching: Known to unknown
Simple to complex
CORE Competency: Instilling the importance of employment
Value: Social Values
Teaching Aids: Powerpoint Presentation

Classroom Management / classroom - Classroom management was good.

Interaction / dialogue - Student teacher motivated the students to interact and be active in the class.

Black Board Work / work on - There was no blackboard work done.

Recapitulation / review - Recapitulation was done in a summarized manner.

Evaluation of Content Taught / Testing or quiz - Evaluation was done by asking few oral questions to the students.

Overall Observation / overall teacher - Overall, the lesson was good. Content knowledge the student teacher had was also good.

Oriental Education Society's
ORIENTAL COLLEGE OF EDUCATION, SANPADA,
SANPADA, NAVI MUMBAI.

Academic Year - 21-22 SEM - 2nd
-OBSERVATION-

Name of the School :- O.C.E. Sanpada

Name of the Subject Teacher :- Mallika + Manvrita

Pedagogy (Method) :- History lesson No. 8

Topic :- Event of 1957 World War 2

Date :- 15/12/21

Std. :- IX Date :- 15/12/21 Period :- 1

Introduction / Intro :- Student Teacher showed PPT and asking few questions like ① what did you observe? ② what do you think about the picture?

Presentation / content :- Student teachers explained the causes of second world war using a detailed power point presentation

Methodology :- lecture cum demonstration

Method of Teaching :- known to unknown
Simple to complex

Value Education :- Egalitarian Society

Value :- Human Value

Resources :- Powerpoint presentation and black board word.

Classroom Management / Discipline :- Classroom Management was good.

Interaction / student :- Class Interaction was not upto the level but the teacher motivated students to speak

Black Board Work / content :- Black board work was very neat but all the required information was not present on the board.

Recapitulation / graph :- Recapitulation was done in a summarized manner.

Evaluation of Content / Asking as question :- Evaluation was done by asking few oral questions to the students.

Overall Observation / overall :- Overall, it was a fun and interesting lecture. The story form which was used to explain the content was interesting

Teacher asks: 1) Which part is joining the flower to the stem?	Together form the —.
2) What is the receptacle?	4) Corolla is made up of —.
3) What is a calyx?	
4) What is a corolla?	
5) What is an androecium?	5) Female reproductive part of the flower is —.
6) What is a gynoecium?	
7) Teacher shows dissection of hibiscus flower.	
8) Teacher asks what is pollination.	6) Apical end of the stem is called —.

Oral questions designed for Science lesson

Teaching learning activities	Evaluation												
<ul style="list-style-type: none"> 1) Elicit The teacher determines the prior knowledge of pupil through the name game. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>boy</td> <td>Mumbai</td> </tr> <tr> <td>shoe</td> <td>Harsh</td> </tr> <tr> <td>bank</td> <td>Toyota</td> </tr> <tr> <td>car</td> <td>Nike</td> </tr> <tr> <td>city</td> <td>Union Bank</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Which word in column B is the name of boy? The students will match the answers. 	A	B	boy	Mumbai	shoe	Harsh	bank	Toyota	car	Nike	city	Union Bank	<ul style="list-style-type: none"> The teacher covers the topic through recapitulation and teacher conducts evaluation. <ol style="list-style-type: none"> What did we learn today? What are proper nouns? What are common nouns? Is common noun written in capital letters? <ul style="list-style-type: none"> Identify proper noun and common noun. <ol style="list-style-type: none"> He was born in England. He is a man of dream. Alex is wonderful player. I have never seen my mother. She has a car.
A	B												
boy	Mumbai												
shoe	Harsh												
bank	Toyota												
car	Nike												
city	Union Bank												

Oral questions for the topic Nouns (English Grammar)

PERFORMANCE TEST

	Excellent	Good	Fair
Explanation	Audience was attentive and understood the concept.	Student explanation was upto the point.	Student doesn't display clear explanation skill.
Introduction and closure	Opening and closing statement captured the attention.	Student displayed clear introduction remark.	Student doesn't display clear introduction and closing remark.
Poise	Students displayed relaxed nature	Displayed mild tension.	Nervousness was obvious

Rubric to assess performance in public speaking

ORAL ASSESSMENT

Oral questions designed for Science lesson

Teaching learning activities	Evaluation												
<ul style="list-style-type: none">1) Elicit The teacher determines the prior knowledge of pupil through the name game. <table border="1" data-bbox="363 981 852 1312"><thead><tr><th>A</th><th>B</th></tr></thead><tbody><tr><td>boy</td><td>Mumbai</td></tr><tr><td>shoe</td><td>Harsh</td></tr><tr><td>bank</td><td>Toyota</td></tr><tr><td>car</td><td>Nike</td></tr><tr><td>city</td><td>Union Bank</td></tr></tbody></table> <ul style="list-style-type: none">Which word in column B is the name of boy?The students will match the answers.	A	B	boy	Mumbai	shoe	Harsh	bank	Toyota	car	Nike	city	Union Bank	<ul style="list-style-type: none">The teacher covers the topic through recapitulation and teacher conducts evaluation. <ol style="list-style-type: none">1) What did we learn today?2) What are proper nouns?3) What are common nouns?4) Is common noun written in capital letters? <ul style="list-style-type: none">Identify proper noun and common noun.<ol style="list-style-type: none">1) He was born in England.2) He is a man of dream.3) Alex is wonderful player.4) I have never seen my mother.5) She has a car.
A	B												
boy	Mumbai												
shoe	Harsh												
bank	Toyota												
car	Nike												
city	Union Bank												

Oral questions for the topic Nouns (English Grammar)

RATING SCALE

5. Rating Scales

Debate rating scale (1 = poor and 5 = excellent)

- | | | | | | |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 1) Organisation and clarity. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 2) Use of argument. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 3) Use of facts and examples. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 4) Presentation style. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| 5) Use of Rebuttal. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

Rating scale to evaluate a debate

STATEMENTS USED IN THE TOOL:

Sr No.	Statements	Always	Often	Rarely	Never
1	During this academic year, how many times have you been bullied?				
2	I have been kept names				
3	I have been physically assaulted in school				
4	Other children snatch my lunch and other belongings				
5	I feel left out and everybody ignores me				
6	Bullying takes place in school bus				
7	I've missed school because I feel unsafe to show up to school				
8	I've reported bullying to school authorities				
9	I share with my parents about the mental harassment or about the disturbing events happening at school				
10	My school punishes the bullies harshly				

Rating Scale to ascertain extent of bullying in school