!! पढमं नाणं तओ दया !!

SHRI JAIN VIDYA PRASARAK MANDAL

COLLEGE OF EDUCATION

ESTD 8/ 9 / 1927   Fattechand Marg, Chafeker Chowk Chinchwad, Pune 411033. Tel.: 020-27352274,

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APPROVED BY NCTE, GOVT. OF MAHARASHTRA & AFFILIATED TO SAVITRIBAI PHULE PUNE UNIVERSITY

NCTE CODE- 123228/2015	**SPPU ID CODE: PU/PN/B.Ed./240/2006**
Website: www.sjvpmcoe.in	**Dr. Kothawade P.L.**
Email: sjvpmbed@gmail.com	(B.Sc. , M.A. , M.Ed. , Ph.D.) , Principal

Ref.   Date :

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

Sample prepared by Students for each indicated assessment tool

1. Teacher made written tests essentially based on subject content

All the teachers in their Pedagogy classes discuss in detail how to develop an achievement test in the subject. In the subject Assessment of learning, they are told about all different types of test-Written, Subjective, Objective based and objective type. The students are then told to prepare some of these. So they get a good practice of preparing Achievement Tests in their subject.

2. Observation modes for individual and group activities

The students practice preparing and using observation schedules and observation check lists for observing lesson plans. They also use observation schedules for observing peer lessons in Micro as well as Micro lessons, B.Ed. Course 201Quality and Management of School Education practical, 106-08 Science Lab Visit, 205-10 Commerce Visit to Mall

3. Performance tests

The students are given practice in developing various performance tests A performance test is an assessment that requires an examinee to actually perform a task or activity, rather than simply answering questions referring to specific parts. The purpose is to ensure greater fidelity to what is being tested.

5. Rating Scales

Developing - or adapting- a good rating scale can improve evaluation of learners by providing clear and consistent criteria. These can also be communicated to the learners themselves and form part of a syllabus structure .Learners can rate their own, or a classmate's work against a rating scale to help them become more aware of what is important to work on.

1. Teacher made written tests essentially based on subject content

|| पढमं नाणं तओ दया ||

SHREE JAIN VIDYA PRASARAK MANDAL'S
COLLEGE OF EDUCATION, CHINCHWAD, PUNE- 33.

B.ED COURSE: 104

ASSESSMENT AND EVALUATION FOR LEARNING

- ## COURSE RELATED PRACTICAL WORK

DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT

प्रात्यक्षिक कार्य

संपादन चाचणीचे विकसन आणि संविधान तक्ता

NAME OF THE STUDENT TEACHER
SANGITA GADSING

ROLL NO
57

INCHARGE
ASST. PROF. KHEDKAR.M.S.

|| पढमं नाणं तओ दया ||

Shree Jain Vidya Prasarak Mandal College Of Education, Chinchwadgaon Pune – 411033.

Course- 104 – Assessment & Evaluation for Learning
अध्ययनासाठी मूल्यमापन आणि मूल्यनिर्धारण

Practical – DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT
प्रात्यक्षिक कार्य – संपादन चाचणीचे विकसन आणि संविधान तक्ता.

EVALUATION SCHEME

Rating Scale / पदनिश्चयन श्रेणी

1. Unsatisfactory	2. Average	3. Satisfactory	4. Good	5. Excellent

Sr. No. / अ.क्र.	Criteria / निकष	1	2	3	4	5
1	Design of a blue print as per criteria निकषानुसार संविधान तक्त्याचा आराखडा					✓
2	Instructions given to attend the test चाचणीच्या उपस्थितीविषयी योग्य सूचनांचा समावेश					✓
3	Type of questions and marks allotted as per blue print संविधान तक्त्यानुसार प्रश्नप्रकार आणि गुणदान				✓	
4	Difficulty level of the questions प्रश्नाची काठीण्य पातळी					✓
5	Language used to frame the questions प्रश्न तयार करताना योग्य भाषेचा वापर				✓	
6	Length of the Test चाचणीची लांबी					✓
7	Content Validity आशय सप्रमानता				✓	
8	Answer key with marks distribution गुणदान योजनेसह उत्तरसूची					✓
9	Educational Implication शैक्षणिक उपयोजन					✓
10	Overall Impression एकूण प्रभाव					✓
	एकूण गुण ५० पैकी				(46) / 50	

Signature of Subject Teacher
Mr. Khedkar M. S.

15/01/2018

|| पढमं णाणं तओ दया ||

Shree Jain Vidya Prasarak Mandal College Of Education, Chinchwadgaon Pune – 411033.

Course- 104 – Assessment & Evaluation for Learning
अध्ययनासाठी मूल्यमापन आणि मूल्यनिर्धारण
Practical – DEVELOPING AN ACHIEVEMENT TEST WITH ITS BLUE PRINT
प्रात्यक्षिक कार्य – संपादन चाचणीचे विकसन आणि संविधान तक्ता.

अनुक्रमणिका (Index)

CERTIFICATE

This is to certify that **Sangita R. Gadsing** has prepared this project entitled *"Assessment and Evalution For Learning"* the subject code:104 under the guidance of **Prof.Khedkar M.S.** at Shree Jain Prasarak Mandal College of Education, Chinchwad Pune, affiliated to Savitribai Phule Pune University.

It is a bonafide work carried out by **Sangita R. Gadsing** Roll No. 57 for the academic year 2017-18 for the B.Ed. Course and has successfully completed the practical journal under supervision. It is further certified that this project is the individual work of the student result of her efforts and endeavors and is found worthy of acceptance.

Dr. Kothawade

Principal

Prof. Khedkar M.S.

Guide

INTRODUCTION

An achievement test of developed skill o knowledge Achievement test are often constructed with tests that measure aptitude a more genera and stable cognitive is an measure some asp of the intellectual competence of human being. What is a person has learned to know or to Teacher use achievement test to measure the attainment of their students.

Proffetional association use achievement tests to exclude anqualistied application from the practice of the profession. Employes use achievement tests to measure the competence o prospective employer use achievement tests to measure the competence of prospective emplo In any circumstance where it is necessary or useful to distinguish person from heigher topes of flower competence or attainments, achievem testing is like to occure.

Achievement test scores are often used in an educational system to determine what level of instruction from which a stude is prepared.

High achievment score usually indic a mastency of grade- level material and th rediness for advanced instruction.

Low achievement scores can indicates the need for remediation or repeating a cource g... It is very necessary to understand the various terms used and processes involved in testing movement, earlier called as tests, measurement, evaluation and in the contempora times as assessment. The scope of each increases over a period of time moving towards more qualitative dimension than qualitative dimension.

The major function of a school is to facilitate learning and achieve the desired objectives. The role of the teacher is to transact them through different ways and means to achieve the objectives and bring about desirable modification in the behavior of the child.

ACKNOWLEDGEMENT

B.Ed is a cource while given technical guidence to student - teacher. It gives differe colours to personality to teacher. It is the evalution of book Analysis who gives the different shade to the knowledge of student - teacher. It completes and versatile shape to his personality.

While doing this practicle "Developing an achievement Test with its Blue print" project we come across so many difficult but our subject guide Proff : Khedkar M·S guided us in a very pro manner.

Because of their co-operation and guidence I can complete cource Related Practical work file so I will be always greatful to them.

I would also like to thank our other staff teachers librarian and also m friends for their support and co-operatio
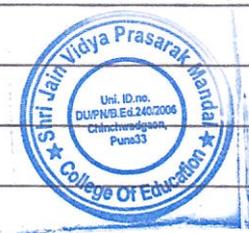
EDUCATIONAL EVALUATION

Introduction :

The main focuse of educational measurement is to answer the following two question

a] What a student can do in a subject?

b] A student can not do a subject?

Both the questions are complement to each other. The first question is answer by administering an achievement test in th subject and second question can do answer by a diagnostic test of the subject.

Evalution adds the ingredient of value judgement to assessment. It is concern with the application of its findings & impl some judgement of the effectiveness social utility or desirability of a product, process progress in terms of carefully defind and agreed upon objective or values.

Meaning :-

Evaluation is perhaps the most complex and least understood of the term, inherent in the idea of evaluation is "value" when teacher evaluate, what teachers are doing in engaging in some process that is designed to provide information that will help us make a judgment about a given situation.

Generally any evaluation process requires information about the situation is question. A situation is an umbrella term that taken into account such ideas as object goals, standards, procedures are so on, wher we evaluate, we are saying that the proce will yield information regarding the worthiness, appropriatness, goodness, valid legality etc. something for which a reliable measurement or assessment has been made

Defination of the Educational Evalution

Tuckman (1975)

Educational Evaluation is a process where in the parts, processes or outcome a programme are examined to see whether they satisfactory particular with reference to the stated objectis of programme, our own expectations or own standards of excellence.

Cronbach et al (1980)

"Evaluation means the systematic examination of events occuring in and conser on a contempormme. It is an examination conducted to assist in improving this programn and other programmes having the same gene purpose."

Ronald Doll :

Evaluation is the process of detezming wh changes are of appraising them against the val represented in objectives to find out how far the objective of education are being achieved

William Wiersom & Stephan G. Jury :

It is a process that includes measuremen and possibly testing and also contains the notion of a value judgment.

According to R.N. Patil :

Evaluation is a systematic, continuous process of determining.

⇒ The extent to which specified educational. objectives identified and defined earlier are att

⇒ The effectiveness of the learning experiences provided in the classroom.

⇒ How well the goals of education have been accomplished.

CRITERIA OF GOOD EVALUATION TOOLS

A) Validity:

Validity is defined as an accuracy with which a test measures whatever it is supposed to measure or itends to measure. It is an evaluation procedure valid to the extent it provid an assessment of degree to which pupils have achieved specific objective, content matter and learn experience validity is an evaluation of the adequacy and appropriateness of the interpretion g uses of results.

B) Reliability :-

If a test is used by any person anywhe and at any time repeatedly evaluation the conclusic are same, in this situation one can say that the test is reliable one.

1) Length of a Test
2) Difficulty level of the questions
3) Ambiquity in the question
4) Hallo effect
5) Sample
6) The optional Questions in a test.
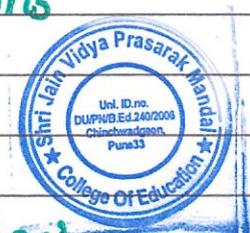
a) Test - Rested Method
b) Equivalent form of test.
c) Split Half

c) Objectivity :-

When an evaluation with a certain tool is done by many evaluators, and if the conclusions are same, then teacher can say that test is objectivity. When there is no scope for individuals impact of an evaluator on the answ and the marks given to it then test called objectives, eg: Evaluation method.

d) Adequacy :-

A test with which evaluation of al objectives and competencies is done, is called an adequate test.

Adequency is related to objectives type of questions, is constructed based on whole syllabus given.

a) Design of a test
b) Experience of the paper setter
c) Types of Question
d) Nature of Question
e) Nature and type of objectives.

E) Discrimination power Index :-

It is defined an Index indicating the ability of the item to descriminate the levels higher ability student and lower ability studen

$$\text{Discrimination Index (D.T)} = \frac{U-L}{\frac{1}{2}N}$$

U,L = Numbers giving right answers in upper and lower group respectively.

N = Number of students in a group.

D.I = Ranges from -1 to +1

A value greater than to 3 indicates satisfac D.I The question having discrimination index negative or zero should be avoided or Modifi

F) Usability / Practicability :-

when a test is easy to construct, easy to administer and easy to interpret it is call a usable test. The usability or Practicability of the assessment depends on the following as

→ Ease of Administration

→ Time required for administration

→ Ease of interpretation and application.

→ Availability of equivalent forms.

→ Cost of testing.

CONTENT VALIDITY

It is estimated on the basis of item relevance. It is estimated mostly for educational achievement test. Each item is validated and collectively they should represent the sample of the variable that is to be introduced. Apart from content they should be supplemented with statistical analysis. Validity of the content is not subjective decision of any or individual judge but several experts have to approve the content as revelant. For eq. if a te is designed on language skill it should refle those objective - based contents to verify the achievability of the test items about different language skills.

The validation process continues further b using statistical analysis. The process is as follow

→ Which items distingwish the performance between two extreme sides of the individuals like high and low level of performance.

→ How much Percent answers is correctly determined.

→ Change in average grades from one sch[ool] to the other school is determind.

→ Correlating each item with the subject ite[m] or test item and school performance mark[s] are correlated.

→ Thus content validity depends both on th[e] expert view and statistical analysis.

EVALUATION TOOL CHART

```
                    |
        ┌───────────┴───────────────────┐
        ▼                               ▼
Qualitative                        Quantitative
Tools / Techniques                    Tools
```

Qualitative Tools / Techniques

```
        ┌────────────┬────────────┬────────────┐
        ▼            ▼            ▼            ▼
```

1) Observational Technique	2) Self observational Technique	3) Projective Technique	4) (Soc... Nomin... Techni...
i) Check List	i) Interviews	i) sentence compliction	i) Que... Techni...
ii) Rating Scale	ii) Interest in vestors	ii) Complete the story	ii) The nomina... Techni...
a] Graphic	iii) Problem checking list	iii) Drawing	
b] Discriptive	iv) Personally Inventory	iv) Daily	
iii) Analactual Record			

QUANTITATIVE TOOLS EXAM

```
                        QUANTITATIVE TOOLS EXAM
                                    |
        ┌───────────────────────────┼───────────────────────────┐
        ↓                           ↓                           ↓
   Written exam                 Oral exam                   Pratical ex
        |
   ┌────┴────────────────────┐
   ↓                         ↓
 Essay Type            Objective Type
   |                         |
 ┌─┴──────────┐        ┌─────┴──────────┐
 ↓            ↓        ↓                ↓
Broad answer  short answer  Recall type    Recogniti
                                            Ty
                  ┌──────────┬──────────┬──────────┬──────────┐
                  ↓          ↓          ↓          ↓          ↓
             Alternate    Multiple    The        Master    Inter pr
             Response     choice      Matching   Making    Type
             Or           question    Item       Item      Item
             True or
             False
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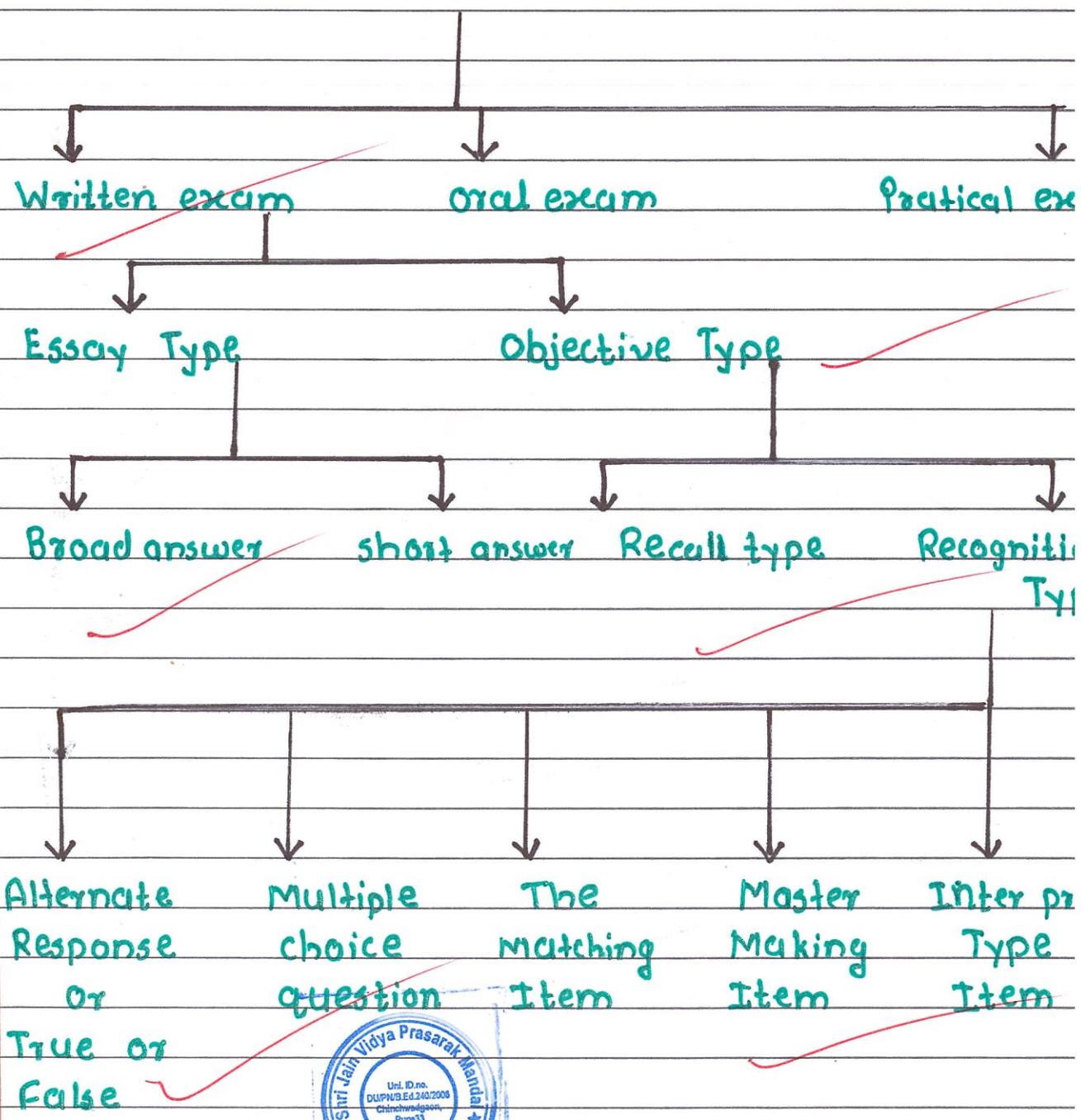
ACHIEVEMENT TEST

Nature , Need and Importance :

Meaning :

An achievement test is a test of develop
skill or knowledge the most common type of
achievement test is a standardized these develo
to measure skills and knowledge learned in a
given grade level, usually through planned instru
such as training or classroom instruction.
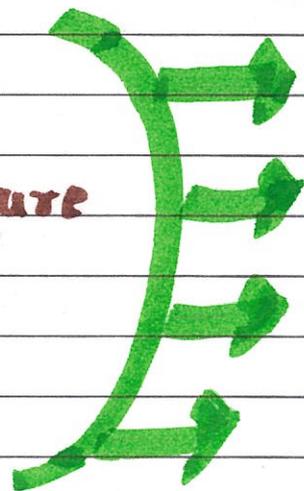
Nature
- Planning
- Valueting Test
- Preparting
- Selecting

Step 1 : Planning The Test :-

This is the foremost step of standardisa
of an achievement test. The test to be develop
is discussed in length & breath, following
aspects are taken into consideration at th
stage of test construction and standardizat

1) Finalizing or specifying the objects i.e purpose of the Test.

2) Specifying the objective or writing objectives in behavioural Terms.

3) Content Analysis

4) Types of Question

5) Number of items

6) weightage

7) Time or Duration of the Test

8) Development of Answer Key for objective scor

9) Instructions for adminstractions scoring and evaluation procedure.

Step 2: Preparing Blue Print or Table Specifica

Step 3: Preparing or constructing Test times Objective types question.

1) Recall or suppl Type Question

2) Recognize or selection type Question

3) The free Response Test Question

   a) short Answer
   b) Completion

4) The alternation response Test Question

5) The matching Test Question

6) The multiple choice Test Questions.

step 4 :- Moderation of test items

step 5 :- Assembling the test item
   A) Guide for preparing the object
   test item for use.

   B) Guide for preparing Essay Test
   for use.

NEED

A classroom achievement test is a category that seems focused on two central process. formative and summative

During instruction formatively used achievement tests information both students to improve teachers about the extent of Learning These achievement tests do not count towards a student grade

Instant formatively used achievement tests guide the student to improve Learning Summatively used tests are used for some important purpose, such as grading.

During a grading period usually week a test can be used as part of the criteria for a student grade.

IMPORTANCE

An achievement test is a test of developed skill or knowledge. The most com type of achievement test is standardized tes developed to measure skills and knowledge

learn in a given greater level, usually through planned instruction, such as meanin or classroom instruction.

Achievement tests are often constructed with tests that measure attitude a more gender and stable cognitive madit

Achievement test are often used in an educational system to determine what level of instruction for which a student is prepared. High achievement scores usually indicate a story of gender level material and the readiness for advanced, instruction Achievement can indicate the need remedia or repeating a cource gender.

PREPARATION OF TEST ACCORDING TO THE STEP OF UNIT TEST

Design of Unit Test :-

1) **Weightage of content Area :-**

Content being the means through which process objectives are attained It becomes very necessary to decide of the weightages to be given to the different asp of the content. The feasible and required numbers of content devision and should l assinged depending on the relative, importance of the content that specially assign to it. It should also consider the duration of time required to write that item related to the content.

Subject : science _ standard
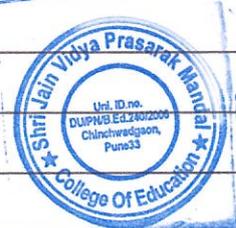
Weightage to type of content

Sr.No	Area (unit / chapter)	Marks	Percenta
1.	Food and nutrition	13	52 -/.
2.	Food Related needs of plants	5	20 -/.
3.	Food and Protection of food	7	28 -/.
	Total	25	100 -/.

2) Weightage of objectives :-

All the instructional objectives have to be decided and must be stated clearly. The numerical weightage should be given to the Objectives. The curriculum frames should decided these weightag and the test designer should try to reflect th in his instruction of the 100 points the score should be distributed to different objective, most the objective include in quantitative terms. The heigher score should be given to that which has highest emphasis.

weightage of objective

Sr. NO	Objective	Marks	Percenta
1	Knowledge	5	20%
2	Understanding	10	40%
3	Application	8	32%
4	Skill	2	8%
	Total	25	100%

3) weightage to different forms of Question :-

There are various types of questions each has got advantage and limitation so that should be a combination of different types of te to overcome difficulties to do better resting throughou achievement copy testing Theortically long test item are given more weightage more items should b planned in short and objective types.

They increased the reliability of the test.

Weightage of Questions

Sr.No	Types of Question	Marks	Percenta
1.	Objective	5	20.%.
2.	Short answer	12	48.%.
3.	Essay type	8	32.%.
	Total	25	100.%.
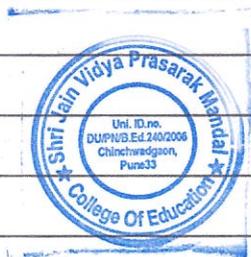
BLUE PRINT

CLASS :- 7th

Subject :- Science   **Marks :-** 25

Unit	knowledge			comprehensive			Application			Skill			Total
	O	S	E	O	S	E	O	S	E	O	S	E	
1) Food and Nutrition	1(2)			2(2)					4(1)		2(1)		13
2) Food Related needs of plants	1(1)			2(2)									5
3) Food & Protection of food	1(1)			2(1)					4(1)				7
		5			10			8			2		25 → Total

O → Objective
S - Short answer   E → Essay Type

QUESTION WISE ANALYSIS ITEM ANALYSIS

Question wise Analysis

The last step in question wise analy
This helps the proper setter to ensure balan
in question paper. The setter makes item
wise analysis on various parameters mention
in the blue prient.

→ Achievement of a particular objective

→ Quality of teaching

→ Curriculum

→ Quality of the test itself

Item Analysis :-

In order to know whether the test items have the difficulty value or not the item should be analyzed. This can be four out by the arranging the scores of student from the highest score & 3rd who get lowest scores. final out whether the items discriminite the poor student from good student or not.

Usually the test item should have 50% differ by j.e it must be scored by 50% of students.

In order to biased out whether the item has the good discriminating value & it worth retaining find out the number of students that also attempted the items correct in the 27% high group & 27% low group The item in which the number of correct responses of the high group exceeds that the low group then that item is the best item & can be retained.

EDUCATIONAL IMPLICATION

Evaluation plays a vital role & extensiv role in the teaching learning process. If the teach finds less improvement in the student he/she make use of the internation for improving hi her teaching method and learning experiences can consider the objectives if found to be imprac

The development of an achievement Test and its Blue prient enables the teacher to pro construct, set the question paper according to t objectives, weightage to the contents & properly distribution of all the form of question. Thus t proper design would increase the validity, reliability, objectivity, suitability.

Thus throughout evaluation process often. proper construction of blue print and the achievement test, the teacher can easily achiev the goals of education and the teacher will be greatly assured about the learning outcome & the content in balanced manner.
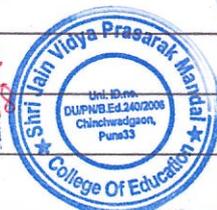
ACTIVITY –II

PLAN OF EVALUATION

Guidelines:

The student teacher will prepare a unit plan with well measured weightage assigned to the each sub unit, instructional objectives and type of questions for selected unit. She/ he should include formative and summative evaluation plan in a Unit Plan. The same shall be repeated for the other school subject.

To develop and conduct of the unit test:

- The Student teacher will develop and conduct a unit test with prior preparation of a Blueprint, Model Answer and Marking Scheme.
- Proper instructions should be given on Unit Test Paper about duration of the test, length of the answers, compulsory questions use of calculator etc.
- The same shall be repeated for the other school subject.

To develop a Blue-Print with Model Answer and Marking Scheme:

Student Teacher should develop a Blue-Print of a Unit Test to evaluate school student related to the unit taught. She/ He should also prepare Model Answers and Marking Scheme of the Test. The same procedure shall be repeated for the Unit Test of the Other School Subject

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|| पढम् नाणं तओ दया ||

स्थापना : ८/९/१९२७

SHREE JAIN VIDYA PRASARAK MANDAL ADHYAPAK

MAHAVIDYALAYA, CHINCHWADGAON, PUNE 033

TEACHING COMPETENCY IV

INTERNSHIP PROGRAM

20 - 20

ACTIVITY –II

PLAN OF EVALUATION

METHOD – I _Science_

UNIT PLAN

Topic Name- Fun with Magnets.

Sr. No.	Topic Name	Content/ unit Name	Total no. of Periods	Evaluation.
1.	Fun with magnets.	what is magnet and magnetism	1.	1. Formative Evaluation Q. what is a magnet? and types of magnet
		Charactoristics of magnet	1	Q. Write charactoristics of magnet Q. what is electromagnet? write uses of electromagnet .
		Electromagnet and storing of magnet	1.	Q2 Summative Evaluation 1) Write properties of magnet? 2) How magnetism is destroyed.

ACTIVITY 2- 1 A - UNIT PLAN
EVALUATION SCHEME

Rating Scale: 1) Unsatisfactory   2) Average   3) Satisfactory   4) Good   5) Excellent

Sr. No	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objectives & Specifications				✓	
3	Learning experiences by Teacher				✓	
4	Student's Participation				✓	
5	Plan for Formative Evaluation			✓		
6	Plan for Summative Evaluation			✓		
7	Teaching Method			✓		
8	Time Schedule			✓		
9	Educational Implication			✓		
10	Overall Impression			✓		
	Total Marks Out of 50					34

Qualitative Feedback: _____

Seen

Signature of Guide   **Signature of Observer**

मूल्यमापन तक्ता

पद्निश्चयन श्रेणी : 1) असमाधानकारक   2) सरासरी   3) समाधानकारक   4) चांगला   5) उत्कृष्ठ

अ.क्र.	निकष	1	2	3	4	5
1	घटक विश्लेषण					
2	उद्दिष्टे आणि स्पष्टीकरणे					
3	शिक्षकाद्वारे अध्ययन अनुभूती					
4	विद्यार्थी सहभाग					
5	आकारिक मूल्यमापनासाठीचे नियोजन					
6	संकलित मूल्यमापनासाठीचे नियोजन					
7	अध्यापन पद्धती					
8	वेळेचे नियोजन					
9	शैक्षणिक उपयोजन					
10	एकूण प्रभाव					
	एकूण गुण ५० पैकी					

गुणात्मक प्रत्याभरण : _____

मार्गदर्शक प्राध्यापक सही   निरीक्षक प्राध्यापक सही

Shri Jain Vidya Prasarak Mandal
Unl. ID.no.
DU/PN/B.Ed.240/2006
Chinchwadgaon,
Pune33
College Of Education

DEVELOPING A BLUE PRINT WITH MODEL ANSWER & MARKING SCHEME

What is a blue print.

It is a three dimentional chart giving the placement of the different questions in respect of

      a) the objectives
      b) The content area
      c) the form of question.

Three aspects of blue print-

a) Objective - Knowledge, Understanding, Application skill

b) Content - first decide the scope of unit and how much weightage is to be given to each unit. weightage should be given depending on how much time is allotted for that particular content.

      Weightage should be reflected in the number of questions included in the test.

Types of questions -

For testing a particular ability and content most suitable form of questions should be used.

- Objective type
- Short answer
- long answer.

1) First Dimension Subunit.

Sr. No.	Subunit	Marks	Percentage.
1.	Properties	10	40 %
2.	Types	6	24 %
3.	Uses	9	36 %
	Total	25	100

2) Second dimension : objectives.

Sr. No.	Objectives	Marks	Percentage
1.	Knowledge	5	20
2.	Understanding	10	40
3.	Application	8	32
4.	Skill	2	8
	Total	25	100

3) Third dimension Types of questions.

Sr. No.	Types of questions	Marks	Percentage
1.	Objective	5	20
2.	Short answer	12	48
3.	long answer	8	82
	Total	25	100

Blue print :
i) E- Eassy type. S. Short answer type, O-objective type.
ii) Number inside bracket indicate questions
iii) Number outside bracket indicate marks.

Unit/ subunit	Objectives												Marks
	Knowledge			Understanding			Application			Skill			
	O	S	E	O	S	E	O	S	E	O	S	E	
Properties of Magnet	1(2)			2(2)				4(1)					10
Types of Magnet	1(2)			2(2)									6
Uses of Magnet	1(1)			2(1)				4(1)		2(1)			9
Total.													25

ACTIVITY 2 – 1- B

EVALUATION SCHEME:

DEVELOPING A BLUE PRINT WITH MODEL ANSWER & MARKING SCHEME

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory   4) Good 5) Excellent

Sr. No	Criteria	1	2	3	4	5
1	Structure of Blue Print as per the Objective			✓		
2	Structure according to sub units & mark Distribution			✓		
3	Structure according to question type			✓		
4	Overall 3 dimensional design: Correct & Complete			✓		
5	Accuracy of Model Answers				✓	
6	Model Answer as per objectives of the question				✓	
7	Expected outline of the answers in Model answers				✓	
8	Marking scheme according to the scope				✓	
9	Point-wise/ Sub questions wise Marking Scheme				✓	
10	Overall Impression					
	Total Marks Out of 50				34	

Qualitative Feedback: _____ _Seen_ _____

(signature)   _(signature)_

Signature of Guide   **Signature of Observer**

मूल्यमापन तक्ता

संविधान तक्त्याचे नमुना उत्तरपत्रिका आणि गुणदान योजनासह विकसन

पद्निश्चयन श्रेणी : 1) असमाधानकारक   2) सरासरी   3) समाधानकारक   4) चांगला   5) उत्कृष्ठ

अ.क्र.	निकष	1	2	3	4	5
1	संविधान तक्ता उद्दिष्ठानुसार आकार					
2	उपघटकाच्या आकारनुसार गुण विभागणी					
3	आकारनुसार प्रश्नप्रकार					
4	एकूण त्रिमितीय रचना : अचूक आणि पूर्ण					
5	नमुना उत्तराची अचूकता					
6	प्रश्नाच्या उद्दिष्ठानुसार नमुना उत्तराची अचूकता					
7	नमुना उत्तराचा अपेक्षित आराखडा					
8	व्याप्तीनुसार गुणदान योजना					
9	प्रश्न व उपप्रश्न नुसार मुद्देसूद गुणदान योजना					
10	एकूण प्रभाव					
	एकूण गुण ५० पैकी					

गुणात्मक प्रत्याभरण : _____

_____

मार्गदर्शक प्राध्यापक सही   निरीक्षक प्राध्यापक सही

Unit Test

Subject – Science   **Std – VI**

Q1) Fill in the blanks.   (5 Marks)

1) If a bar magnet is hung by a thread tied at its center its north pole becomes steady in the direction of the_____ pole of the earth.

2) If a bar magnet is cut into equal pieces by cutting it at right angles to its axis at two places _____ bar magnets are formed and total _____ poles are formed.

3) There is repulsion between the _____ pole of magnet and attraction between opposite poles.

4) When magnetic material is taken close to a magnet the material acquires _____ .

5) A magnet remains steady in a _____ direction .

Q2) answer the following questions.   (12 Marks)

1) How will you determine whether a material is magnetic or non-magnetic ?

2) How will you determine North and South poles of a magnet ?

3) Write different types of magnets.

4) Write any two uses of magnets.

5) Which magnet will you use,

    a) Iron is to separate from trash

    b) A window shutter opens and shut.

6) Write properties of magnet.

UNIT PLAN

Topic Name- Direct proportion and Inverse Proportion.

Sr. No.	Topic Name	Content / unit name	Total no. of Periods	Evaluation.
1.	Direct Proportion and Inverse Proportion	Direct Proportion	1	1) formative Evaluation. What do you mean by ratio 2) What is direct Proportion. 3) What is Inverse Proportion
		Examples	1	
		Inverse Proportion	1.	2. Summative Evaluation Q. Solve the word Problem.

ACTIVITY 2- 1 A - UNIT PLAN

EVALUATION SCHEME

Rating Scale: 1) Unsatisfactory   2) Average   3) Satisfactory   4) Good   5) Excellent

Sr. No	Criteria	1	2	3	4	5
1	Unit Analysis				✓	
2	Objectives & Specifications			✓		
3	Learning experiences by Teacher			✓		
4	Student's Participation				✓	
5	Plan for Formative Evaluation			✓		
6	Plan for Summative Evaluation			✓		
7	Teaching Method			✓		
8	Time Schedule				✓	
9	Educational Implication			✓		
10	Overall Impression			✓		
	Total Marks Out of 50	33				

Qualitative Feedback: _____

Seen

Signature of Guide   **Signature of Observer**

मूल्यमापन तक्ता

पद्निश्चयन श्रेणी : 1) असमाधानकारक   2) सरासरी   3) समाधानकारक   4) चांगला   5) उत्कृष्ठ

अ.क्र.	निकष	1	2	3	4	5
1	घटक विश्लेषण					
2	उद्दिष्टे आणि स्पष्टीकरणे					
3	शिक्षकाद्वारे अध्ययन अनुभूती					
4	विद्यार्थी सहभाग					
5	आकारिक मूल्यमापनासाठीचे नियोजन					
6	संकलित मूल्यमापनासाठीचे नियोजन					
7	अध्यापन पध्दती					
8	वेळेचे नियोजन					
9	शैक्षणिक उपयोजन					
10	एकूण प्रभाव					
	एकूण गुण ५० पैकी					

गुणात्मक प्रत्याभरण : _____

मार्गदर्शक प्राध्यापक सही   निरीक्षक प्राध्यापक सही

What is blue print?

It is a three dimensional chart giving the placement of the different questions in respect of

a) Content area

b) Objectives

c) the form of questions.

* Three aspects of blue print -

a) Content Area - first decide the scope of unit and how much weightage is to be given to each unit. weightage should be given depending on how much time is allotted for that particular content.

Weightage should be reflected in the number of questions included in the test.

b) Objectives - Knowledge, Understanding, Application, skill

Types of Question -

For testing particular ability and content most suitable form of questions should be used.

· Objective type.

· Short answer.

· Long answer.

1) First dimension : subunit

Sr. No.	Content/ Unit	Marks	Percentage.
1.	Direct Proportion	05	20
2.	Inverse Proportion	07	28
3.	Partnership	08	82
4.	Identification	05	20
	Total	25	100

2) Second dimension : Objectives

Sr No.	Objectives	Marks	Percentage
1.	Knowledge	9	36
2.	Understanding	12	48
3.	Application	2	8
4.	Skill	2	8
	Total.	25	100

3) Third dimension : Types of Questions.

Sr No.	Types of questions	Marks	Percentage
1.	Objective	07	28
2.	Short answer type.	13	52
3.	Long answer type	05	20
	Total	25	100

Blue Print.

Sr No.	Unit/ subunit	Knowledge E	Knowledge S	Knowledge O	Understanding E	Understanding S	Understanding O	Application E	Application S	Application O	skill E	skill S	skill O	Marks
1.	Direct Proportion	3(1)	1(1)					1(1)						5
2.	Inverse Proportion	2(1)	1(1)					2(1)	2(2)					7
3.	Partnership.	2(1)						2(2)			2(1)	2(1)		8
4.	Identification				5(1)									5
		09			12			02			02			25
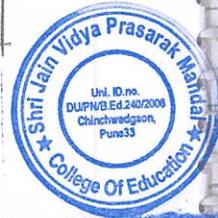
x No. inside bracket indicate - No. of questions
x No. outside the bracket indicate - Marks.

2. Observation modes for individual and group activities
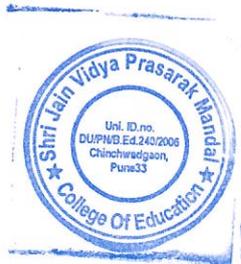
Science Lab Visit notice in regional language

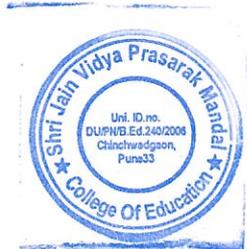श्री जैन विद्याप्रसारक मंडळ अध्यापक महाविद्यालय

चिंचवडगाव, पुणे ३३.

दि.२१/०३/२०२३

सूचना

सर्व विज्ञान अध्यापन पद्धतीच्या विद्यार्थ्यांना सूचित करण्यात येते की, बी.एड.अभ्यासक्रमाअंतर्गत कोर्स क्र.106-08 **शालेय विषय आणि नियमांचे आकलन** या विषयाचे प्रात्यक्षिक कार्य **"विज्ञान प्रयोग शाळेस भेट'** याचे उद्बोधन **दिनांक २८/०३/२०२३** यादिवशी करण्यात येणार असून सदर उद्बोधानासाठी सर्व विद्यार्थ्यांची उपस्थिती अनिवार्य आहे याची सर्वांनी नोंद घ्यावी.

विषय प्राध्यापक

प्रा.रश्मी राठोड

प्राचार्य

सूचना प्रगती वाचुन

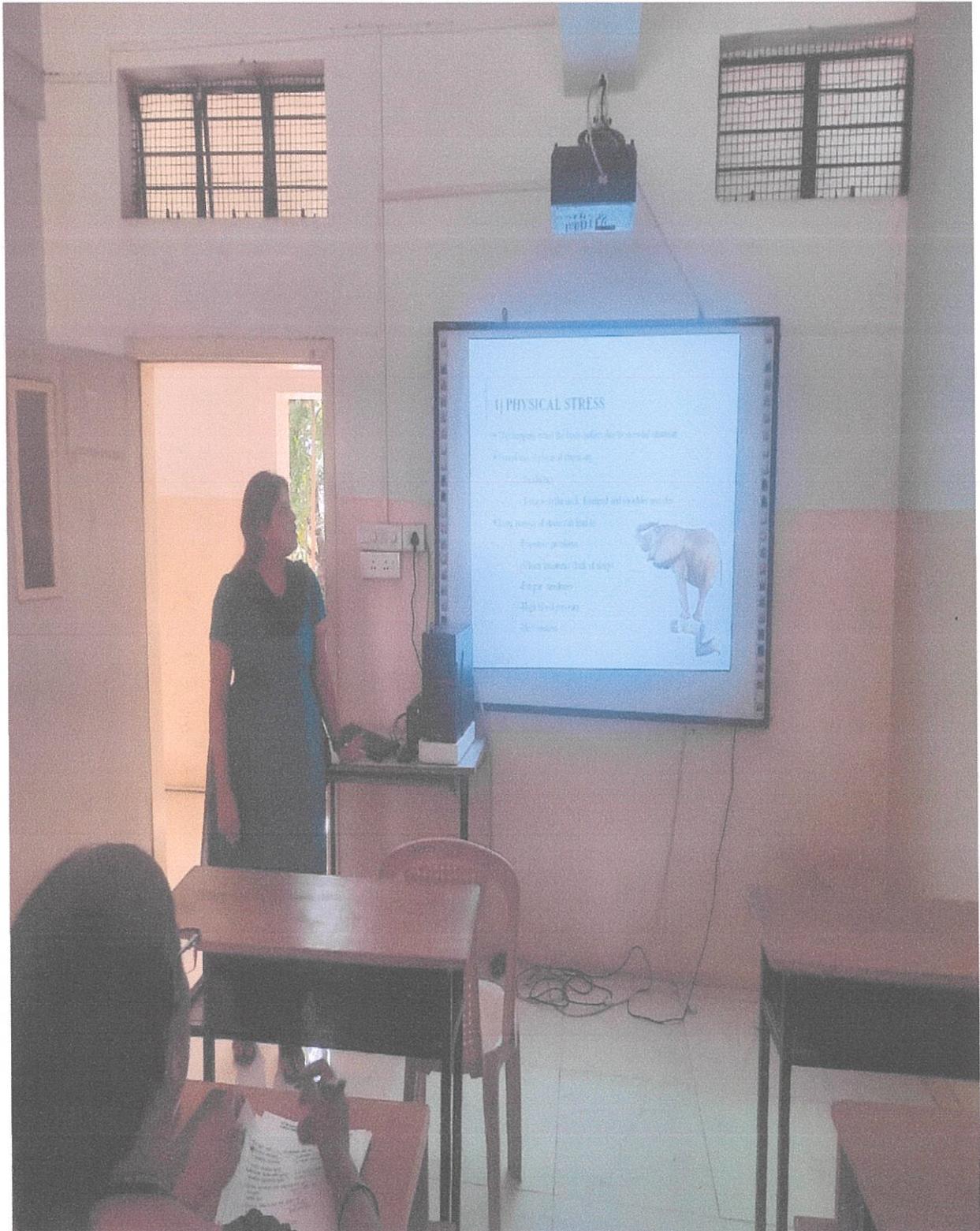श्री जैन विद्या प्रसारक मंडळ संचलित
अध्यापक महाविद्यालय, पुणे ४११०३३.

Science Lab Visit

श्री जैन विद्या प्रसारक मंडळ संचलित
सौ. ताराबाई शंकरलाल मुथा कन्या प्रशाला व
कनिष्ठ महाविद्यालय, चिंचवड, पुणे-४११०३३

Rating Scale

EVALUATION SCHEME

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No	Step	Criteria	1	2	3	4	5
1	Lesson Note	Neat, Correct and Complete				✓	
2	Introduction	Relevant and Stimulating				✓	
3		Revival of Previous Knowledge and Linking with the Topic				✓	
4		Statement of Aim and Title Writing				✓	
5	Presentation	Clarity and Fluency in Narration/ Illustration				✓	
6		Questions- Clear, Concise and Grammatically Correct				✓	
7		Questions -Logical and Thought Provoking				✓	
8		Distributions of the Questions and Reinforcement			✓		
9		Black Board Work			✓		
10		Clarity in Reading/ Ease in Demonstration				✓	
11		Explanation: Use of Examples				✓	
12		Mastery over the Content				✓	
13		Use of Teaching Aids/ Use of ICT Component		✓			
14		Student's Participation				✓	
15		Teacher's Preparedness				✓	
16		Classroom Management & Time Management				✓	
17	Formative Evaluation	Recapitulation as per objectives				✓	
18		Application- Use of Evaluation Tools: MCQ, Matching Item, Group Discussion, Project, Puzzle etc.				✓	
19		Homework- Appropriate/ Activity based				✓	
20		Overall Impression (Effectiveness of Teaching)				✓	
		Total Marks Out of 100					80

Qualitative Feedback:

* Statement of aim was clearly announced.
* Questions are clear and correct
* Stu participation taken nicely

Signature of Guide

Signature of Observer

Oral Assessment

201 Practical (Group Activity)

SHREE JAIN VIDYA PRASARAK MANDAL'S ADHAYAPAK
MAHAVIDYALAYA, CHINCHWAD, PUNE- 33.

B.ED. COURSE: 201 - QUALITY AND MANAGEMENT OF SCHOOL
EDUCATION

PRACTICAL
STUDY OF SCHOOL MANAGEMENT- MANAGEMENT OF
INFRASTRUCTURAL RESOURCES IN SCHOOL
शालेय व्यवस्थापनाचा अभ्यास -शालेय भौतिक संसाधनाचे व्यवस्थापन

SELECTED SCHOOL NAME — Nagubhau Olafiram Barne
Girls School

NAME OF THE STUDENT TEACHER - Mrs. Jayshri S. Bhavsar

ROLL NO - 53

ACTVITY:
1.] PRACTICAL WOR
2.] M.C.Q.
3.] EXAMINATION

INCHARGE
ASST. PROF. JAWALIKAR ARUNKUMAR D.

ACADEMIC YEAR
2021 - 2022

|| श्री वर्धमान नमो नमः ||
SHREE JAIN VIDYA PRASARAK MANDAL'S
ADHYAPAK MAHAVIDYALAYA, (B.ED.)
Fattechand Marg, Chafekar Chowk Chinchwad, Pune 411033. Tel.: 020-27363274,
Approved by NCTE, Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University

Dr. Kothawade P.L.,
(M.Sc., M.A., M.Ed., Ph.D. NET)
Principal

Ref.   Date - 30/11/2021

To,
The Principal,
Mrs. Sujata Sudam Pande   B.Voss
बालविद्या
बिल्डिंगचा परिसर चाळ नं. समाजमंदिर रो ५०/७
चिंचवड, पुणे - ४११०३३

Sub: Permission to getting information about your school regarding
completion of the practical work.

Respected Sir/Madam,

With reference to the above mentioned subject, Mr./Ms./Mrs. Jayshri
Swapril Bhavsar is our student perusing his/her B .Ed. course in our
college. For the partial fulfillment of the course 201 "Study of school
management of infrastructural resources in school". Student needs to complete
the practical work.

We, hereby request to permit our student to collect information about school
under your kind control and co-operation. We ensure that the information
collected will be safe and confidential and it will be used for partial fulfillment of
the practical purpose only.

Thank you !

Yours faithfully

30/11/21

Dr. Kothawade P.L.
Shri Jain Vidya Prasarak Mandal
College Of Education (B.ED)
Chinchwadgaon Pune-33.
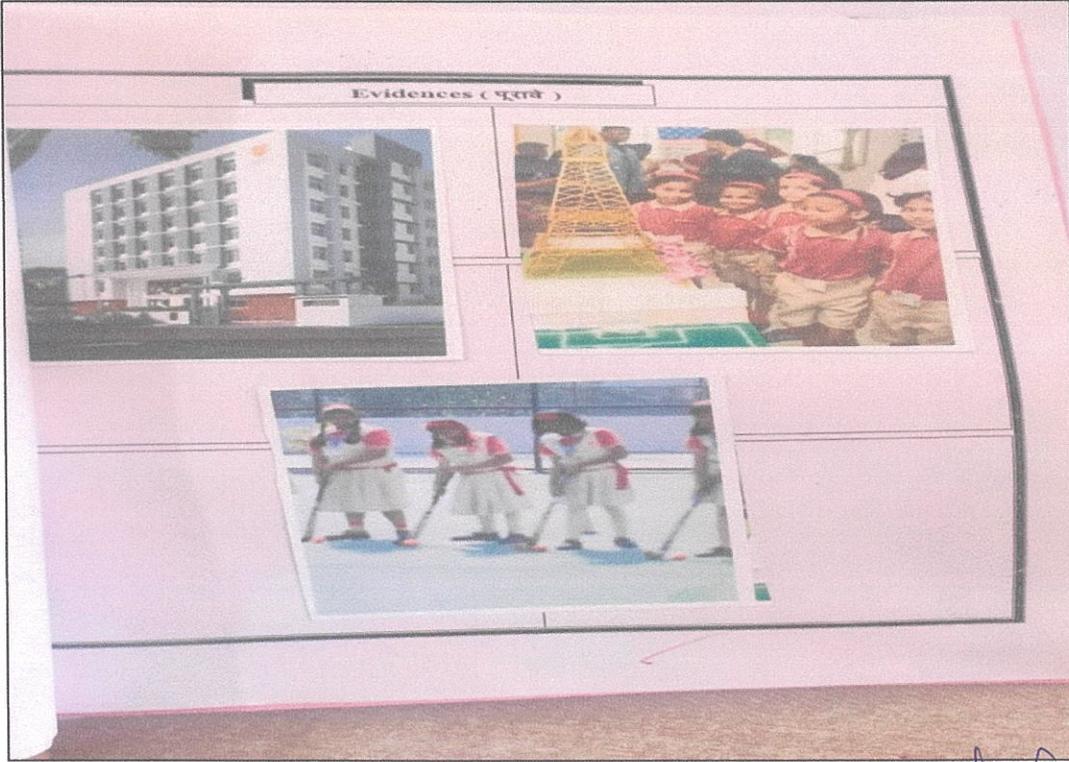
Evidences (पुरावे)

PRINCIPAL
Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

|| पढमं नाणं तओ दया ||

SHREE JAIN VIDYA PRASARAK MANDAL'S COLLEGE OF EDUCATION,CHINCHWADGAON, PUNE33.

B.ED.TWO YEAR PROGRAMME - SECOND YEAR

B.ED. COURSE 208
READING & REFLECTING ON TEXT
[मजकूर वाचणे आणि त्यावर प्रतिर्बिंबित करणे (चिंतन करणे)]
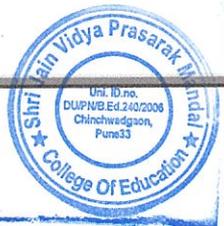

NAME OF THE STUDENT TEACHER Sadhna Rangnath Bhalekar

ROLL NO. 42

GUIDE TEACHER Asst. Prof. Rathod Rashmi

INCHARGE
ASST. PROF. JAWALIKAR ARUNKUMAR D.
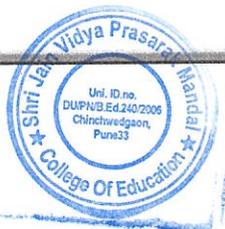
ACADEMIC YEAR 2022 - 2023

1

B.ED. COURSE 208
READING & REFLECTING ON TEXT
PRACTICAL NO.01 : - REPORT OF THE ORIENTATION SESSION AS WELL AS THEACTIVITIES SESSION
PRACTICAL 2 : - READING , REFLECTING AND REPRODUCING IN WRITING ANY ONE TEXT
[PLANNING &TIME TABLE - 20 22 - 20 23]

Planning & outline of course, Selection of group, Formation of objectives, Time-table preparation (1 HOURS)

SR. NO.	Types of Text	Mode	ACTIVITY	HOURS
1	Orientation No.1 GENERAL LECTURE [JAWALIKAR ARUNKUMAR D.]		Introduction - What is Reading & Reflecting on Text ? मजकूर वाचन आणि प्रतिबिंबित करणे म्हणजे काय	2
2	School texts शालेय मजकूर	summarization सारांश , flowcharts फ्लोचार्ट	Orientation No.2 [JAWALIKAR ARUNKUMAR D. SIR]	2
3	Research articles संशोधन लेख	Critiques समालोचन , story कथा	Orientation No.3 [SHINDE S.P. SIR]	2
4	Reference Source संदर्भ पुस्तके	Questions and answer प्रश्न आणि उत्तरे , Dialogue संवाद	Orientation No.4 [PAPAL A.R. SIR]	2
5	PolicyDocuments धोरणात्मक दस्तऐवज	Predictions अंदाज , drama नाटक	Orientation No.5 [SHITOLE R.P. MADAM]	2
6	Autobiographies आत्मचरित्र	mind maps मनाचे नकाशे तयार करणे	Orientation No.6 MALI S.K.SIR	2
7	Newspapers वर्तमानपत्रे	Notes नोट्स	Orientation No.7 SAKUNDE MADAM	2
8	Project reports प्रकल्प अहवाल	Prepare concept maps संकल्पना नकाशे	Orientation No.8 RATHOD MADAM	2
9	ACTIVITY – 1] Group Discussion [All Professors]			8
10	ACTIVITY – 2]Writing & Presenting [All Professors]			8
	TOTAL			32

1) SADHNA BHALEKAR

2) ANAGHA . VEDE

3) PRITI RAUT

4) SHREYASI AHIRE

5) LEENA ACHARI

6) KIRTI KHOT

7) RASHMI BHAGAT

8) SMITA GADE

9) DIPALI HINGANE

10) PRERNA JOHARI

11) GANESH BHOYE

12) SUKESHANI GAIKWAD

13) TARANNUM INAMDAR

Shri Jain Vidya Prasarak Mandal's College of Education, Chinchwadgoan, Pune – 33

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B.ED. COURSE 208
READING & REFLECTING ON TEXT

Practical:- 1.REPORT OF THE ORIENTATION SESSION AS WELL AS THE ACTIVITIES SESSION

Name of Student: Sadhna Ramgnath Bhalekar   Roll No:- 42

EVALUATION SCHEME

Rating scale: 1) Unsatisfactory   2) Average   3) Satisfactory   4) Good   5) Excellent

No.	Outline	EvaluationCriteria	1	2	3	4	5
1	Orientation	Introduction to orientation session उद्बोधन / मार्गदर्शन सत्राची प्रस्तावना				✓	
2		Description of the orientation उद्बोधन / मार्गदर्शन सत्राचे वर्णन			✓		
3		Benefits of orientation session उद्बोधन / मार्गदर्शन सत्राचे फायदे				✓	
4		Reflection on orientation उद्बोधन / मार्गदर्शन सत्राचे प्रतिबिंब				✓	
5	Activity	Selection of the text मजकूराची निवड					✓
6		Discussion based on the text मजकुरावर आधारित चर्चा				✓	
7		Reading and reflection on text वाचन आणि मजकूरावर प्रतिबिंब				✓	
8		Mode used for reflecting on the text मजकूरावर प्रतिबिंबित करण्यासाठी मोड(मार्ग)वापरला जातो				✓	
9		Educational Implication शैक्षणिक उपयोजन				✓	
10		Overall Impression एकूण प्रभाव				✓	
	Total Marks-50			40			

Signature of Professor In-charge

6

B.ED. COURSE 208
READING & REFLECTING ON TEXT

PRACTICAL NO.01 : - REPORT OF THE ORIENTATION SESSION AS WELL AS THE ACTIVITIES SESSION

उद्बोधन / मार्गदर्शन सत्राचे तसेच उपक्रमाचे अह्वाललेखन

PRACTICAL NO – 01

# A] ORIENTATION & ACTIVITY

B] REPORT WRITING

7

A] ORIENTATION & ACTIVITY

1.Introduction to orientation session उद्बोधन / मार्गदर्शन सत्राची प्रस्तावना:-

"READING AND REFLECTING ON THE TEXTS" is a course designed for B.Ed. students to help them better understand the nuances of reading. It aims at helping students learn strategies that can make them engaging readers.

ASST. PROF. JAWALIKAR ARUNKUMAR D Sir is the incharge of this course and he introduced this B.Ed. course 208: Reading and Reflecting on Texts through orientation session. He told us about the practical and activity session that we have to complete in this course.

Sir also told us about importance of reading and reflecting on text to us. By actively reading and reflecting on a text, individuals can deepen their understanding, develop new insights, and gain new perspectives on particular topic. When engaging in reading and reflection, it is important to approach the text with an open and curious mind.
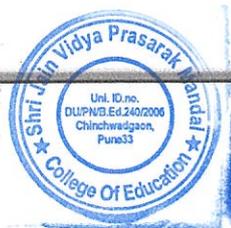
2. Description of the orientation उद्बोधन / मार्गदर्शन सत्राचे वर्णन :- Under B.Ed. course 208 - Reading and Reflecting on Texts, course incharge Asst. Prof. Arunkumar Tawalikar sir arranged an orientation session to orient and to give outline of this course and practical regarding this. Sir oriented about what is mean by reading, it's benefits, importance, what is mean by reflection in writing as well as what is a text and what are it's types. Sir also told us about the modes which can be used for reading and reflecting on a particular type of text to carry out activity session.

3. Benefits of orientation session उद्बोधन / मार्गदर्शन सत्राचे फायदे:-

Orientation session conducted by our incharge sir comes to know us about B.Ed. course 208 - Reading and Reflecting on Text. Reflections not only encourage students to read more regularly, they also promote content mastery and foster student development of monitoring, self-evaluation, and reflection skills. Sir also told us the importance and benefits of this course.

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4. Reflection on orientation उद्बोधन / मार्गदर्शन सत्राचे प्रतिबिंब:-

We all know that there is no end to reading. Moreover, no education program or book can provide reading formula that readers can do expected. As an educator, my view for reading is a developing process, and I believed that once readers are able to form their reading habits, they can develop the best reading strategy but their stradegy cannot approach other readers because it might not fit with them. The method of reading comprehension differs from one to the others. However with the bits of help of reading activities and guidelines from the expert that may change in positive reading.

Therefore, it is the person to desire and hopes that they shall try to read as much as possible and become the best reader with the difference. To involve actively in children's reading we (teachers) have to develop fun reading activities along with traditional reading stategies.
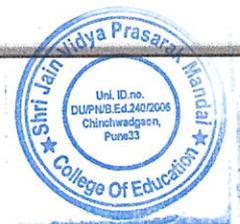
10

Activity

Types of texts मजकूर प्रकार- [like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc . शालेय मजकूर , वर्तमानपत्रे, धोरणात्मक दस्तऐवज, संशोधन लेख, प्रकल्प अहवाल, आत्मचरित्र, संदर्भ पुस्तके इ.]

Selection of the text मजकूराची निवड :- A TEXT is a passage of words that conveys a set of meanings to the person who is reading it. It's a body of written work, in various forms and structures, that can be words, phrases and sentences. There are different types of texts like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc. But our microteaching group was supposed to do work on PROJECT REPORTS for activity session.

Discussion based on the text मजकुरावर आधारित चर्चा :- Under the outlines given in the orientation by our incharge and guidelines given by our guide teacher ASST. PROF. RASHMI RATHOD MADAM, our group made discussion on project reports, which topic should be choosed for project reports and what are the benefits of this type of text. By choosing the type of text, we prepared a report.

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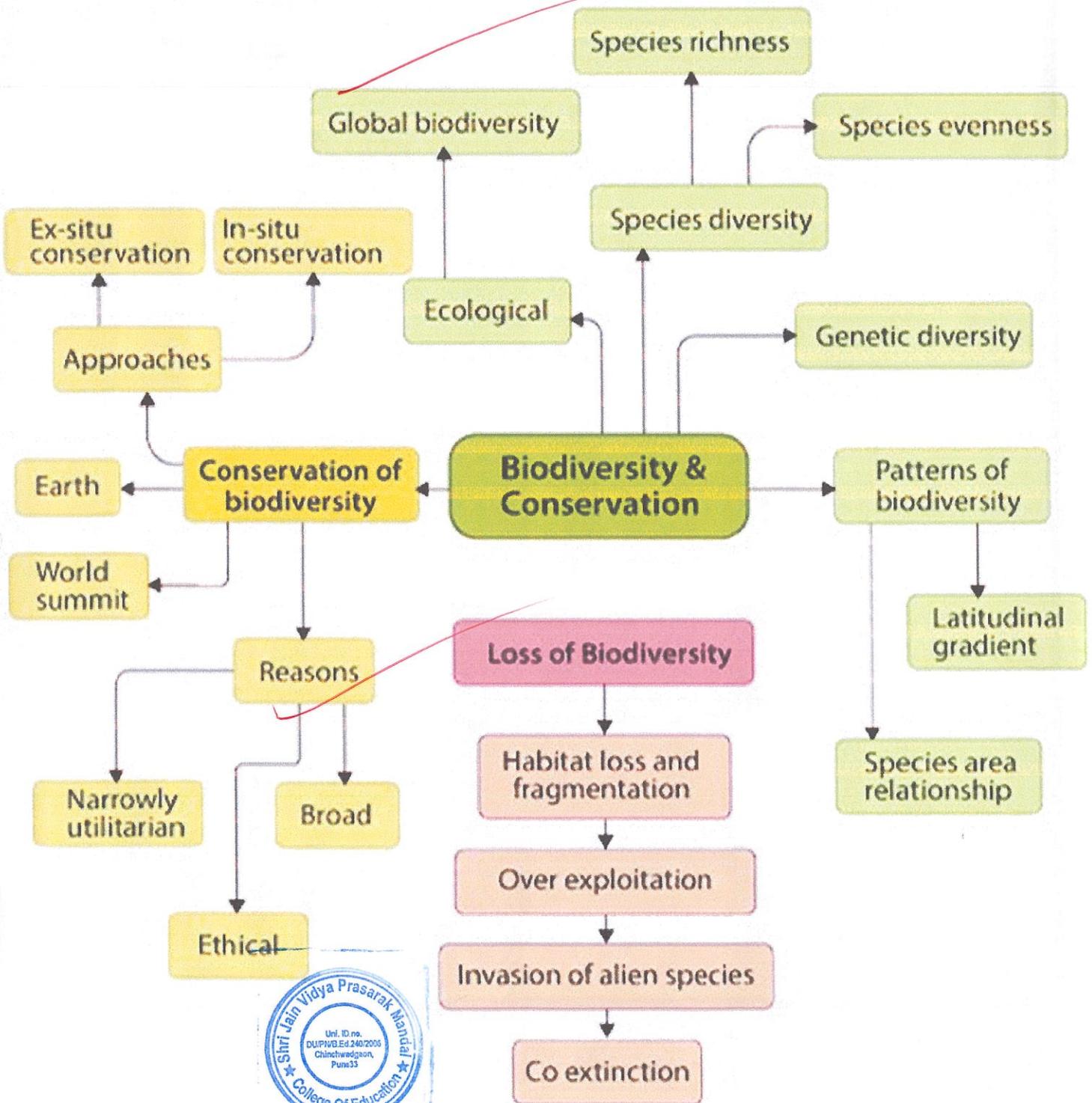**Features of these texts. या मजकूर वैशिष्ट्ये :- The characteristic features of project report are:**

1) OBJECTIVES: A project has a fixed set of objectives.
2) LIFE SPAN: A project cannot continue endlessly.
3) SINGLE ENTITY: A project is one entity and is normally entrusted to one.
4) TEAM-WORK: A project calls for team-work.
5) LIFE CYCLE: A project has a life cycle reflected by growth, maturity and decay.
6) UNIQUENESS: No two projects are exactly similar even if Die plants.

Reading and reflecting on the texts. मजकूर वाचणे आणि त्यावर चिंतन करणे. :- A PROJECT REPORT is a document that consists of crucial information about a project. It includes information that can be used to evaluate the progress of a project, understand its objective, trace its journey, provide direction to team members, mitigate risks and communicate a project's success or failure.

A project report should be written in a simple language. It should be clear, precise and simple in style and brief. It should be written in third person or passive voice.

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BIODIVERSITY AND CONSERVATION CONCEPT MAP

- Species richness
- Global biodiversity
- Species evenness
- Species diversity
- Ex-situ conservation
- In-situ conservation
- Ecological
- Genetic diversity
- Approaches
- Earth
- Conservation of biodiversity
- **Biodiversity & Conservation**
- Patterns of biodiversity
- World summit
- Reasons
- Loss of Biodiversity
- Latitudinal gradient
- Narrowly utilitarian
- Broad
- Habitat loss and fragmentation
- Species area relationship
- Ethical
- Over exploitation
- Invasion of alien species
- Co extinction

Educational Implication शैक्षणिक उपयोजन :- The reading reflections not only encourage students to read regularly before class, they also promote content mastery and foster student development of monitoring, self evaluation, and reflection skills. Reading reflections are designed to help students develop knowledge about themselves as learners, learning tasks, prior knowledge, content self monitoring self assessment and reflection. Reflection allows students to make sense of material/ experience in relation to oneself, others and the conditions that shaped the material.

Overall Impression एकूण प्रभाव :- Reading and reflective writing can help you to develop academic skills, better understand a topic you are studying, and enable you to review your progress at university. You may need to do some reflective writing as part of an assignment for your course. Reflecting content helps to give focus to the situation but, at the same time, it is also essential to reflect the feelings and emotions expressed in order to understand.

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||पढम नाणं तयो दया||

Shri Jain Vidya Prasarak Mandal's College of Education, Chinchwadgoan, Pune – 33

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B.ED. COURSE 208

READING & REFLECTING ON TEXT

PRACTICAL 2 : - READING , REFLECTING AND REPRODUCING IN WRITING ANY ONE TEXT

Shri Jain Vidya Prasarak Mandal's College of Education, Chinchwadgoan, Pune – 33

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B.ED. COURSE 208
READING & REFLECTING ON TEXT

Practical:- 1.REPORT OF THE ORIENTATION SESSION AS WELL AS THE ACTIVITIES SESSION

Name of Student:- Sadhma Ranganath Bhalekar   Roll No:- 42

EVALUATION SCHEME

Rating scale: 1) Unsatisfactory   2) Average   3) Satisfactory   4) Good   5) Excellent

No.	Outline	EvaluationCriteria	1	2	3	4	5
1	Orientation	Introduction to orientation session उद्बोधन / मार्गदर्शन सत्राची प्रस्तावना					✓
2		Description of the orientation उद्बोधन / मार्गदर्शन सत्राचे वर्णन				✓	
3		Benefits of orientation session उद्बोधन / मार्गदर्शन सत्राचे फायदे				✓	
4		Reflection on orientation उद्बोधन / मार्गदर्शन सत्राचे प्रतिबिंब				✓	
5	Activity	Selection of the text मजकूराची निवड				✓	
6		Discussion based on the text मजकुरावर आधारित चर्चा				✓	
7		Reading and reflection on text वाचन आणि मजकूरावर प्रतिबिंब				✓	
8		Mode used for reflecting on the text मजकूरावर प्रतिबिंबित करण्यासाठी मोड(मार्ग)वापरला जातो				✓	
9		Educational Implication शैक्षणिक उपयोजन				✓	
10		Overall Impression एकूण प्रभाव					✓
	Total Marks-50		41				

Signature of Professor In-charge

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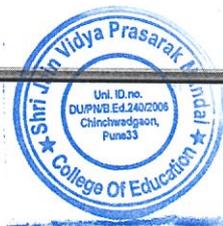
1. Introduction and background of the activity उपक्रमाची ओळख आणि पार्श्वभूमी :- ------------------

"READING AND REFLECTING ON THE TEXT" is a course designed for B.Ed. students to help them better understand the nuances of reading. It aims at helping students learn strategies that can make them engaging readers.

The ability to help students actively engage and think along with the texts is one of the main challenges that teachers face in their classroom. A common focus across all three units is to help B.Ed. students plan and conceptualise activities and exercises for their own classrooms and help students actively engage and reflect on whatever they read in their school years - either as a curricular requirement or for pleasure or for knowledge.

In this sense, this activity and the guideline may deal with the improvement of reading comprehension with practical methods. Therefore reading activities are all about readers having to express their ideas, beliefs and opinions in the activities of discussion.

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Objectives उद्दिष्टे :- To enable the student teacher to:

1) Understand various activities Reading, Reflecting and Reproducing in writing practical work.
2) To develop the interest in reading and writing
3) To attain mastery over language through reading and writing.
4) To learn reflecting texts through reading and writing.
5) To learn to care for books.
6) To learn to use reading and writing work done in classroom.
7) Be motivated to bring essential change.

Need & Importance of Reading and reflection on text वाचन आणि मजकूरावर चिंतन करण्याची गरज आणि महत्त्व:- Need and importance of reading & reflection on text.

1) Reading, Reflecting and reproducing in writing activity is very helpful for the student teacher to develop the reading capacity.
2) This activity is very important for student teacher to understand the co-relation among different points of the topic
3) This activity will develop the creative ability, logical ability, analytical power, thinking skill.
4) This practical is very much necessary for the students to memorize the topic read by the student by different modes.

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Activity

Types of texts मजकूर प्रकार- [like school texts, newspapers, policy documents, research articles, project reports, autobiographies, reference books, etc . शालेय मजकूर , वर्तमानपत्रे, धोरणात्मक दस्तऐवज, संशोधन लेख, प्रकल्प अहवाल, आत्मचरित्र, संदर्भ पुस्तके इ.]

Selection of the text मजकूराची निवड :- TEXT TYPES are any pieces of writing that you read or create. This can be anything from novels, newspaper reports and textbooks to recipes, movie reviews and game instructions. A text type scaffold is a simple framework that helps you to construct and create a piece of writing. Under this practical 2 activity session, I have choosen a text type autobiography of Rabindranath Tagore because an autobiography portrays the life experiences and achievements of the author.

Process followed for Reading and reflection on text

मजकूर वाचन आणि प्रतिबिंबित करण्यासाठी प्रक्रिया अनुसरण केली :- READING AND REFLECTION ON TEXT is a process of actively engaging with written material in order to deepen one's understanding, gain new insights and develop critical thinking skills. The process of reading divides into three stages. The three stages of reading are pre-reading, through reading and post reading. The
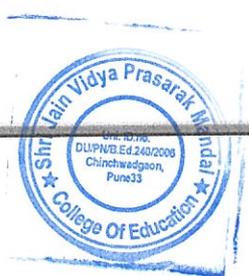
Mode used for reflecting on the text

मजकूरावर प्रतिबिंबित करण्यासाठी मोड(मार्ग)वापरला जातो:- [---- MIND MAPS ----]

For reading and reflecting on the autobiography of Rabindranath Tagore, I have used pictorial mind map as a mode. By preparing this mind map, an autobiography of Rabindranath Tagore is divided into three parts: 1) About 2) contributions and 3) Notable works.

Rabindranath Tagore was a Bengali polymath who worked as a poet, writer, playwrite, composer, philosopher, social reformer and painter. He reshaped Bengali literature and music as well as Indian art with contexual modernism in the late 19th and early 20th centuries. Author of the "profoundly sensitive, fresh and beautiful" poetry of Gitanjali, he became in 1913 the first non-European and the first lyricist to win the Nobel Prize in Literature.

A mind map is a diagram used to visually organize information into a hierarchy, showing relationships. Essentially, a mind map is used to "brainstorm" a topic and is a great strategy for students to understand.

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Completeness of the reflection प्रतिबिंबाची पूर्णता :- [Activities उपक्रम]
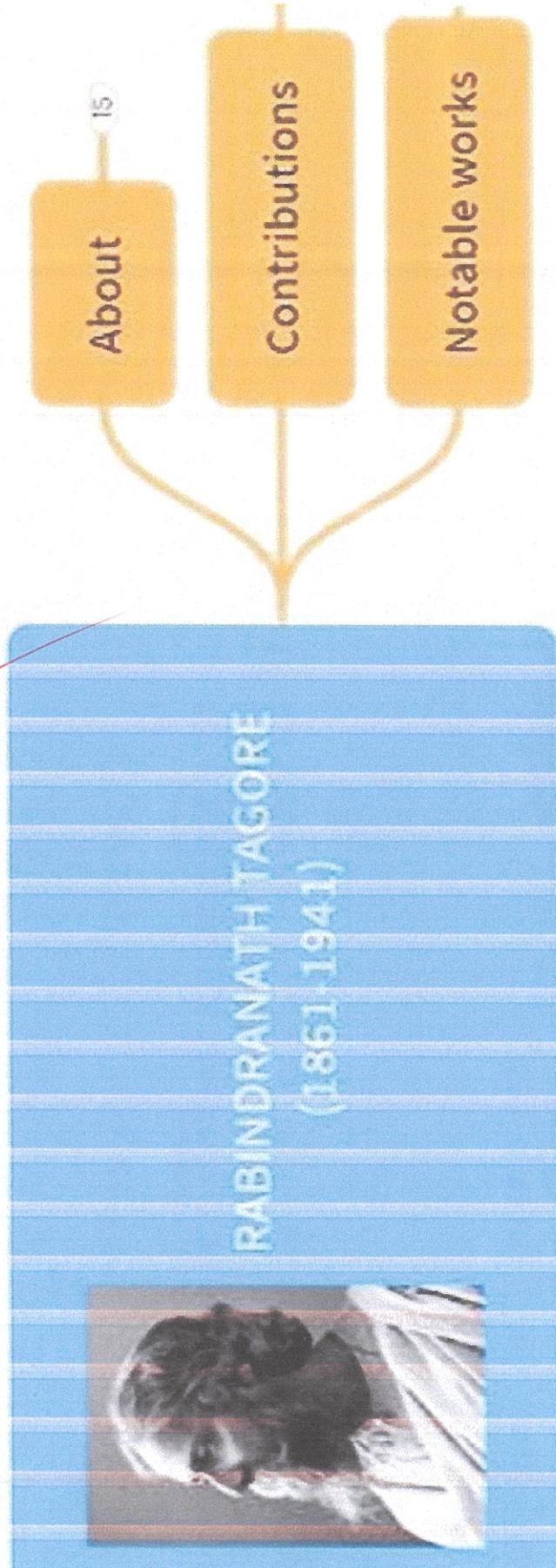
About

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Contributions

Notable works

RABINDRANATH TAGORE
(1861-1941)

Educational Implication शैक्षणिक उपयोजन:- READING REFLECTIONS are designed to help students develop knowledge about themselves as learners, learning tasks (reading), prior knowledge, content, self-monitoring, self-assessment and reflection. By actively reading and reflecting on a text, individuals can deepen their understanding, develop new insights and gain new perspectives on a particular topic. When engaging in reading and reflection, it is important to approach the text with an open and curious mind.

Overall Impression एकूण प्रभाव :- READING AND REFLECTING ON TEXT is one of the practical file in B.Ed. 2nd year syllabus. The resources in Reading and Reflecting on Texts aim to develop critical understanding of what is involved in reading, writing and reflecting. In education Reflecting is the higher level of learning. Therefore, to reflect upon a text to achieve comprehension in reading learner has to work hard on certain skills. Reading comprehension is a much required quality in education. Teachers need to understand all the aspects of comprehension to help students develop them.
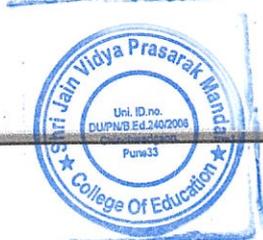
PRINCIPAL
Shri Jain Vidhya Prasarak Mandal
College of Education (B.Ed.)
Chinchwadgaon, Pune-33.

A Study Of Effectiveness Of A Remedial
Program To Teach Bodmas Rule

Research Proposal Submitted To The
Savitribai Phule University Pune
For Partial Fulfillment Of
B.Ed. Course 210 Under
Education Faculty

Researcher
Narayan Rakhee
Roll no. 42

Guide
Mali Sambhaji

Study Center
Shri Jain Vidya Prasarak
Mandal's Adhyapak
Mahavidyalaya
Chinchwad
Pune - 33

Academic Year
2021 - 2022

Shree Jain Vidya Prasarak Mandal's College of Education, Chinchwadgaon, Pune 411033.

Name of the Student: __RAKHEE NARAYAN__ Roll No : 42

B.Ed. COURSE 210 : BASICS OF RESEARCH
EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.no	Criteria	1	2	3	4	5
	Research Proposal					
1	First/Front Page				✓	
2	Introduction(Background of Problem)				✓	
3	Problem (Statement of problem, Need & Importance, Objectives, Hypothesis/Research Question)				✓	
4	Methodology (Actual Methodology, Population, Sample, Sampling)					✓
5	Tools for Data Collection & Analysis					✓
6	Flow chart of actual procedure & Time Table					✓
	Total Marks out of 30	27				
	Research Report					
1	First/Front Page					✓
2	Introduction(Background of Problem)					✓
3	Problem- (Statement of problem, Need & Importance, Objectives, Hypothesis/Research Question)					✓
4	Methodology (Actual Methodology, Population, Sample, Sampling)					✓
5	Selection of appropriate a Tool, Tool for which Objective.				✓	
6	Tool Preparation				✓	
7	Actual Procedure				✓	
8	Implementation on & Administration of Data collection Tool				✓	
9	Tabulation & Analysis of Data					✓
10	Graphical representation of Data				✓	
11	Findings & Conclusion				✓	
12	Annexure (Evidences)				✓	
13	Presentation				✓	
14	Overall Impression				✓	
	Total Marks out of 70	61				

Total Marks = (Proposal)(out of 30) + 27 (Research Report)(out of 70) = 61 *50/100 = 88 (out of 50) 44

Name of Guide: _Mali.S.U_

Sign of Guide with date: _Mali.S.U_

Introduction

In logic-oriented subjects like mathematics, the order of operations is a set of standard rules that reflect conventions about which process to perform first to evaluate a given numerical expression. With a basic summation that just has two numbers and one single operation, or sign, it's easy to calculate the result. Either you perform addition, subtraction, multiplication, or division.

   BODMAS can be defined as the set of operations that have to be performed first and the conventions that have to be followed. Failing this would lead to a wrong answer. So it is very important to practice and remember BODMAS and follow it whenever it is required.

   If you calculate in the wrong order you will get the answer wrong. So learn the order systematically. The bracket comes first, next is the exponents, division, multiplication, addition, and then the subtraction.

   BODMAS is a set of rules or an order to perform an arithmetic expression so that evaluation becomes easier. Mathematics is all about logic and certain rules are mandatory to be followed. BODMAS is one of them which if not followed the whole answer can go wrong and end up in losing the marks unnecessarily.

   BODMAS can be further defined as standard rules for simplifying the expression having multiple opera

Statement of Aim

The present research is related to Mathematics. It is related to the problems faced by students in Maths subject. The statement of problem is as follows

"To study the effectiveness of a remedial program to teach BODMAS."

Need

When you complete a mathematical number sentence involving several different operations then BODMAS helps you to know which order to complete them i Anything in Brackets should be completed first, then orders, followed by any division or multiplication and finally addition or subtraction.

This mathematical rule specifies the correct order of operations to be used when answering a mathematical number sentence question with multiple operations.

We use the acronym BODMAS to help child remember the order of mathematical operations - the correct order in which to solve math problems.

It is regarded as one of the most important mathematical principles, underpinning many of our mathematical conventions. All students should learn the BODMAS rule before beginning algeb in school. It will make mastering more difficult math concepts much easier.

Importance

The present research will be beneficial for students, teacher, parent & researcher.

The concept taught will be understood by the students in more detail by remedial method. They will pay more attention to the subject which will develop their critical creative & analytical thinking. Curiosity toward the subject will be developed.

The teacher will teach students in various ways which will attract the students & increase their understanding towards Maths subject and develop the scientific attitude and problem solving skills in them.

Parents will understand the day today Maths. This will help them to understand the fact in logical and effective way instead of blindly believing on them.

Remedial program will help the researcher for further analysis in Maths & teaching This remedial program can also be used for other research topics.

Objectives

1) To find the problems faced by students for the concept of BODMAS.
2) To develop a remedial program to teach BODMAS.

3) To implement a remedial program to study the effectiveness of a remedial program to teach BODMA

4) To check the effect of remedial program to teach BODMAS.

Assumptions

1) Students face problem in learning BODMAS rule
2) Students face difficulty to learn BODMAS rule.
3) Teachers are trained in secondary school to use traditional method of teaching Mathematics.

## Hypothesis

Research hypothesis
1) There will be significant difference between the mean of these scores obtained in pretest and post test.

2) Remedial program will decrease the problem faced by students in learning BODMAS rule.

Null hypothesis

1) There will be no such significant difference between the mean of the scores obtained in pre-test & post test.

2) Remedial program will not increase the problem faced by students in learning BODMAS rule.
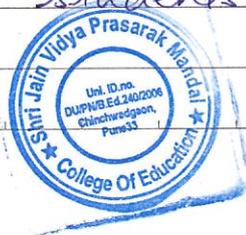
Scope

1) The scope of the present research is related to study the effectiveness of a remedial program to teach BODMAS rule.

2) The scope of present research is related to all the students from Fattechand Jain Boys High School, Chinchwad-33 for Std. VI.

Limitations

1) The present research is limited up to the academic year 2021-22.
2) The present research is limited to the 30 students studying in Std VI from Fattechand Jain Boys High School.
3) The present research is limited to develop a remedial program to teach BODMAS rule.
4) The present research is limited upto the topic BODMAS rule.

Research Method

In present research, researches will use 'Experimental research method.'

Population

Population for the present research is all the students of Std VI from Fattechand Jain Boys High School.

Sample

Researcher will select 30 students as a sample for the present research.

Sampling method

In present research, researches will use purpo sive sampling method.

Tools for data collection

In the present research, the researches will use following tools for data collection.
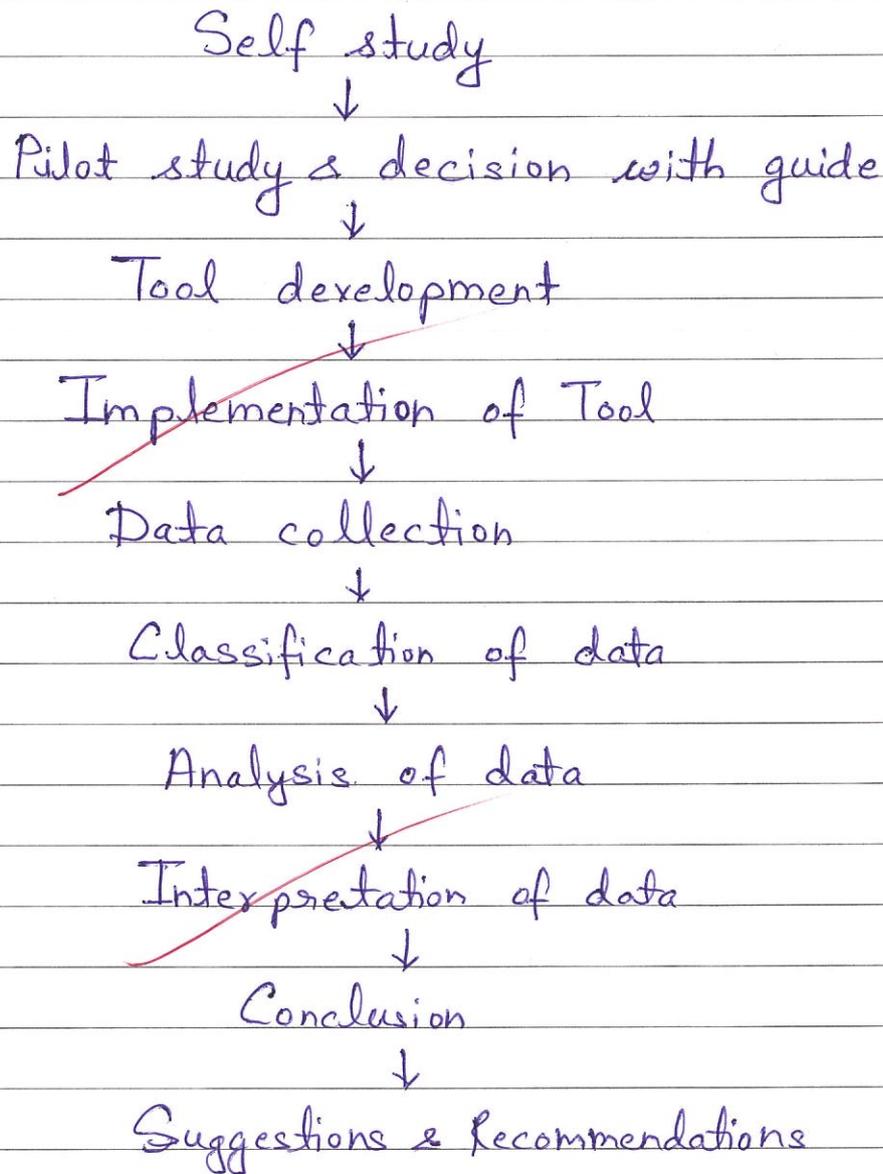1) Pre-test
2) Remedial program
3) Post-test

Statistical tools & techniques

In present research, researches will use the following statistical tools & techniques to analyze collected data.
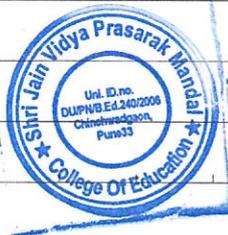1) Mean
2) Mode
3) Median
4) t-test
5) Bar Graph or Pie chart.

Flow Chart of Research work

<div align="center">

Self study

↓

Pilot study & decision with guide

↓

Tool development

↓

Implementation of Tool

↓

Data collection

↓

Classification of data

↓

Analysis of data

↓

Interpretation of data

↓

Conclusion

↓

Suggestions & Recommendations

</div>

Time-Table

Sr.no.	Details	Duration
1	Preparation of proposal	7 days
2	Development of Research tool	5 days
3	Pre-test	1 day
4	Implementation of remedial teaching	8 days
5	Post-test	1 day
6	Data collection	4 days
7	Analysis & Interpretation of collected data	4 days
8	Conclusion & finding	2 days
9	Report writing	4 days
10	Presentation & Submission	1 day

Standard:6th

Subject: Maths

Name:_____

Roll no. _____

Instructions:

1. All questions are compulsory .

2. Figures to the right include full marks .

Date: 12/12/2021

Marks:25 Marks

Time:35 Minutes

1.Simplify 25 – [20 – {10 -(7-5-3)}]   (5)

2. Find out the answer for 100 – 3 [20 + {50 – 40}]   (5)

3. Solve: 7 + (8 -3×2) (5)

4.What would be the answer for 50- [20 +{ 30- (20- 5)}] (5)

5. Find the value of 150- [10 +{ 3- (20- 5)}] (5)

POST TEST

Standard:6th   Date:

Subject: Maths   Marks:25 Marks

Name:_____   Time:35 Minutes

Roll no. _____

Instructions:

1. All questions are compulsory .

2. Figures to the right include full marks .

1. Simplify $25 - [20 - \{10 - (7 - 5 - 3)\}]$ (5)

2. Find out the answer for $100 - 3 [20 + \{50 - 40\}]$ (5)

3. Solve: 7 + (8 -3×2) (5)

4.What would be the answer for 50- [20 +{ 30- (20- 5)}] (5)

5. Find the value of 150- [10 +{ 3- (20- 5)}] (5)