

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO (JHARKHAND)-827013

Recognized by NCTE & Affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad , Jharkhand & J.A.C. Ranchi

Email Id- bbmbedcollege2010@gmail.com



2.4.4

Samples prepared by students for each indicated assessment tool

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO



Blue Print

I. Blue Print

A) MARKS ACCORDING TO OBJECTIVES (उद्देश्यों के अनुसार प्रश्न अंक)

Objectives (उद्देश्य)	Marks (अंक)	% (Percentage) (प्रतिशत)
1) स्मृतियाँ	15	30%
2) व्याख्याएँ	15	30%
3) समीक्षाएँ	10	20%

B) MARKS ACCORDING TO OBJECTIVES (उद्देश्यों के आधार पर प्रश्न अंक)

Objectives (उद्देश्य)	Marks (अंक)	% (Percentage) (प्रतिशत)
स्मृतियाँ	15	30%
व्याख्याएँ	15	30%
समीक्षाएँ	10	20%

C) DIFFERENT TYPES OF QUESTIONS %

Type of Questions (प्रश्नों के प्रकार)	No. of Questions (प्रश्नों के संख्या)	Marks (अंक)	% (Percentage) (प्रतिशत)
Very Short Questions (अति लघु प्रश्न)	10 (10x1)	10	20%
Short Questions (लघु प्रश्न)	5 (5x3)	15	30%
Long Questions (दीर्घ प्रश्न)	5 (5x5)	25	50%

2. TRIPLE DIRECTIONAL MONITOR

Objective (1/2/3/4)	Knowledge (1/2/3/4)			Understanding (1/2/3/4)			Application (1/2/3/4)			Creativity (1/2/3/4)			Total (1/2/3/4)
	VS	S	L	VS	S	L	VS	S	L	VS	S	L	
Sub Topic: Type of Question (1/2/3/4/5/6/7/8/9/10)													
	1	1	1	1	0	0	0	0	0	1	0	0	4
	0	0	1	1	1	0	1	0	0	1	0	1	6
	1	0	0	0	1	0	0	1	0	0	1	0	4
	0	0	0	1	0	1	0	0	1	0	0	0	3
	0	0	0	1	0	0	1	0	0	1	0	0	3
TOTAL	2	1	2	4	2	1	2	1	1	2	1	1	20



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SARDAHA, CHAS, BOKARO

Observation Schedule



①

OBSERVATION SCHEDULE

Pupil Teacher's Name Anand Kumar Mahato Roll No.: 05 Date: 28/05/23
(अभ्यासक का नाम) (अनुक्रमिक) (दिनांक)

Subject: English
(विषय)

Topic: A Heritage of Trees
(शीर्षक)

Sub-Topic: First half stanza
(उप-शीर्षक)

1. previous knowledge of this topic ~~was~~ ^{was} good
2. Teaching aid was appropriate
3. Voice was loudly.

~~good~~

Sign. of Students Observer

Sign. of Supervisor Anand

②

OBSERVATION SCHEDULE

Pupil Teacher's Name Arunod Kumar Mahato Roll No.: 05 Date: 21/07/23
(छात्राध्यापक का नाम) (अनुक्रमांक) (दिनांक)

Subject: English
(विषय)

Topic: A Heritage of Trees Sub-Topic: Last Stanzas
(शीर्षक) (उप-शीर्षक)

1. Black-board writing is clear.
2. Voice is clear.
3. Teaching Aid is very nice.

[Handwritten signature]

Kavita Kumari
Sign. of Students Observer

Divija
Sign of Supervisor

3

OBSERVATION SCHEDULE

Pupil Teacher's Name Arun Kumar Mahato Roll No.: 05 Date: 23/12/20
(छात्राध्यापक का नाम) (अनुक्रमिक) (दिनांक)

Subject: English
(विषय)

Topic: Living in the Age of Google Sub-Topic: First two pages
(शीर्षक) (उप-शीर्षक)

- 1. Topic is very nice
- 2. Developing questions ~~was~~ is used.
- 3. fill all the columns perfectly

Kavita Kumari
Sign. of Students Observer

Devi Jay
Sign of Supervisor

4

OBSERVATION SCHEDULE

Pupil Teacher's Name Arvind Kumar Mahata Roll No.: 05 Date: 04/07/23
(छात्राध्यापक का नाम) (अनुक्रममांक) (दिनांक)

Subject: English
(विषय)

Topic: Living in The Age of Google Sub-Topic: Page - 97-98
(शीर्षक) (उप-शीर्षक)

1. Topic is clean
2. voice is clean
3. Aids is used to by the pupil teacher

Manisha Arora
Sign. of Students Observer

Arvind
Sign of Supervisor

5

OBSERVATION SCHEDULE

Pupil Teacher's Name Anvind Kumar Mahata Roll No.: 05 Date: 05/07/23
(अभ्यासकर्ता का नाम) (अनुक्रमांक) (दिनांक)

Subject: English
(विषय)

Topic: Baby Ate a Microchip
(शीर्षक)

Sub-Topic: 8(b)
(उप-शीर्षक)

1. Teaching Aid is ~~not~~ very good.
2. Articulation test question is related to the topic. But to explain the language in full sentence.

Good

Manish Ekke
Sign. of Students Observer

Brijaj
Sign. of Supervisor

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Evaluation & Assessment

What is Evaluation & Its types

Q.1 What is Evaluation and types of Evaluation.

⇒ Evaluation is the systematic assessment of the worth or significance of something, often with the aim of making informed decisions or improvements. It involves gathering and analyzing information to make judgments or conclusions about the quality, performance, or impact of a program, project, product, service or policy.

The goal of evaluation is to provide teachers and students with information to improve learning outcomes and measure the effectiveness of teaching and learning practices. Evaluation methods can include tests, quizzes, essays, projects, observations, and more. Evaluation is an important aspect of the educational process as it helps teachers understand student learning and adjust their teaching practices accordingly.

Types of Evaluation :-

Every teacher uses different types of evaluation in education that are most suitable for their classroom and it is important to understand the different types of evaluation in education processes and how one can use them in their teaching.

(i) Formative Evaluation :-

Formative evaluation refers to the assessment being conducted multiple times. In the formative assessment

Date _____
Page _____

process, teachers conduct tests after an interval of some time that makes them understand what the students have understood and what they can still learn. It is one of the great methods to understand the ability of students to grasp the knowledge and how you can plan further for their better learning.

This test can be conducted after every 3 months and the evaluation of such results can help in better planning of lessons for the students.

(ii) Summative Evaluation:

Summative evaluation is the type of evaluation that occurs at the end of every academic year. This evaluation decides whether the students will go further into the next grade or will they have to repeat the same year again. This assessment clubs the entire syllabus of the one exam and the evaluation of this results in deciding the future of the students.

The students get certifications at the completion of their summative evaluations that help them get into better colleges and higher education. Conducting formative assessments can help students to score better in summative evaluation.

Diagnostic Evaluation:-

Diagnostic type of evaluation helps in finding out the weaknesses of the students and helps them work on them to improve and grow. Finding out the weaker section or areas of improvement helps to improve their performance and score better marks in the summative assessment.

Every educational Institution has one main motive to promote quality education for each student and provide a nurturing learning environment. For this, they upscale campus and teaching quality, constantly adapt new methodologies, and encourage students for overall participation. However, all this is incomplete without the involvement of evaluation. Teachers evaluate the productive and learning capacity of a child with multiple types and stages of evaluation.

Placement Evaluation:-

Placement evaluation is designed to place the right person in the right place. It ensures the entry performance of the pupil. The future success of the instructional process depends on the success of placement evaluation.

Placement evaluation aims at evaluating the pupil

Date _____
Page _____

entry behaviour in a sequence of instruction. In other words the main goal of such evaluation is to determine the level or position of the child in the instructional sequence.

* Need and Importance of Evaluation:-

Now a days, education has multi multifold programmes and activities to inculcate in students a sense of common values, integrated approach, group feelings, community interrelationship leading to national integration and knowledge to adjust in different situations.

Evaluation is done to fulfill the following needs:-

- 1 (a) It helps a teacher to know his pupils in details. Today, education is child-centered. So, child's abilities, interest, aptitude, attitude etc, are to be properly studied so as to arrange instruction accordingly.
- (b) It helps the teacher to determine, evaluate and refine his instructional techniques.
- (c) It helps him to know the entry behaviour of the students.

(2) It helps an administrator.

(3) In educational decisions on selections, classification and placement.

(4) Education is a complex process. Thus, there is a great need of continuous evaluation of its processes and products. It helps to design better educational programmes.

(5) The parents are eager to know about the educational progress of their children and evaluation alone can assess the pupils' progress from time to time.

(6) Evaluation helps us to know whether the instructional objectives have been achieved or not. As such evaluation helps planning of better strategies for education.

(7) Evaluation studies the 'total child' and thus helps us to undertake special instructional programmes like enrichment programmes for the bright and remedial programmes for the backward.

(8) It helps a student in encouraging good study habits, in increasing motivation and in developing abilities and skills, in knowing the results of progress and in getting appropriate

feedback.

8. It helps us to undertake appropriate guidance services.

From the above discussions it is quite evident that evaluation is quite essential for promoting pupil growth. It is equally helpful to parents, teachers, administrators and ~~and~~ students.

~~good.~~ ~~July 19~~

Kannu Rajan

Principal
B. B. M. B. Ed College
Canteen

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Observation Schedule cum Rating Scale

OBSERVATION SCHEDULE CUM RATING SCALE
SKILL OF QUESTIONING

Name of the Pupil-Teacher: Nitu Kumari
 Roll No.: 28 Class: B.Ed
 Subject: Biological science Sub-Topic: Cell
 Teaching Duration: 5 min Date: 22/09/22

Components	Frequencies						
	0	1	2	3	4	5	6
1. Questions were grammatically correct. (व्याकरण की दृष्टि से प्रश्न उपयुक्त थे)	0	1	2	3	4	5	6
2. Questions were relevant to the topic. (प्रश्न शीर्षक से सम्बन्ध थे)	0	1	2	3	4	5	6
3. Questions were specific. (प्रश्न विशेष थे)	0	1	2	3	4	5	6
4. Questions were concise. (प्रश्न संक्षिप्त थे)	0	1	2	3	4	5	6
5. Questions were put with proper speed and pause. (प्रश्न उचित गति और विराम में रखे गये थे)	0	1	2	3	4	5	6
6. Questions were put with proper voice. (प्रश्न उचित आवाज में पूछे गये थे)	0	1	2	3	4	5	6
7. Questions were not repeated unnecessary. (अनावश्यक रूप से प्रश्नों को दोहराया गया)	0	1	2	3	4	5	6
8. Response to the question were not repeated. (प्रश्नों के उत्तर दोहराए नहीं गए)	0	1	2	3	4	5	6
9. Teacher put sufficient number of questions in the lesson. (शिक्षक ने पाठ में पर्याप्त मात्रा में प्रश्न रखे)	0	1	2	3	4	5	6

Points on the Rating Scale are :-

- 0 Not at all
- 1 Satisfactory
- 2 Average
- 3 Good
- 4 Very Good
- 5 Excellent
- 6 Outstanding


Signature of Supervisor



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Simulated Lesson Plan

DETAILED LESSON PLAN

Lesson Plan No. 33.....

Pupil Teacher's Name Shasida Kumari Roll No.: 62 Date: 13.2.18
 (छात्राध्यापक का नाम) (अनुक्रमांक) (तिथि)

Name of the School: K.G.B.A.V. Class & Sec: VI
 (कक्षा और विभाग)

Subject: Biological science Age: 11+ Period: 1st Duration: 45 min
 (विषय) (आयु) (काल) (अवधि)

Lesson taught yet: 00 Time: 8:30-9:15
 (अब तक पढ़ाया हुआ पाठ) (समय)

Topic: जल Sub-Topic: जल के स्त्रोत
 (शीर्षक) (उप-शीर्षक)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (व्यवहारगत परिवर्तन के सन्दर्भ में अनुपदेशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधियाँ और कौशल)
General Aims (सामान्य उद्देश्य)	1. छात्रों में विज्ञान के प्रति रुचि उत्पन्न करना। 2. छात्रों में मानसिक शक्ति का विकास करना। 3. छात्रों में वैज्ञानिक दृष्टिकोण उत्पन्न करना।	
Specific Objectives (विशिष्ट उद्देश्य)	ज्ञानात्मक छात्र 'जल' के बारे में जानकारी प्राप्त करेंगे। वैद्यात्मक छात्रों को 'जल' के बारे में समझाना।	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (व्यवहारगत परिवर्तन के सन्दर्भ में अनुदेशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techn (विधियाँ और कौशल)
प्रयोगात्मक	छात्रों को जल के उपयोग के बारे में बताना।	

- References to be used.: (संदर्भ प्रयोग किये गए)
1. NCERT, SCIENCE
 2. ICERT, SCIENCE
 - 3.
 - 4.

Methods of Teaching: (शिक्षण विधियाँ) पारंपारिक विधि, प्रश्नोत्तर विधि, प्रयोग विधि

Techniques & Skills of Teaching: (शिक्षण तकनीक और कौशल) प्रश्नोत्तर कौशल, पाठ प्रस्तुत करना

Maxims of Teaching: (शिक्षण सूत्र) जात से अज्ञात की ओर

Teaching Aids to be Used: (सहायक शिक्षण सामग्री जिसका उपयोग किया गया है) श्यामपट्ट, चॉक, प्रस्टर, चार्ट व संकेतक

Previous Knowledge Assumed (पूर्वज्ञान परिक्षण)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)
1.	आपने अपनी माँ को घर के काम करते हुए देखा है?	हां
2.	वो कौन-कौन से काम करती है?	रखना-पकाना, फर्पड़े धोना
3.	ये सारे काम वो कैसे करती है?	जल से।
4.	सभी जीवों के लिए क्या अनिवार्य है?	जल।
5.	किसके बिना जीवन संभव नहीं है?	जल के बिना।

Declaration of the Topic (उद्देश्यकथन)

Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)	Black-Board Summary Topic (श्यामपट्ट सारांश शीर्षक)
अभ्युक्ति प्रारंभिक प्रश्नावली	छात्र ध्यानपूर्वक सुनेंगे एवं अपनी	'जल'
क्या विहित उत्तर प्राप्त करने के लिये छात्राध्यापक कहेंगे कि 'जल हमें 'जल' का अध्ययन करेंगे। यह	आपनी कॉपी में लिखेंगे।	Topic (प्रसंग) 'जल'
कहते हुए छात्राध्यापक श्यामपट्ट के शून्य स्थान को परिपूर्ण करेंगे।		Page No (पृष्ठ क्रमांक) 10 - 12

Presentation : (प्रस्तुतीकरण) I

Teaching Points/Steps (शिक्षण बिन्दु / सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के सन्दर्भ में व्यवहारगत परिवर्तन)	
	Pupil- Teacher's Activity (छात्राध्यापक-क्रिया)	Student's Activity
जल	विकारात्मक प्रश्न जल हमारे लिए क्यों जरूरी है?	
Explanation:-	जल हमारे लिए बहुत जरूरी है। दैनिक जीवन में हम बहुत से काम जल के जरूरे ही करते हैं। स्नाना, पकाना, कपड़े धोना	छात्र ध्यानपूर्वक सुनेंगे एवं कुछ तथ्यों को ऊपर कॉपी में लिखेंगे।
	परिवार को कठिनाइयों का सामना करना पड़ेगा।	
Example:-	पानी में स्नान इत्यादि।	
Comprehensive test:-	1) जल, जीवन के लिए आवश्यक है। 2) जल से हम कौन-कौन से कार्य करते हैं? 3) जल हमें कहाँ-कहाँ से मिलता है?	हैं।

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण नीतियाँ/कौशल, शिक्षण सामग्री एवं क्रियायें)

Chalk Board Summary
(श्यामपटल सारांश)



जल का उपयोग

1) धोना।

2) खाना, पकाना,
कपड़ा धोना, बर्तन
धोना तथा स्नान
इत्यादि।

3) चापाकल, उर्जा
सरिता।

Presentation : (प्रस्तुतीकरण) II

Teaching Points/Steps (शिक्षण बिन्दु / सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के सन्दर्भ में व्यवहारगत परिवर्तन)	
	Pupil- Teacher's Activity (छात्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)
जल		
जल का उपयोग	हम जीवें, नावल, दालें, सब्जियों तथा अन्य वस्तुओं की खाने की वस्तुओं का प्रतिदिन उपयोग करते हैं। जल का उपयोग केवल दैनिक कार्यों के लिए ही नहीं वरन् बहुत सी वस्तुओं - - - - -	
Explanation:-		छात्र ध्यानपूर्वक सुनेंगे एवं मुख्य तथ्यों को अपने कापी में लिखेंगे।
	कितने जल की आवश्यकता होगी।	
Example;-	नहाने में, पीने में	
Comprehensive test,-	1) किसके बिना जीवन संभव नहीं है? 2) अगर जमले के पानी को पानी न किया जाय तो क्या होगा? 3) क्या पानी की जल का उपयोग करते हैं?	

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण नीतियाँ / कौशल, शिक्षण सामग्री एवं क्रियायें)

Chalk Board Summary
(श्यामपट्ट सारांश)



~~जल सफा करने के लिए
लंबी कतार~~

1) जल
2) सुरक्षा जायें
3) हाँ

Presentation : (प्रस्तुतीकरण) III

Teaching Points/Steps (शिक्षण बिन्दु / सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के सन्दर्भ में व्यवहारगत परिवर्तन)	
	Pupil- Teacher's Activity (छात्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)
जल		
जल के स्रोत	हम नदियों, झरनों, तालाबों, कुओं, झण्डवा, हैंडपंप से जल प्राप्त करते हैं। हम जल टैंकों से प्राप्त करते हैं, टैंकों के द्वारा जो जल हम प्राप्त	छात्र क्या नहरों, कुओं एवं मुख्य तालाबों के रूप में जल स्रोतों में लिखेंगे।
	पाइपों के नेटवर्क द्वारा प्राप्त होगा।	
Example:-	तालाब, शीलानदी।	
Comprehensive test:-	1) हम जल की पुनः सृष्टि कहां से करते हैं? 2) हम जल कहां से प्राप्त करते हैं? 3) क्या हमें से जल को अपने घरों में जल प्राप्त करने का बेग मिनट है?	

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण नीतियाँ/कौशल, शिक्षण सामग्री एवं क्रियायें)

Chalk Board Summary
(श्यामपटल सारांश)



वर्षा व जल से गरे गिलास
के बाहरी, छूछ पर प्रकट जल
की बूँदें

- 1) वर्षा, झीलें तथा
हिम, नदियाँ, झीलें
तालाबों, कुँवों
तथा मिट्टी।
- 2) नदियाँ, झरनीं,
तालाबों, कुँवों
अथवा हैंडपंप।
- 3) हाँ।

Recapitulation: (पुनरावृत्ति)

Teaching Points/Steps (शिक्षण बिन्दु / सोपान)	Pupil- Teacher's Activity (छात्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (श्यामपट्ट सारांश)
पुनरावृत्ति परिचय	जल जीवन के लिए आवश्यक है?	छात्र ध्यानपूर्वक सुनेंगे एवं अपनी	<p>1) हाँ</p> <p>2) वर्षा, नदी, झील, नदि, तालाब तथा कुएँ</p> <p>3) हाँ।</p>
2)	हाँ जल की पुनः शक्ति कैसे से परत आती है?	उत्तर पुस्तिका में लिखेंगे।	
3)	वापस हमें से हर कोई जल का उपयोग विभिन्न तरीकों से करता है?		

Evaluation: (मूल्यांकन)

Teaching Points/Steps (शिक्षण बिन्दु / सोपान)	Pupil- Teacher's Activity (छात्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (श्यामपट्ट सारांश)
बोधात्मक परिचय	समयाभाव की दृष्टि से छात्र शिक्षण प्रक्रिया को सफलता जानने के लिए कुछ ज्ञान प्राप्त प्रश्न जो मौखिक वस्तुनिष्ठ प्रश्न से छात्र लिखपत्र समाप्त करें।	छात्र ध्यानपूर्वक सुनेंगे एवं अपनी उत्तर पुस्तिका में लिखेंगे।	<p>सबसे जगह से</p> <p>1) जल — जीवन के लिए आवश्यक है।</p> <p>2) जल — हमें हर जगह मिलता है।</p> <p>3) हमें — से जल प्राप्त होता है।</p> <p>4) — भी जल के बिना नहीं रहता है।</p> <p>5) हम — से जल प्राप्त करते हैं।</p> <p>6) — है और जल को नेटवर्क किया जा सकता है।</p> <p>7) पृथ्वी पर उपलब्ध जल सीमित है।</p> <p>8) अत्यधिक वर्षा से भी जल आती है।</p> <p>9) परिणाम: जल जीवन के लिए आवश्यक है।</p>

Home Assignment : (गृहकार्य) जल के विभिन्न स्रोतों के विस्तार से वर्णन करें। जल का उपयोग कैसे करते हैं?



OBSERVATION SCHEDULE

Pupil Teacher's Name Sharda Kumari Roll No.: 62 Date: 13.2.18
(छात्राध्यापक का नाम) (अनुक्रमांक) (तिथि)

Subject: Biological science

(विषय)

Topic: 'अल'

(शीर्षक)

Sub-Topic: 'अल'

(उप-शीर्षक)

Improve your L-P

Sharda Kumari
Sign. of Students Observer

;

GR
Sign of Supervisor

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Email Id- bbmbecollege2010@gmail.com



Criticism Lesson Plan

DETAILED LESSON PLAN

Lesson, Plan No.38.....

Pupil Teacher's Name.....Asiya Afroz..... Roll No. 79..... Date.....

(छात्राध्यापक का नाम) (अनुक्रमांक) (तिथि)
Name of the school High School Bandhdi..... Class & Sec. Xth 'B'.....
(कक्षा और विभाग)

Subject English..... Age 15+..... Period IInd..... Duration 45 min.....
(विषय) (आयु) (काल) (अवधि)

Lesson taught yet..... 36..... Time 10:45 - 11:30.....

(अब तक पढ़ाया हुआ पाठ) (समय)
Topic..... A Letter to God..... Sub-Topic..... 5th - 6th paragraph.....
(शीर्षक) (उप-शीर्षक)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioural Changes (व्यवहारगत परिवर्तन के संदर्भ में अनुदेशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधियाँ और कौशल)
General Aims (सामान्य उद्देश्य)		
Specific Objectives (विशिष्ट उद्देश्य)	<ol style="list-style-type: none"> 1. To create interest in English language. 2. To understand the ethics of English 3. To enhance the vocabulary and comprehension of the students 	
<u>Cognitive Knowledge</u>	Students will get knowledge about hailstone	
<u>Under-standing</u>	Students will understand about the positivity in thoughts	
<u>Application</u>	Students will be able to deal the situation calmly.	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioural Changes (व्यवहारगत परिवर्तन के संदर्भ में अनुद्देशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techni (विधियों और कौशल)
Effective	After understanding the story of G.L. Fuentes, "A letter to God" students will be focused on solution.	
Psycho-motor	Students will read the lesson loudly by giving attention to the pronunciation, pause, intonation and stress.	

Reference to be used :

(संदर्भ प्रयोग किए गए)

1 NCERT, First Flight, Class-10, 2021

2 Pub. put. Ind. Ranchi, 2021

3 Longman dictionary.

4 Harsh Mander, A home in the

Methods of Teaching : Textbook method & storytelling method
(शिक्षण विधियों)

Techniques & Skills of Teaching : Skill of reinforcement & ques
(शिक्षण तकनीक और कौशल)

Maxims of Teaching : Pupil-teacher will proceed the teach
(शिक्षण सूत्र) Learning process with known to unknown

Teaching Aids to be Used : General aids : Blackboard, chalk
(सहायक शिक्षण सामग्री जिसका प्रयोग किया गया है) duster

Specific aids : Textbook, Dictionary

Previous Knowledge Assumed : (पूर्वज्ञान परिक्षण)

Introduction : (प्रस्तावना)

Sl.No.	Pupil Teacher's Activity (छात्राध्यापक किया)	Student's Activity (छात्रा किया)
1.	What were the 'new coins' ?	Raindrops.
2.	What were the 'frozen pearls' ?	Hailstone
3.	What turned into the hailstone ?	Raindrops.

Declaration of the Topic : (उद्देश्यकथन)

Pupil Teacher's Activity (छात्राध्यापक किया)	Student's Activity (छात्रा किया)	Black-board Summary Topic (श्यामपट्ट सारांश शीर्षक)
Today, we are going to discuss the lesson "A letter to God" (5th-6th paragraph) written by G.L. Fuentes.	Students will listen carefully.	
		Topic (प्रसंग)
		A letter to God
		Page No. (पृष्ठ क्रमांक)
		4.

Presentation : (प्रस्तुतीकरण) ।

Teaching Points/Steps (शिक्षण बिन्दु/सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के सदर्भ में व्यवहारगत परिवर्तन)	
	Pupil - Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)
Crops were destroyed by hailstone. Suddenly rain-dropped changed into hailstones and it continued for one hour which destroyed the crops.	Pupil-teacher will give information about the hailstone.	students will listen care-fully.
Loud reading by the Pupil teacher	Pupil-teacher will read the lesson loudly with proper pronunciation.	students will listen carefully and follow her in their book.
Loud reading by the students	Pupil-teacher will ask the students to read the lesson loudly with correct pronunciation.	students will listen carefully and read the lesson loudly one by one.
Silent reading by the students	Pupil-teacher will ask the students to read the lesson silently and to find out the difficult words.	students will read the lesson silently and try to find out the difficult words from the texts.



~~Hailstorm~~

Suddenly rain -
dropped changed
into hailstones
and it continues
for one hour
which destroyed
the whole crops.

Presentation : (प्रस्तुतीकरण) ।।

Teaching Points/Steps (शिक्षण बिन्दु/सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के सदरम में व्यवहारगत परिवर्तन)	
	Pupil - Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)
<i>Difficult Words</i>		
i) Enclained	What is the opposite of enclained?	Whisper
ii) Destroyed	What is the antonym of destroyed?	Build
iii) Remained	What is the similar of remained?	Carried
iv) Plague	What is the synonym of Plague?	Pester
<i>Analysis of the text :-</i>	Pupil-teacher will analyze the lesson and ask some questions from the text.	Students will listen carefully and respond actively.
Lencho hoped that the hailstone will pass quickly but it rained continuously for an hour.		
The garden, hillside, the cornfield and the whole valley was filled with hailstone. The corn was totally destroyed.		

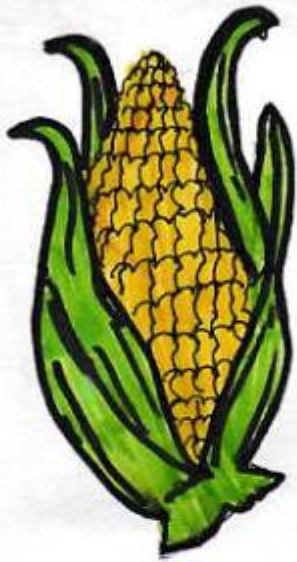


Nails was everywhere.

1. whisper
2. Build
3. Tarried
4. Pester

Presentation : (प्रस्तुतीकरण) III

Teaching Points/Steps (शिक्षण बिन्दु/सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil - Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्रा क्रिया)
	Comprehension Questions :	Pupil-Teacher will ask some questions for the understanding of the students.
1	How long the hailstones rained ?	It rained for an hour.
2	What happen when hail rained stopped	The whole valley was covered with hailstone as it look like covered with salt.
3	Why Lencho became sad ?	Lencho was sad because the corn was totally destroyed



Corn

- 1) It rained for an hour.
- 2) The whole valley was covered with hailstones as it looks like covered with salt.
- 3) Lencho was sad because the corn was totally destroyed.

Recapitulation : (पुनरावृत्ति)

Teaching Points/Steps (शिक्षण बिन्दु/सोपान)	Pupil - Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)	Chalk Board Summary (श्यामपट्ट सारांश)
Questions	What happen to the crops.	Students will listen carefully and	<p>1. The crops were destroyed.</p> <p>2. Build</p> <p>3. The hail rained for an hour.</p>
P. 2.	What is the opposite of destroyed?	write on their	
P. 3.	How long the hail rained?	notebook	

Evaluation : (मूल्यांकन)

Teaching Points/Steps (शिक्षण बिन्दु/सोपान)	Pupil - Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)	Chalk Board Summary (श्यामपट्ट सारांश)
Application test :-	Pupil-teacher Due to lack of time pupil teacher will write some application questions for the students.	Students will listen carefully and write down on their notebook.	<p>I Match the following :-</p> <p>1. Raindrops a) 3</p> <p>2. Hailstone b) H</p> <p>3. Loctus c) S</p> <p>4. Crops d) P</p> <p>5. Lencho e) d) d) d) d)</p>

Home Assignment : (गृहकार्य)

Q What happen when the hail stopped ?

II Fill in the blanks :-

1) The whole valley was covered with

2) Lencho became

3) It was like

4) The

Sign

OBSERVATION SCHEDULE

Pupil Teacher's Name Asiya Afroz Roll No. 79 Date _____
(अध्यापक का नाम) (अनुक्रमांक) (तिथि)

Subject English

Topic A letter to God Sub-Topic 5th & 6th paragraph
(उप-शीर्षक)

good

Sign. Of Students Observer

Sign. Of Supervisor

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Action Research



बिनोद बिहारी महतो कोयलांचल विश्वविद्यालय, धनबाद
Binod Bihari Mahto Koyalanchal University, Dhanbad

In Partial fulfillment & requirements

For the degree of
Bachelor of education

Session 2020-2022



B.B.M B.Ed. College, Sardaha, Chas, Bokaro

Approved by NCTE, New Delhi & Recognized by B.B.M.K.U Dhanbad

Action - Research

JK

Supervisor

Name:- Mrs. Gyanthi Kumari
Qual:- M.Sc, M.Ed
Desg:- Asstt. prof.

Submitted by Pupil Teacher

Name:- Sabita Kumari
College Roll No:- 03
Name of Paper:- Action - Research

Rainbow

ACKNOWLEDGEMENT

I Sabita Kumari would like to express my deepest thank to my prof. Gayatri Ma'am as well as principle Ma'am of S.S + 2 High School Kasmar who gave me the golden opportunity to do this wonderful project on Action Research on the topic low achievements of students in science. I am really thankful to them for provided me the possibility to complete this project. I would also like to my colleagues who helped me alot in finishing this project within the time.

Action - Research Method

Topic - Low achievement in science of class - IX in S.S + 2 High School Kasmar.

Rational of the study -

The Rational of the study is to find out that, why there is low achievement in science particularly in class - IX students of S.S + 2 High school.

Statement of the Problem :-

The problem accuses are as follows :-

- Lack of previous knowledge
- Lack of attention in the class
- Irregular attendance in the class
- Traditional Method of teaching.

Objective of the research study :-

The objective of the research study is to determine the problem cause which influence the problem of low achievement of science and to find out some immediate strategies and measures to tackle the problem -

- ① The study is about the poor achievement of the students.

- ② To find out the reasons for the poor achievements of the students.
- ③ To enhance the attendance of the students in the class.
- ④ To develop the current teaching techniques.

Operational Definition :-

Science :- It is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence.

Students :- These persons who are formally engaged in learning especially one enrolled in school or college.

Achievement :- To gain something, usually by effort or skill.

Poor achievement :- Poor performance or bad outcomes.

Research Questions :-

- ① Why low achievement in science?
- ② Why don't student take interest in science.

- ③ Why don't students interact with teachers in classroom
- ④ Why don't student attend regular classes.

Hypothesis :-

The action hypothesis of this study can be mentioned as follows :-

- ① Increasing attendance of the students in the class, the achievement of the students can be developed.
- ② Previous knowledge of the subject helps the students to understand the subject better, so providing previous knowledge of the subject to the students.
- ③ Introduction of the Modern Method of the teaching (Child centered Method)
- ④ Teaching learning Material, the interest of the student in class and subject will increase.
- ⑤ Teachers training.

Review :-

Books

Baburdlu, ON; and Ram, J. (1992) "Normative Action Research". Organization Studies, Volume 13, Number 1, pp.19-

R.M Gillies , " interaction in the cooperative classroom ,
" International journal of educational Research , vol 76 ,
p.p. 178 - 189 , 2016

Sites :-

- <https://chasschools.org.in>
- <https://stackschool.com>
- <https://www.beingscientific.online>

Determination of the study :-

Hundred students used as sample . Main purpose of study is to identify that why there is low achievement in science .

This study also plays an important role by paying attention on what factor which student low achievement . Each of the students are given same question to answer .

Methodology :-

The present action research problem is poor achievement in science of class - IX in S.S+2 high school . The current study is related to solution of the problem taking the remedial measure

Research has used experimental method which include the pre-test , student's attendance and questionnaire -

Sampling :-

The selection of the sample is to be made on the low achievement in science in secondary level of S.S+2 High School Kasmar, Pookaro.

A sample of 100 students in class IX of S.S+2 High School, Kasmar Pookaro has taken.

Research Tools :-

Questionnaire :-

To obtain the data, the research administered a test (pre-test) as instrument of the research. In this written test the 100 students were given sample question.

The questionnaire consist of 10 questions provided the student assessing the students opinion about themselves.

Student Questionnaire :-

Name -

Class -

Section -

1. How much do you like social work?

not at all not much so-so fine

2. Do you go to school?

Everyday not everyday
4 days in a week 3 days in a week

3. Do you have problem with science subject?

no problem some problem
quite a few problem lots of problem

4. Which is your favourite subject in science?

Physics Chemistry
All of these

5. Do you feel that you get all the help that you need?

no never seldom
sometimes ~~yes, always~~

6. your teacher is helpful when you ask question?

Not at all sometimes
usually Always

7. What is your previous grade in science?

90 to 80 80 to 70
70 to 60 60 to 50

- ⑧ Your teacher's classroom rules and ways doing things are fair?
 Not at all Usually Sometimes Always
- ⑨ How pleased are you with your own work?
 Not at all Very much Not much Fine
- ⑩ Are you good in science?
 yes not much No fine

Pre Test

On the basis of assumption that some students are poor in science. I conducted a pre test for selecting the students, whose achievement was very poor in science.

It is found that there are 61/79 students were present in pre-test. Again it is absent that there are students who were totally absent in the bees for long time. 7 students have left the school that is why there are 79 have taken as a subject of the study.

that conducting pre-test it is observed out of 61 students, 11 were absent and 19 students scored less than 80%. There are $(19+11) = 30$ students were taken as a target group for the study.

S. No.	Number of Students	Marks	Percentage of Success
1	1	9	60
2	2	9	60
3	3	5	33.33
4	4	6	40
5	5	8	52.33
6	6	3	20
7	7	7	46.66
8	8	7	46.66
9	9	4	26
10	10	5	39.33

Post Test :-

After providing suggestion and remedial measure a post test was conducted specially for those selected students who could not perform well in pre-test.

Number of students	Marks	Percentage of Success
1	15	100
2	14	93.33
3	10	66.66
4	11	73.33
5	13	86.66
6	09	60
7	10	66.66
8	10	66.66
9	10	66.66
10	12	80

Data Collection

Observation

There also the behaviours and different kinds of activities students are observed during morning assembly, daily classes activities, community activities. Besides there the class attendance, classwork homework etc. were observed properly and regularly gathered information.

Attendance register of student -

I have used attendance register as a tool of data collection regarding students attendance. The attendance register of class - A is one of the most important source of data collection.

Evaluation Report card

It have used report card of students for data collection regarding the achievements or the problem faced by them.

Staff Analysis :-

In this study data are carefully collected from attendance register from pre-test and post test result. The tables were prepared on the basis of the present day.

Selection of the Target group :-

To select target group a test was conducted. There are 72 regular students in class X of S.S + 2 High school in the year 2022.

It is found that there were 61 out of 72 students were present, 11 were absent in pre-test. The total marks was 95 and the pass marks was fixed at 7. The marks obtained by the students are organised in the table as follows :-

Table - 1

S.no	Total no. of students	No. of students present in test	No. of students absent	No. of student scored > 30%	No. of Students scored < 30%	% gett < 30%
1	2	3	4	5	6	7
Pretest	72	61	11	42	19	31

Post - test :-

After taken the proper remedial measure for the upliftment of the students, I have conducted post test to test their knowledge on the subject after consulting with Head monitor on a particular data.

Table - 2

S.No.	Total No. of Students	No. of Students Present in test	No. of Student Absent	No. of student Scored >30%	No. of student Scored <30%	Percent
1	2	3	4	5	6	7
Post test	30	30	0	29	01	96.66

S.no.	C-I (Marks)	F (Marks obtained)	C.F
01	0-3	06	06
02	4-7	13	13
03	8-11	24	24
04	12-15	8	8
05	16-19	06	06
06	20-23	03	03
07	24-27	01	01

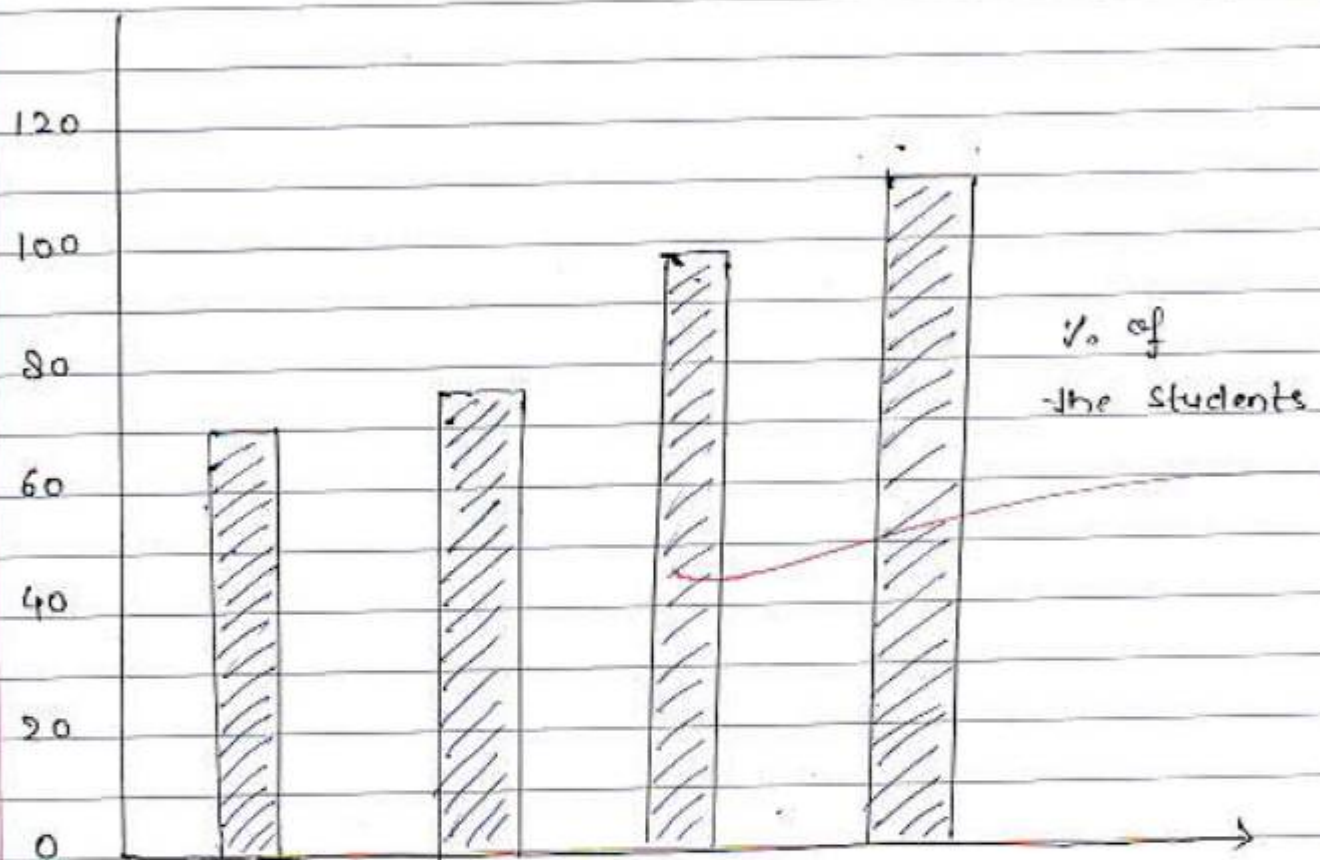
Conducting pre-test it was observed that out of 61, 19 students have secured less than 30%.

Comparison between pretest and post-test :-

We can compare the marks obtained in pre test and post test by the target group as below to check the development of the target group as a result taken to remedial measure :

S.no.	Roll no.	Marks obtain in pretest	Marks obtain in Post-test
1	2	A	23
2	4	A	20
3	10	01	18
4	15	04	14
5	16	02	17
6	17	A	14
7	18	A	10
8	20	06	9
9	31	04	11
10	39	A	17
11	35	5	14
12	44	6	18
13	46	A	11
14	49	A	16
15	52	02	10
16	55	05	8
17	56	A	12

Attendance - Report Card



Conclusion :-

It can be said that hypothesis of the study is correct. As after taking the Remedial Measurement, the achievement of the students of class - IX in science are resolved.

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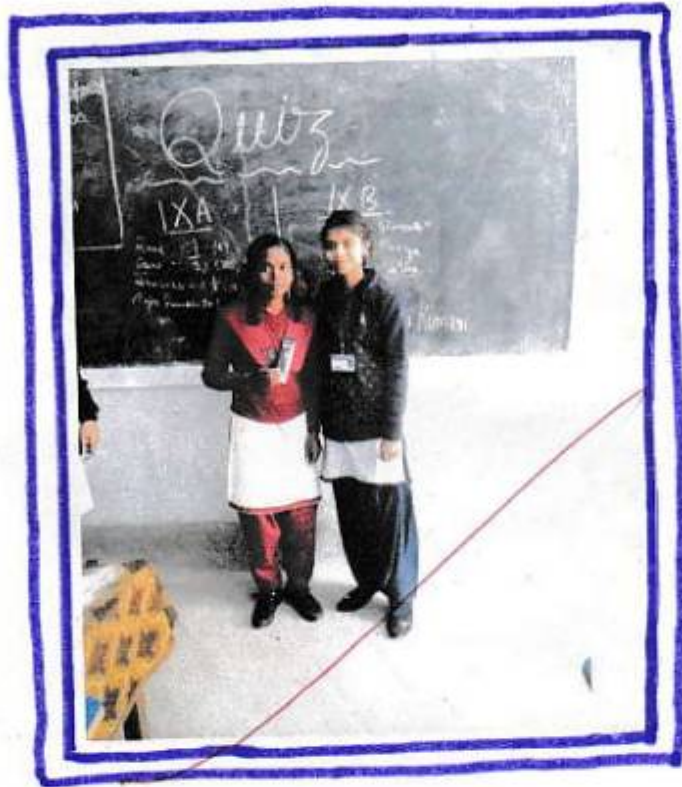
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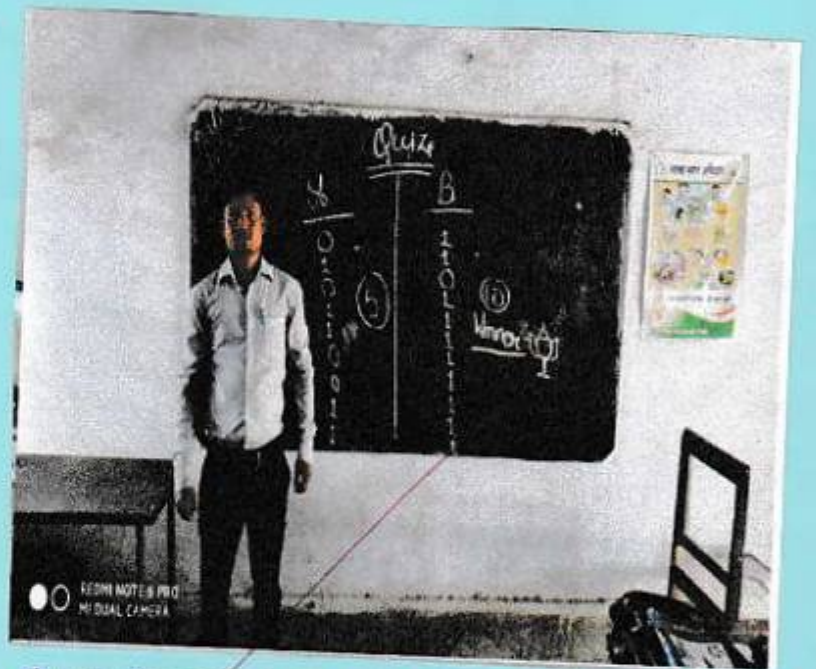
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Quiz



Quiz Competition Organize



QUIZ COMPETITION CONDUCTED IN CLASSROOM

• Quiz :->

- > A test of Knowledge, especially as competition between individuals or as a form of entertainment.
- > A quiz is a form of game or mind sport, in which the players attempt to answer question correctly. It is a game to test your knowledge about a certain subject. A quiz is also a brief assessment used in education and seminar fields to measure growth in Knowledge ability and skills.

• General Knowledge Quiz :->

1. Who is the father of computer?
-> Charles Babbage.
2. Who created the world wide web (www)?
-> Tim Berners Lee in 1989
3. Who invented the wireless signals?
-> Guglielmo Marconi in 1895 (Radio)

4. Internet was created in the year.

→ In 1969

5. Who invented the cell phone?

→ Dr. Martin Cooper (Modern Cell phone). April 1973 in New York.

6. Who invented the mouse for Computer?

→ Douglas Engelbart.

7. Do you know how many strings to a violin?

→ 4 Strings (wires) to a violin.

8. Do you know how much percentage of oxygen available in air?

→ 21% of oxygen.

9. Do you know how many stomachs to a camel?

→ 3 stomachs to a camel.

10. Who is called father of Biology?

→ Aristotle

11. Which country introduced the cricket

→ England.

12. The only animal which cannot jump

→ Elephant.

13. The only animal which can identify his face in mirror.

→ Chimpanzee.

14. Do you know the weight of Human Brain.

→ 1.36 Kg.

15. The tooth brush was invented in what year.

→ 1498

16. India's national aquatic animal.

→ Ganges river Dolphin.

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2.4.4

Documents showing the different activities for evolving indicated assessment tools



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Students can adapt assessment tools to suit different learning situations are as below :-

Report and photos of assessment activities

1. Teacher makes written test assessment essentially based on subject content :

In pedagogy classes, teachers discuss about creating achievement test and personality test to determine the cause of students learning difficulties by pupil teacher and subject teacher explain how to make blue print to fulfill teaching objectives related to knowledge, understanding, application and creativity.

2. Observation modes for individual and group activities

Subject teachers provide students observation schedule and checklist as assessment tool during pre-practice teaching session. Students learn through observation schedule cum scale to observe the individual and group activities. In Observation mode, students also prepare and demo lesson plan and simulated lesson plan and peer group criticize it and then it is finalized.

3. Performance Test

To enable evolving the tools of assessment for learning, personality test has taken for the students by the teachers. Under this test utilization of power point is given to the students throughout the semester and action research is discussed through project work in semester 3rd. It is really helpful to assess the students in teaching learning process in school.

4. Oral Assessment Test

To learn oral assessment different types of activities like seminar, debate and quiz are conducted in our institution, Group discussion and interviews are also taken to develop tools of assessment.

5. Rating Scale

Rating scale is an important tool of assessment for that our institution encourages preparation of rating scale as tools of assessment for learning suited to the kinds of learning engagement. It helps to assess for the students during the internship period.

Kumud Rani
Principal
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2.4.4

Any other relevant information



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2.4.4 Activities of Assessment



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