



MIER College of Education (Autonomous)

Accredited by the NAAC with 'A+' Grade

CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 - Competency and Skill Development

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

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

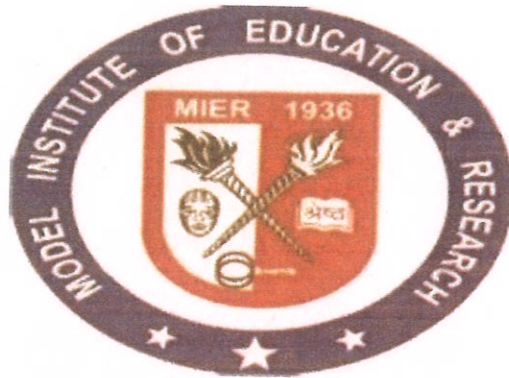
1. Samples prepared by students for each indicated assessment tool

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

S.NO.	DESCRIPTION	ENCLOSURE
1.	Teacher made written tests essentially based on subject content	1. Sample of Teacher made Test prepared by the student of M.Ed. Semester-III
		2. Sample of administrated Teacher Made Test by the student
		3. Report of Teacher Made Test
2.	Observation modes for Individual and group activities	1. Lesson Plan of Micro Skill observed by the student of B.Ed. Semester-III
		2. Macro Lesson observed by B.Ed. supervisors
		3. Two observation lessons of regular teaching in B.Ed. by M.Ed. students
		4. Observation lesson observed by M.Ed. student Sem-III
		5. Cover Page of IEP (Individualized Education Programme)
		6. Cover Page of lesson plan for Resource Room Teaching by the student of B.Ed. Special Education Semester-III
3.	Performance tests	1. Sample of achievement test developed by student of M.Ed. as sessional work in Semester-III
4.	Oral assessment	NIL
5.	Rating Scale	Sample of Rating Scale developed by students of M.A. Education Semester- IV

**SAMPLE OF
TEACHER MADE
TEST**

TEACHER MADE TEST



**Submitted to MIER College of Education (Autonomous)
for the Degree of Master of Special Education (ID)**

Investigator

Jyoti Singh

Roll No 2206004

M.ED. SPL Edu. (ID)

Semester-II

**MIER College of Education (Autonomous)
Jammu- 180001**

2022-24

Teacher Made Test

	SUBJECT: ENGLISH	DATE:
	NAME:	TIME: 90 MINUTES
CLASS: 5	SECTION:	ROLLNO:

COMPETENCIES					
Reading	WRITING(25)				TOTAL
(5)	writing (05)	GRAMMAR (10)	CREATIVE WRITING(5)	HANDWRITING (05)	30
Invigilator's Sign:		Evaluator's sign:		Checker's Sign:	

READING

(5x1=5)

1. Read the following passage and answer the questions:

The Barber replied, "You do me an injury by calling me a chatterer. For, everyone says I am very quiet. I have six brothers whom you might call chatterers. Their names are Bacbone (buk-bon), Bakbarea (buk-buria), Bakbac (buk-buk), Alcouz (ul-kooz), Alnaschee (ul-nashi) and Schacabac (sha-ka-bak). One is humpbacked, one is toothless, one is half blind, one is quite blind, one is deaf and the other has a defect in his speech and they are all great talkers, but I am the youngest of my family, and I am very quiet and sparing with words."

Q1- Write the names of the barber's brothers.

Ans _____

Q2- Who was the youngest in the given passage?

Ans _____

Q3- Write the synonym of 'talker'?

Ans _____

Q4- Write the word from the given passage which means 'one who cannot listen'.

Ans _____

Q5- Whose head was the barber shaving?

Ans _____

Writing (Textual understanding)

(05)

Answer the following questions:

Q1. How many brothers did the barber have? (01)

Q2. Why did the captain send the men to land? (02)

Q3. Who is your best friend? Describe him/her. (02)

GRAMMAR (10x1=10)

1) Write down rhyming words:

Lookbell _____

2) Write two words ending with -ness.

3) Look at the patterns and fill in the

blanks:

Old Older oldest.

Brave _____

4) Look at the patterns and fill in the blanks:

Look- Looked

Talk- _____ Want- _____

5) Encircle the correct spelling:

- a) Surrounded Surounded Suronded
- b) Openion opinion Opineon

6) Fill in the missing letter:-

J _ DG _ (To assess)
 Q _ _ T (leave or go away)

7) Punctuate the following sentences using capital letter, full stop

, commas and question mark:-

Where are you going on Sunday

8) Add -ly to the following words:

Proud. _____ love. _____

9) Fill in the blanks with collective noun.

A _____ of singers .

10) The words in the sentences are jumbled here. Rearrange them to make meaningful sentences.

1. Renu/ naughty/ is/ a/ girl.

CREATIVE WRITING (5)

1) Write a notice for Art competition in the School.

HANDWRITING

(05)

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

CREATIVE WRITING (5)

Write a notice for Art competition in the school.

10

**Administration of
Teacher Made Test**

	SUBJECT: ENGLISH	DATE: 20/02/24
	NAME: SONALI	TIME: 90 MINUTES
CLASS: 5	SECTION: A	ROLLNO: 3

COMPETENCIES

Reading	WRITING(25)				TOTAL
(5)	writing (05)	GRAMMAR (10)	CREATIVE WRITING(5)	HANDWRITING (05)	30
05	01	10	4 1/2	4 1/2	25
.nvigilator's Sign:		Evaluator's sign:		Checker's Sign:	

READING

(5x1=5)

1. Read the following passage and answer the questions:

The Barber replied, "You do me an injury by calling me a chatterer. For, everyone says I am very quiet. I have six brothers whom you might call chatterers. Their names are Bacbone (buk-bon), Bakbarea (buk-buria), Bakbac (buk-buk), Alcouz (ul-kooz), Alnaschee (ul-nashi) and Schacabac (sha-ka-bak). One is humpbacked, one is toothless, one is half blind, one is quite blind, one is deaf and the other has a defect in his speech and they are all great talkers, but I am the youngest of my family, and I am very quiet and sparing with words."

Q1- Write the names of the barber's brothers.

Ans The names of the barber's brothers are as -
Bacbone, Bakbarea, Bakbac, Alcouz, Alnaschee, Schacabac.

Q2- Who was the youngest in the given passage?

Ans Barber was the youngest in the given passage.

Q3- Write the synonym of 'talker'?

Ans CHATTERER.

5

Q4- Write the word from the given passage which means 'one who cannot listen'.

Ans DEAF.

Q5- Whose head was the barber shaving?

Ans SCHACABAC'S Head was Barber shaving.

Writing (Textual understanding)

(05)

Answer the following questions:

Q1. How many brothers did the barber have? (01)

1

Barber had six brothers.

Q2. Why did the caption send the men to land? (02)

?

Q3. Who is your bestfriend? Describe him/her. (02)

?

GRAMMAR

(10x1=10)

1) Write down rhyming words:

Lookbell LOOK-BOOK.

1

2) Write two words ending with -ness.

Cuteness Goodness.

1

3) Look at the patterns and fill in the blanks:

Old Older oldest.

Brave Braver Bravest.

1

4) Look at the patterns and fill in the blanks:

Look-Looked

Talk- Talked Want- Wanted.

1

5) Encircle the correct spelling:

- a) Surrounded Surounded Suronded
b) Opinion opinion Opineon

1

6) Fill in the missing letter:-

JUDGE (To assess)
QUIT (leave or go away)

1

7) Punctuate the following sentences using capital letter, full stop, comma and

question mark:-

where are you going on Sunday Where are you going on Sunday?

1

Add-ly to the following words:

Proud. Proudly love. Lovely.

1

9) Fill in the blanks with collective noun.

A group of singers.

1

10) The words in the sentences are jumbled here. Rearrange them to make meaningful sentences.

1. Renu/ naughty/ is/ a/ girl.

Renu is a naughty girl.

1

CREATIVE WRITING (5)

1) Write a notice for Art competition in the School.

NOTICE.

4 1/2

20 Feb, 2024.

ART AND CRAFT COMPETITION.

Our school is organizing an art & craft competition

after pooja holidays. Timings will be 9:00 to 11:00 am

It will be on 20 Feb, 2024.

Interested students can give their names to

Head Boy / Head Girl.

Head Girl

SONALI.

HANDWRITING

(05)

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

Classrooms are the temple of learning. We gain knowledge and wisdom here but we don't understand the importance of this place. We throw pencil peels, waste papers, wrappers etc. We should keep it neat and clean.

4½

**Report Of
Teacher Made Test**

**REPORT OF
TEACHER MADE
TEST**

REPORT OF TEACHER MADE TEST

No. of students on whom the test is administered: 5

Level of the students: 5th class

**Name of the school where test is administered: Kendriya Vidyalaya
Damana**

The teacher made test was made for class 5th and the subject taken was English. The test was made to check the achievement level of the students. The test was made keeping in view the average students of the class. Five students were chosen randomly to complete the test. The students showed great interest in completing the test. The test was made of 30 marks only. Out of five students, one student scored 24 marks, second student scored 23 marks, third student scored 25 marks, fourth student scored 28 marks and fifth student scored 25 marks. The marks of the students show that the test was made valid for the class 5th English as it covered all the important topics of the English subject of class 5th and all the randomly selected students were able to complete the test.



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2. Observation modes for individual and group activities

OBSERVATION LESSONS

Name of the Pupil Teacher Vidhi Gupta Lesson No. 4
 Subject Social Studies Class VI Date 16-1-24
 Session Teach / Reteach
 Micro Topic Communication Time Duration 5-7 minutes
 Micro Skill Reinforcement

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
	Good Morning Students!	Good Morning Mam	
①	When you want to talk with your friend living in other state what do you do? (Good nodding)	Call him	Positive verbal Positive non-verbal Reinforcement
②	How you call him? (hmm, ok)	Mobile Phone	Positive verbal
③	How do you communicate with people that are far away from you? (Good, nodding)	Through email, letters, phone calls, SMS.	Positive verbal, Positive non-verbal, Reinforcement.
④	In early times people how can be communicate with each other? (hmm, good, nodding) So, students today we will discuss about communication. Communication are the process of information, ideas and thoughts the medium	By signs Students listens carefully	Praise words, Positive verbal, Positive non-verbal Reinforcement.

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
	of speech, writing behaviour or signals.		
(5)	What is Communication? (hmm, smile, very good)	Communication is a two process which is sharing ideas to others.	Positive Proximity Reinforcement Praise words, Contact Reinforcement.
(6)	What is the latin word of Communication? (Excellent, nodding)	'Communicis' ↓ Commonness	Positive verbal Positive non- verbal Reinforce- ment.
(7)	Which is one of the biggest invention of mass means of communication? (hmm, good, nodding)	Television	Praise words Positive verbal Reinforcement
(8)	Name any three means of communication? (Excellent, nodding)	Telephone, Newspaper, Radio.	Extra verbal, Praise words, Contact Reinforce- ment.
(9)	Why means of communication important for us? (Smile, good, ok)	1. To bring people closer. 2. To understand each other.	Positive verbal non-verbal. Reinforcement Praise words.

S.No.	Teacher Behaviour/Activity	Pupil Behaviour/Activity	Component Used
⑩	Which is a traditional means of communication? (Very good, nodding)	Postal mail	Positive Proximity Reinforcement, Extra Verbal, Positive non-verbal Reinforcement
⑪	Which means of communication is used for long distance communication? (nodding, hmmm, ok)	Telephone	Positive verbal, Positive non-verbal, Extra Verbal.
⑫	P.T draws a flow chart on Blackboard How many types of communication? (very good, smile)	Five	Positive verbal, Positive non-verbal Reinforcement.
⑬	Name them? P.T writes on the BB	① Verbal Communication. ② Non-Verbal Communication. ③ Written Communication. ④ Listening Communication. ⑤ Visual Communication.	Positive Extra Verbal, Praise Words, Positive non-verbal reinforcement.

So, students we have studied about means of communication.

Thank you

TEACHING AIDS

TOPIC :- COMMUNICATION

Communication :- Communication is derived from the Latin word 'Communicis' which means Commonness. Communication is a two process which is sharing ideas to other.

Three Means of Communication :- Telephone, Newspaper, Radio.

Types of Communication

There are Five types of Communication

- ① Verbal Communication.
- ② Non-Verbal Communication.
- ③ Written Communication.
- ④ Listening Communication.
- ⑤ Visual Communication.

OBSERVATION SCHEDULE FOR SKILL OF REINFORCEMENT

Sl. No.	COMPONENTS	TALLIES	FREQUENCY	RATING					
				1	2	3	4	5	
	Positive verbal reinforcement								
	(a) Praise words		7						✓
	(b) Repeating and rephrasing pupil's responses		5						✓
	Positive non-verbal reinforcement								
	(a) Nodding / smiling / pleasant gestures		6						✓
	(b) Writing pupils answer on black - board		8						✓
1.	Positive extra verbal cues		4						✓
1.	Positive proximity reinforcement		2						✓
3.	Contact reinforcement		2						✓
6.	Negative verbal reinforcement								✓
7.	Negative non-verbal reinforcement								✓

The Points on the rating scale Indicate :-

- 1. Very Weak
- 2. Weak
- 3. Average
- 4. Good
- 5. Very Good

General Remarks (if any) : Facial gestures were required

Over all rating for Skill acquisition :-

- a) Acquired
- b) Inadequately acquired
- c) Not acquired

Peer evaluators

1. Sheetal Bhutyal

2. Shriya Gupta

Sumon Das
SIGNATURE OF THE SUPERVISOR'S

A. IDENTIFICATION DATA

Name of the pupil teacher Sandeep KourLesson No: 8Roll No 2202051School Simulated TeachingClass 8th Section _____ Subject ScienceTopic The cellSub-Topic The cellTime duration 30 - 35 minutesDate 2-4-2024

B. INPUT

B.1 TEACHING POINTS

- Discovery of cell
- Types of cells
- Components of cell
- Examples of unicellular and multicellular organisms.

B.2 OBJECTIVES OF THE LESSON

- To develop the Scientific attitudes, critical thinking among the students.
- To develop the reasoning ability among the students.
- To enable the students to develop the concept of discovery of cell.
- To acquaint the students with the discovery of cell.

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBO's)

- The learner will be able to recall the discovery of cell (knowledge)
- The learner will be able to recognize the types of cell (knowledge)
- The learner will be able to give examples of components of cell (understanding).
- The learner will be able to analyze the function of cell (creativity)

B.4 TEACHING AIDS

- A usual classroom apparatus.
- Chart showing structure of cell and different types of cell.

C.PROCESS

C.1 MOTIVATION

① What we use to make a wall?

Ans Bricks, cement, sand etc.

② What is the structure unit of wall?

Ans Bricks.

③ What are various process taking place inside our body.

Ans Respiration, digestion, excretion etc.

④ What are the basic building blocks of all living organisms?

C.2 ANNOUNCEMENT OF THE TOPIC

So, students Today we are going to study about "The cell".

C.3 PRESENTATION

Teacher's Activities	Student's Activity	B.B Summary
P.T tells that the cell was discovered by an English scientist, Robert Hook in	Students listen carefully	Topic "The cell".

Teacher's Activities	Student's Activity	B.B Summary
1665. He observed a honey comb like structure of cork cell under microscope. It was a dead cell.		<u>Discovery of cell:</u> The cell was discovered by Robert Hooke in 1665.
Later Antonie van Leeuwenhoek discovered living cell.		
P. Task to the students	Robert Hooke.	
P.T explain cell is the basic st. and functional unit of all the living organisms. All the st. of organisms are made up of cells and all function/ activities carried out by cell.	Robert discovered cell.	<u>Cell:</u> The basic structural and functional unit of all the living organisms.
P.T ask which carried out all functions of organisms.	Cell	
P.T will explain		

Teacher's Activities	Student's Activity	B.B Summary
are 2 types of organisms.		Types of organisms
(i) unicellular		unicellular
(ii) Multicellular.		Multicellular
P.T explain unicellular organisms are having only single cell constitute their body. All the St. made of single cell and all functions carried out by a single cell.		<u>Unicellular organisms:-</u> Those having only single cell constitute their body. Eg:- Bacteria, yeast, Amoeba etc.
P.T ask what are Bacteria, Amoeba, the example of yeast etc. unicellular organisms.		
P.T will explain multicellular organisms are those having several cells constitute their body St. and carry out their body functions.		<u>Multicellular organisms:-</u> Those having several cells constitute their body St. Eg:- Humans, plants, and lichens etc.

Teacher's Activities	Student's Activity	B.B Summary
What are the examples of multicellular organisms?	Humans, plants and lichens etc.	
P.T will show students a cell labelled chart of typical cell showing various components constituents of a cell.	Students will observe the chart carefully.	<u>Components of cell:-</u> - Cell membrane - Cytoplasm - Nucleus - Mitochondria - Ribosomes - Golgi bodies - Endoplasmic reticulum - Nucleoplasm.
P.T tells that there are 2 types of cells ① Prokaryotic cells ② Eukaryotic cells.		
P.T explains Prokaryotic cell is a type of cell without nucleus found in organisms. Eg:-	Bacteria & Archaea.	eg. Bacteria and Archaea.
P.T asks what is Eukaryotic cell?	It is a type of cell with a membrane bound nucleus & organelles found in organisms.	
Eg:- Plants, animals, fungi etc.		eg. Plants, animals and fungi etc.

C.4 CLOSURE/GENERALIZATION

So students ^{today} we have learnt about cell the structure and functional unit of life and the discovery of cell by Robert Hooke in 1665. There are 2 types of organisms based on no. of cells: unicellular and multicellular organisms. The types of cells prokaryotic & eukaryotic cells.

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLO's)/EVALUATION/APPLICATION

- Fill in the blanks:
 - Cell is discovered by _____ in 1665.
 - _____ is basic structure and functional unit of living organisms.
 - _____ having only single cell constitute this body.

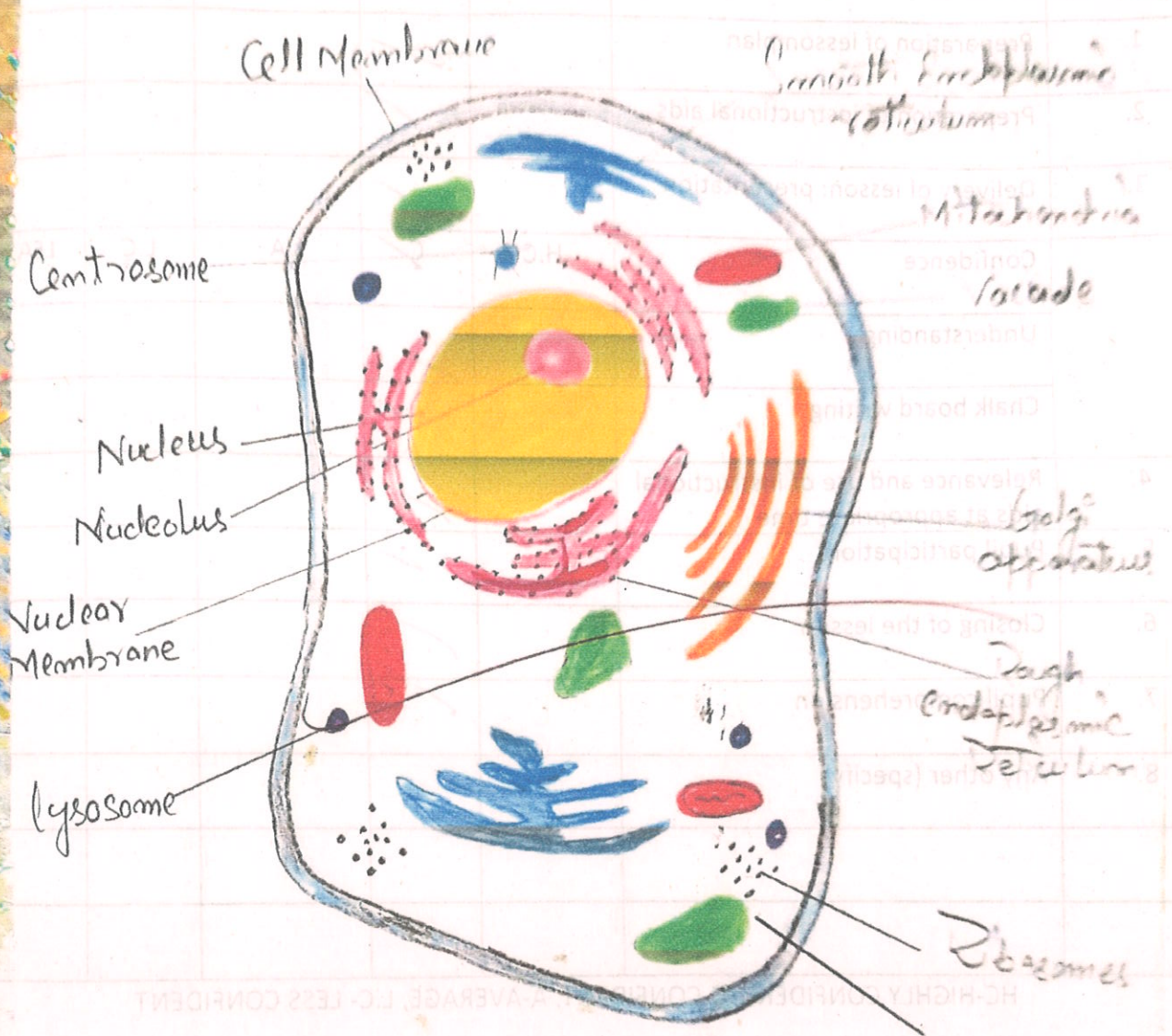
• Match the following:

Prokaryotic cell	Archea.
Eukaryotic cell	Fungi
unicellular organisms	Human
multicellular organisms	Structive unit of life.
Cell	Yeast

D.2 HOME ASSIGNMENT

- Q. Draw a neat and clean diagram of prokaryotic cell and eukaryotic cell and label it properly.

MINIATURE TEACHING AIDS



STRUCTURE OF CELL

MINIATURE TEACHING AIDS

RATING

S.No.	RATING	V.GOOD	GOOD	AVERAGE	WEAK	V.WEAK
1.	Preparation of lesson plan		✓			
2.	Preparation of instructional aids		✓			
3.	Delivery of lesson: presentation		✓			
	Confidence	H.C	C	A	L.C	LEAST C
	Understanding		✓			
	Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time		✓			
5.	Pupil participation		✓			
6.	Closing of the lesson		✓			
7.	Pupil comprehension		✓			
8.	Any other (specify)					

HC-HIGHLY CONFIDENT, C-CONFIDENT, A-AVERAGE, L.C- LESS CONFIDENT

SUPERVISOR'S REMARKS

Lesson well prepared
 Put a smile on your face
 class management were good

SIGNATURE

[Handwritten Signature]



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OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 4

Name of the Teacher Educator: Mrs. Komal Sharma

Class: B.Ed Sem-II Subject: Knowledge and Curriculum

Topic: Criteria for selecting the curriculum design. Date: 28 Sept, 2023

S. No.	Components	RATINGS				
		V. Good	Good	Average	Weak	V. Weak
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional Aids	✓				
3.	Delivery of lesson: Presentation	✓				
	Delivery of lesson: Confidence	H.C.*	C	A	LA	LEAST C.
	Delivery of lesson: Understanding	✓				
	Delivery of lesson: Chalk board writing	✓				
4.	Relevance and use of instructional aids at appropriate time (if any)	✓				
5.	Pupil Participation	✓				
6.	Closing of the Lesson	✓				
7.	Pupil Comprehension	✓				
8.	Any other (specify)					

*H.C.-Highly Confident, C.-Confident, A-Average, L.C.-Less Confident.

Observer's Remarks:

exuded confidence in her delivery of lesson.
skillfully gauged the students' comprehension level
providing additional examples wherever necessary
Shows deep understanding of concepts.

Sonia
 Signature of the Student Observer

Name: Sonia Chaudhary

Roll No.: 2201001

Asht
 Signature of the Supervisor



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OBSERVATION LESSON

(REGULAR TEACHER)

Observation Lesson No.: 2

Name of the Teacher Educator: Mrs. Suman Gupta

Class: B.Ed Sem-II Subject: Assessment for learning

Topic: Quantitative assessment Date: 27 Sept, 2023

S. No.	Components	RATINGS				
		V. Good	Good	Average	Weak	V. Weak
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional Aids		✓			
3.	Delivery of lesson: Presentation	✓				
	Delivery of lesson: Confidence	H.C.*	C	A	LA	LEAST C.
	Delivery of lesson: Understanding	✓				
	Delivery of lesson: Chalk board writing	✓				
4.	Relevance and use of instructional aids at appropriate time (if any)		✓			
5.	Pupil Participation	✓				
6.	Closing of the Lesson	✓				
7.	Pupil Comprehension	✓				
8.	Any other (specify)	✓				

*H.C.-Highly Confident, C.-Confident, A-Average, L.C.-Less Confident.

Observer's Remarks:

She introduced the topic in an effective manner.
Gave appropriate and relevant examples.
Engaged students' actively and evaluated
their understanding by asking questions at the
end of the lesson. Overall, she explained well.

Sonia

Signature of the Student Observer

Name: Sonia Chaudhary

Roll No.: 2201001

Alshis

Signature of the Supervisor



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OBSERVATION LESSON (For Peer Groups)

Observation Lesson No.: 1
Name of the Intern/ Teacher: Dinesh Singh
Class: B.Ed Sem-II Subject: Knowledge and Curriculum
Topic: Curriculum Development Model by Date: 4 Oct, 2023

S. No.	Components	RATINGS				
		V. Good	Good	Average	Weak	V. Weak
1.	Preparation of Lesson Plan		✓			
2.	Preparation of Instructional Aids		✓			
3.	Delivery of lesson: Presentation		✓			
	Delivery of lesson: Confidence	H.C.*	C	A	LA	LEAST C.
	Delivery of lesson: Understanding		✓			
	Delivery of lesson: Chalk board writing		✓			
4.	Relevance and use of instructional aids at appropriate time (if any)		✓			
5.	Pupil Participation	✓				
6.	Closing of the Lesson		✓			
7.	Pupil Comprehension		✓			
8.	Any other (specify)					

*H.C.-Highly Confident, C.-Confident, A-Average, L.C.-Less Confident.

Observer's Remarks:

- encouraged student's engagement and interaction
- The use of ~~lecture~~ cum-discussion method was apt for this topic.
- Further clarity in explanations could have enhanced comprehension.
- Overall, demonstrated satisfactory level of proficiency.

Sonia
Signature of the Student Observer

Name: Sonia Chaudhary

Roll No.: 2201001

Dishie
Signature of the Supervisor

COVER PAGE

OF

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MIER COLLEGE OF EDUCATION (AUTONOMOUS)
(Accredited by NAAC with 'A+' Grade)

B.Ed. SPECIAL EDUCATION (ID)

SESSION 2022-24

Semester

Individualized Education Program

NAME : Shivani Chib
ROLL NO : 2203001
CLASS : B.Ed. Special Education (ID)
SUPERVISOR: Dr. Behzaad Maqbool

Checked by [Signature] 18/04/24

Refer to 3.7.

**COVER PAGE
OF
RESOURCE ROOM
TEACHING**



MIER COLLEGE OF EDUCATION (AUTONOMOUS)

(Accredited by NAAC with 'A+' Grade)

SESSION 2022-24 (Semester- III)

Resource Room Teaching

NAME : PRATHIBHA ATRI

ROLL NO: 2203008

CLASS : B.Ed. Special Education (ID)

SUPERVISOR: Dr. BEHZAD MAQBOOL

Refer to 3-7.

Checked
G. P. S.
10/4/24



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 - Competency and Skill Development

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
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3. Performance tests

PERFORMANCE TEST



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P.G. DEPARTMENT OF EDUCATION

SESSIONAL WORK

COURSE NO. MED-307

(EDUCATIONAL TESTING AND EVALUATION)

NAME: *Shivali Sharma*

ROLL NO: *2101015*

SEMESTER: *IIIrd*

SESSION: *2021-2023*

TEACHER IN-CHARGE: *Dr. Mool Raj*

Achievement Test

Topic: Food Production and Management

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

Name: Dhruv Gupta

Roll No: 10

Subject: Science

Class: 8th

Max. Marks: 30

Max. Time: 30 minutes

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

1. The process of turning and loosening the soil is called

a. <input checked="" type="checkbox"/> Ploughing	c. <input type="checkbox"/> Sprinkling
b. <input type="checkbox"/> Weeding	d. <input type="checkbox"/> Seed-drilling
2. An egg-laying bird is called

a. <input checked="" type="checkbox"/> frog	c. <input type="checkbox"/> the queen bee
b. <input type="checkbox"/> broody-hen	d. <input type="checkbox"/> duck
3. All domesticated and useful animals constitute

a. <input checked="" type="checkbox"/> Livestock	c. <input type="checkbox"/> Sowing
b. <input type="checkbox"/> Tilling	d. <input type="checkbox"/> Harvesting
4. Cluster beans and horse gram are the two _____ crops.

a. <input checked="" type="checkbox"/> leguminous	c. <input type="checkbox"/> cash
b. <input type="checkbox"/> non-leguminous	d. <input type="checkbox"/> mixed
5. What is the top part of the drill called?

a. <input type="checkbox"/> Seed-bowl	c. <input type="checkbox"/> Straw
b. <input checked="" type="checkbox"/> Seed-drill	d. <input type="checkbox"/> Wood chips
6. Which is the common food of poultry chicken?

a. <input checked="" type="checkbox"/> Grains	c. <input type="checkbox"/> Bread
b. <input type="checkbox"/> Milk	d. <input type="checkbox"/> Weeds
7. Which material is used to cover the floor of a hen-house?

a. <input checked="" type="checkbox"/> Straw	b. <input type="checkbox"/> Wood-pallets
c. <input type="checkbox"/> Even sand	d. <input type="checkbox"/> Wood-shavings
8. Pashmina Goat is found in

a. <input checked="" type="checkbox"/> Ladakh	c. <input type="checkbox"/> Udhampur
b. <input type="checkbox"/> Kathua	d. <input type="checkbox"/> Katra

Handwritten circled marks: 20 and 30 with arrows pointing to the questions.

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9. Kharif crop is sown in

- a. June-July
- b. October-November
- c. September-October
- d. February-March

10. Murrah and Jaffarabadi are well known breeds of

- a. Goats
- b. Buffaloes
- c. Horse
- d. Deer

11. Zaffron or Saffron is grown in

- a. Pampore
- b. Bandipore
- c. Gulmarg
- d. Kathua

12. Rabi crops are harvested during the months of

- a. June-July
- b. May-June
- c. October-November
- d. March-April

13. _____ is a machine which is used for harvesting.

- a. Bamboo table
- b. Wood
- c. Thresher
- d. Stones

14. Which method is used for harvesting?

- a. Sprinkling
- b. Drill
- c. Pulley
- d. Transplanting

15. Seed-drill is used for

- a. Harvesting
- b. Cleaning the seed
- c. Sowing
- d. Weeding

16. Which one of the following is a pesticide?

- a. 2,4-dichlorophenoxyacetic acid
- b. Malathion
- c. Metolachlor
- d. Chloroform

17. Compost is a

- a. manure
- b. fertiliser
- c. pesticide
- d. weedicide

18. The soil matter formed by decayed organic matter is called

- a. Pesticide
- b. Humus
- c. Biocide
- d. Fertiliser

19. Supply of water to crops at appropriate intervals is called

- a. Cultivation
- b. Irrigation
- c. Harvesting
- d. Sowing

20. Maize grow well during

- a. June
- b. September
- c. January
- d. April

21. The agricultural instrument used for removal of weed is

- a. Sickle
- b. Khurpi
- c. Seed-Drill
- d. Plough

22. Transplantation of seedling is done in

- a. coffee
- b. cocoa
- c. rice
- d. mango

23. The process of separation of grains from the chaff after harvesting is known as

- a. Tilling
- b. Spraying
- c. Threshing
- d. Weeding

24. Which instrument is used for spraying weedicides?

- a. Sprayer
- b. Cultivator
- c. Plough
- d. Combiner

25. 2-4D is a

- a. Pesticide
- b. Insecticide
- c. Fungicide
- d. Weedicide

26. Rhizobium bacteria in the root nodules of leguminous plants help in living in fixing

- a. Sulphur
- b. Oxygen
- c. Nitrogen
- d. Hydrogen

27. _____ is a method in which farmers cultivate different types of crops in a piece of land, season after season.

- a. Irrigation
- b. Monoculture
- c. Crop-rotation
- d. Shifting cultivation

28. Which type of irrigation is similiar to rainfall?

- a. Moat
- b. Sprinkler
- c. Rahat
- d. Drill

29. Which one of the following is used to preserve food grains at home ?

- a. Tulsi
- b. Spinach
- c. Neem
- d. Curry

30. Which one of the following is a Rabi crop?

- a. Rice
- b. Mustard
- c. Soyabean
- d. Maize

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

INTERPRETATION

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$$\begin{aligned} P27 &= P/100(n+1) \\ &= 27/100(30+1) \\ &= 27/100(31) \\ &= 0.27(31) \\ P27 &= 8.37 \end{aligned}$$

$$\begin{aligned} P73 &= P/100(n+1) \\ &= 73/100(30+1) \\ &= 0.73(31) \\ P73 &= 22.63 \end{aligned}$$

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

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



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MY REFLECTION

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



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CRITERION II

TEACHING LEARNING AND EVALUATION

2.4 - Competency and Skill Development

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.

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

4. Oral assessment



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5. Rating Scale

RATING SCALE

Appendix A

TEACHERS' PERCEPTIONS OF INSTRUCTIONAL TECHNOLOGY INTEGRATION SCALE

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<p>Dear Participants,</p> <p>I am pursuing my Master's in Arts (Education) (M.A. Education) at MIER College of Education, Jammu. I am collecting data from higher and senior secondary teachers as part of my Dissertation Work. I have a small set of questions for your response. Your information will remain strictly confidential and will only be used for research purposes. Your kind help will be acknowledged.</p>					
<p>Information of the Participant</p> <p>Name: _____</p> <p>Age (in Years): _____</p> <p>Gender: Male <input type="checkbox"/> Female <input type="checkbox"/></p> <p>Qualification: _____</p> <p>Teaching Experience: _____</p> <p>Name of the institution: _____</p> <p>Residential Area: Rural <input type="checkbox"/> Urban <input type="checkbox"/></p>					
<p>Instruction for administration of the questionnaire.</p> <ul style="list-style-type: none"> • There is no time limit for the test, though it may take maximum 10 minutes for satisfactory completion of the scale. • There are 15 items in the scale. • Kindly tick in the appropriate box as per your perception for each item. • Your answers will be kept confidential, so be honest and truthful. 					

Appendix A

TEACHERS' PERCEPTIONS OF INSTRUCTIONAL TECHNOLOGY
INTERACTION SCALE

S.NO.	ITEMS	RESPONSES				
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The applications of instructional technology in teaching helps the teacher to draw the attention of students towards the subject.					
2	As a teacher instructional technology helps in making teaching interesting and clear					
3	Instructional technology helps to give more knowledge in less time					
4	Instructional technology does not empower the teacher for continuous learning and self-improvement.					
5	During teaching through instructional technology, the teacher cannot pose command over the entire class.					
6	In instructional technology aided classroom, the teacher acts as a facilitator than as an instructor.					
7	Instructional technology is considered as one of the valuable tools which can be used to improve the quality of teaching and learning process					
8	Instructional technology mediated instruction helps the teacher acquiring and adopting latest skills of teaching.					
9	adequate knowledge in the application of instructional technology in the classroom teaching develops inferiority complex in some teachers.					
10	Instructional technology aided in teaching helps the teacher to draw the attention of students towards the subjects.					
11	Instructional technology helps in making teaching more interesting and clearer.					
12	Instructional technology aided helps the teacher to present the subject matter in a systematic way.					
13	As a teacher use of instructional technology aided does not help the students to understand properly to the subject matter					
14	Teachers use instructional technology aided in the preparation of test items and questions of different types in their concerned subjects					
15	Instructional technology aided helps in the assessment of the learns achievements accurately.					

Appendix B

Dear Participants,

I am pursuing my Master's in Arts (Education) (M.A. Education) at MIER College of Education, Jammu. I am collecting data from higher and senior secondary students as part of my Dissertation Work. I have a small set of questions for your response. Your information will remain strictly confidential and will only be used for research purposes. Your kind help will be acknowledged.

Information of the Participant

Name: _____

Age (in Years): _____

Gender: Male Female

Qualification: _____

Teaching Experience: _____

Name of the institution: _____

Residential Area: Rural Urban

RATING SCALE

ATTITUDE OF TEACHER TRAINEES TOWARDS LEARNING THROUGH POWERPOINT SCALE

Instruction for administration of the Scale.

- There is no time limit for the test, though it may take maximum 10 minutes for satisfactory completion of the scale
- The purpose of this scale is to determine your attitude towards learning through Power Point scale. This is not a test and there is no right or wrong answer. Please, read the statement carefully and put a tick mark in the appropriate column that represents your response towards each statement in the scale.

S.No	ITEMS	RESPONSES				
		Strong Agree	Disagree	Neutral	Disagree	Strongly Disagree
1.	I find learning through PowerPoint interesting.					
2.	I find learning through PowerPoint stimulating.					
3.	I find learning through PowerPoint enjoyable.					
4.	I find learning through PowerPoint entertaining.					
5.	I find learning through PowerPoint professional.					
6.	I find learning through PowerPoint concise.					
7.	I find learning through PowerPoint rejuvenating.					
8.	I find animations used in PowerPoint Presentations interesting.					
9.	I find pictures used in PowerPoint Presentations interesting.					
10.	I find pictures used in PowerPoint Presentations effective.					
11.	PowerPoint presentation inspire me to actively participate in the classroom.					
12.	PowerPoint Presentations make me digital literate.					

ATTITUDE OF TEACHER TRAINEE'S TOWARDS LEARNING THROUGH POWERPOINT SCALE

Instruction for administration of the scale:

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