

ACTIVITY NO - 2

Name of the activity : Yoga

class : VIII & IX

Day : Saturday

Date : 30-11-2019

Introduction of the Yoga :-

जीवन को सही तरह जीने का विज्ञान ही योगा है। इसे दैनिक जीवन में शामिल करना आवश्यक है। यह हमारे जीवन से जुड़े मोतिक, मानसिक, भावनात्मक, आत्मिक और आध्यात्मिक आदि सभी पहलुओं के साथ जुड़ा है। गुरुदेव श्री श्री रवि मंकर कहते हैं - योग सिर्फ व्यायाम और आसन नहीं है। योग का आरीरिक षम्यास लाभप्रद है। योग अरर, मन और और आत्मा की सामंजस्य की और एक पद्य है। यह खुय स्वस्थ व आंतिपूर्ण जीवन जीने का मार्गदर्शन प्रदान करता है।

योगा का आयोजन हमलीग 30 नवंबर को विद्यालय में किये थे। यह प्रतियोगिता के तौर पर तो नहीं था लेकिन स्वास्थ्य में वृद्धि एवं संयम जीवन व्यतीत करने के उपाय के लिए आयोजित किये। इसे कक्षा VIIIth और IXth के विद्यार्थियों को

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Yoga

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ACTIVITY NO-4

Name of the Activity - Rangoli Competition

Class - VII, VIII, IX, X

Day - Saturday

Date - 4-11-2019

Introduction of the Rangoli -

रंगोली का एक नाम अल्पना है। मोहन जोड़ों और हड़प्पा में भी मांडी उई अल्पना के चिह्न मिलते हैं। अलग-अलग प्रदेशों में रंगोली के नाम और अस्की शैली अलग-अलग हैं। प्राचीनतम दृष्टि से रंगोली संस्कृत का शब्द है, जिसका अर्थ है रंगों के जरिए भावों को व्यक्त करना। यह मुख्य रूप रंगोली त्योहारों से जुड़ा है। यह रंगोली धार्मिक, सांस्कृतिक आस्थाओं का प्रतीक है। यह भारत के किसी भी प्रांत की लोक कला है।

सेन्हा ब्लाँक सी ओर सें मतदान से संबंधित जागरूकता के लिए कुछ कार्यक्रम आयोजन करने का आदेश आया था। इसमें मेरे विद्यालय में रंगोली प्रतियोगिता का आयोजन



Rangoli Competition



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Activity No. - 4

Name of the school उल्कमित उद्य विद्यालय सिद्धी

Name of the activity - मतदान जागरूकता

Date - 20/11/19

Day - Wednesday

आज हमारे विद्यालय में मतदान जागरूकता के लिए निम्नलिखित कार्यक्रम हुए -

1. नारा - हमने कुछ विद्यार्थियों को फर्मा कार्ड पर नारा लिखवाये साथ ही पारल वनबाया सभी विद्यार्थियों को लगवाया।
2. प्रभात फेरों - छात्रों को जागरूक करने के लिए विद्यालय से प्रभातफेरों निकाला गया। हमने विद्यालय के आस पास के गाँवों में मतदान जागरूकता फैलाया।
4. शपथ - सभी विद्यार्थियों को मतदान के लिए शपथ पढ़ाने कराया ताकि वे हमारे को मतदान के बारे जागरूक करें और स्वयं भी जागरूक हों।



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

PREPARATION OF LESSON PLANS

B.Ed. and M.Ed. both students prepare their lessons by using ICT with the help of their teachers. B.Ed. Students prepare PPT for their learning materials and learn to save the learning materials in CD. M.Ed. Students also prepare their lessons in PPT and present their lessons before the students and teachers.



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DEVELOPING ASSESSMENT TOOLS FOR ONLINE AND OFFLINE LEARNING

Offline learning:

Our institution chooses the following assessment tools for offline learning like face-to-face teaching-learning where students are engaged with their peers and teachers, offline examinations and test, instructional learning and practical learning. Students are given projects with other students to learn new skills. In offline teaching-learning students are observed by the teachers.

Online learning during COVID-19:

Google Classroom was created for online learning. During pandemic students continued their study and learning through online classes. They were provided online lectures, online assignments, online tests and examinations. The student teachers also used Google classroom for their internship programme. M.Ed. students created questionnaire in Google Form and took online responses from the sample to collect data for their research work. Through Google meet online classes were arranged for both B.Ed. and M.Ed. students.



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EFFECTIVE USE OF SOCIAL MEDIA/LEARNING APPS FOR LEARNING

Before during and after COVID-19 Students are motivated to use social media, Internet, Website and YouTube for their learning. Students search the learning materials and other information from social media, Website and You Tube to update themselves with new knowledge and information. Teaching faculty also are preparing the learning materials and sharing them through You Tube channels.

The screenshot displays a YouTube video player interface. At the top, the channel name 'archana vishwakar...' is visible with a search icon and a microphone icon. Below the channel name, the video title 'Dehati Beats · 26K views · 3 months ago' is shown. The main content area features a handwritten note titled 'Nature Of Education' in red ink. The note includes the following text: 'Education is a life-long Process - (शिक्षा जीवन भर चलने वाली प्रक्रिया है)', 'Education is a Continuous and life-long process', and 'It starts from the womb of the mother and continues till death'. A timestamp '18:41' is visible in the bottom right corner of the video frame. Below the video, the video title '#Nature Of Education #Contemporary India And Education #Learnwithconcept#byArcha...' is displayed, along with the channel name 'Archana Vishwakarma · 1.9K views · 10 months ago'. Below this, a blue banner reads 'B.ED-2 Year. KNOWLEDGE & CURRICULUM UNIT-3 EPISTEMOLOGICAL BASES OF EDUCATION'. A green banner below that reads 'Topic-Epistemology (Introduction, Meaning, And Definition). 30:56'. At the bottom, the video title 'Epistemology:-Introduction, Meaning & Defintion. Learn with concept #by Archana ...' is shown, along with the channel name 'Archana Vishwakarma · 1.5K views · 2 years ago'.

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IDENTIFYING AND SELECTING/ DEVELOPING ONLINE LEARNING RESOURCES



Both M.Ed. and B.Ed. students use online audio and video learning resources to gather new information, lecture notes, materials for the assignments and question answers. They also use YouTube, social media Tools, e-resources, e-library and digital learning materials.

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MEDIAN

Q1. . Find out the Median from the following frequency distribution.

C.I	F	C.f
20-30	6	6
30-40	10	16
40-50	16	32
50-60	18	50
60-70	12	62
70-80	10	72
80-90	8	80
	N= 80	

$$\text{Md} = L + \left(\frac{\frac{N}{2} - fb}{f} \right) \times c.i$$

$$= 50 + \left(\frac{\frac{80}{2} - 32}{18} \right) \times 10$$

$$= 50 + \left(\frac{40 - 32}{18} \right) \times 10$$

$$= 50 + \left(\frac{8}{18} \right) \times 10$$

$$= 50 + \left(\frac{80}{18} \right)$$

$$= 50 + 4.44$$

$$= 54.44$$

Hence, median is 54.44.

Q2. Find out the Median from the following frequency distribution.

C.I	F	C.f
0-10	7	7
10-20	10	17
20-30	15	32
30-40	20	52
40-50	25	77
50-60	12	89
60-70	10	99
	N= 99	

$$\text{Md} = L + \left(\frac{\frac{N}{2} - fb}{f} \right) \times c.i$$

$$= 30 + \left(\frac{99 - 32}{20} \right) \times 10$$

$$= 30 + \left(\frac{49.5 - 32}{20} \right) \times 10$$

$$= 30 + \left(\frac{17.5}{20} \right) \times 10$$

$$= 30 + \left(\frac{175}{20} \right)$$

$$= 30 + 8.75$$

$$= 38.75$$

Hence, median is 38.75.

Q3. Find out the Median from the following frequency distribution.

C.I	F	C.f
0-9	3	3
10-19	12	15
20-29	16	31
30-39	19	50
40-49	22	72
50-59	18	90
	N=90	

$$\text{Md} = L + \left(\frac{\frac{N}{2} - fb}{f} \right) \times c.i$$

$$= 29.5 + \left(\frac{\frac{90}{2} - 31}{19} \right) \times 10$$

$$= 29.5 + \left(\frac{45 - 31}{19} \right) \times 10$$

$$= 29.5 + \left(\frac{14}{19} \right) \times 10$$

$$= 29.5 + \left(\frac{140}{19} \right)$$

$$= 29.5 + 7.36$$

$$= 36.86$$

Hence, median is 36.86.

Mode

Q1. Calculate Mode for the following data.

C.I	F	Mid point	D(x-a.m/i)	fd	C.f
0-9	2	4.5	-4	-8	2
10-19	4	14.5	-3	-12	6
20-29	6	24.5	-2	-12	12
30-39	8	34.5	-1	-8	20
40-49	10	44.5	0	0	30
50-59	9	54.5	1	9	39
60-69	5	64.5	2	10	44
70-79	4	74.5	3	12	48
80-89	2	84.5	4	8	50
	N= 50			$\sum fd = -1$	

$$\text{Mean} = \text{A.M} + \left(\frac{\sum fd}{N}\right) \times \text{c.i}$$

$$= 44.5 + \left(\frac{-1}{50}\right) \times 10$$

$$= 44.5 + \left(\frac{-10}{50}\right)$$

$$= 44.5 + (-0.2)$$

$$= 44.5 - 0.2$$

$$= 44.3$$

Hence, mean is 44.3.

$$\text{Md} = L + \left(\frac{\frac{N}{2} - fb}{f}\right) \times \text{c.i}$$

$$= 39.5 + \left(\frac{\frac{50}{2} - 20}{10}\right) \times 10$$

$$= 39.5 + \left(\frac{25 - 20}{10}\right) \times 10$$

$$= 39.5 + \left(\frac{5}{10}\right) \times 10$$

$$= 39.5 + \left(\frac{50}{10}\right)$$

$$= 39.5 + 5$$

$$= 44.5$$

Hence, median is 44.5.

Mode = 3 median - 2 mean

$$= 3 \times 44.5 - 2 \times 44.3$$

$$= 133.5 - 88.6$$

$$= 44.2$$

Therefore, mode is 44.2.

A) Calculate M, Md and Mo for the following data.

C.I	F	Mid point	d(X-A.M/I)	fd	C.f
150-159	2	154.5	6	12	64
140-149	2	144.5	5	10	62
130-139	4	134.5	4	16	60
120-129	1	124.5	3	3	56
110-119	5	114.5		10	55
100-109	5	104.5	1	5	50
90-99	12	94.5	0	0	45
80-89	10	84.5	-1	-10	33
70-79	12	74.5	-2	-24	23
60-69	10	64.5	-3	-30	11
50-59	1	54.5	-4	-4	1
	N= 64			$\sum fd = -12$	

$$\begin{aligned}\text{Mean} &= \text{A.M} + \left(\frac{\sum fd}{N}\right) \times \text{c.i} \\ &= 94.5 + \left(\frac{-12}{64}\right) \times 10 \\ &= 94.5 + \left(\frac{-120}{64}\right) \\ &= 94.5 + (-1.875) \\ &= 94.5 - 1.875 \\ &= 92.625\end{aligned}$$

Hence, mean is 92.625.

$$\begin{aligned}\text{Md} &= L + \left(\frac{\frac{N}{2} - fb}{f}\right) \times \text{c.i} \\ &= 79.5 + \left(\frac{\frac{64}{2} - 23}{10}\right) \times 10 \\ &= 79.5 + \left(\frac{32 - 23}{10}\right) \times 10 \\ &= 79.5 + \left(\frac{9}{10}\right) \times 10 \\ &= 79.5 + \left(\frac{90}{10}\right) \\ &= 79.5 + 9 \\ &= 88.5\end{aligned}$$

Hence, median is 88.5.

$$\begin{aligned}\text{Mode} &= 3 \text{ median} - 2 \text{ mean} \\ &= 3 \times 88.5 - 2 \times 92.625 \\ &= 265.5 - 185.25 \\ &= 80.25\end{aligned}$$

Therefore, mode is 80.25.

B) Calculate Mean, median and Mode for the following Data.

C.I	F	Mid point	d(X-A.M/I)	fd	C.f
45-49	1	47	6	6	76
40-44	2	42	5	10	75
35-39	3	37	4	12	73
30-34	6	32	3	18	70
25-29	8	27	2	16	64
20-24	17	22	1	17	56
15-19	26	17	0	0	39
10-14	11	12	-1	-11	13
5-9	2	7	-2	-4	2
0-4	0	2	-3	0	0
	N= 76			$\Sigma fd= 64$	

$$\text{Mean} = \text{A.M} + \left(\frac{\Sigma fd}{N}\right) \times \text{c.i}$$

$$= 17 + \left(\frac{64}{76}\right) \times 5$$

$$= 17 + \left(\frac{320}{76}\right)$$

$$= 17 + 4.21$$

$$= 21.21$$

Hence, mean is 21.21.

$$\text{Md} = L + \left(\frac{\frac{N}{2} - fb}{f}\right) \times \text{c.i}$$

$$= 14.5 + \left(\frac{\frac{76}{2} - 13}{26}\right) \times 5$$

$$= 14.5 + \left(\frac{38 - 13}{26}\right) \times 5$$

$$= 14.5 + \left(\frac{25}{26}\right) \times 5$$

$$= 14.5 + \left(\frac{125}{26}\right)$$

$$= 14.5 + 4.80$$

$$= 19.30$$

Hence, median is 19.30.

Mode = 3 median- 2 mean

$$= 3 \times 19.30 - 2 \times 21.21$$

$$= 57.9 - 42.42$$

$$= 15.48$$

Therefore, mode is 15.48.

Mode by another method

A)

C.I	F
0-5	10
5-10	25
10-15	50
15-20	7
20-25	13
25-30	5

$$\text{Mode} = L + \left(\frac{fa}{fa+fb}\right) \times \text{c.i}$$

$$= 10 + \left(\frac{7}{7+25}\right) \times 5$$

$$= 10 + \left(\frac{7}{32}\right) \times 5$$

$$= 10 + \left(\frac{35}{32}\right)$$

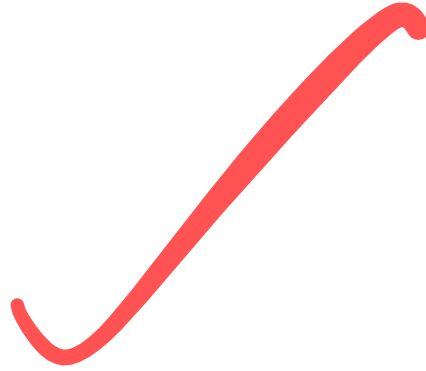
$$= 10 + 1.09$$

$$= 11.09$$

Hence, mode is 11.09.

B)

CI	F
0-10	2
10-20	18
20-30	30
30-40	45
40-50	35
50-60	20
60-70	6
70-80	3



$$\text{Mode} = L + \left(\frac{fa}{fa+fb} \right) \times c.i$$

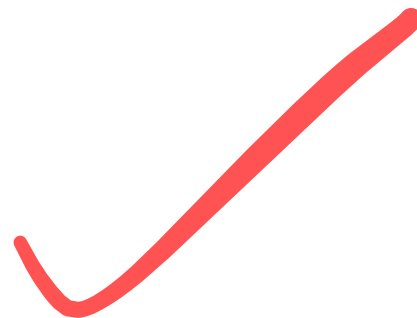
$$= 30 + \left(\frac{35}{35+30} \right) \times 10$$

$$= 30 + \left(\frac{35}{65} \right) \times 10$$

$$= 30 + \left(\frac{350}{65} \right)$$

$$= 30 + 5.384$$

$$= 35.384$$



Hence, mode is 35.384.

C)

C.I	F
123-127	6
118-122	10
113-117	20
108-112	20
103-107	15

98-102	30
93-97	5
88-92	8
83-87	6
78-82	4

$$\begin{aligned}
 \text{Mode} &= L + \left(\frac{fa}{fa+fb}\right) \times c.i \\
 &= 97.5 + \left(\frac{15}{15+5}\right) \times 5 \\
 &= 97.5 + \left(\frac{15}{20}\right) \times 5 \\
 &= 97.5 + \left(\frac{75}{20}\right) \\
 &= 97.5 + 3.75 \\
 &= 101.25
 \end{aligned}$$

Hence, mode is 101.25.

D)

C.I	F
89-95	6
82-88	7
75-81	9
68-74	18
61-67	10
54-60	10
47-53	8
40-46	5
33-39	5
26-32	2

$$\text{Mode} = L + \left(\frac{fa}{fa+fb}\right) \times c..$$

$$= 67.5 + \left(\frac{9}{9+10}\right) \times 7$$

$$= 67.5 + \left(\frac{9}{19}\right) \times 7$$

$$= 67.5 + \left(\frac{63}{19}\right)$$

$$= 67.5 + 3.315$$

$$= 70.815$$

Hence, mode is 70.815.

E)

C.I	F
45-49	2
40-44	3
35-39	7
30-34	13
25-29	8
20-24	4
15-19	3

$$\text{Mode} = L + \left(\frac{fa}{fa+fb}\right) \times \text{c.i}$$

$$= 29.5 + \left(\frac{7}{7+8}\right) \times 5$$

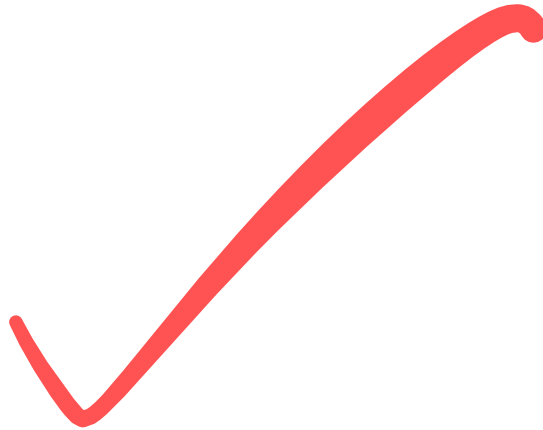
$$= 29.5 + \left(\frac{7}{15}\right) \times 5$$

$$= 29.5 + \left(\frac{35}{15}\right)$$

$$= 29.5 + 2.33$$

$$= 31.83$$

Hence, mode is 31.83.



Excellent
J.P.



PROJECT ON

TOPIC - TO CRITICAL ANALYSE THE
B.ED UNIVERSITY EXAM
QUESTION PAPER

Subject - SPS-04 Curriculum,
Pedagogy and Assessment in
Secondary and Senior Secondary
Education.

Submitted to,
Sir Rahul

Submitted by,
Name: Neha Rani Tegga
Class : M.Ed 2nd Year
Roll No: 19
Batch : 2018-20

Acknowledgement

I would like to express my special gratitude to our College Principal Dr. Sr. Shila who gave me the golden opportunity to do this wonderful project on subject SPS-04 Curriculum, Pedagogy and Assessment in Secondary and Senior Secondary Education.

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Neha Rani Tigga.
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Batch - 2018-20

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Introduction

Question paper helps the teacher in evaluating effectiveness of instructional media. Good question papers helps in diagnosing special aptitude and competence of the learner. A question paper is a basic tool used in an examination. It tests how well a student can demonstrate that they have acquired the knowledge, understanding and skill set out in the specification. A question paper is set together by an exam committee. Question paper is the means of evaluation of students in our country is based on their performances in exams. A question paper is the basic tool used in an examination.

The work of question papers are under debate for their levels of toughness and lengthy content. The work of question paper setting and evaluation become more important, particularly when students come from different educational backgrounds and boards.

Framing effective question papers is very important for assessing the learning outcome of learners in terms of achievements with reference to the objectives. Suitable assessments during teaching learning process stimulate and motivate learners and enhance learning. The summative evaluation of achievements and competencies developed in learners can be assessed through suitable question paper.

Characteristics of Question Paper -

1. **Instruction** - Instruction provides guidelines to the students. Students get direction what they have to do.
2. **Relevant** - A good question paper is relevant. It focuses on recall of only the material covered in student lesson and aligns well with the overall learning objectives.
3. **Clear** - A good question paper is framed in a clear, easily understandable language, without any vagueness. Students should understand what is wanted from the question even when they don't know the answer to it.
3. **Concise** - A good question paper is usually crisp and concise. It omits any unnecessary information that requires students to spend time understanding it correctly.
4. **Purposeful** - A good question paper without a definite purpose has no value. The purpose helps evaluate the question against some set benchmarks. A good question can seek both innate and specific knowledge.
5. **Guiding But not leading** - A good question paper guides the learner towards understanding the concept in the picture. But at the same time, it doesn't lead them to specific answer.
6. **Stimulus thinking** - A good question paper requires learners to think through and recall the concepts taught. It does not patronize them by asking obvious.

7. Single-Dimensional - Good question paper focuses on one dimension at a time. If there are multiple ideas to evaluate, it is better to split them into multiple questions.

B.Ed University Exam Question Paper

Examination Question Papers are analysed for assured technical standard before they are finalized. Paper setting techniques are taught in pre-service courses in teaching like B.Ed etc. Difficulty levels like easy portion, difficult portion and core portion is to be brought in paper as per the guidelines, and proper techniques depending on the levels needs to be applied.

Essay Questions.

Essay questions provide a complex prompt that requires written responses, which can vary in length from a couple of paragraphs to many pages. Like short answer questions, they provide students with an opportunity to explain their understanding and demonstrate creativity, but make it hard for students to arrive at an acceptable answer by bluffing. They can be constructed reasonably quickly and easily but marking these questions can be time consuming and grader agreement can be difficult.

Essay questions differ from short answer questions in that the essay questions are less structured. This openness allows students to demonstrate that they can integrate the course material in creative ways. As a result, essays are a favoured approach to test higher levels of cognition including analysis, synthesis and a favoured approach to test higher levels of cognition: evaluation. However, the requirement that the students provide most of the structure increases the amount of work required to respond effectively. Students often take longer to compose a fine essay type questions. This increased workload limits the number of essay questions that can be posed on a single exam and thus can restrict the overall scope of an exam to few topics or areas. To ensure that this doesn't cause students to panic or blank out, consider giving the option of answering one of two or more questions.

Writing Essay Questions -

Here are some general guidelines for writing good essay questions -

1. Know the mental processes you want to access before starting to write the questions - Persons constructing essay tests must fully understand the kinds of responses that represent the abilities they wish to assess before they can determine the kinds of stimulus materials needed to elicit those responses.
2. Use novel material or novel organization of material in phrasing the questions :- To determine whether they can do this, we must put them in situations where they must do more than merely reproduce the material presented in class or in textbook.
3. Start essay questions with phrases such as "Compare", "Contrast", "Give original examples of," "Explain how," "Predict what would happen if," "Criticize," "Differentiate." The use of words or phrases such as these, when combined with novel materials, will help present the examinees with tasks requiring them to select, organize, and apply information.
4. Write essay questions in such a way that task is clearly and unambiguously defined for the examinees. -

The use of words or phrases such as these, when combined with novel material, will help present the examinees with. We want each examinee's score to reflect how well this individual can do the specified task.

5. A question dealing with a controversial issue should ask for and be evaluated in terms of the presentation of evidence of position, rather than the position taken -

Many issues that confront individuals and society have no generally agreed-on answers. Yet understanding issues like these constitutes much of what is genuinely vital in education.

6. Adopt the length and complexity of the questions and the expected answer to the material level of the testing situation -

Older, more sophisticated examinees can be expected to comprehend and answer more complex questions. Also, in testing situations where time is not a factor, we may expect examinees to display more sophisticated thinking.

CRITICAL ANALYSIS

THE B.ED UNIVERSITY EXAM QUESTION PAPER

Question Paper Identity

- a) Course - B.Ed
- b) Year - 2018-20
1st Year
- c) Time - 3 Hours.
- d) Full Marks - 80
- e) Passing Marks - 35
- (f) Subject - UXED (I) - Childhood & Growing UP (I)

Note: Answer any five Questions.

1. "Adolescence is a period of great stress, strain, storm and strike." Discuss this statement.
2. Describe in brief the Emotional Development in childhood and adolescence.
3. What do you understand by Heredity? Describe the role of heredity and environment in the field of child development?
4. What is the meaning of individual difference? Describe their various natures and causes?
5. Write short notes of the following:
 - a) Emotional Intelligence
 - b) Backward - slow learner.
6. Discuss the conclusion of the theories of Intelligence.
7. What is Personality? Describe the factors influencing personality?

8. Define defence Mechanism. Describe different types of defence mechanism with suitable examples

In a society, teachers play an important role. They are the nation builder. For them pre-service training is very much important where they will be able to know about the child psychology, philosophy, education, sociology, Pedagogy, ICT, EPR, Assessment of Learning and Evaluation and Yoga and many more things. These subjects help novice teachers to get an idea to deal with children in the school and also which will help students to develop all round.

In B.Ed 1st yr Child Psychology and Growing up, through this question number 1. novice teachers will be able to produce, organise and express the ideas about the Adolescence is the Period of great stress, strain, storm and strike.

- This type of question will increase the ability to discuss about the topic

Question no. 2., through this pupil will be able to describe emotional development in childhood and Adolescence. §

- Pupil extends and expands the knowledge about the childhood and Adolescence.

Ques no. 3.

According to question no. 3 pupil integrate learnings in different areas of Heredity and environment in the field of child development.

Ques no. 4. -

Question no. 4, explain concepts of individual differences, nature and causes.

- It will help pupil to make their concept clear about the topic.
- When the pupil concepts will be clear then student for them it will be helpful to use that concept in practical way in the original setup.

Ques no. 5.

Restricted-response essay questions - Ability to

- explain cause-and-effect relationships.
- Present relevant arguments.
- Formulate tenable hypotheses about the Backward-slow learner.
- State necessary assumptions.

Ques no. 6.

Restricted-response essay questions. Pupil will be able to explain the theories of intelligence and also Extended-response essay i.e pupil will be able to summarizeth about the intelligence & they will draw a conclusion.

Question no- 7

Ques no. 7 - Pupil will be able to identify cause-effect relationships under the heading of Objective interpretive exercise. Describe the factors of influencing personality.

Question no. 8

This constructs the pupil will be able to construct creative review. This will state the necessary assumptions.

General Suggestions:

While analysing the question papers of childhood and growing up & subject for B.Ed students, many interesting aspects were observed.

- Quality of the questions depends on the quality of questions. Almost questions were knowledge based. So, efforts for questions related to testing mental skills should be included.
- Questions such as problem solving, critical thinking, imaginative thinking, creative thinking reasoning etc. should be included more in number.
- Each questions were taken from each unit, which helps in paper setter to cover the entire course content.
- Language of question paper should be appropriate and according to the novice teachers.
- General instructions are also important note and that is the first thing an examiner reads

CONCLUSION

At last we can say that a question paper tests how well a student can demonstrate that they have acquired the knowledge, understanding and skills set out in the specification. A question paper is put together by an exam committee. At present, examination is the only and important way to certify and classify a large number of students, improvement at every stage in the examination process is important. Improvement in question papers itself enhances the credibility and reliability of the boards and solves many problems.

This is known that examinations are important in our system of education.

V. Good
JF ✓

URSULINE WOMEN'S TEACHERS' TRAINING COLLEGE



LOHARDAGA



Name Tarsila Kandulna

Roll No. 19BED02014 Reg. No. BED0412/20

Subject English (7b)

Topic A House is not a Home

Class IX Date 04.10.2021

Session 2019 - 2021

A HOUSE IS NOT A HOME

This story reflects the challenges of being a teenager, and the problems of growing up. How does the author overcome his problems?

My first year of high school felt awkward. After leaving junior high at the head of my class with all the security the upper grade levels could afford me, it felt strange starting over as a freshman. The school was twice as big as my old school, and to make matters worse, my closest friends were sent to a different high school. I felt very isolated.

I missed my old teachers so much that I would go back and visit them. They would encourage me to get involved in school activities so that I could meet new people. They told me that in time I would adjust and probably end up loving my new school more than I had my old one. They made me promise that when that happened I would still come by and visit them from time to time. I understand the psychology in what they were saying, but I took some comfort in it nonetheless.

One Sunday afternoon not long after I had started high school, I was sitting at home at our dining-room table doing homework. It was a cold gray Saturday all day, and we had a fire going in our fireplace. As usual, my red tabby cat was lying on top of all my papers, purring loudly and occasionally pawing at my pen for entertainment's sake.

She was never far from me. I had rescued her when she was a kitten, and somehow she knew that I was the one responsible for giving her "the good life".

एक रविवार की दोपहर को, जल्द से जल्द बाद जो अर्धरात्रि शुरू हो गयीं बाद जब मैं मेरे पुराने विद्यालय जाऊँ आरम्भ किया था, मैं वा वा बेशक अपने दोस्तों के साथ ही मेरा घर छोड़ना पड़ा था। पर एक ठण्डा रविवार सायन का दिन था, और हमने अग्नि-मंजल पर आग जला रखी थी। हमें हमारे लाल-बिल्ली को अपने कागज़ों के ऊपर लेटा-लेटा में घुमा-घुमाएँ करनी हुई, वह कभी-कभी हमारे पेन के लिए से बिन पर लीज ड्रॉल करने शुरू करती थी।

Final Lesson Plan

Name of the School :- Ursuline Girls' High School Bahadurganj

Class :- IX

Subject :- English

Unit :- A House is not a Home

Period :- 10th

Time :- 35 minutes

Date :- 04.10.2021

Session :- 2019 - 2021

Registration No :- BED0412/20

Name of the student Teacher :- Tarsila Kandulua

Roll No :- 19BED02014

General Aim :-

- (i) To enable the students to understand the story.
- (ii) To enable them to learn new words with its meaning.
- (iii) To enable the students to read the passage with correct pronunciation, stress and intonation.
- (iv) To develop their oral and written expressions.
- (v) To develop critical thinking in the students.

Specific Aim :-

- (i) To enable the students to understand the message of the story.
- (ii) To develop the imaginative power of students.
- (iii) To give moral values to the students.
- (iv) To enable them to compose interesting stories.

Teaching Method :- Direct method

Teaching Aids :- Model, chart, wall hanging chart, tree chart, Calender chart, pocket chart, strip chart, flip chart, flash card, rolling board.

Steps Subject Matter Aim Student Teacher's Activity Student's Activity Black Board Work

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Entry of the teacher

Aim

Student Teacher's Activity

Student's Activity

Black Board Work

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Introductory Questions

To develop the speaking skill

The student teacher will ask questions from the previous knowledge of the students by showing a chart.

The students will give the answers.

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Expansion of chart

To create interest in students.

Chart shows some pictures like; houses, mountain, girl, a cow etc.

Students will see the chart and answer the questions.



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① What do you see in the picture?
② Where does a cow live?
③ Where is the stable?

Tree, houses, girl, cow etc.
stable
near the house

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Statement of the aim

To know the topic of the lesson.

The student teacher will say - Today we will study a story - "A House is not a Home". She will write the topic on the black board and underline it.

The students will write the topic in their note books and underline it. "A House is not a Home".

"A House is not a Home"
(Zan Gaudioso)



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First model reading

To develop the listening skill

Teacher will tell the students to close the book and listen to her reading carefully.


The students will listen to the teacher carefully.

Steps	Subject Matter	Aim	Student Teacher's Activity	Student's Activity	Black Board Work
P R E S	Content analysis	To make the students understand the content properly.	The story is based on the theme of adjustment issues faced by the teenagers. In the story writer is sharing about his life and problems that he faced. Once his house was burned down and destroyed everything. When he went to school the following morning or day, he felt very uncomfortable, hopeless and miserable.		
E N T	Display of calendar chart	To create interest in students	The student teacher will show the calendar chart and writer's feeling.	Students will observe the calendar chart and pay attention.	
A T F O	Feeling of writer	To understand and about writer	The writer of the story found very difficult to bear the pain and could not bear the loss of everything he had. He walked around like a zombie because he had nothing in the hands; neither a bag, books nor he had shoes.	The students will listen to the teacher carefully.	
N	Display of flip-chart	To make the class interesting	Teacher will show the flip chart and explain what writer didn't have in his hands.	Students will observe the flip chart.	

Steps	Subject Matter	Aim	Student	Teacher's Activity	Student's Activity	Black Board work
P R	Second model reading	To develop the extensive reading.	Teacher will ask students to open their books and listen to the reading attentively.		The students will open their books and follow the reading.	
E S E	Word reading	To develop the reading skill.	The student teacher will help to read with correct pronunciation, stress and intonation.	will ask two or three students to read aloud.	Two or three students will read the passage of the story with the help of the teacher one by one.	
N T	Silent reading	To check the skill of intensive reading.	The teacher will ask the students to read silently and find out difficult words while reading.		Students will read silently and call out the difficult words.	
A T I O	Explanation of the difficult words and its meaning	To enhance the vocabulary.	The student teacher will explain the word meaning.	will explain	Students will read silently and call out the difficult words.	<u>Word-Meaning</u> Awkward = hard to deal with Isolated = abandoned Comfort = convenience Purring = cat's sound Zombie = half dead Grabbed = snatched Diminish = lessen
N	Content Analysis	To make the students understand the lesson properly.	The student teacher will explain the lesson in a simple language with the help of charts and model.	will explain	The students will listen to the teacher observe charts, model and try to understand the story.	

Steps	Subject Matter	Aim	Student Teacher's Activity	Students' Activity	Black Board Work
C O M P R E H E N S I O N	Comprehension questions	To check the understanding of the students	The student teacher will ask the questions to check the understanding of the students.	The students will answer the questions.	
			(i) What is the meaning of zombies?	half dead/ partly alive	
			(ii) How long the firemen took time to put out the fire?	5 hours	
			(iii) Who lost the house in the story?	Zan	
			(iv) Who had collected money to buy needed things for the writer?	his friends	
			(v) What did the writer do when the fire caught the house?	ran to the neighbors to call firemen	
P R E	Teaching of structural items.	To give the knowledge about grammar	The student teacher will show flash and ask a student to read it aloud.	A student will read definition of adverb.	
S E N T E N C E	Display of flash card	To make the class interesting	Definition of Adverb = "A word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb."	Students will listen carefully.	<div style="border: 1px solid black; padding: 5px;"> <p><u>Definition of Adverb</u></p> <p>"A word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb."</p> </div>

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Steps	Subject Matter	Aim	Student Teacher's Activity	Student's Activity	Black Board Work
P R E S E N T A T I O N	Display of tree chart	To make the class interesting	The teacher will explain about ad-verb through the tree chart.	Students will listen to the teacher attentively.	
I O N	Display of Wall hanging chart	To make the class interesting.	The student teacher will show wall hanging chart and explain the types of adverb.	The students will observe chart and learn the types of adverb.	<p style="text-align: center;">Types of adverb</p> <ol style="list-style-type: none"> 1. Adverb of Manner 2. Adverb of Time 3. Adverb of Place 4. Adverb of Frequency 5. Adverb of Degree
G O M P R E H E N S I O N	Recapitulation		The teacher will ask the students to read out the main points from the chart.	The students will read aloud	<p style="text-align: center;">Recapitulation</p> <ul style="list-style-type: none"> * Story is based on the theme of adjustment issues * Zan's house was burnt and destroyed everything. * The writer felt miserable when he lost everything * Zan's friends collected some money and brought all the needed things for Zan. * He realised that he lost the house but not a home.

Steps Subject Matter Aim Student Teacher's Activity Student's Activity Black Board Work

C Class-work To assess the memory of the students The teacher will give the class-work through strip chart. Students will do the class-work.

O Class-work

M Choose the correct word and fill in the blanks :-

P (i) Zan's friends collected _____ money and bought everything for Zan. (some/many)

R (ii) The meaning of diminishing is _____. (increasing/decreasing)

E (iii) Zan's house was _____ by fire. (destroy / destroyed)

H (iv) He lost the _____ but not a _____. (home/house)

E

Class-Work Ink colors

Choose the correct word and fill in the blanks :-

[Blue box]

[Green box]

[Orange box]

[Cyan box]

N Correction-work To know the correct answer the teacher will do the correction work through pocket chart. The students also will write the correct answer.

S

I

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Correction-Work

1. Some

2. Lessening

3. Destroyed

4. House, Home

Steps	Subject Matter	aim	Student Teacher's Activity	Student's Activity	Black Board Work
A S S E S S M E N T	Home-Work	To develop the writing skill of the students	The teacher will give through rolling board. <u>Home-work</u> 1. What is the meaning of "My cat was back and so was I" Explain in your own words in 150-200 words.	Home-work The students will write down their home-work.	<u>Home-Work</u> 1. What is the meaning of "My cat was back and so was I" Explain in your own words in 150-200 words.

~~4/10/21~~