

कांतीलाल खिंवसरा बी.एड. महाविद्यालय ,थेरगांव ,

चिंचवड , पुणे - ४११०३३ .

सूचना (छात्रअध्यापकांसाठी)

दिनांक : १५ /०३ /२०२४

सर्व छात्रअध्यापकांना सूचित करण्यात येते की ,प्रथम वर्षाची पूर्व
परीक्षा शुक्रवार दिनांक ०५/०४/२०२४ पासून सुरु होणार आहे .तरी सर्व
छात्रअध्यापकांनी पूर्वपरीक्षेला वेळापत्रकानुसार हजर रहावे .

वेळापत्रक काचफलकात पहावे .

विभागप्रमुख ,

Rajawat

सहा . प्रा . सुरेखा राजवंत

ncme



प्राचार्य ,

NT qk

डॉ . निर्मला तापकीर
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Thergaon, Pune - 411033

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Kantilal Khinvasara B.Ed College Thergaon Pune-33 .

First Year Preliminary Examination 2023 – 2024

TIME TABLE

Sr No.	Day & Date	Course No. & Name	Time	Block No.	Name of the Supervisors	Sign	Reliever
1	Friday 05/04/2024	101 –Childhood And Growing Up	02.00 To 05.00	1 2 3 4	Asst. Prof. Puri Asst. Prof. Rajwant Asst. Prof. Patil Asst. Prof. Davkhar		Asst. Prof Lambate
2	Saturday 06/04/2024	102-Contemporary Indian Education , Gender And Society	02.00 To 05.00	1 2 3 4	Asst. Prof. Patil Asst. Prof. Davkhar Asst. Prof. Chadurvedi Asst. Prof. Lambate		Asst. Prof. Puri
3	Sunday 07/04/2024	103-Learning And Teaching	12.00 To 03.00	1 2 3 4	Asst. Prof. Puri Asst. Prof. Davkhar Asst. Prof. Lambate Asst. Prof. Chadurvedi		Asst. Prof. Patil
4	Monday 08/04/2024	104-Assessment And Evaluation For Learning	02.00 To 05.00	1 2 3 4	Asst. Prof. Patil Asst. Prof. Chaturvedi Asst. Prof. Rajwant Asst. Prof. Puri		Asst. Prof. Davkhar
5	Wednesday 10/04/2024	105-Advanced Pedagogy And Application Of ICT	02.00 To 05.00	1 2 3 4	Asst. Prof. Patil Asst. Prof. Davkhar Asst. Prof. Puri Asst. Prof. Chaturvedi		Asst. Prof. Rajwant
6	Friday 12/04/2024	106-Understanding Disciplines And School Subject	02.00 To 05.00	1 2 3 4	Asst. Prof. Rajwant Asst. Prof. Chaturvedi Asst. Prof. Lambate Asst. Prof. Puri		Asst. Prof. Davkhar
7	Saturday 13/04/2024	107-Pedagogy Of School Subject	02.00 To 05.00	1 2 3 4	Asst. Prof. Davkhar Asst. Prof. Rajwant Asst. Prof. Chaturvedi Asst. Prof. Lambate		Asst. Prof. Puri

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First Year Preliminary Examination 2023 – 2024

TIME TABLE

Sr. No.	Day & Date	Course No. & Name	Time
1	Friday 05/04/2024	101 –Childhood And Growing Up	2.00 To 5.00
2	Saturday 06/04/2024	102-Contemporary Indian Education , Gender And Society	2.00 To 5.00
3	Sunday 07/04/2024	103-Learning And Teaching	12.00 To 3.00
4	Monday 08/04/2024	104-Assessment And Evaluation For Learning	2.00 To 5.00
5	Wednesday 10/04/2024	105-Advanced Pedagogy And Application Of ICT	2.00 To 5.00
6	Friday 12/04/2024	106-Understanding Disciplines And School Subject	2.00 To 5.00
7	Saturday 13/04/2024	107-Pedagogy Of School Subject	2.00 To 5.00



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S.Y.B.Ed.

A/Y 2023-24

Date-19/03/2024

Notice For Students

All Dear students are informed that our CCE Activity-MCQ is commencing on 26/03/2024 and will end on 01/04/2024. This is for your kind information. For more details about Exam pattern and study guidelines orientation session will be conducted on 21/03/2024. So compulsory attend the session.

Head of Department

Asst. Prof. Varsha Lambate



Principal

Dr. Nirmala Tapkeer

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Date: 15/03/2024

B.Ed. 2 nd Year M.C. Q. exam. 2023-24

Supervision Table

Sr.No.	Course Name	Date	Time	Block No.	Name of Professor	Sign
1.	Quality And Management of School Education	26/03/2024	12.00 To 1.00	1	Prof. Mrunalini Patil	
				2	Prof. Varsha Lambate	
				3	Prof. Surekha Rajwant	
				4	Prof. Shailja Chaturvedi	
2	Knowledge and Curriculum Language across the curriculum	27/03/2024	12.00 To 1.00	1	Prof. Mrunalini Patil	
				2	Prof. Jyoti Davkhar	
				3	Prof. Varsha Lambate	
				4	Prof. Shailja Chaturvedi	
3.	School and Inclusive School	28/03/2024	12.00 To 1.00	1	Prof. Mrunalini Patil	
				2	Prof. Surekha Rajwant	
				3	Prof. Nita Puri	
				4	Prof. Jyoti Davkhar	
4.	Specialized Courses- Optional Course Guidance And Counselling	30/03/2024	12.00 To 1.00	1	Prof. Mrunalini Patil	
				2	Prof. Nita Puri	
				3	Prof. Jyoti Davkhar	
				4	Prof. Shailja Chaturvedi	
5.	Additional pedagogy course understanding disciplines & school subject & pedagogy of school subject.	01/04/2024	12.00 To 1.00	1	Prof. Mrunalini Patil	
				2	Prof. Shailja Chaturvedi	
				3	Prof. Jyoti Davkhar	
				4	Prof. Nita Puri	

Head of exam dept
Asst. Prof. Varsha Lambate



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Staff Notice

Date:11/03/2024

This is to inform all B.Ed. Professors that. M.C.Q. exam will be start from 26/03/2024. The MCQ test will be for course papers 201 to 205. For MCQ test, all the professors have prepared a question paper containing multiple choice questions of their subject in both Marathi and English Medium .So, Submit handwritten M.C.Q. question Papers of your subject along with Answer key to the Head of Department before 18/03/2024. Nature of the question paper should be 25 questions 50 marks.

Sr. No.	Professors Name	Subject	Sign
1	Prof.Davkhar J.R. Prof. Rajwant S.V.	201	
2	Prof. Chaturvedi S.	202	
3	Prof. Puri N.K. Prof. Lambate V. V.	203	
4	Prof. Patil M. S.	204	
5	Dr. Tapkeer N.D. Prof. Puri N.K. Prof. Davkhar J.R. Prof. Patil M.S. Prof. Lambate V.V. Prof. Rajwant S.V. Prof. Chaturvedi S.	205 Commerce, Psychology History Geography, Marathi English Physics Biology Hindi, ICT, Chemistry	

Exam Co-ordinator

Asst. Prof. Varsha Lambate



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Staff Notice

Date:13/03/2024

This is to inform all **B.Ed. Professors** that, schedule of the Prelim exam is from 05.04.2024 to 10.04.2024. For this exam, the concerned professors should display the syllabus of their subject in the glass board by 15.03.2024.

The Examination will be of 80 marks each. All the Professors should Submit 80 marks question Paper of their respective subject in both English and Marathi medium along with Answer key and blue print before 25.03.2024.


The Format of the question paper is as follows :

❖ for Course 201 to 204

Question	Unit	Marks
Q. 1 or Q.1 (Write Any one)	Unit 1	15
Q.2 or Q.2 (Write Any one)	Unit 2	15
Q.3 or Q.3 (Write Any one)	Unit 3	15
Q.4 or Q.4 (Write Any one)	Unit 4	15
Q.5 (6 Short Questions)write any 4	Unit 1 to Unit 4	20 (Each carry 5 Marks)
	Total	80 Marks

❖ For Course 205 Respective Professor will display the format of question paper.




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Student Notice

Date:23/03/2024

(S.Y.B.Ed.)

A/Y 2023-24

This is to inform all B.Ed. Students (2 nd Year) that, your Preliminary Exam will be start from 05 April 2024 to 10 April 2024 Attendance is Compulsory.



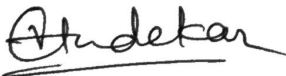
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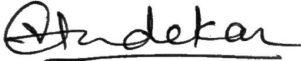
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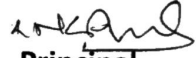
Student Notice

Date 21.03.2024

It is Informed to all B.Ed. student- teachers that our Prelim exam will be start from 05 th April 2024. Attendance is compulsory. Time-table has displayed on the board.



Head of the Dept.



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21/03/24





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Student Notice

S.Y. B.Ed.

Date:23/03/2024

A/Y 2023-24

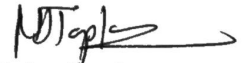
This is to inform all B.Ed. Students (^{2nd} Year) that, Following is the schedule of the Prelim Exam.

Prelim Exam Time – Table

Sr.No.	Course Name	Day &Date	Time
1.	Quality And Management of School Education	05/04/2024 Friday	2.00 To 5.00 pm
2.	Knowledge and Curriculum Language across the curriculum	06/04/2024 Saturday	2.00 To 5.00 pm
3.	School and Inclusive School	07/04/2024 Sunday	12.00 To 3.00 pm
4.	Specialized Courses- Optional Course (Guidance And Councelling)	08/04/2024 Monday	2.00 To 5.00 pm
5.	Additional pedagogy course understanding disciplines & school subject & pedagogy of school subject.	10/04/2022 Wednesday	2.00 To 5.00 pm



Exam Co-ordinator




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Asst. Prof. Varsha ~~Umbate~~

Dr. Nirmala Tapkeer


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23/03/24

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2 nd Year Prelim Exam.2023-2024

Date :01/04/2024

Sr.N.	Course Name	Date And Day	Time	Name of Prof. Blockwise	Sign	Reliver
1.	Quality And Management of School Education	05/04/2024 Friday	2.00 - 5.00 pm	1. Prof.N.K.Puri 2. Prof.S.V.Rajwant 3. Prof.M.S.Patil 4.Prof.J.R.Davkhar		 Prof. V.V.Lambate
2	Knowledge and Curriculum Language across the curriculum	06/04/2024 Saturday	2.00 - 5.00 pm	1. Prof.M.S.Patil 2.Prof.J.R.Davkhar 3. Prof.S.Chaturvedi 4. Prof.V.V.Lambate		 Prof.N.K.Puri
3.	School and Inclusive School	07/04/2024 Sunday	12.00 3.00 pm	1. Prof.N.K.Puri 2. Prof.J.R.Davkhar 3. Prof.V.V.Lambate 4.S.Chaturvedi		Prof.M.S.Patil
4.	Specialized Courses- Optional Course Guidance And Counselling	08/04/2024 Monday	2.00 To5.00 pm	1. Prof.M.S. Patil 2. Prof.S. Chaturvedi 3. Prof.S.V.Rajwant 4.Prof.N.K.Puri		 Prof.J.R. Davkhar
5.	Additional pedagogy course understanding disciplines & school subject & pedagogy of school subject.	10/04/2022 Wednesday	2.00 - 5.00p m	1.Prof.M.S.Patil 2.Prof. J.R.Davkhar 3. Prof.N.K.Puri 4.Prof. S. Chaturvedi		Prof.S.V.Rajwant

Block 1 - Roll no. 1-25, Block 2 - Roll no. 26-50,Block 3 - Roll No. 51-75, Block 4 - Roll No. 76-99



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B.Ed. 104 : ASSESSMENT AND EVALUATION FOR LEARNING

Name of the student : Mr./Mrs. Bhagyashri Anapure Roll No: 03

Practical Name: Developing and achievement test with its Blue Print,
Answer Key and marks Distribution .

EVALUATION SCHEME

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

Sr.No.	Criteria	1	2	3	4	5
1	Design Of a Blue print as per criteria				✓	
2	Instructions given to attend the test				✓	
3	Type of questions and marks allotted as per blue print				✓	
4	Difficulty level of the questions				✓	
5	Language used for framing the questions				✓	
6	Length of a test				✓	
7	Content validity				✓	
8	Answer key with marks distribution				✓	
9	Educational Implications				✓	
10	Overall Impression				✓	
	Total Marks 50					40



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Shindekar

Signature of Professor In-Charge

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COURSE - 104

ASSESSMENT AND
EVALUATION FOR
LEARNING

Submitted To :-

Prof. VARSHA LAMBATE

Submitted By :-

BHAGYASHRI AINAPURE



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ACKNOWLEDGEMENT

I would like to express my special thanks of gratitude to my teacher and guide prof. Varsha Lambate and the principal Prof. Nirmala Tapkeer who gave me the golden opportunity to do this wonderful project on the topic "Assessment & Evaluation for learning" which also helped me in doing a lot of research and I came to know about so many new things. I am really thankful to them.



NT Tapkeer

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INDEX

- Introduction
- Objective of the practical
- Objective of unit Test
- Steps in the preparation of Achievement Test
 - A] Design of Unit Test.
 - weightage given to objective
 - weightage given to content area
 - weightage given to different forms of questions.
 - B] Blue print
 - C] Preparation of question paper based on blueprint.
 - D] Editing the question paper.
 - Grouping the questions
 - Instruction for students or
 - Instruction for examinee
 - E] Preparation of Marking scheme & scoring Schem
 - F] Reviewing the question paper
 - G] Questionwise analysis
 - H] Item Analysis.

Development of an Achievement Test

- A] Weightage given to objectives
- B] Weightage given to content area
- C] Weightage given to different forms of questions.
- D] Blue prints.



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OBJECTIVES

Following are the different objective - of this practical:-

- 1) To help students to evaluate the question paper and understand importance of objective type of questions and other type of questions.
- 2) To help students to have proper distribution of marks as per units, sub-units, objectives and type of questions.
- 3) To rank students with their performance towards learning and to qualify their entry to some professional course.
- 4) To help teacher to understand the concept of blue prints and meaning of blue print.
- 5) To help them to prepare an achievement test along with its blue print.
- 6) To make them understand the importance of unit test, the time prescribed to complete the test and weightage of marks alloted to each questions.



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Page No.	
Date	

INTRODUCTION

"Assessment and Evaluation for Learning" is a practical in which students are tested for their skills acquired in the classroom after the end of the specific term or semester or the academic year.

In this practical, the test should be comprehensive and the students must be tested in all the topics they learned during the semester/year. Before setting a question paper, a table of contents is to be prepared which should contain the topics covered with main and specific objects, the number of hours prescribed to complete the topics and the subtopics with proper allotment of the marks must taken into consideration.

Based upon these contents of table the actual format is prepared which is known as a "Blue print." Blue print gives the teacher the overall idea of setting the question paper and doing the evaluation as per the requirement.

The main objective of this practical is to study the age, standard, objective of students which must be fulfilled through the question paper. The quality of paper, printing & standard of questions, no. of questions & relative distribution of marks, the time limit & other factors must be taken into consideration during the evaluation.



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UNIT TEST

Each unit test consist of interlinked concepts. Through the concept within different units are related to each other yet for convenience every unit is regarded as independant.

A small test is called a Unit test. A small test given at the end of teaching a particular lesson is called unit test. It is planned considering the amount of content coverage and expected learning outcome and time available for it.

It is type of formative assessment. It is an effective instrument of evaluation of academic achievement. It usually covers limited competencies & is conducted in a lesser time in comparison to other summative tests. If the study units are found to be too small, then after completion of 2 or 3 units, one unit test covering those 2 or 3 units may be conducted.

Similarly, for relatively bigger units, more than one unit test may be planned.

Unit test is useful assessing more competencies if administered frequently. The maximum marks for the unit test is decided by the teacher.



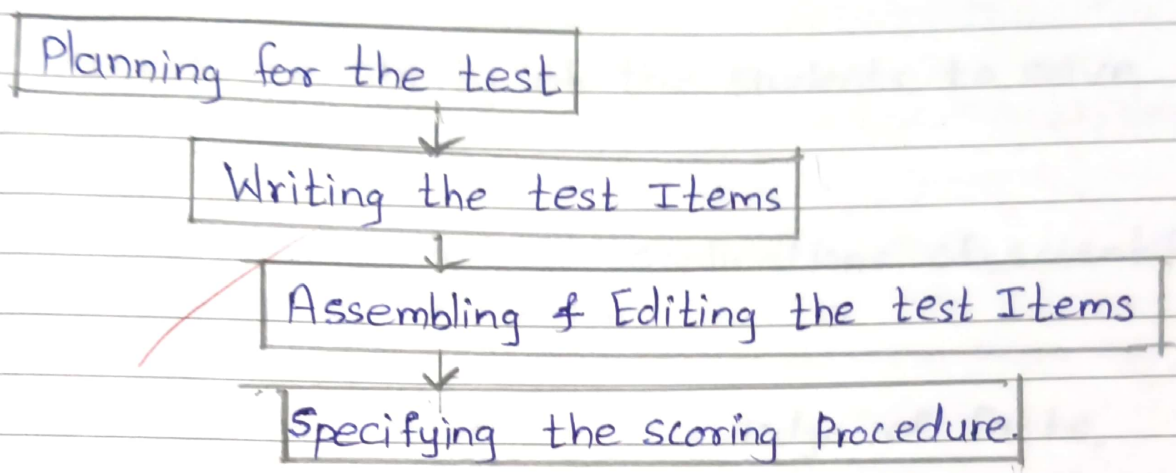
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Unit test provides feedback which help the students in recognizing their learning difficulties. It also helps the teacher to modify his/her teaching methodology & plan for alternate learning experience for the students who have learning difficulties.

Steps of constructing an Achievement Test / Unit Test



Writing the items for the test :-

For writing the test items, the teacher has to prepare a table of specification normally called as Blue print. This blue print helps the teacher in formulating the question paper, distributing marks & evaluation in a proper manner.



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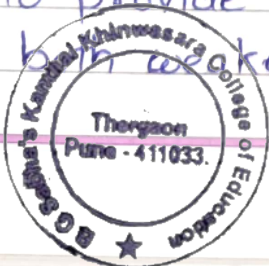
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Page No. _____
Date _____

OBJECTIVES OF UNIT TEST

Following are the different objectives of an Unit test :-

- 1) To test the ability of the students to solve problems.
- 2) To know about student's applications of scientific knowledge to life situation.
- 3) To check the student's knowledge of facts, concepts, principles etc.
- 4) To serve the purpose of appraising the student's progress.
- 5) To improve student's weakness rather than ranking individuals according to achievement.
- 6) To diagnose the weak points and achievements of the students.
- 7) To provide suitable opportunities of the effort to both weaker student as well as bright student.



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STEPS IN THE PREPARATION OF ACHIEVEMENT / UNIT TEST

DESIGN OF UNIT TEST:-

Design of an unit test is not only the first step but also the most important step in setting any question paper. It lays down the chief dimension of the list. These dimensions are as follows:-

Weightage given to the Objective:-

This indicates what objectives are to be tested and what weightage has to be given to each objective. All subjects do not contain different learning objective like knowledge, understanding, Application and skill in equal proportion.

Therefore, it must be planned how much weight must be given to different objective.

While deciding this, we must keep in mind the importance of particular objective for that subject or chapter.



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Page No.
 Date

Weightage given to the content Area

This indicates the various aspects of the content to be tested & the weightage to be given to these different aspects.

The second step in preparing the table of specification is to outline the content area. It indicates the area in which the students are expected to show their performance.

It helps to obtain a representative sample of the whole content area. It also prevents repetition or omission of any units. The weightage to be given to each content must be decided by the teacher keeping the importance of the chapter in the mind, expert says. Whereas some says that it should be decided according to the area covered by the topic in textbook.

Generally it is decided on the basis of pages of the topic, total pages in the book and number of items to be prepared.



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Weightage given to different forms of questions :-

The third important step in preparing the table of specification is to divide appropriate question forms or type of questions used in test construction can broadly be divided into two types like objective type questions and Easy / long answer questions.

For some instructional purpose the objective type questions are more efficient where as for other, the essay type questions prove satisfactory. so, the teacher must decide and select appropriate question type as per the learning outcomes.



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Page No.
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PREPARATION OF BLUE PRINT I-

Preparation of Blue print is a great way to construct effective exam. We can use the blue print for creative new exam papers, evaluation of existing exam and for creating multiple version of exam with consistent difficulties.

Blue print is a simple tool to help the faculty member be reflective and intentional when creating exam papers. The blue print gives details of design to concrete terms. It is three dimensional chart giving placement of different questions in respect of -

- 1) Objective tested by each
- 2) The content area covered by each.
- 3) The different forms of questions.

The blue print is a detailed plan based on the design for setting a question paper setter in the same way as a blueprint serve the carpenter.

The blue print helps us in obtaining the final product as per the specification.



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EDITING THE QUESTIONS:-

Following measures should be taken while editing the test :-

Grouping the Questions :-

The means of evaluation of students in our country is based on their performance in exam. Question paper is basic tool used in exam.

Sometimes, Question papers are under a debate for their level of toughness and lengthy contents. Test are conducted to assess students knowledge in a subject grading them, to give admission to higher education, placements, scholarship etc. Hence question paper must be set in a way that we can measure the change in the level of student's knowledge in a particular subject.

Therefore, good amount of care and caution is necessary for setting question paper. The question must be grouped according to objectives classify them by apparent difficulties.

Divide questions into objective type, short answer type & essay/long answer type, according to blue print prepared.



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Instruction For Examinee:-

Instructions that are given to the examinee must be clear and precise. There should be proper allocation of marks which should be indicated at the right side for student's understanding. The instruction regarding questions or diagrams must be clearly mentioned:

Instructions regarding the time limit, date must be mentioned on the right upper corner of question paper clearly. If there are any options for particular question, that information should be clearly mentioned, so that children don't get confused.

Implication For Administration:-

Administration means administering the prepared test on sample of pupil. So, effectiveness of final test depend upon fair administration.

Scientist have stated that - Guiding principle in an administering any classroom test is that all pupils must be given fair change to demonstrate their achievements of learning outcomes being measured.

the pupil must be provided a pleasant physical



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and psychological environment during the time testing.

One should follow following principles during the test administration:-

- Teacher should talk as less as possible.
- Teacher should not interrupt students at the time of testing.
- Teacher should not give any hint to any student who have asked about any item.
- Teacher should provide proper invigilation in order to prevent student from cheating.



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Page No.
 Date

Preparation Of making scheme and Scoring key :-

Whenever there are short answer type and essay type of questions, the marking scheme is specially important in such case. The marking scheme gives the outline of the answers and marks that each point or answer deserve.

When many examinee are involved in the assessing of answer key, the marking scheme plays an important role. It brings infirmity of standard marking amongst the students.

In the Objective type of questions, the answer are definite and generally equal marks are allotted to all the objective questions, so this problem does not arise.

A scoring key increase the reliability of test. Direction must be given whether the scoring will be made by a scoring key or scoring stencil & how marks will be awarded to the test items.

In case of essay type items or questions, it should be indicated whether to score with 'point method' or with 'Rating method'.

Thus a scoring key helps to obtain a consistent data about the pupils performance



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REVIEWING THE QUESTION PAPER :-

Reviewing the question paper after it is set is an important work task which every teacher should do before handing it over to the higher authority or to the press for printing. The reviewing should be done with a calm mind and head and after some interval of setting the paper.

This is important because, when the question paper is reviewed by the teacher, there are so many things that strike the teacher's mind, some important topic might have got missed which the teacher could edit while reviewing.

This help to avoid any mistakes and ambiguity and every topic get covered with paper weightage. This also help teacher to make question paper more meaningful and interesting. Reviewing is necessary for an upto date question paper.

It helps to avoid the technical errors and irrevelent clues regarding the answer. Reviewing help in setting the appropriate difficulties level.



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QUESTIONWISE ANALYSIS :-

The questionwise analysis is an important part while setting a question paper. It helps to know the discrepancies in question paper. The teacher came to know the strengths and weaknesses of the questions and the answers. This analysis helps us to compare the question paper with the blue print which helps the teacher to make any changes that are required to be done.

Each question paper will be analysed in terms of the following elements:-

- 1) Objectives tested by various objectives.
- 2) Specification on which the question is based.
- 3) Topic covered by questions.
- 4) Form or type of questions.
- 5) Estimated difficulties level.
- 6) Approximate time required for writing answers.
- 7) Marks allotted for each questions.



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ITEM ANALYSIS

Item analysis is a procedure which help us to find out answers to the following:-

- a] Whether the item functions as intended?
- b] Whether the test items have appropriate difficult level?
- c] Whether the item is free from irrelevant clues and other defects?
- d] Whether the distractors in multiple choice type items are effective?

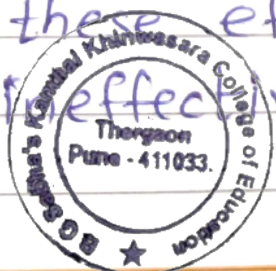
The item analysis also helps us :-

- a] To improve class discussion,
- b] To improve / provide a basis for effecient. class discussion of test result.
- c] To provide a basis for remedial work,
- d] To improve skill in test construction,

This is a phrase "The taste of a pudding lies in it's eating."

Similarly, effectiveness of test can be judged only after using it.

Item analysis is useful to retained the item those effective and discard the items that are ineffective.



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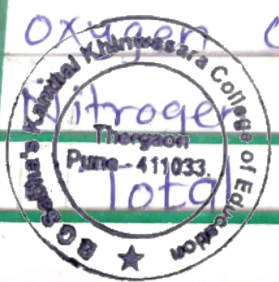
DEVELOPMENT OF AN ACHIEVEMENT TEST

TABLE-1:- WEIGHTAGE GIVEN TO OBJECTIVE:-

Sr. No.	Objectives	Marks	Percentage
1	Knowledge	06	30
2	Understanding	08	40
3	Application	04	20
4	Skill	02	10
	Total	20	100%

TABLE-2:- WEIGHTAGE GIVEN TO THE CONTENT AREA:-

Sr. No.	Content Area	Marks	Percentage
1	Food chain & Food Web	04	20
2	The energy pyramid	05	25
3	Bio-geo-chemical cycle	03	15
4	Carbon cycle	02	10
5	Oxygen cycle	03	15
6	Nitrogen cycle	03	15
	Total	20	100%



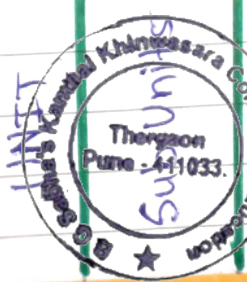
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OBJECTIVES

	Knowledge			Understanding			Application			Skill			Marks
	L	S	O	L	S	O	L	S	O	L	S	O	
Food Chain and Food Web			1(1)			2(1)			1(2)				04
The energy pyramid			1(1)			1(2)						1(2)	05
Geo-chemical cycle			1(2)			2(1)							03
Carbon cycle			1(2)										02
Oxygen cycle													
Nitrogen cycle						1(1)			1(2)				03
Total Marks			06			08			04			02	20

Note:- 1) Number inside the bracket indicates marks allotted.
2) Number outside the bracket indicates Number of questions.



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UNIT TEST
Year-2023-2024

Subject- Science
Class: IX
School Name-

Duration -1 hr
Total Marks- 20
Date-

Q.1 Fill in the blanks.

(4 Marks)

1. Oxygen forms _____ of the atmosphere.
2. A _____ is the step at which organism obtain it's food.
3. Conversion of ammonia into a nitrite and then nitrate is called _____ .
4. The gaseous cycle is a _____ than the sedimentation cycle.

Q.2 State whether following statements are true or false.

(2 Marks)

1. Carnivores occupy second tropic level in food chain.
2. Plants in an ecosystem are called primary consumer.
3. The flow of nutrients in an ecosystem is considered to be one way transport.
4. Conversion of nitrogen compounds into gaseous nitrogen is called nitrogen fixation.

Q.3 Define

(2 Marks)

1. Bio-geo-chemical cycle.

Q. 4 Answer the following.

(6 Marks)

- 1 Write a short note on Pyramid of energy.
- 2 Write a short note on Oxygen Cycle.
- 3 What is the food web?

Q.5 Complete the following table.

(4 Marks)

Sr. No.	Bio-geo-chemical cycle	Biotic processes	Abiotic processes
1	Nitrogen cycle		
2	Carbon cycle		

Q.6 Draw neat and labeled diagram.

(2 Marks)

- 1 Tropic levels



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MODEL ANSWER KEY

Total Marks - 20

Q.1 Fill in the blanks

- 1) Oxygen forms 21% of the atmosphere.
- 2) A trophic level is the step at which organism obtain it's food.
- 3) Conversion of ammonia into nitrite and then nitrate is called nitrification.
- 4) The gaseous cycle is a speedier than the sedimentati cycle.

state whether following statements are true or false

Carnivores occupy second tropic level in food chain
False

Plants in an ecosystem are called primary consumer.
True.

The flow of nutrients in an ecosystem is considered to be one way transport.

False



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conversion of nitrogen compounds into gaseous nitrogen is called nitrogen fixation.

nsr- False

3 Define

1) Bio-geo-chemical cycle:-

The cyclical flow of nutrients within an ecosystem is called Bio-geo-chemical cycle.

Answer the following:-

1) Write a short note on pyramid of energy.

There are different levels of energy exchange in the food chain. The initial quantity of energy goes on decreasing at every level of energy exchange. Similarly, the number of organisms also decreases from the lowest level to highest level. This pattern of energy exchange in an ecosystem is called a pyramid of energy.

Write a short note on Oxygen cycle

Oxygen forms 21% of the atmosphere. It is also present in the hydrosphere and lithosphere. Circulation and recycling of oxygen within the biosphere is called the oxygen cycle. This cycle, too, includes both biotic and abiotic components. Oxygen is continuously produced as well as used up.



(Signature)
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Date:

in the atmosphere. Oxygen is released in the process of photosynthesis whereas it is used up in the processes like respiration, combustion, decomposition, corrosion, rusting etc.

Q3. What is the food web?

Ans:- Food web is the connection between different food chains and represents what species eats what in an ecological system. A food web starts with producers in ecosystem and then branches off into interconnected food chains that show who eats whom in an ecosystem.

e.g. An insects feed upon leaves of various plants but the same insect is the prey for different animal like frog, wall lizard, birds etc.

Complete the following table:-

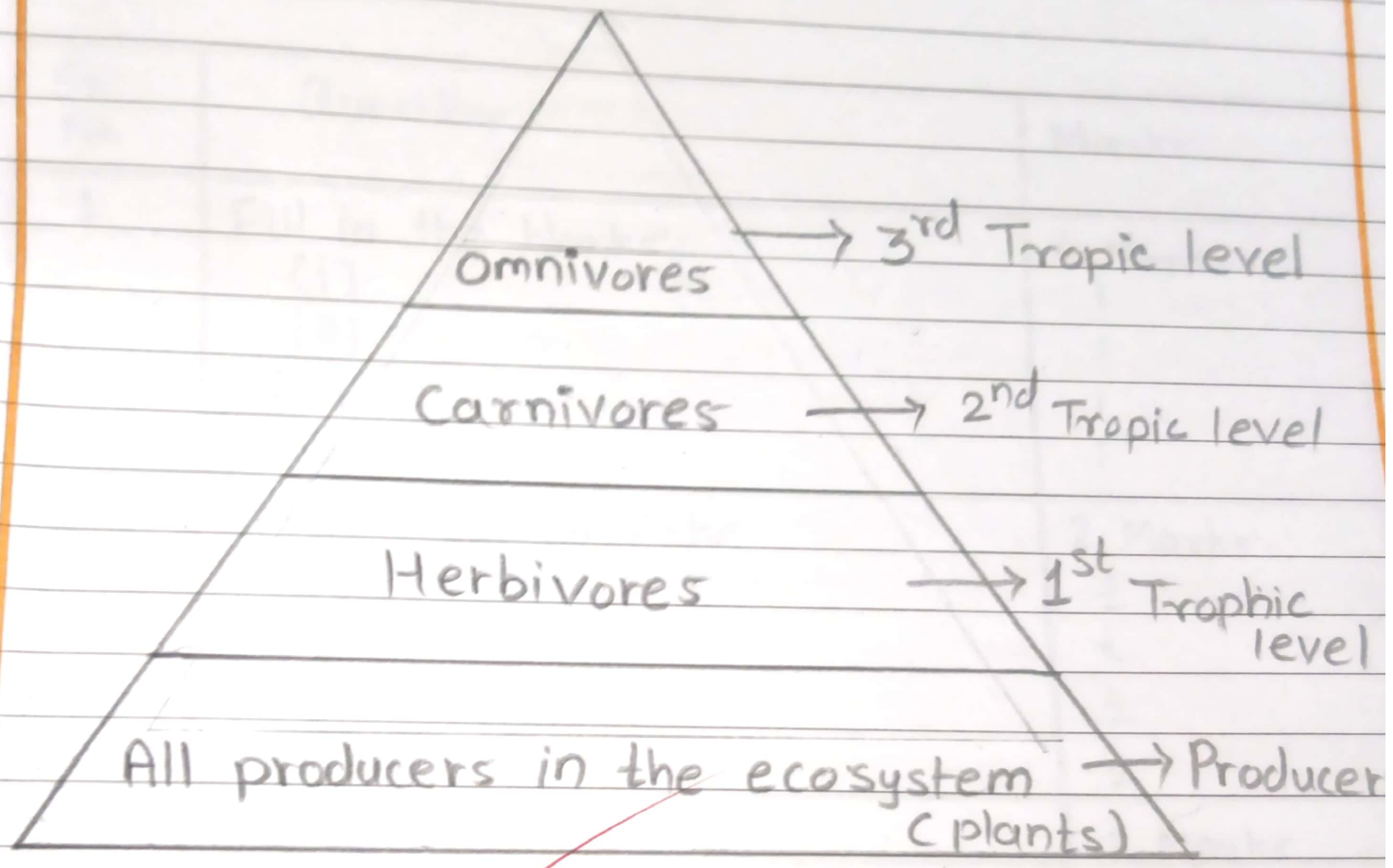
Sr.No.	Bio-geo-chemical cycles	Biotic processes	Abiotic processes
1)	Nitrogen cycle	Nitrogen fixation, nitrification, amonification.	Nitrogen fixation in atmosphere and denitrification.
2)	Carbon cycle	Release of oxygen and CO_2 through photosynthesis & respiration <u>respiration</u> respectively.	Release of CO_2 in the atmosphere by burning of fossil fuels, woods etc.



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Q.6 Draw a neat and labeled diagram.

1) Tropic levels:-



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MARKS DISTRIBUTION CHART

Total Marks-20

Sr. No.	Questions	Marks
1	Fill in the blanks [i] [ii] [iii] [iv]	4 Marks 1 1 1 1
2	state True or False [i] [ii] [iii] [iv]	2 Marks $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
3	Define	2 Marks
4	Answer the following I II III	6 Marks 2 2 2
5	Complete the following table I II	4 Marks 2 2
6	Draw neat and labeled diagram	2 Marks
		Total = 20 m



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EDUCATIONAL IMPLICATION

Grouping of Pupil :-

Grouping of pupil is very important when the school strength is high and the school is big. There are several Grades of a particular standard where a proper decision regarding the grouping of children must be taken. In many schools, the grouping of children is done on the basis of achievement test while in some schools, it is done on the basis of first come first serve.

Group Comparison :-

Group comparison has become a drawback of many schools. Many teachers compare the knowledge of children with other children. The achievements are been compared from children to children.

Evaluation of Teacher :-

Teacher evaluation refer to the formal process a school uses to review and rate teacher's performance and effectiveness in the classroom.

Traditionally, Teacher's evaluation system relied heavily on classroom observations conducted by principal or other school administrators.

Examples of student work, teacher's records and lesson plans and other relative or



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relevant factors were also taken into account.

The results of recent changes to teacher evaluation system are, as yet, difficult to quantify. Most of the new data show that as highly on the new evaluations as they did on the previous ones, and it is unclear whether the reforms have systematically or broadly led to teacher to receiving better feedback that is translating to better teaching.

Selection :-

These tests can be used as screening devices during administration.

Diagnosis :-

This helps the teacher to pinpoint individual remedial work, to revise the method of teaching remedial work will be if accurate diagnosis is also accurate.

Locating Underachievement student

A teacher has to evaluate the achievement of the pupil in relation to their potential because some pupil have an ability to achieve more, yet to be underachievers.



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Counseling :-

Result of an achievement test are of great values to the counsellor in helping a student to decide his or her career.

Motivation :-

Examinations, in general motivate the students to do better work. Student accept success as a worthy achievement and an intermediate goal towards their aim.

Evaluation of curriculum and method of Teaching :-

Over a period of some years, if we compare the test performance of students, we can evaluate the curriculum and suggest changes if any. Results may indicate that the syllabus is too easy or too difficult. The result can be used to compare the effectiveness of different instructional methods.



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MY OPINION

Taking into consideration, all the above aspects. regarding the classroom assessment test, I can say that the classroom assessment is an ongoing process through which teachers and students interact to promote greater learning.

The assessment process emphasizes data collection of student performance to diagnose learning problems, monitor progress and give feedback for improvement.

With this process, I could understand many things related to assessment and setting of question paper and different aspects that we need to consider while preparing the question paper.

This practical helped me to understand this process thoroughly.

See



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Bharatiya Gyanvardhini sabhas
KANTILAL KHINWASARA B.ED. COLLEGE,

Date:- 30/03/2024

Laxman Nagar, Thergaon, Pune-33.

2023-2024 (MCQ Test)

Mark : 50

Total Q. : 25

Time : 1 Hour

Subject : Assessment & Evaluation For Learning
(Course - 104)

Roll No. 03

Out of 50 Mark : 46

Supervisor Sign.

Examiner Sign. Andekar

Instructions :

- 1) All Questions are Compulsory.
- 2) Each question has 2 marks.
- 3) Tick the correct answer in the given box.

1. Which of the following comes under the direct experience.

- a) Educational trip
- b) Narration
- c) Model
- d) Chart

2. Which of the following question types comes under the objective type question?

- a) Write short answers
- b) Multiple choice questions
- c) Short note
- d) None of the above

3. Find odd man out.

Validity, Reliability, Objectivity, Flexibility.

- a) Validity
- b) Reliability
- c) Objectivity
- d) Flexibility



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4. 'The sum of three question comes under which

- a) Recall
- b) Recognition
- c) Essay type
- d) Short note

5. tool comes under the projective technique.

- a) Interview
- b) Check list
- c) Drawing
- d) Rating scale

6. Measurement : quantitative : : Evaluation :

- a) Affective
- b) Psychomotor
- c) Quantitative + Qualitative + feedback
- d) None of above

7. ' Student solves the example by using formula' this specification comes underobjective.

- a) Knowledge
- b) Understanding
- c) Application
- d) Skill

8. Which of the following statement is incorrect.

- a) Evaluation is a discontinuous is process
- b) Feedback is the special characteristics of evaluation
- c) Evaluation requires a variety of tools
- d) Evaluation is a systematic process

9. Person gets maximum knowledge with the help of sensory organ



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10. Which of the following comes in the cognitive domain?

- a) Understanding
- b) Responding
- c) Imitation
- d) Articulation

11. Exam is required for the evaluation psychomotor skill of student.

- a) Written
- b) Oral
- c) Practical
- d) None of the above

12. is the accuracy with which a test measures whatever to supposed measure.

- a) Reliability
- b) Validity
- c) Usability
- d) Adequacy

13. Which of the following statement is incorrect.

- a) An objective specifications should be stated in terms of pupil behavior.
- b) The statement should refer to the expected level of attainment
- c) The statement should be in past tense.
- d) An objective specifications statement should refer to only one objective

14. Which of the following factor influence the reliability?

- a) Length of the test
- b) Difficulty level of the test
- c) Ambiguous wording of questions
- d) All of the above



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15. Complete the following

To evaluate over all development of student

- a) Only written exam.
- b) Only written and oral exam
- c) Only practical exam
- d) Written, oral & practical exam

16. 'A reliable test may not be necessarily valid; but a test cannot be valid unless it is reliable.

- a) Full statement true
- b) Full statement false
- c) Only initial half statement true
- d) Only last half statement true

17. Identify - in which technique interview tools comes?

- a) Observational
- b) Introspection
- c) Sociometry
- d) Projective

18. Find odd man out.

Attention, Response, Valuing, Articulation.

- a) Attention
- b) Response
- c) Valuing
- d) Articulation

19. Identify the proper sequence.

- a) Educational objective → learning experience → evaluation tool
- b) Educational objective → evaluation tools → learning experience
- c) Learning experience → educational objective → evaluation
- d) None of the above

20. Which of the following technique is not includes in the qualitative tools

- a) Observational
- b) Projective
- c) Examination
- d) Introspection



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21. 'One and only one fixed answer and one marks question is known as ...

- a) Objective question
- b) Essay type
- c) Short answers
- d) None of the above

22. Which of the following is the recall type question?

- a) True or false
- b) Match the items
- c) Fill in the blanks
- d) All of the above

23. Dr. Bloom has done the classification of educational objectives in cognitive domain, Affective domain, and domain.

- a) Psychomotor
- b) Educational
- c) Internationalized
- d) Industrial

24. Which of the following measures is not the measures of central tendency.

- a) Mean
- b) Standard deviation
- c) Median
- d) Mode

25. The objective 'overall development of student' comes under which of the following types?

- a) Immediate objective
- b) Specific objective
- c) Ultimate objective
- d) Tangible objective



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Bharatiya Gyanvardhini Sabha's
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Of Education (B. Ed.)**

Laxman Nagar, Thergaon, Pune - 411033.

Prelim Examination

2023-2024

Name of the Student Teacher: <u>Bhagyashri Ainapure</u>	
Roll No: <u>03</u>	
Subject: <u>104 - Assessment & Evaluation for Learning</u>	
Day and Date: <u>Monday 8/4/24</u>	
Medium of Answer: <u>English</u>	
Signature of Candidate <u>Ainapure</u>	Signature of Supervisor <u>8/04/24</u>

Marks Obtained

Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Total	Sign of Examiner
11	10	11	-	08		40 80	

Instructions.

1. Candidate shall use blue or black ink only;
Otherwise answer book will not be evaluated.
2. All questions are compulsory.
3. For 12 marks answer of the question should be written in 250 to 300 words, for 5 marks answer should be written in 150 to 170 words.



4. Supplements will not be provided

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Q 1 Dr Bloom's Taxonomy



In Dr Bloom's terminology where he talks about the taxonomy of educational objectives. The taxonomy of educational objectives, often called Bloom's Taxonomy, is a classification of different objectives and skills that educator set for the students (learning objectives).

A goal of Bloom's taxonomy is to motivate educators to focus all three domains; creating a more holistic form of education:-

A) The Cognitive Domain:-
It is concerned with knowledge including the activities of remembering and recalling knowledge, thinking problem solving, creating etc.

B) The Affective Domain:-
It is concerned with feeling. The objective in this domain describes changes in interest, attitudes and values, the development of appreciation and adequate adjustment.

C) The Psychomotor Domain:-
It deals with area in which varied types of muscular skills and co-ordination in mechanical work; physical training, surgery,



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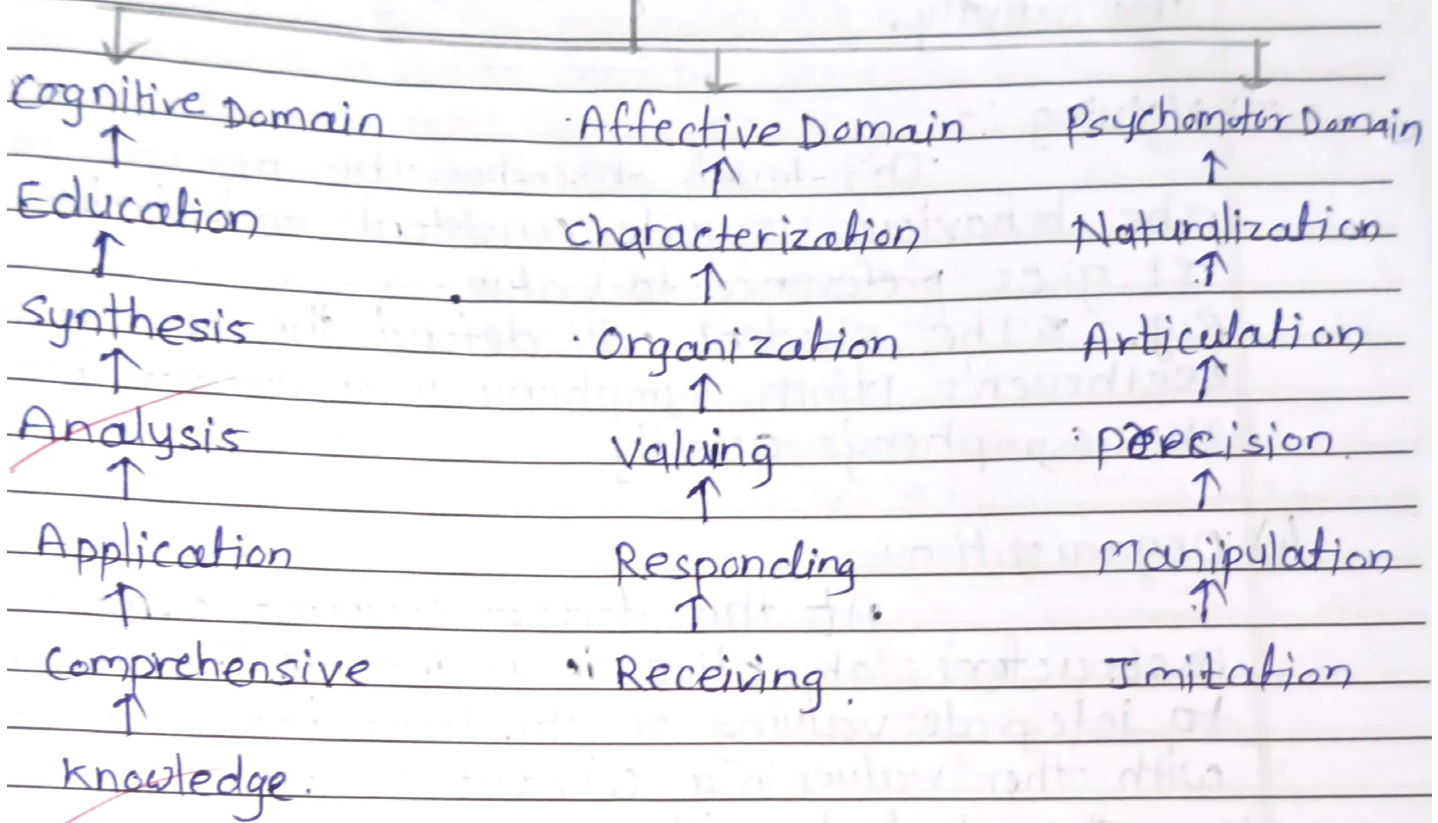
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Classification of Educational Objectives :-

OBJECTIVES



Affective Domain :-

This domain is characterized by motivational quality e.g. interest, attitude and appreciation and developing integration of value pattern.

Receiving (Attending) :-

This means, the learners should be sensitized to the existence of certain phenomena and stimuli. This includes awareness, willingness to receive and controlled or selected affection.



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2) Responding (Interest):-
attending the activities. He gets satisfaction in the activity.

3) Valuing :-

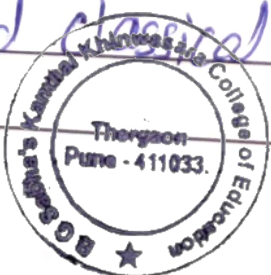
This level describes the person's behaviour. The behaviour is quite consistent and stable. It gives preference to value.
e.g. * The student will defend the worth of Beethoven's Ninth symphony in a debate regarding the symphony's quality.

4) Organisation:-

At this level of affective domain, the instructor's objective is to include the student to integrate valuing of the thing being considered with other values in a coherent system.
eg. The student will state how he or she perceives the relative positions of equality and freedom to excel in a democrating system of values.

5) Characterisation (Attitude) :-

At this level, the values are organised into some kind of internally consistent system and control the behaviour of an individual.
eg. The student will make allowance in his or her daily routine for listening to classical music, will seek others to share his or her enjoyment of classical music and will regularly attend classical music concerts.



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Q 2 = 10

Q2 Characteristics of Good evaluation tools:

⇒ For accurate and standard measurement the tools used for measurement or evaluation should be standard. With such a measurement, the process of evaluation will be more accurate. The following are the characteristics to be present in a measuring tool: validity, Reliability, Objectivity, Adequacy, Discrimination power/index, usability.

A) Validity:-

Validity is defined as an accuracy with which a test measures whatever it is supposed to measure or intends to measure. It is evaluation procedure valid to the extent it provides an assessment of degree to which pupils have achieved specific objective; content matter & learning experience.

B) Reliability:-

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

C) Objectivity:-

When an evaluation with a certain tool is done by many evaluators, and if the conclusions are same, then the teacher can say that test is objective, when there is no scope for individual impact of an evaluation on the answer and the marks given to it. then the test is called objective.



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A test with with evaluation of all objectives and competencies is done, is called an adequate test. Adequacy is related to content, objectives, types of questions, A test is constructed based on whole syllabus given.

E) Discrimination power index:-

It is defined an index indicating the ability of the item to discriminate the levels of higher ability student and lower ability student.

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

where

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

N = Number of student in a group.

D.I. = ranges from -1 to 1

D) Usability / practicability :-

When test is easy to construct, easy to administer and easy to interpret it called as usability test. It involves following factors:-

- 1) Instruction to test administrator
- 2) Checking malpractices
- 3) Scoring key & guidelines
- 4) Length of test
- 5) Cost of testing
- 6) Ease of interpretation and application



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Factors affecting the validity of test.
Following are the factors which affect the validity of test:-

1) Ambiguity:-

Due to the form language used, structure of the questions, student get confused to write appropriate answers. so ambiguity affects the validity of a test.

2) Difficulty level of questions:-

When the questions are too easy or difficult to answer, the evaluation is not done properly or as per the objectives, it affecting an validity of test.

3) Scope of Test:-

The test items should cover whole syllabus, but it is not happen in essay type or descriptive examination. One more important thing is that, the difficulty level of optional questions is not equally maintained. It affects the validity of test.

4) Hallo Effect:-

In descriptive type examination, Hallo effect affects on the validity of test.

5) Poor construction of items:-

Sometimes it may promote the student to answer or give the clues to answer which may affect the validity of test.

6) Other factors:-

Ambiguity in the instruction given, handwriting, fluency etc. these factors affect on validity of test.



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Q 3) Feedback

=>

Feedback is the process in which a teacher praise or criticism the student. Each person need feedback. Feedback helps us to improve our mistakes if we take it positively.

In school teacher is giving feedback to each and every student, feedback should be related to only academic related. No personal feedback is given by a teacher.

Feedback is of two types

- 1) Praise
- 2) Criticism

In the classroom teacher should give feedback to the students. she should praise when the students do a good work. If they are doing any mistake teacher give negative feedback also.

Importance of feedback :-

1) Feedback help students to know how well are doing as they learn. It is important to student know whether they are good or they have made a mistake so that they will learn from it.

2) Feedback help student to encourage. It will help student to do well, to learn from their mistakes.

3) Feedback should always give in personal. should be given on daily basis, which will increase child confidence.



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4) Feedback help student and guide them to become independent and self-reflective learners and their own critics.

5) Feedback help to strengthen a student's motivation and self-esteem. Teacher should try to give feedback in a positive manner as a positive feedback.

6) Feedback help student to improve level of achievements.

* Types of Feedback :-

1) Constructive Feedback :-

Constructive feedback is information-specific, issue-focused and based on observations. It comes into two varieties: praise and criticism are both personal judgement about a performance effort or outcome, with praise being a favorable judgement and criticism, an unfavorable judgement.

2) Oral Feedback :-

Oral feedback is a powerful for moving pupils on and will be the most regular and interactive form of feedback. It is direct, but also indirect. Questioning and dialogue are the key means by which teachers open opportunities for effective oral feedback.

3) Written feedback :-

Written feedback can be powerful tool for help students to move forward in their learning. Written feedback has the advantage



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that the student can refer to it over and over again. With oral feedback, the student may forget what was said.

4) Individual student feedback:-

Individual student feedback is a report that allows giving each student a sheet of paper that list the score, the answer chosen by the student, and the correct answer for all questions.

5) Group Feedback:-

Learner may perform their work within group. So for this performance teacher can give feedback to group. The group feedback is given to group.

6) Evaluative feedback:-

Evaluative feedback involves a judgement by the teacher based on implicit or explicit norms. Evaluative feedback may take form of :-

- i) Approval :- "That's good essay", "You've done well"
- ii) Disapproval :- "That's not good enough"
- iii) Reward :- Gold stars
- iv) Punishment :- "Write it out again"

7) Descriptive feedback:-

Focuses on identified learning outcomes and makes specific reference to student's achievement. It looks towards improvement.



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Q5) Types of

4) Cumulative Record

The cumulative Record of student include educational progress, result of monthly, half yearly tests, attendance and participation in games, sports, co-curricular activities and physical health. It provide the awareness about their progress and weakness of students to their parents, teachers and principal.

Cumulative records are maintained by the school for every child. These records are entered in a card called cumulative record card. The card contain following details:-

- a) identification particulars and personal data
- b) Family background data.
- c) Health information
- d) psychological data
- e) school achievement data
- f) performance in co-curricular activities.
- g) personality characteristics.
- h) General overall marks.

Characteristics of cumulative Record:-

- 1) The cumulative Record is a permanent record about the pupil or student.
- 2) It is maintained up-to-date. Whenever any new information is obtained about the pupil it is entered in the card



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- 3) It presents a complete picture about the educational progress of the pupil, his past achievements and present standing,
- 4) It is comprehensive in the sense that it contains all information about the pupil's attendance, test scores, health etc.
- 5) It contains only those information's which are authentic, reliable, pertinent, objective and useful.
- 6) It is continuous in the sense that it contains information about the pupil from time he enters for pre-school education or kindergarten system till he leaves the school.



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6) Open Book Exam:-

An open book exam is one in which examinees are allowed to consult their class notes, textbooks and other approved material while answering questions. This practice is not uncommon in law examinations, but in other subjects, it is mostly unheard of.

There are two types of open book exam one is restricted type and other is unrestricted type. In the restricted type of open book exam students are permitted to bring into the examination room one or more specific documents approved by the course instructor the unrestricted type of open book examinations students are free to bring whatever they like.

Advantages of open-book exam:-

1) Less Demanding of memory:-

It is no longer necessary for students to cram a lot of facts, figures and numbers for open book examination.

2) Gets the chance to Acquire the knowledge:-

Provides a chance for students to acquire the knowledge during the preparation process of gathering suitable learning materials rather than simply recalling or rewriting it.

3) Help to enhances information retrieval skills:-

Enhances information retrieval skills of students through finding the efficient ways to get the necessary information from books.



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Disadvantages of open-book - Exam:-

1) Difficult to 'Equally Equipped':-

Difficult to ensure that all the students are equally equipped regarding books they bring into exam with them.

2) Desk space:-

More desk space is needed for students during the examination because student often need lot of desk space for their textbooks, notes etc.

3) Time wastage in finding out parts of Books -
Sometimes students may spend a lot of time of finding out which parts of the books to look for answer.

4) Unfamiliarity about open-book exam:-

A lot of students are unfamiliar with

open-book examinations: They must be provided with clear procedures and rules.



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Bhartiya Gyanvardhini Sabha's
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BED 101: CHILDHOOD AND GROWING UP

Name of the Student: Mr/Mrs-----Roll No:-----

Practical Name: Case study of an Adolescent Learner (Evaluation of Report)

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Preliminary information of adolescent learner					
2	History of family					
3	Academic Academic information					
4	Physical Development (as per physical development norms.)					
5	Mental Development (as per norms as per mental development norms)					
6	Emotional Development (as per emotional development norms)					
7	Social Development (as per social development norms)					
8	Remarks to the adolescent learner and suggestion					
9	Educational Implications					
10	Overall impression					
	Total marks					50



NT Total marks 50

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Date

Signature of Professor In-charge

Bhartiya Gyanvardhini Sabha's
Kantilal Khinwasara B.Ed.College,
Laxman Nagar ,Thergaon, Pune – 33.

B.Ed. 102- Contemporary Indian Education , Gender And Society

Practical Name - STUDY OF ANY ONE THINKER

Student's Name : Roll No : Div :

EVALUATION SCHEME

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

Sr.No.	Criteria	1	2	3	4	5
1	Introduction					
2	Background Of Practical					
3	Selection Of Thinker					
4	Life History of the Selected Thinker					
5	Principles Given by Thinkers					
6	Contribution to Education Field					
7	Influence of his /her thoughts in the 21 st Century					
8	Reflection and Opinion					
9	Educational Implication and References					
10	Overall Impression and Report Writing					
	Total Marks -50					



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Kantilal Khinwasarsa B.Ed. College Laxaman Nagar, Thergaon, Pune 33

BED 103: LEARNING AND TEACHING

Name of the Student: Mr/Mrs-----Roll No:-----

Practical:103 Develop an Annual Plan and Unit Plan (one school subject)

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
	Part I Annual Plan					
1	Division of Topics Chapters , Units into working days and periods					
2	Inclusion of Objectives.					
3	Place for evaluation.					
4	Total Periods allotted.					
	Part: II Unit Plan					
5	Inclusion of sub units and teaching points.					
6	Consideration of Learning experiences,					
7	Selection of Teaching aids.					
8	Evaluation.					
9	Educational implications					
10	Overall Impression					
	Total marks - 50					



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Kantilal Khinwasara B.Ed. College , Laxaman Nagar, Thergaon, Pune 33

B.Ed. 104 : ASSESSMENT AND EVALUATION FOR LEARNING

Name of the student : Mr./Mrs. Roll No:.....

Practical Name: Developing and achievement test with its Blue Print,
Answer Key and marks Distribution .

EVALUATION SCHEME

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

Sr.No.	Criteria	1	2	3	4	5
1	Design Of a Blue print as per criteria					
2	Instructions given to attend the test					
3	Type of questions and marks allotted as per blue print					
4	Difficulty level of the questions					
5	Language used for framing the questions					
6	Length of a test					
7	Content validity					
8	Answer key with marks distribution					
9	Educational Implications					
10	Overall Impression					
	Total Marks 50					



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Course – 105 : Advanced Pedagogy & Application of ICT

Practical : Develop a CAI Programme on any one unit of Your teaching Method

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Selection of the topic/unit					
2	Exploration of Learning Resources					
3	Theoretical Background of CAI					
4	Selection of the type of the programme					
5	Development of the Programme					
6	Validity testing of Programme					
7	Programme Implementation strategy					
8	Precautionary measures in implementing Programme					
9	Educational Implications					
10	Overall impression					
Total Marks out of 50						

Signature of Professor In- Charge



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**KANTILAL KHINWASARA B.Ed COLLEGE, LAXMAN NAGAR,
THERGAON, PUNE -411033**

Name of the Student: Mr/Mrs. _____

HINDI

Roll No. : _____

Practical No. 1: Development of learning materials 106

EVALUATION SCHEME

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

No.	Criteria	Rating Scale				
		1	2	3	4	5
1	Selection of topic					
2	Explanation of learning material					
3	Creativity					
4	Use of variety of media					
5	Coordination with presentation					
6	Need of developing material					
7	Inclusion of various diagrams / pictures					
8	Usability of material					
9	Educational Implications					
10	Overall impression					
Total marks- 50						



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Thergaon, Pune

BED 106- Marathi

Practical Name : Preparation of Teaching Aids/Poster.

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

No.	Criteria	1	2	3	4	5
1	Selection of teaching aids					
2	Size of teaching aids					
3	Ease in handling					
4	Colour scheme					
5	As per content requirement					
6	Durability of teaching aids					
7	Proper reflection of content					
8	Attractive and economical					
9	Educational implications					
10	Overall impression					
	Total Marks-50					



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Kantilal Khinwasara B.Ed.College,

Thergaon, Pune

Course – 106 : History

practical : Write a report on any one Government Bodies.

Municipal Corporation

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction and brief history of Municipal Corporation					
2	Need of Municipal Corporation					
3	Importance of Municipal Corporation					
4	Composition of Municipal Corporation					
5	Term (Duration) of the office and eligibility of the Municipal Corporation					
6	The Mayor					
7	Committees of the Municipal Corporation					
8	Administration of the Municipal Corporation					
9	Functions of the Municipal Corporation and its sources of income					
10	Overall Impression					
Total Marks out of 50						



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Bhartiya Gyanvardhini Sabha's
Kantilal Khinwasarsa B.Ed. College Laxaman Nagar, Thergaon, Pune 33
BED 106: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS
MATHEMATICS

Name of the Student: Mr/Mrs----- Roll No:-----

Practical Name: Contribution of Indian Mathematicians


EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Life history of mathematician					
2	Education and carrier of mathematician					
3	Contribution of mathematician in the field of mathematics					
4	Application of the work of mathematician					
5	Appreciation to the work of mathematician					
6	Collection of comprehensive information of mathematician and his/her work					
7	Educational Implications					
8	Opinion of student-teachers regarding the work of mathematician					
9	Report Writing					
10	Overall impression					
Total marks - 50						

Date




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English

Bhartiya Gyanvardhini Sabha's

K.K.B,Ed, College,Thergaon,Pune-33

BED.-106: UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ENGLISH

Name of the Student-..... Roll No-

Practical Name-.....

EVALUATION SCHEME

Rating Scale-1 Understanding 2.Average 3.Satisfactory 4.Good 5.Excellent

No	Criteria	1	2	3	4	5
1	Accuracy of content					
2	Description of content					
3	Use of various animations					
4	Overall colour scheme					
5	Inclusion of various diagrams					
6	Creativity					
7	Tackling of queries					
8	Coordination with presentation					
9	Educational Implication					
10	Overall impression					
	Total Marks-50					

Date



Signature of In-charge

[Handwritten Signature]

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**KANTILAL KHINWASARA B.Ed COLLEGE, LAXMAN NAGAR,
THERGAON, PUNE -411033**

Subject: _____ Course - _____

Name of Student: _____ Roll No: _____

**ACTIVITY - PRESENTATION
EVALUATION SCHEME**

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

No.	Criteria	1	2	3	4	5
1	Accuracy of Content					
2	Description of Content					
3	Use of variety of Media					
4	Overall Colour Scheme					
5	Explanation					
6	Ease in handling of the gadgets					
7	Tackling with queries					
8	Coordination with Presentation					
9	Time Management					
10	General Impression					
	Total Marks - 50					

Qualitative Feedback (If any): _____



Signature of Professor *[Signature]* in-charge
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Thergaon, Pune-411033.

Bhartiya Gyanvardhini Sabha's,
Kantilal Khinwasara B.Ed.College Thergaon, Pune

B.Ed. 107 PEDAGOGY OF THE SCHOOL SUBJECT : General Science

Name of the Student : _____ Roll No. : _____ Div :

Name of the Practical : Interview of experienced Science teacher

Evaluation Scheme

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

No. Criteria	1	2	3	4	5
1 Introduction					
2 Planning of Interview					
3 Interview schedule					
4 Execution of interview					
5 Analysis of interview					
6 Conclusion of interview					
7 Reflection of science teacher					
8 Opinion					
9 Educational Implication					
10 School Certificate					
Total Marks 50					



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Thergaon, Pune - 411033.

BED 106-10 : UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECT

Name:

Roll No

Method

practical No.3 : Field visit and report writing .(Any cottage or small scale industry)

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Selection of place for visit					
2	Purpose of visit to cottage or small scale industry					
3	Planning of visit					
4	Actual working of cottage or small scale industry					
5	Economical principle					
6	Actual experience and outcome field visit					
7	Opinion of student –teachers regarding cottage or small scale industry					
8	Educational Implications					
9	Report writing					
10	Overall impression of report					
Total Marks – 50						

Qualitative Feedback, (if any) :

Date



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BED 107 PEDAGOGY OF THE SCHOOL SUBJECT

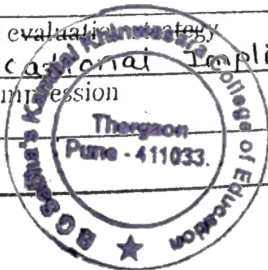
Name of the Student: Mr/Mrs----- Roll No:-----

Practical No.1: Textbook Analysis

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Introduction					
2	Fulfillment of objectives by the textbook					
3	Assessment of external aspects (Front Page, Back Page Printing, binding, paper quality and price)					
4	Categorization of content (Concepts, examples, diagrams, activities, formulate, structure, grammar etc)					
5	Assessment of internal aspects (content, language scope, logical pictures, diagrams, maps etc.)					
6	Scope for implementation of life skills					
7	Identification of core elements and values					
8	Suitable learning experiences					
9	Suitable evaluation strategy Educational Implication					
10	Overall impression					
Total marks - 50						



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Date

Course 108
Teaching Competency I
Annual Report

	Micro Teaching						Integrated Lessons						Simulation Lesson	
	1	2	3	4	5	6	1	2	3	4	5	6	1	2
Marks														
Out of	50	50	50	50	50	50	100	100	100	100	100	100	100	100
Marks														
Out of	50	50	50	50	50	50								
Marks														
Out of	100	100	100	100	100	100								
Out of	600						600						200	
Out of 25 Mark	/25						/25						/25	
							/50							
Total	/25						/25							

/50



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Thergaon, Pune - 411033

GS' Kantilal Khinwasara B.Ed. College, Thergaon, Pune -33

Name of the student . Mr./Mrs. Roll No.

Course 109 Teaching Competency II

		Out of 100
TBT	1	
	2	
TEAM TEACHING	1	
	2	
MODELS OF TEACHING	1	
	2	
MARKS OUT 600		
OUT OF 50		



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Name of the student : Mr./Mrs. Roll No.

Rating Teaching For Technolgybased Lesson

Steps	Criteria	1	2	3	4	5
1) Lesson Note	1) Neat correct & complete					
2) Introduction	2) Relevent & Stimulating					
	3) Revival of Previous knowledge & linking with the topic					
	4) Statement of Aim & Title Writing					
3) Presentation	5) Clarity & Fluency in Narration / illustration					
	6) Questions – Clear, concise & grammatically correct With Interrogative tone					
	7) Questions – Logical & thought provoking questions					
	8) Mastery over the Content					
	9) Selection of IT Gadgets					
	10) Use of Gadgets					
	11) Quality of Presentation					
	12) Co-ordination Between Gadgets & Teachers					
	13) Ease in Using Technolgy					
	14) Judicious of Technolgy					
	15) Classroom Management					
	16) Arrangement of Plan II					
	17) Effective Use of Technolgy					
	18) Recapitulation As Per Objectives					
	19) Application - Appropriate / Creative					
	20) Homework - Appropriate / Activity Based					



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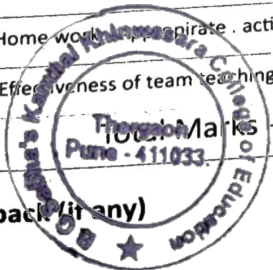
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Name of the student : Mr./Mrs. Roll No.

Team Teaching Lesson

Evaluation Scheme

Rating Scale	1) Unsatisfactory	2) Average	3) Satisfactory	4) Good	5) Excellent
Steps	Criteria				
1) Lesson Note	1) Neat correc & complete				
2) Introduction	2) Relevent & Stimulating				
	3) Revival of Previous knowledge & linking with the topic				
	4) Statement of Aim & Title Writing				
	5) Clarity & Fluency in / Narration / illustration				
3) Presentation	6) Question – Clear, concise & grammatically correct				
	7) Logical & thought provoking questions				
	8) Distrubution of Questions & Reinforcement				
	9) Black Board work				
	10) Clarity and Reading / Demonsration				
	11) Use of Teaching Aids / Use of Examples				
	12) mastery over the content				
	13) Selection of team members				
	14) Role & Co ordination among team members				
	15) Equal participation of team members				
	16) Classroom Managments & Time Managments				
	17) Recapitulation as per ojectives				
	18) Appliction-Appropriate / creative				
	19) Home work appropriate . activity based				
	20) Effectiveness of team teaching				



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Qualitative Feedback (if any)

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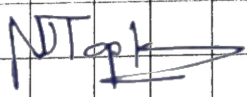
Name of the student : Mr./Mrs. Roll No.

Role Play Model Evaluation Scheme

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

Rating Scale	Criteria	1	2	3	4	5	
Steps	1) Neat, Correct & Complete						
Lesson Note	2) Selection of Issue According to Student						
Introduction	3) Orientation About The Issue						
	4) Definiting the Problem						
Presentation	5) Selection of Characters						
	6) Dividing the Class Into Groups						
	7) Selections of Observers						
	8) Separate of Characters						
	9) Stage Management						
	10) Actual Presentation						
	11) Discussion Base On Role						
	12) Motivation For Re-acting						
	13) Evaluation of Re-acting						
	14) Group Discussion						
	15) Generalisation of Content						
	16) Guidance of Teacher						
	17) Use of Black-board						
	18) Time Management						
	19) Classroom Management						
	20) Overall Impact						
	Total Marks		100				




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Qualitative Feedback (if any)

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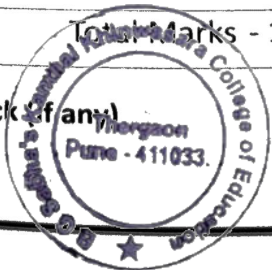
Name of the student: Mr./Mrs.

Roll No.

Concept Attainment Model - Evaluation Scheme

Rating Scale		1) Unsatisfactory	2) Average	3) Satisfactory	4) Good	5) Excellent	
Steps	Criteria	1	2	3	4	5	
1) Lesson Note Phase I	1) Neat correc & complete						
	2) Inclusion of essential attributes in positive exp (Yes)						
	3) Inclusion of essential attributes in negative exp (Yes).						
	4) Sufficient number of exp						
	5) Medium used for the presntation of exp						
	6) Discussion about the essential attributesof the concept						
	7) Guideline to compare yes & No exp						
	8) Encouraging the students for defining the concept						
2) Phase II	9) Testing attainment of concept						
	10) Guldeline for generation new exp						
3) Phase III	11) Discussion about thinking strategies						
	12) student response						
Teaching Skill	13) Learning exp skills						
	14) Prepartion for the lesson						
	15) Ease in using Model						
	16) black board work						
	17) Classroom Managements						
	18) Time Managements						
	19) Preparation for the Lesson						
	20)Overall impression						
	Total Marks - 100						

Qualitative Feedback (if any)



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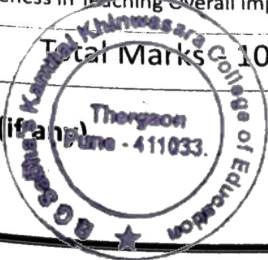
Name of the student : Mr./Mrs. Roll No.

Course No.

Advance Orgnizer - Evaluation Scheme

Rating Scale	Criteria	5) Excellent				
		1	2	3	4	5
Steps						
1) Lesson Note	1) Neat correc & complete					
2) Phase I	2) Clarification of The Aim					
	3) Presentation of The Orgnizer					
	4) Use of Example & References					
	5) Use of Reoetition					
	6) Revival Previous Knowledge / Experience					
2) Phase II	7) Presentation of The Content / Leaning Material					
	8) Logical Order of Content / Learning Material					
	9) Maintenance of Attention					
3) Phase III	10) Use of Principle of Integcation					
	11) Encouraged Active Reception Learning					
	12) Development of Critical Approach Towards Content					
	13) Clarification of Doubts					
Teaching Skill	14) Mastery Over Content					
	15) Achievement of Objectives as Per The Phases					
	16) Role of Teacher Students.					
	17) Ease in Using Model					
	18) Classroom Management					
	19) Time Managements					
	20) Effectiveness in Teaching Overall Impression					
		Total Marks 100				

Qualitative Feedback (if any)



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Thergaon, Pune - 411033

Name of the student : Mr./Mrs.

Models of Teaching Rating Scale for Inquiry Training Model(ITM)

Rating Scale (अंकन स्केल)

1) Unsatisfactory (असमाधानकारक) 2) Average (बरा) 3) Satisfactory (समाधानकारक) 4) Good (चांगला) 5) Excellent (उत्कृष्ट)

Person Note (व्यक्तिगत टिप्पणी)	1	2	3	4	5
1) Neat, Correct & Complete नीटनीटके, अचूक आणि परिपूर्ण					
Phase - 1 पायरी १					
2) Selection of appropriate योग्य आशयाची निवड					
3) Explanation of Rules for Enquiry पृच्छपद्धतीच्या नियमाचे स्पष्टीकरण					
4) Clarity in Presentation Of Discrepant घटनेचे स्पष्ट सादरीकरण					
Phase - 2 पायरी ३					
5) Encourage Students to ask question विद्यार्थ्यांना प्रश्न विचारण्यासाठी उपयुक्त केले.					
6) Accepted Only Yes / No Questions & Rejected In Valid Questions केवळ होय / नाही प्रश्नांना प्रतिसाद व अपप्रस्तुत प्रश्नांना नकार					
7) Insisted Students to Clarify Terms & Conditions of Their प्रश्नांमधल्या संज्ञा व शब्दयोजना स्पष्ट करण्यास विद्यार्थ्यांस आवाह					
Phase - 4 पायरी ४					
8) Encouraged Observation & Experimentation Wherever Necessary आवश्यक तेथे निरीक्षण व प्रयोगास प्रोत्साहन					
9) Use of Appropriate Language For The Enquiry Process पृष्ठसाठी योग्य शब्दयोजना / भाषा वापरली					
10) Encourage Students To Formulate A Rule Explain A Discrepant Event विरोधात्मक घटनेसंबंधी नियम व स्पष्टीकरण तयार करण्यास प्रोत्साहित केले.					
Phase - 5 पायरी ५					
11) Analysis of The Enquiry Process & Recapitulation प्रच्छाप्रक्रियेचे विश्लेषण व संकलन					
12) Proper Direction To The Students Thinking Process विद्यार्थ्यांच्या विचारप्रक्रियेला योग्य दिशा देण्याचा प्रयत्न					
13) Encouraged Interaction Between Students विद्यार्थ्यांमधील आंतरक्रियेला प्रोत्साहित केले.					
14) Implementation of The Syntax पदबंधासाठी अंमलबजावणी					
15) Ease In Using The Model प्रतिमान वापरण्यासाठी सहजता					
16) Use of Blackboard फलकाचा वापर					
17) Classroom Management कार्यवाह्यवस्थापन					
18) Interaction Between Students & Teacher विद्यार्थी आणि शिक्षकातील आंतरक्रिया					
19) Preparation For The Lesson पाठासाठी तयारी					
20) Classroom Management एकात्मिक प्रभाव					

Total Marks एकूण गुण - 100

(Signature)
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Observer
Date :

Charge

Qualitative Feedback (if any)

B.ed course -110 A
Practice Lessan

Student Name

Roll No.

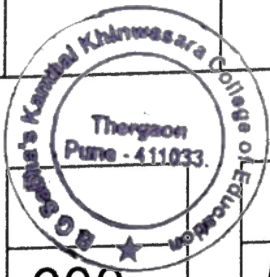
Div

Method -1

Sr. No.	Date	Name of The Unit	Name of The School	Std/ Div.	Marks	Sign of Prof.
1						
2						
3						
4						

Method -1

Sr. No.	Date	Name of The Unit	Name of The School	Std/ Div.	Marks	Sign of Prof.
1						
2						
3						
4						



NT opt

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600

50

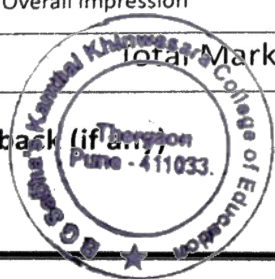
Name of the student : Mr./Mrs. Roll No.

Course No.

Evaluation Scheme

Rating Scale	1) Unsatisfactory	2) Average	3) Satisfactory	4) Good	5) Excellent		
Steps	Criteria		1	2	3	4	5
1) Lesson Note	1) Neat correc & complete						
2) Introduction	2) Relevent & Stimulating						
	3) Revival of Previous knowledge & linking with the topic						
3) Presentation	4) Statement of Aim & Title Writing						
	5) Clarity & Fluency in / Narration / illustration						
	6) Question – Clear, concise & grammatically correct						
	7) Logical & thought provoking questions						
	8) Distrubution of Questions & Reinforcement						
	9) Black Board work						
	10) Clarity and Reading / Demonsration						
	11) Classroom intention						
	12) Use of Teaching Aids / Use of Examples						
	13) mastery over the content						
	14) Fullfillment of objectives						
	15) Students response						
	16) Appooriate / Creative application						
	17) Appooriate / Activity based Home Work						
	18) Inclusion of core - elements Values and Life Skilis						
	19) Class room, Time Managements						
	20) Overall impression						
	Total Marks - 100						

Qualitative Feedback (if any)



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BED 111 : A) CRITICAL UNDERSTANDING OF ICT.

Name of the Student: Mr/Mrs. _____

Roll No. _____

The student-teachers will work alone or in pairs for the practical. S/he will complete the modules as enlisted in the INTEL programme approved by the Savitribai Phule Pune University. The student-teachers will keep a hard and soft copy of his/her practical work.

PRACTICAL NO. 1 : ICT INTEL PROGRAM

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1.	Unit Plan Template					
2.	Exploration (Collection of Images, sounds, video etc)					
3.	Student support material and Publication on PBL					
4.	Teachers' Presentation to gauge the students' Needs					
5.	Students Presentation/ Blogs/Publisher/ wikis					
6.	Implementation Plan					
7.	Evaluation rubric to assess PPT/Blogs/Wikis etc					
8.	Showcasing					
9.	Workbook					
10.	Overall Impression					
Total Marks - 50						
Marks out of - 25						

Date _____



Signature of Professor In-charge

NTpt

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Kantilal Khinwasara B.Ed College Laxman Thergaon Pune-33

Course No :111-B

SCHOOL HEALTH SERVICE

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Sensitization of social issues					
2	Preparation and Presentation					
3	Active participation					
4	Involment in team work					
5	Leadership Qualities					
6	Fulfilment of Objectives					
7	Use of Teaching Aids					
8	Educational Implication					
9	Evidences					
10	Overall Performance					
	Total Marks -50					
	Marks out of 25					

Signature of Professor Incharge



NT qk

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Bhartiya Gyanvardhani Sabhas

Kantilal Khinwasara B.Ed. College Laxman Nagar, Thergaon, Pune 33

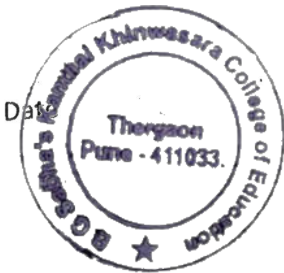
BED 111; B) CO CURRICULAR ACTIVITIES

Name of the Mr/Mrs - Roll No- Div-

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Introduction and Objectives of the activities.					
2	Qualities/Skills required for the activities.					
3	Planning and Execution.					
4	Participation /Role/Performance of the Student.					
5	Interaction with Peer member and authorities.					
6	Qualities/Skills developed through the activities.					
7	Opinion					
8	Educational implication					
9	Evidence					
10	Overall Impression					
	Total marks 50					
	Marks out of 25					



Signature of Professor Incharge
NT
Principal

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Kantilal Khinwasara B.Ed.College Laxman Nagar, Thergaon, Pune-33

B.ED Course -112

HEALTH PROGRAMME

EVALUATION SCHEME

Rating Scale

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

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Concept of Health program					
3	Need and importance					
4	Different types of activities					
5	Objectives					
6	Nature of the Program					
7	Benefits					
8	Active participation					
9	Educational Implication					
10	Neatness					
Total marks- 50						

Qualitative Feedback, (if any):

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.....

.....

Signature of Professor In-charge



NT opt

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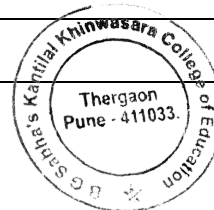
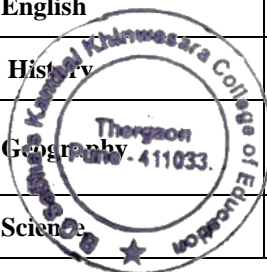
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Shri. S.S. Tiwari
(M.Sc DCM)

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Website : www.kkbepune.org.in

PRINCIPAL
Dr. Nirmala Tapkeer
(M.A.M.E.d Ph.D) (Edu.)

Kantilal Khinwasara College of Education, Thergaon, Pune. F.Y.B.Ed. All Courses and Activities Chart:

Course No.	Title of the Course	Activities
101	CHILDHOOD AND GROWING UP	Activity No.1 :-Practical : 1) Case study of an adolescent learner Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
102	CONTEMPORARY INDIAN EDUCATION, GENDER & SOCIETY	Activity No. 1 :-Practical : Visit to the NGO Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
103	103 LEARNING AND TEACHING	Activity No. 1 :-Practical : Develop an Annual Plan and Unit Plan (one school subject). Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
104	104 ASSESSMENT AND EVALUATION FOR LEARNING	Activity No. 1 :- Practical : Developing an achievement test with its Blue Print, Answer Key and Marks Distribution. Activity No. 2 :- PPT Presentation / MCQ Activity No. 3 :- Prelim Examinations
105	105Advanced Pedagogy and Application of ICT	Activity No. 1 :-Practical : Review an educational mobile app and write a report. Activity No. 2 :-PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
106	Marathi	Activity No. 1 :- Practical : कोणत्याही एका साहित्यिकाच्या साहित्यप्रकारावर पोस्टर सादर करा Activity No. 2 :- Prelim Examinations
106	Hindi	Activity No. 1 :- Practical : एक पाठ्यपुस्तक का विश्लेषण Activity No. 2 :- Prelim Examinations
106	English	Activity No. 1 :- Practical : Project report on any topic related to English Language Activity No. 2 :- Prelim Examinations
106	History	Activity No. 1 :- Write a report any one Government Bodies from following 1.The Municipal Council. Activity No. 2 :- Prelim Examinations
106	Geography	Activity No. 1 :- 1. A visit to geographical place and writing a report. 2. To prepare a technology based program on any geographical concept i.e. presentation, CAI, e-content, video, blog, animation etc. Activity No. 2 :- Prelim Examinations
106	Science	Activity No. 1 :- Prelim Examinations (College Science) Activity No. 2 :- Prelim Examinations



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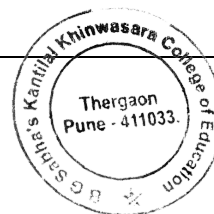
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106	Maths	Activity No. 1 :- Contribution of Indian Mathematicians Activity No. 2 :- Prelim Examinations
106	Economics	Activity No. 1 :- Field visit and report writing. (any cottage or small scale industry) Activity No. 2 :- Prelim Examinations
107	Marathi	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Hindi	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	English	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	History	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Geography	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Science	Activity No. 1 :- Interview of an experienced Science teacher Activity No. 2 :- Prelim Examinations
107	Maths	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
107	Economics	Activity No. 1 :- Practical : Textbook Analysis Activity No. 2 :- Prelim Examinations
108	108 Teaching Competency I	(a)Micro Teaching (b)Integration Lessons and Simulation Lessons
109	Teaching Competency II (a) Technology based teaching (b) Team teaching (c) Lessons using Models of teaching	(a) Technology based teaching (b) Team teaching (c) Lessons using Models of teaching Principal
110-A	Teaching Competency III	(a)Practice Lessons Principal

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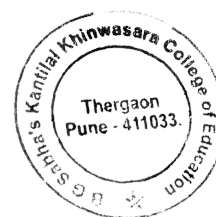
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110-B	Teaching Competency III	(b) Introduction to Internship
111-A	ENHANCING PROFESSIONAL CAPACITIES	A) Critical understanding of ICT – Practical -INTEL
111-B	ENHANCING PROFESSIONAL CAPACITIES	B) Co curricular Activities and social service
112	ENHANCING PROFESSIONAL CAPACITIES	Health and Yoga



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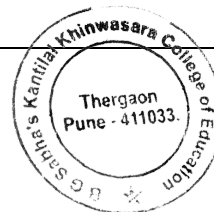
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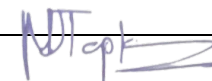
Kantilal Khinwasara College of Education, Thergaon, Pune. S.Y.B.Ed. All Courses and Activities Chart:

Course No.	Title of the Course	Activities
201	QUALITY AND MANAGEMENT OF SCHOOL EDUCATION	Activity No.1 :-Practical : 1) Study of School Management, Infrastructural resource in school 2) Organization of an one co-curricular activity in school and prepare a report on its management and problem faced Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
202	KNOWLEDGE AND CURRICULUM	Activity No. 1 :-Practical : Comparative study of the curriculum of different boards (SSC, ICSC,CBSE, IB). Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
203	SCHOOL AND INCLUSIVE SCHOOL	Activity No. 1 :-Practical : Visit to school/Interview of H. M. regarding policies and practices of the school for developing an inclusive culture Activity No. 2 :-PPT Presentation/ MCQ Activity No. 3 :-Prelim Examination
204	GUIDANCE AND COUNSELLING	Activity No. 1 :- Practical :Interview of a school counselor Activity No. 2 :- PPT Presentation / MCQ Activity No. 3 :- Prelim Examinations
205-01	Marathi	Activity No. 1 :-Practical : माध्यमिक स्तरावरील कोणत्याही एका इयत्तेचे पाठ्यपुस्तकाचे विश्लेषण Activity No. 2 :-PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205 -02	Hindi	Activity No. 1 :- Practical : कक्षा नौवी से बारवी तक की किसी एक पाठ्यपुस्तक का विश्लेषण Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-03	English	Activity No. 1 :- Practical : Prepare tree diagram / web diagram/ pie-charts based on any five units/lessons Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-06	History	Activity No. 1 :- Practical : Write a report on any one Historical Place 2. Write a report on one Indian Culture and its life style. Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations



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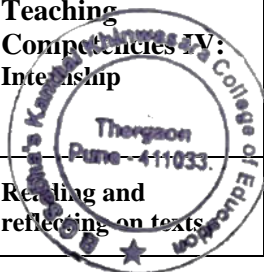


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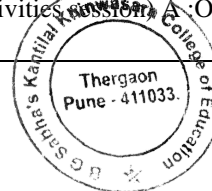
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205-7	Geography	Activity No. 1 :- Practical: Content Analysis of any one Unit. Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-11	ICT	Activity No. 1 :- Practical: Prepare a Multimedia Presentation on ICT unit Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-15	Physics	Activity No. 1 :- Practical: Analysis of Physics Text Book (XI/XII thStd.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-16	Chemistry	Activity No. 1 :- Practical: Analysis of Chemistry Text Book (XI/XIIth Std.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-17	Biology	Activity No. 1 :- Practical: Analysis of Biology Text Book (XI/XII thStd.) Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
205-19	Commerce	Activity No. 1 :- Practical: Visit to a mall and report writing Activity No. 2 :- PPT Presentations / MCQ Activity No. 3 :- Prelim Examinations
206	Teaching Competencies IV: Practice Lesson	Each student teacher will conduct six classroom lesson as far as possible equally distributed in the three subjects selected under course BED 107 and course BED 205. These lessons shall be engaged preferably at upper primary, secondary and higher secondary level.
207	Teaching Competencies IV: Internship	In the internship the student teacher will complete the following activities (a) Conduct Lessons (6 lessons) (b) Plan of evaluation (c) Study of the records maintained by the school (d) Organization of co-curricular/extracurricular activities: (e) Observation of peers: (f) Other School Activities/Programs:
208	Reading and reflecting on texts	Report of the orientation session as well as the activities session. Reading, reflecting and reproducing in writing any one text. (This is to be done individually on text other than the one used in the activities session). A : Orientation and Activities B : Reporting



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209	Understanding of self	Practical 1: Report of the orientation sessions Practical 2:: Report of the activities sessions
210	Basics of Research	In the course student teacher will do the research and write the report Practical: Prepare the research proposal; conduct a research then write a report..
211	Drama and Art in Education	Activity 1 Script writing Activity 2 Visit to an art gallery or Activity Artist Interview
212	Entrepreneurship Development	Activity 1 Development of a product Activity 2 Write an essay on Entrepreneurship



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Prepare the research proposal, conduct a research and write the report

EVALUATION SCHEME

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

No.		Criteria	1	2	3	4	5
1	Research Proposal	Initial page and Introduction					
2		Title and objectives of the study					
3		Need & significance of the research					
4		Hypotheses/ Research questions					
5		Method, Population, Sample, tools					
6		Flowchart of research work and time schedule					
7	Research report	Initial pages					
8		Introduction, , Statement of the problem and objectives of the study,					
9		Hypotheses/ Research questions, Scope, Limitations and Delimitations					
10		Method of research					
11		Population, Sample and sampling					
12		Tools for data collection and statistical techniques					
13		Selection of tools (Objective-wise)					
14		Administration of tool and data collection					
15		Analysis and Interpretation : Tabulation/ Graphical presentation					
16		Summary, Findings Conclusions					
17		Appendices					
18		Evidences of the research					
19		Overall impression					
20	Presentation	Presentation of research report					
		Total marks- 100					

Qualitative Feedback, (if any) :

Signature of Professor In-charge

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Name of the Student: Mr/Mrs. _____ Roll No: _____

Practical: Visit to an art gallery/exhibitions/cultural fests.

Evaluation Scheme

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

No.	Criteria	1	2	3	4	5
1	Introduction.					
2	Objectives of the visit.					
3	Selection of place for visit.					
4	Planning of visit.					
5	Theme of the exhibition/gallery/cultural fests.					
6	Information about the artist.					
7	Actual experiences of the visit.					
8.	Aesthetic values reflected in the exhibition/gallery/cultural fests.					
9.	Edutainment through the visit.					
10.	Overall impression of the report.					
Total marks – 50						



NT
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B.Ed. 211 : Drama and Art In Education.

Name of the Student: Mr/Mrs. _____ Roll No: _____

Practical : Report of Interview.

Evaluation Scheme

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

No.	Criteria	1	2	3	4	5
1	Introduction.					
2	Objectives.					
3	Selection of the interviewee.					
4	Planning and schedule of interview.					
5	Execution of interview.					
6	Responses given by the interviewee.					
7	Features and style of the interviewee .					
8	Contribution of interviewee to the field .					
9	Analysis/ Interpretation/Educational Implication.					
10	Overall impression.					
Total marks – 50						



Signature of Professor In-charge

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinwasara B.Ed.College,

Thergaon, Pune

Course – 212 : Entrepreneurship Development

Activity 1 : Development of Product

EVALUATION SCHEME

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

Name of the Student :

Roll No.

No.	Criteria	1	2	3	4	5
1	Introduction to product development					
2	Rational behind selection of product					
3	Purpose of the product development					
4	Exploration of knowledge regarding the product					
5	Planning and designing of a product					
6	Development of product					
7	Usability of a product					
8	Presentation of a product					
9	Educational Implications					
10	Overall Impression					
Total Marks out of 50						



Signature of Professor In- Charge

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinwasara B.Ed.College,

Thergaon, Pune

Course – 212 : Entrepreneurship Development

Activity 2 : Write an Essay on Entrepreneurship

EVALUATION SCHEME

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

Name of the Student :

Roll No.

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Definition of entrepreneurship					
3	Need & Importance of entrepreneurship					
4	Scope of entrepreneurship					
5	Limitation to educational field					
6	Correlation between entrepreneurship & Life skills					
7	Qualities essential for entrepreneur					
8	Opinion					
9	Educational Implications					
10	Overall impression					
Total Marks out of 50						



NT qk

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Signature of Professor in Charge

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Thergaon, Pune - 411033

Kantilal Khinwasara B.Ed College, Thergaon, Pune-33

BED – 208 READING AND REFLECTING ON TEXTS

COURSE-208

Name of Practical – Activity -2 Reading, Reflecting and reproducing in writing any one text.

Name of student..... Roll No..... Div.....

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction and background of the activity					
2	Objectives					
3	Need and Importance of Reading and Reflecting on text					
4	Selection of the text					
5	Process followed for reading and reflecting on text					
6	Reflection on the text					
7	Mode used for the reflecting on the text					
8	Completeness of the reflection					
9	Educational Implication					
10	Overall Impression					
	Total marks-50					

Qualitative Feedback, (if any) :

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NT gk

Principal

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Thergaon, Pune - 411033

Kantilal Khinwansara B.Ed College, Thergaon, Pune-33

BED – 208 READING AND REFLECTING ON TEXTS

COURSE-208

Name of Practical – Activity-1 Report of the Orientation Session as well as the activities session.

Name of student..... Roll No..... Div.....

EVALUATION SCHEME

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

No.		Criteria	1	2	3	4	5
1	Orientation	Introduction to the orientation session					
2		Description of the orientation					
3		Benefits of orientation session					
4		Reflection of orientation					
5	Activity	Selection of the text					
6		Discussion based on the text					
7		Reading and Reflecting on the text					
8		Mode used for the reflecting on the text					
9		Educational Implication					
10		Overall Impression					
		Total marks-50					

Qualitative Feedback, (if any) :

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.....



NT qk Prof In-charge
Principal

Kantilal Khinwansara B.Ed College
Thergaon, Pune - 411033

Bharatiya Gyanvaradhini Sabha's

Kantilal Khinwasara B.Ed College Laxman Thergaon Pune-33

B.Ed.209 : Understanding of Self.

Name of the Student: Mr/Mrs. _____ Roll No: _____

Practical : Report of the orientation sessions .

Evaluation Scheme

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

No.	Criteria	1	2	3	4	5
1	Introduction .					
2	Objectives of the Orientation.					
3	Detailed description of Orientation 1 and Orientation 2.					
4	Detailed description of Orientation 3 and Orientation 4.					
5	Fulfillment of the objectives.					
6	Output of the Orientation.					
7	Opinion/ Criticism.					
8.	Reflection on the Orientation as a person.					
9.	Reflection on the Orientation as a teacher.					
10.	Overall impression.					
Total marks – 50						



Signature of Professor In-charge

NT opt

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Bharatiya Gyanvaradhini Sabha's
Kantilal Khinwasara B.Ed College Laxman Thergaon Pune-33

B.Ed.209 : Understanding of Self.

Name of the Student: Mr/Mrs. _____ Roll No: _____

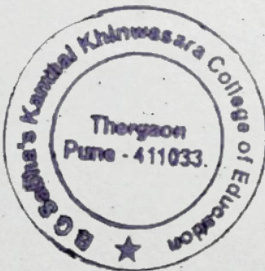
Practical : Report of the Activities sessions .

Evaluation Scheme

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

No.	Criteria	1	2	3	4	5
1	Introduction .					
2	Objectives of the Activities.					
3	Detailed description of activity 1 and activity 2.					
4	Detailed description of activity 3 and activity 4.					
5	Fulfillment of the objectives.					
6	Output of the Activity.					
7	Opinion/ Criticism.					
8.	Reflection on the activity as a person.					
9.	Reflection on the activity as a teacher.					
10.	Overall impression.					
Total marks – 50						

Signature of Professor In-charge



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Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

BED 205

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Course Title: Additional pedagogy course Understanding disciplines and school subjects and pedagogy of school subjects

Practical No. 15: Prepare a Multimedia Presentation on ICT unit

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Accuracy and updates of the content					
2	Selection of slide design					
3	Selection of font size and style					
4	Use of variety of media					
5	Use of animation and slide transition					
6	Appropriate No. of slides					
7	Amount of content					
8	References of content and media					
9	Educational Implications					
10	Overall impression					
	Total marks- 50					



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K.K. B.Ed college, Thergaon pune. 33

B.Ed. 205 : COMMERCE

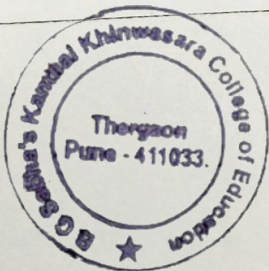
Name of the Student : Mr/Mrs.-----Roll No:-----

Practical : Visit to Mall & Report Writing.

Evaluation Scheme

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

No	Criteria	1	2	3	4	5
1	Introduction					
2	Objectives of the Visit					
3	Selection of Place for visit					
4	Planning of Visit					
5	General nature of Mall					
6	Details about Mall					
7	Actual experiences of the Mall					
8	Principles of Commerce reflected in the Mall					
9	Education and Entertainment through the visit					
10	Overall impression of the report.					
Total marks-50						



NT qk

Principal

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Signature of Professor in-charge
Thergaon, Pune - 411033

B.Ed course-206

Practice Lesson

Student Name : Roll No: Div.....

Method - 1

Sr. No.	Date	Name of The Unit	Name of The School	Std/Div.	Marks	Sign of Prof.
1						
2						

Method - 2

Sr. No.	Date	Name of The Unit	Name of The School	Std/Div.	Marks	Sign of Prof.
1						
2						

Method - 3

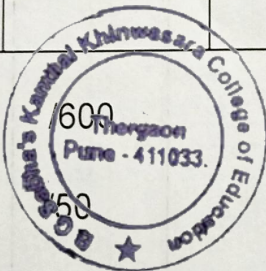
Sr. No.	Date	Name of The Unit	Name of The School	Std/Div.	Marks	Sign of Prof.
1						
2						

TOTAL =

600

Out of =

500



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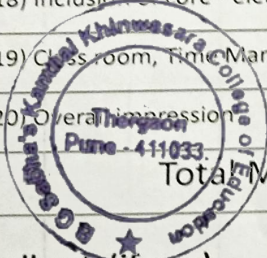
Signature of professor In -charge

Name of the student : Mr./Mrs. Roll No.

Course No.

Evaluation Scheme

Rating Scale	1) Unsatisfactory	2) Average	3) Satisfactory	4) Good	5) Excellent
Steps	Criteria				
1) Lesson Note	1) Neat correc & complete				
2) Introduction	2) Relevent & Stimulating				
	3) Revival of Previous knowledge & linking with the topic				
3) Presentation	4) Statement of Aim & Title Writing				
	5) Clarity & Fluency in / Narration / illustration				
	6) Question – Clear, concise & grammatically correct				
	7) Logical & thought provoking questions				
	8) Distrubution of Questions & Reinforcement				
	9) Black Board work				
	10) Clarity and Reading / Demonsration				
	11) Classroom intention				
	12) Use of Teaching Aids / Use of Examples				
	13) mastery over the content				
	14) Fullfillment of objectives				
	15) Students response				
	16) Appooriate / Creative application				
	17) Appooriate / Activity based Home Work				
	18) Inclusion of core - elements Values and Life Skills				
	19) Class room, Time Managements				
	20) Overall impression				
	Total Marks - 100				



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Thergaon, Pune - 411033

Qualitative Feedback (if any)

Signature of Professor In Charge

Bharatiya Gyanvardhini sabha's
KANTILAL KHINWASARA B.ED. COLLEGE

Internship Evaluation Chart (207)
Teaching Competency IV

Student Name: _____

Roll No: _____

Div: _____

Activity No. A: Block teaching Lessons

Subject 1 (Out of 100 each)			Subject 2 (Out of 100 each)			Total 600	Out of 75
L1	L2	L3	L4	L5	L6		

Activity No. B: Plan of Evaluation

		Subject 1	Subject 2	Total marks 400	Out of 25
i	Unit Plan (50)				
i	Development & conduct of unit test (100)				
ii	Blue print, model answer & marking Scheme (50)				

Activity No. c: Study of the records maintained by the school

		Total 100	out of 25
i	Report of any 4 records maintained by the school (100)		

Activity No. D: Organization of Co-curricular & Extra Curricular Activities

Activity 1 (50)	Activity 2 (50)	Total Marks 100	out of 25

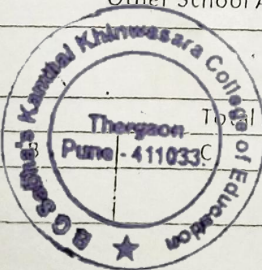
Activity No. E: Observation of peers

Subject 1 (out of 100 each)			Subject 2 (out of 100 each)			Total 600	out of 25
L1	L2	L3	L4	L5	L6		

Activity No. F: Other School Activities/Programmes

		Total 50	out of 25
1	Other School Activities/Programmes (50)		

A	Total Marks	D	E	Principal	out of 200



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Khushiya Gyawarchit Sabhar's

Kantilal Khinwasara B.Ed. College Laxaman Nagar, Thergaon, Pune 33

BED 206: PEDAGOGY OF THE SCHOOL SUBJECT

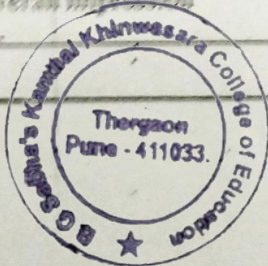
Name of the Student: Mr/Ms..... Roll No:.....

Practical No. 1: Textbook Analysis

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Fulfillment of objectives by the textbook					
3	Assessment of external aspects (Front Page, Back Page, Printing, binding, paper quality and price)					
4	Categorization of content (Concepts, examples, diagrams, activities, formulae, structure, grammar etc.)					
5	Assessment of internal aspects (content, language, scope, logical pictures, diagrams, maps etc.)					
6	Scope for implementation of life skills					
7	Identification of core elements and values					
8	Suitable learning experiences					
9	Suitable evaluation strategy					
10	Educational Implication					
	Overall Impression					
	Total marks - 50					



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Thergaon, Pune - 411033

BED-205 UNDERSTANDING DISCIPLINES AND SCHOOL SUBJECTS

ENGLISH

Name of Practical- Preparing a tree diagram / web diagram / pie chart based on any five units/lessons.

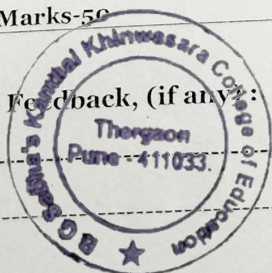
Name of student..... Roll No

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Layout					
2	Details in branching/division					
3	Covering essential points					
4	Sequential organization					
5	Use of color and shapes					
6	Summarization					
7	Ease					
8	Accuracy					
9	Creative application					
10	Overall impression					
Total Marks-50						

Qualitative Feedback, (if any):



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Kantilal Khinwasara B.Ed College

Thergaon, Pune - 411033 Prof Incharge

Kantilal Khinwasara College of Education

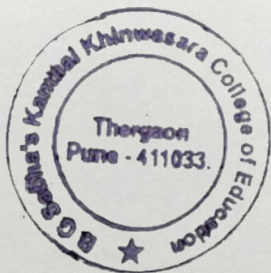
Thergaon, Pune

BED 205-06 History

Practical Name : Write a report on one historical Place

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

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Objectives					
3	Historical Background					
4	Description of the place					
5	Significance of the place for history					
6	Socio- cultural importance					
7	Relevance of the place in History learning					
8	Compararison between its past and present condition					
9	Educational implication					
10	Overall impression					
	Total Marks-50					



Signature of Professor In-charge

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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinwasara College of Education

Thergaon, Pune

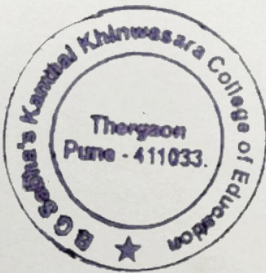
BED 205-06 History

Practical Name : Write a report on one Indian culture and its lifestyle.

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

No.	Criteria	1	2	3	4	5
1	Introduction and objectives					
2	Festivals					
3	Language and literature					
4	Clothing					
5	Food					
6	Performing Arts- Dance,Drama,Music					
7	Visual Arts- Painting,Architecture.Sculpture					
8	Impact of culture on lifestyle					
9	Perceptions of culture and Educational implication					
10	Overall impression					
	Total Marks-50					

Signature of Professor In-charge



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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

**Kantilal Khinwasara B.Ed College,
Laxman Nagar Thergaon Pune-411033
B.Ed-105**

Title of Course:

Name of Practical:- Content analysis of any one unit.

Name of the Student:-

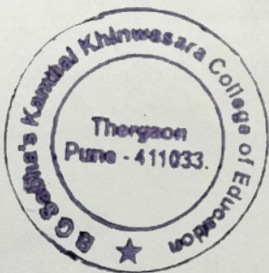
Roll No. _____ Div. _____

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Categorization of content					
2	Core elements and values reflected.					
3	Life skills reflected from the content					
4	Fulfillment of objectives					
5	Suitable learning experiences					
6	Teaching method/ strategy/ technique					
7	Suitable evaluation strategy					
8	Proper teaching aids					
9	Educational implications					
10	Overall impression					
Total mark-50						

Qualitative Feedback, (if any):



Signature of Professor In-charge

NT opt

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Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinwasara B.Ed.College,
Laxman Nagar Thergaon Pune-411033
B.ED - 201

Title of Course: Quality and Management of School Education

Name Practical: Study of School Management –Management of Infrastructural resources in school.

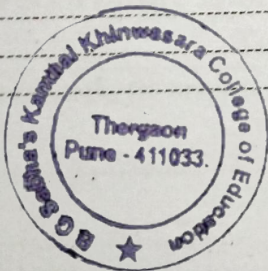
Roll No-----Div-----

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction, Nged & Importance of Infrastructural resources					
2	School Building & Play Ground					
3	Information about other infrastructural resources					
4	Availability of infrastructural resources for school staff					
5	Availability of infrastructural resources for Students					
6	Availability of infrastructural resources for Co-curricular activities & sports.					
7	Availability of infrastructural resources related to health .Cleanliness, Ventilation & light					
8	Maintenance and Optimum use of all infrastructural facilities					
10	Provisions and equipments for Disaster management in the School premises.					
11	Suggestions & Educational implication					
12	Total mark-50					

Qualitative Feedback, (if any):



NTpk

Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Signature of Professor In-charge

Bharatiya Gyanvaradhini Sabha's

Kantilal Khinwasara B.Ed College Laxman Nagar Thergaon, Pune-33.

COURSE NO - 202

Course Title : Knowledge and Curriculum Language across the curriculum

Practical Name : Comparative study of the curriculum of different boards
(any two) (SSC, ICSE, CBSE, IB)

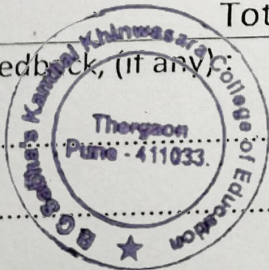
Name of the Student: Mr/Mrs. _____ Roll No: _____ Div: _____

EVALUATION SCHEME

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

No	Criteria	1	2	3	4	5
1	Introduction					
2	Nature & structure of the curricula of different boards					
3	Objectives of the curricula of different boards					
4	Weight age given subject wise					
5	Accuracy of the content, reference books					
6	Merits & demerits between the boards					
7	Reflection of values, core elements & life skills					
8	Evaluation scheme & Nature of results					
9	Critical opinion					
10	Overall Impression					
Total Marks -50						

Qualitative Feedback, (if any)



NT qk

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Thergaon, Pune - 411033

Signature of Prof. In-charge

Kantilal Khinwasara B.Ed.College,
Laxman Nagar Thergaon Pune-411033
B.ED - 203

Title of Course: School and Inlusive School

Name Practical:- Interview of a school Head Master.

Name of the Student:-

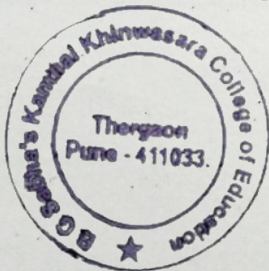
Roll No-----Div-----

EVALUATION SCHEME

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

No.	Criteria	1	2	3	4	5
1	Introduction					
2	Objectives of Interview					
3	Planning of Interview					
4	Expertise of the H.M and his contribution					
5	Execution of interview					
6	Analysis of interview					
7	Interpretation of interview					
8	Conclusions of interview					
9	Educational implications					
10	Overall impact of the report					
	Total mark-50					

Qualitative Feedback, (if any):



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Signature of Professor In-charge
Principal

Kantilal Khinwasara B.Ed College
Thergaon, Pune - 411033

Kantilal Khinwasara B.Ed.College,Thergaon,Pune-3

Evaluation Key(S.Y.) COURSE- 204

Name Of Practical - Interview of School Counselor.

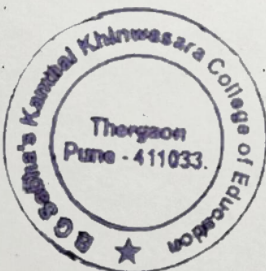
Name of Student-.....

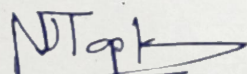
Roll No-

EVALUATION SCHEME

Rating Scale- 1)Unsatisfactory2)Average3)Satisfactory4)Good5)Excellent

Sr.No	Criteria	1	2	3	4	5
1	Introduction					
2	Objectives of Interview					
3	Planning of Interview					
4	Expertise of the counselor and his contribution					
5	Execution of Interview					
6	Analysis of Interview					
7	Interpretation of Interview					
8	Conclusions of Interview					
9	Educational Implications					
10	Overall Impact of report					
	Total Marks-50					




Signature of Professor In-charge.

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