

COURSE VIII: SCHOOL BASED ACTIVITIES

Max. Marks: 50

The student teachers are required to perform the following activities during school internship:

1. Development of CCE in any pedagogic subject
2. Development of learning material on one topic of any pedagogic subject.

After the school internship, the student teachers are required to prepare a report in which all the activities performed by them in the school during their stay of sixteen weeks in the school.

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Teaching Subject _____

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Teaching Subject_

[illegible]

TOPIC No- A.

DEVELOPMENT
OF
CONTINUOUS AND COMPREHENSIVE EVALUATION
(CCE)

DEVELOPMENT OF CCE

TOPIC - (A)

Page - (2)

Concept of Continuous and Comprehensive Evaluation

Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. It involves information gathering, information processing, judgement forming and decision-making. In recent years, there has been a growing concern for improving the quality of achievement of all students at elementary level. In this context the NPE, 1986 recommended that minimum levels of learning (MIL) be laid down for each stage of primary education, and that steps be undertaken to ensure that all students achieve these minimum levels of learning. As a follow-up, the MIL for each subject form class 1 to 5 were stated in terms of competencies. Each competence constitutes an expected performance target that lends itself to criterion testing which is continuous and competency based. It becomes essential for the teachers to adopt a scheme of continuous evaluation that helps in confirming whether or not the learners have mastered the competencies or not. A competency also becomes a criterion to organize teaching-learning process, and at the same time to assess the knowledge and understanding outcomes. The evaluation of skills and higher mental abilities are neglected to a great extent. The evaluation of non-cognitive aspects like attitudes, appreciation, interests, personal and social qualities of students are seldom carried out. The report of Minimum levels of learning and the national curriculum frame work of school education have specified certain personal and social qualities that need to be developed in children.

They stress the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. The comprehensive evaluation should involve the summative assessment of cognitive abilities, as well as the assessment of health habits, work habits, cleanliness, cooperation, and other social and personal qualities through simple and manageable means of tools. The comprehensive evaluation not only helps in checking all the standards of performance in both scholastic and co-scholastic areas, but also in decision making regarding various aspects of teaching-learning process, promoting the students, increasing quality, efficiency and accountability. Continuous and comprehensive evaluation necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. This is required because different specific areas of pupil growth need different types of evaluation through certain techniques. The teacher has to select the most appropriate technique for a situation and develop the necessary tools for the same, and decide upon the periodicity and timing of evaluation.

(2)

CHARACTERISTICS OF CONTINUOUS AND COMPREHENSIVE EVALUATION

1. Continuous and comprehensive evaluation is students school based evaluation, in which all aspects of student is included.
2. Continuous and comprehensive evaluation's continuous aspect pays attention on continued evaluation and periodicity.
3. Continuous means students evaluation at the beginning of his education (Placement evaluation) and evaluation during teaching period (Formative evaluation), in informal form, using multiple techniques for evaluation.
4. The concept of periodicity should not be taken in negative sense, that is to conduct more and more tests. This should not be taken as burden by students and teachers.
5. In continuous and comprehensive evaluations, the term *comprehensive* takes into account the assessment of the all round development of child's personality. In this, scholastic and co-scholastic aspects of assessment are included.
6. Assessment in educational field is done formally, as well as informally, continuously and periodically. Diagnostic evaluation is done at the end of the unit. In some units, the course of poor performance is determined by the use of diagnostic tests.
7. In the area of co-scholastic, the assessment is done on the basis of specific criterias, while assessment of social and personality characteristics is done through behavioural. The assessment of attitudes, interest and values is also done by these techniques.

(3)

ROLE OF TEACHER IN CONTINUOUS AND COMPREHENSIVE EVALUATION

During student's learning period, teacher plays an important role. It is expected and desired that teachers have the best understanding of assessment techniques and processes. From this point of view, the following is tried to be known :

1. In assessment process, (i) previous knowledge, (ii) level of understanding, and (iii) assessment of learning process are included. This assessment helps in improving teaching-learning process.
2. Frequent testing is necessary.
3. Different techniques and apparatuses can be used for conceptual clarity, without depending on paper-pencil. These apparatuses (Oral projects, group activities, presentations, discussions, etc.) provide opportunity to each student to show his/her different abilities, learning style and skills.
4. The friendly atmosphere of the class reduces the fear of assessment. Teacher should encourage in every sphere for self-assessment. Peer assessment creates friendly atmosphere in the class.
5. Students should be encouraged to give answers by alternative untraditional methods.
6. Wrong answers can be used to analyse the level of child's understanding.
7. Only on the basis of final result to assess the child's ability is not a good idea, the decision should be process based.
8. The criteria for assessment should be shared with learner and parents, it will help them to explain that what is expected of them.
9. To motivate students and parents and for their involvement, the result of assessment should be communicated them by proper method or in proper way.
10. The traditional remarks, such as slow learner, poor performer, or intelligent child should be avoided.
11. Such activities should be evolved which involve instead of numerical efficiency, conceptual clarity.

WHY TO USE CCE

4.

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Improve learning

A major problem in learning in the country presently is the low performance level of pupils in schools. NCF, 2005, emphasizes the learner-centre instructional approach in view of raising the performance level. In effect, the continuous assessment system with a greater degree of pupil-centred learning can raise the general level of educational performance in the country.

To know what students know and can do

It is important that teacher must know what his students learning from his lectures and carry on by that base. Asking frequently questions and making a topic explained twice it will help the student to learn and understand better. If teacher knows what are their weak point and strong point.

No one left behind

Teacher should have an eye on everyone, each student must be observed on their basis and should give a more reliable study which would help a student to step up. If a student is unable to learn in the classes, he/she must be helped with extra tuition and remedial classes.

Improve teaching-learning process

Classroom assessment which provides feedback to students brings about improvement in learning as well as teaching. The information helps to identify the problems in teaching, tell whether the teaching of that particular topic was effective and helps to modify teaching-learning activities. When assessment and instruction are effectively intertwined, it enables teachers to meet individual learning needs in time.

Remediation & enrichment

Continuous assessment as a diagnostic tool enables both teachers and learners to understand the areas in which they are falling behind and take corrective measures. The

Catering to diverse learners

The continuous assessment helps the teacher to adapt her/his teaching strategies according to the needs of the learners so that all will have the chance to learn and succeed.

Feedback to students and parents

Through CCE the relationship of teachers with the students and parents become stronger. They come to know not just about the level of their children but also about how the teachers will be helping the learners to overcome the difficulty and how they can also contribute towards it.

Evaluation

The teacher will be able to evaluate a learner's overall progress at the end of the academic year after going through the frequent continuous assessment outcomes.

Comprehensive Evaluation

The 'comprehensive' component of CCE takes care of assessment of all round development of the child's personality. It includes assessment in Scholastic as well as Co-Scholastic aspects of the pupil's growth.

Compare and Contrast experiences

Learner should be assessed on the basis of her/his ability to draw upon the main ideas in the text by comparing and contrasting concrete situations, comparing across periods, cultures and worldviews.

5

When to Assess?

Continuous assessment has to occur frequently during the school year as a part of regular teacher-learner interactions to ascertain the knowledge, understanding and skills attained by learners. It has to be integrated into the teaching – learning process. Tasks used for assessment have to be justified in terms of the learning aims that they serve, and they can only work well if opportunities for pupils to communicate their understanding are built into the teaching-learning process.

How to Assess?

Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. It can be used to promote learning (assessment for learning) and also to discern whether learning has occurred (assessment of learning).

Designing Assessment

Assessment must be designed to reflect the variety of learning indicators expected from a given topic/subject. Teachers may resort to the assessment results obtained from self-assessment, peer assessment and their own assessment.

Self-Assessment

Students themselves should be taking responsibility for reflecting on and monitoring their own learning progress.

The self-assessment exercises enable learners to continuously review and strengthen their own understanding and to work together to peer review each other's understandings.

The learner should be able to state :

- Strengths— which area I am confident and the rationale
- Difficulties faced—which area I lack confidence

Peer Assessment

(Occasional) Effective feedbacks based on the specified criteria benefits both the student who gives the feedback and the student who receives it.

The students should be taught to write down :

- Strengths of the peer
- What she/he needs to improve upon

Teacher Assessment

Teacher needs to not only evaluate students' strengths and difficulties but also should construct appropriate tasks and supports and use strategies that enable students to learn. Teachers must also be aware of the learning differences and disabilities that are prevalent in the inclusive classroom. The emphasis should be on improvement of pupils rather than achievement. This means that the assessment has to be developmental as it seeks to identify difficulties and find out strategies that help to redress them.

- Strengths of the student
- Things which require improvement
- Measures to overcome the difficulties

6. **Methods of Assessment**

Various assessment tasks can be given to the learners to find out what they know and can do. This helps the teacher in knowing whether the learning outcomes have been achieved. Differentiated assignments and forms of testing to provide a more comprehensive and more valid assessment of pupil's ability, practical skills of presenting reports, analyzing data etc. and competencies acquired provide a more reliable indicator of the learner's performance in the subject. Assessment methods involving analytical thinking and problem solving skills and other competencies can help to acquire the critical thinking and logical reasoning abilities rather than pure memorization of facts. Taking into consideration that our learners are increasingly diverse our instructional plans and the resulting evidence also need to allow for a range of diversity. Teachers must be skilful in using various assessment tasks and tools according to the expected learning outcome such as observation, group discussions, debates, oral questioning, quizzes, role play, assignments, test papers, projects etc.

Assessment of Performance

While assessing performance, at times the process attains importance, for e.g. debates, discussion, role play etc. Performance assessments require and promote deeper analysis and learning than just measuring recall. In case of assessment methods like, presentation, art & craft etc. the quality of the product attains more importance than the process of creation.

Assessment of Written Responses

Assignments/Projects/Posters/slogan/notebook/test/ any other

Assessment of Oral Communication

Students' learning can be assessed through interactions with them by way of asking questions during instruction, observing students as they participate in group discussions, debates etc.

- Oral responses/group discussions/debates/any other.

PURPOSE OF CLASSROOM EVALUATION

General testing and specifically other evaluation methods can be categorised into the following categories :
in a sequence of well defined sets. On this basis, evaluation process can be

Placement Evaluation : In the beginning of teaching, to determine the performance of students, the evaluation which is used, is known as placement evaluation. It is related to the entrance performance of students, i.e. whether the student is able to be admitted in the class for which he is seeking admission. For this, different types of techniques are used, such as aptitude test, self-disclosure questionnaire, observational technique on admission test, etc.

Formative Evaluation

During teaching, to monitor the progress of learning, the evaluation which is used is called formative evaluation. The aim of it is to provide continuous feedback to teachers and students about the success or failure of learning. Feedback reinforces the successful learning of students and makes aware of specific errors, which need correction. Feedback provides opportunity to improve the teaching. Test used for formative evaluation are mostly teacher-made tests, but tests prepared by other agencies can also serve the purpose. To monitor the students progress and to recognize the learning errors, criticism techniques is also used. Because, formative evaluation is to improve learning and teaching, therefore it cannot be used for grading. For this purpose summative evaluation is used.

Diagnostic Evaluation

It is especially an expert process which is related to continued or suddenly arisen learning difficulty. When a student continually fails in mathematics, while all alternative methods are tried, then extensive diagnostic evaluation is needed. The aim of diagnostic evaluation is to determine the persistent learning problems and to prepare a remedial plan for it. For example, when a Hindi medium student takes admission in a English medium school, he understand the concepts but cannot express them, because he has linguistic difficulty.

Summative Evaluation

After finishing and implementing an education plan, to evaluate its desirability is summative evaluation, the aim of such evaluation is to know whether the scheme on plan should be continued or not. Clearly, the aim of such evaluation is to know whether a scheme should be continued or not and to find out which of several alternatives should be continued and which should be left out. Summative evaluation, generally done by teacher-made achievement test are objective and subjective paper-pencil tests. In this, other different factors can be included, laboratory work, project work, peers, assessment, and open-ended questionnaire.

Continuous and comprehensive evaluation goes with the admission of the child along with placement evaluation and continues for the whole year with diagnostic evaluation or formation evaluation, till the summative evaluation is done at the completion of the teaching plan.

(8) Areas Under CCE

(a) Scholastic Areas

Level	Classes	Techniques	Tools	Periodicity and Recording
Primary	I & II	• Observation • Oral • Written	• Observation Schedule • Oral questions • Question paper • Diagnostic test	• Day-to-day observation and recording by the teachers • At the end of competency/unit • Recording after the test
	III, IV, & V	• Oral • Written	• Oral questions • Question paper • Assignment • Project • Diagnostic test • Activity/experiment	• Unit-wise • Monthly • Terminal • Recording after the test
Upper Primary	VI to VIII	• Oral • Written • Practical	• Oral questions • Question paper • Assignment • Project • Diagnostic test • Activity/experiment	• Unit-wise • Monthly • Terminal • Recording after the test
Secondary	IX & X	• Written • Practical • Viva voce	• Question paper • Assignment • Project • Practical (activity/experiment) • Oral questions	• Unit-wise • Monthly • Terminal • Recording after the test
Higher Secondary	XI & XII	• Written • Practical • Viva voce	• Question paper • Assignment • Project • Practical (activity/experiment) • Oral questions	• Unit-wise • Monthly • Terminal • Recording after the test

(b) Co-Scholastic Areas

S. No.	Co-Curricular Activities	Personal Social Qualities including Attitudes and Values
I.	Literary 1. Reading/recitation 2. Debate/speech Making 3. Creative writing	Cleanliness Cooperation Punctuality/regularity Discipline/obedience Environmental stability Initiative Responsibility Diligence Environmental awareness Tolerance Appreciation of good qualities Leadership Truthfulness Patrolism Social service Civic sense Dignity of manual labour
II.	Scientific 1. Club activities 2. Nature study 3. Computer literacy	
III.	Artistic 1. Drawing 2. Painting 3. Embroidery 4. Craft 5. Sculpture	
IV.	Cultural 1. Music (instrumental/vocal) 2. Performing arts (dramatics/dance)	
V.	Physical (games/sports and yoga) 1. Indoor 2. Outdoor 3. Yogic exercises	Respect for elders/others Protection of environment Protection of cultural heritage
VI.	Miscellaneous 1. First aid 2. Red Cross 3. Scouting 4. NCC 5. NSS 6. Adventure activities 7. Other hobbies	

• Oral questions

TOPIC → No. B
DEVELOPMENT OF
LEARNING MATERIAL

Page-10 Concept Of Learning & Learning MATERIAL

1. Learning and Learning Material - the Meaning

Learning is a process of gaining or receiving knowledge of things in the world around us, through sight, sound, smell, taste and touch. Learning takes place in every one's life all the time from a very early stage in life, and human beings keep on learning all the time.

Learning starts from childhood and it is a continuous and life long process. Through learning an individual gains the skills to cope with life. Learning occurs in

Learning takes place in any environment and is wide in scope. The term as defined here is limited to forms of learning in formal and informal settings for adult learners, some of which can be used beyond a prescribed setting.

In this connection learning materials become an important tool in facilitating learning. There are different kinds of tools, which facilitate learning. The

The triangular relationship between learner, learning and material is always important. One can create a learning-friendly environment only through a balanced handling of these three elements. For the purpose of my deliberation I have given greater focus to learning materials than the other two important elements mentioned above. To understand the different dimensions of learning material we first need to ask the question: why learning materials?

2. Why Learning Materials?

Learning materials cannot be devised or thought of on their own without linking them with the bigger objective of an education programme. For any education programme - be it formal or informal - learning material is devised in a linking up with the curricular objective. A national educational programme defines a curricular objective.

Most often in the developing countries the communities in rural areas do not get adequate learning and teaching materials. In Nepal teachers in rural communities are left with a bare set of textbooks to use without additional learning materials. On top of that, very few teachers are trained to use locally available learning material and opportunities. As a result a large number of programme participants/learners do not achieve the learning objective. Different elements contribute to this situation and are related to:

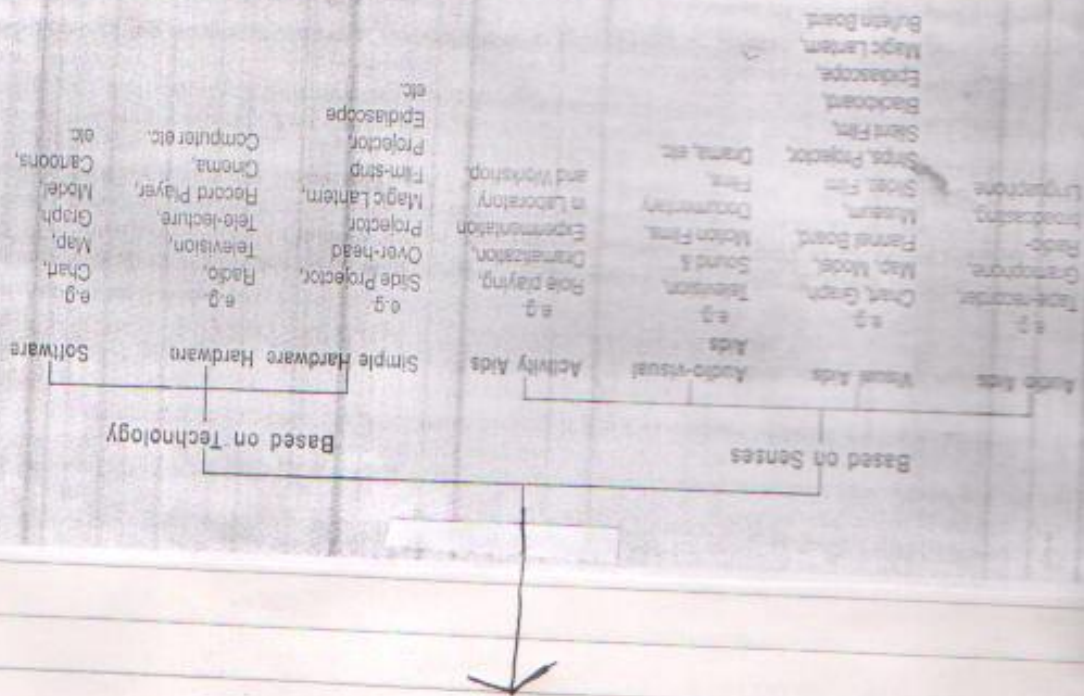
- lack of systematic programme planning in large scale
- low budget allocation
- inadequate training for teachers and facilitators
- selection system of teachers
- community mobilization plans for resource generation at the local level.

3. Need and Importance of LEARNING MATERIALS

In teaching-learning process, audio-visual aids are of immense value. With the help of these aids, teaching becomes more lively and effective. Kothari Commission has strongly recommended the use of audio-visual aids. Teaching aids to every school is essential for the improvement of the quality of teaching. It would indeed be an educational revolution in the country. There is no doubt that the teaching learning process becomes more effective for learners if these aids are used in the classroom. The following points highlight the importance of teaching aids.

1. **Helpful in creating interest :** The use of different aids by the teacher while teaching makes the teaching process more interesting for the learners. Sometimes, the teacher makes use of charts, film-strips, etc. projector and sometimes he just performs an experiment in the class. All this makes the teaching more interesting.
2. **Helpful in reducing verbalism :** Just lectures by the teacher is too much of verbalism. Too much verbalism makes the classroom environment dull and dry. Students get bored. The use of teaching aids reduces the verbalism and makes the environment more lively.
3. **Audio-visual aids bring reality in the classroom :** The use of teaching aids connects the teaching-learning with life. The learning becomes meaningful for the students.
4. **Appropriate for less intelligent students :** Teaching aids are very appropriate for less intelligent students. Students of this type do not understand much from the lecture of the teacher. They can learn easily with the help of aids.
5. **Helpful in bringing concentration :** When a teacher gives a verbal lesson in the classroom, it is possible that the attention of the students may divert. But if teaching aids are used, the attention of the students will be focused on a point.
6. **Supplementary to direct experiences :** Teaching aids are supplementary to the direct experiences. In case of direct experience of an event, some teaching aids are also used. It will make the students learn faster. It is not possible to take the children out for direct experiences. Sometimes, the object is too far. In other cases, it is not possible to bring the object in the class. In those situations pictures or charts can serve the purpose. For example, elephant, lion, crow, mouse etc. can not be brought in the classroom. Their models, pictures or charts can be used for teaching purposes.
7. **Helpful in developing various skills :** The use of teaching aids helps in the development of various skills in students. They learn how to draw a diagram of the topic. They also learn how to use the apparatus. When they face some problems in the conduct of an experiment, they apply their mind to solve the problem. Instructional aids are helpful in developing various skills.
8. **Meet the individual-difference requirement :** There are individual differences among the learners. Instructional aids help in meeting out the requirement of the students according to individual differences.
9. **More appropriate for large sized classes :** Large sized classes are common these days. It is not possible to solve individual difficulties of the students. But he can do so with the help of teaching aids.
10. **To bring change in traditional methods of teaching :** Lecture method was considered the only method in the ancient times. The text-books were considered as a helpful equipment. But today, the students are not content to confine themselves to a limited knowledge. They need wide and comprehensive knowledge through teaching aids. In this way, teaching aids are the reaction against traditional principles and methods.
11. **Expansion in curriculum :** We find that there is a rapid expansion in the curriculum in all the subjects. This is due to the English in the modern age. So instructional aids are needed to teach this wide curriculum in a short time and to make knowledge solid, stable, concrete and everlasting.
12. **Providing variety in the class :** Instructional aids provide variety in the class. Variety in the instructional aids helps the learners to have greater alternatives. Variety in learning situation is more appealing to the learners.
13. **Motivation :** The instructional aids motivate the students and arouse their feelings of curiosity. They keep the students fully absorbed and they try to learn more and more.
14. **Clarity and vividness to learning situation :** The use of the instructional aids gives clarity and vividness to learning situations. For example, we want to know about a drama. The film on it provides vivid and clear picture. Such clear picture is not possible by the study of books.
15. **Helpful in providing adequate impressions or images :** The instructional aids are very helpful in providing adequate impressions or images behind them. They are very helpful in providing stable and effective learning.
16. **Helpful in transfer of learning and teaching :** Whatever is learnt by the students during the teaching process at one time can be reinforced only when students make use of the same in other situations, situations related to it. It is possible when students develop the abilities of transferring these abilities from one situation to another. The instructional aids are helpful for the development of these capabilities.
17. **Learning becomes functional :** While learning through instructional aids, learning is based on experience. It becomes functional instead of being theoretical.

4 CLASSIFICATION OF LEARNING MATERIALS



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5 How to Develop and Produce Simple Learning Materials with Limited Resources

● Steps to Develop Learning Material

- (1) Identification of problem and need
- (2) Analysis of the problem
 - a. Resistance pattern/KAP
- (3) Analysis of the problem
 - a. Identification of need and motivating factors
 - b. Persuasion tactics
- (4) Objective setting
- (5) Selection of the topics
- (6) Format selection
- (7) Content arrangement
 - a. Script visual
- (8) Editing
- (9) Testing
- (10) Revision

● Ways to Develop Simple Learning Materials

Against this background on meaning, rationale and clarity of learning material the topic elaborates on a few tips for using different forms of possible communication format to facilitate learning in the communities. If a facilitator/material developer does not have the skills to develop learning material, there is always the possibility of using talent of different caliber available in the teaching and learning environment. In most communities there is always some natural talent in expressing feelings through song, the spoken word or symbolic visual forms. A good facilitator can always use such talent as a resource for devising learning material that suits the community.

The topics in this chapter suggest a few tips for use in audio-visual format and the print medium.



Health worker educating a community, written by Ate Hanyu

● Visual Formats

(1) Use of clip-art picture/illustration



Clip art: A collection of illustrations which cover common topics such as health education, nutrition, environment education and other issues related to the development of education. The clip art is imported in a computer to produce a computer graphic as per the requirements of the material as designed. In the absence of computers there are several ways of using and copying illustrations in clip art by tracing and copying and adapting to the needs of a local situation.



Tracing



Copying using charcoal



Enlarging

(2) Stick pictures

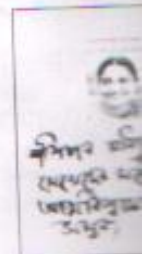
Stick pictures are simple to illustrate. You do not need to be an artist to be able to draw in this style. The point is just to convey the message. A facilitator, with a bit of practice, can find this picture form handy.



(3) Opportunities using magazines



Printed material could be a great resource for developing learning materials. There are always some kinds of printed materials like newspapers and magazines available in the community. With a bit of mobilization of learners or participants, there is always the possibility of collecting old magazines with pictures that can be used for creating learning material.



The magazines can be used for creating collages, reference drawings and tracing. It is up to the material developer.

(4) Use of local talent

As said earlier there is always talent among the participants or in a classroom situation. We will find different skills in writing and visualizing. It is only a matter of identifying them. As for the quality output, the illustration and their content do not have to sound at the beginning. The other participants can always chip in to enrich and improve. But for a learning purpose.

(c) Simple duplication method (mimeograph)

The mimeograph is a simple device for making copies of printed material at community learning center level. The copies can easily be made at small cost, and this method has proven to be an extremely useful means for duplication of simple learning material in the CLC-See Mimeograph Manuals for details.

(a) Illustrating through appropriate local material

The absence of adequate typeset material, there are many options that can be used for learning purposes. These can be 450 fine See Mimeograph Manuals for details.



(1) Use of local traditional media for learning

The ASLCLC centers there is a rich cultural heritage of music song and dances. They have been extremely important in the societies and communities in the region.



traditionally arrange the mediums have been used to pass on the messages on different mediums the medium has been used to communities in disguised forms.



(6) LIST OF SOME IMPORTANT LEARNING AIDS

1) Chalk-Board / Black-Board

Chalk-board is the commonest and cheapest aid that can be used without any difficulty in the classroom. It is an important and easily available form of visual aid. Even the most poorly-equipped classroom contains a chalkboard as an integral part of any class. It is the most widely used instructional material. It is very useful for the teacher properly.

2) Flannel-board

Flannel-board is also known as flat board. It is a rectangular wooden ply board on which a piece of flannel woolen or cotton cloth is tightly fixed on the board. This cloth covers the board. The teacher may fix the other pieces of paper on it. It is very easy to make. It is portable and can easily be used in the classroom.

3) Pictures

Pictures occupy an important place in visual aids. Pictures are used extensively in the learning of languages. to make verbal abstractions real and concrete. Pictures help teacher to avoid verbalism in his teaching by giving to what he is explaining. Children by nature like pictures. A great variety of pictures can be brought in an English class.

Following are the types of pictures :

- | | | |
|------------------------|---|-----------------|
| 1. Picture-post cards. | 2. Snapshots. | 3. Photographs. |
| 4. Wall-pictures. | 5. Clippings from newspapers and magazines. | |

4) Radio

Radio is an audio aid. It can be used in a number of ways for teaching English. The pronunciation of the students can be improved with the help of radio. Listening and speaking skills of the students can be developed with the help of radio.

5) Television

Television is a major audio-visual aid. It appeals to both hearing and sight senses. It is the most modern type of visual aid which has gained popularity in the world. The learners may see and listen to whatever is being said. Television is being used for teaching purposes in many big cities of our country. It is better aid than Radio. Television has been described as the head of audio-visual aids. It has become a powerful means of communication throughout the world.

6) Films and Film-strips

Films and film-strips are very useful aids for teaching. The film refers to the celluloid material on which a series of images are imprinted. This series of transparent images are projected with the help of projector on the screen. It is also accompanied with the motion of picture. The films are very useful aids which may be used in teaching.

7) Picture cut-out

Picture cut-outs can be used for presenting and practising new words and structures. The students can be given cut pictures from magazines and newspapers. Pictures of people, animals, birds, buildings etc., cut out from magazines and newspapers can be proved excellent teaching aids. To make such a cut-out, the picture is first pasted on a board then it is cut along the outline of the figure in the picture. These mounted pictures look almost like the real models. They can be used to create interesting situations in the classroom. They can bring variety in English teaching.

2

10

elin Board

James

q/e/s

himself

5

5

Page

SCHOOL RECORD DURING INTERNSHIP

CURRICULAR ACTIVITIES

A person's knowledge includes everything that has been experienced as a result of his perceptions of his external

substantive knowledge.

1. The cognitive outcomes of education are recently discovered and grouped into six major classes. (Knowledge, comprehension, application, analysis, synthesis and evaluation). The knowledge is clearly the business of scholarship. The cognitive mastery is the central purpose of education. The goal of Education is to provide

1. The cognitive outcome of education and
2. The non-cognitive outcomes of education

Generally achievement tests measure the learning outcomes of educational outcomes. They may be classified into two forms:

Achievement Tests Measure

The main focus of educative process is to improve the performance or learning of the students. The learning outcomes of the students are measured with the help of their achievement or performance. Performance assessment is the process of measuring the terminal behaviour of the students at the end of instruction. It is job of the teacher to measure whether the students have acquired concepts on achievement. And the psychologists believe that cognitive achievement is the best representation of the total behavioural change of students. The achievement tests are controlling process for teaching - learning activities. In the achievement test main emphasis is given on content coverage or course.

ACHIEVEMENT TEST

(1)

2:- Achievement is also a part of CCE.
Student will prepare 5 test of their learning subject.

environment or as a result of his internal reflection. The kind of knowledge schools or colleges are most concerned with is verbal knowledge. ...

II. Non-Cognitive outcomes of education.

- a) Flexibility in thinking
- b) Balance judgement
- c) Critical perception
- d) Educability
- e) Selectively, synthesizing ability
- f) Cultural awareness
- g) Motivation, persistence, creativity etc.

Uses of Achievement Tests

Achievement tests are generally used in education, industry, civil services and also for guidance and counseling and clinical purposes.

(a) Assignments of Grades - Standardized achievement tests are more often used to assign course grades in special programmes in Govt. industry and training courses.

(b) Promotion to Next Class: In education institutions the students are promoted to higher class on the basis of achievement test scores. In some government services promotion for next higher post is done on the basis of test scores.

(c) Classification of Individuals: Achievement tests are often used to classify students into special courses or curricula within school, high school or college.

(d) Counselling and Remedial Teaching: Achievement tests are very useful to the school psychologists and the clinical psychologists in the understanding the school difficulties of particular child. Achievement tests are used to indicate the school progress & effectiveness of learning situations.

(i) The diagnostic & achievement tests are designed primarily to help in counselling the remedial teaching of students who show difficulty in mastering certain school subject or topics.

(ii) The cause of truancy or poor conduct in the class room is often indicated by achievement tests. A very low score on an achievement tests can also indicative of a students difficulties in their conduct.

(c) Vocational Guidance: (i) Achievement tests are used in vocational guidance must be evaluated as predictors not as assessments. Tests scores are used essentially to forecast how well an individual is likely to perform later. (ii) If the predictive validity of the achievement test is not known for vocations in question the guidance is as good or bad as the counsellor's judgement.

(f) Measuring the Effectiveness of Learning Situations: There are three major factors contributing to the student attainment:

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- Page
- (i) Initial aptitude of students,
 - (ii) Effectiveness of learning experiences and
 - (iii) Nature of the test.
 - (iv) Achievement tests are useful in organization of school curriculum.

(g) Selection of individuals: The basic purpose of achievement tests to assess current performance, they are also useful as predictors of future behaviour. Achievement tests are used to select college students, office workers, higher jobs and govt. services on the basis of achievement tests scores or grades.

Limitations of Achievement Tests:

- (i) Pertains to the excessive standardization of instructions which ignores the individual difference.
- (ii) Achievement tests are so designed as to cover all important goals of educational area. No attention is paid for weightage of the proportion.
- (iii) It is difficult to develop such items to test understanding, critical evaluation, creativity and the application and appreciation of general principle.
- (iv) The students are frequently motivated to concentrate upon those aspects of a course which will lead to better performance or better achievement test scores, encourage the attitude of students.
- (v) Limitation is to decide the validity of the tests. Sometimes it has high predictive validity or sometime content validity.
- (vi) It is very difficult to eliminate the personal factors of test construction. Therefore reliability is affected.
- (vii) Problems of validation are to select the suitable criterion. Generally achievement tests are validated against the

Blue PRINT OF Teaching Subject

BLUE-PRINT

Type of Question	Knowledge	Comprehension	Application	Analysis	Total Marks
Multiple Choice	5	--	--	--	5
True/False	4	--	--	--	4
Matching Type	--	5	--	--	5
Short Answer	2	3	3	3	11
Type Fill in the blanks	3	2	--	--	5
Total no. of questions	4	10	3	3	30

teachers rating or examination scores i.e. is very crude criterion to validity the achievement test.

Procedure of Test Construction:

Stanley and Ross have given or enumerated four basic steps for the construction of a test:

- (1) Planning
- (2) Preparing
- (3) Trying out and
- (4) Evaluating

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2. CO-CURRICULAR ACTIVITIES

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Activities in the Month of November 16

Page

Activities in the Month of December

31.12.2020

CO-CURRICULAR ACTIVITIES

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activities in the Month of January 2017

Page:-

Activities During The Month of February

SCHOOL RECORD

12.

About the School

Name of the school :-

Area/ Place :-

Distance :-

Name of the Principal :-

No. of Rooms :-

No. of Classes :-

The No. of Students :-

Library facility :-

Working water facility :-

Transport facility :-

Canteen :-

Cleanliness :-

The No. of Staff members :-

Result of the school :-

No. of Play grounds :-

MORNING ASSEMBLY REPORT

Page

4.

SCHOOL TIME TABLE

MORNING ASSEMBLY REPORT

Cumulative Record Card

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General Data

(a) Name of the Student
(b) Date of Birth (in words) (in figures)
(c) Name of Father
(d) Address
(e) School where studied

Name of the School	Year of Joining	Class of Joining	Year of leaving	Class left	Reason of leaving
--------------------	-----------------	------------------	-----------------	------------	-------------------

Should be filled once in the beginning of the year.

Year	Total Working days	Attended actually	Leave, absence etc. with reasons
------	--------------------	-------------------	----------------------------------

to be filled in twice a year.

Family Background

(a) Occupation of Father

(b) Qualification of Father

(c) Occupation of Mother

(d) Qualification of Mother

(e) Economic Status

(f) Special Home Conditions

(g) Position of the Pupil in the family

(To be filled in at the time of admission)

Maintenance of School Records

Physico - Medical Report

(a) Height

(b) Weight

(c) Chest measurement (i) Normal (ii) Expanded

(d) Eye-sight

(e) Any thing Special

(f) General Health

Scholastic Achievement

Subjects

English

Maths

etc.

Co-curricular Activities

Name of activity

Notable Interests Rating

(a) Physical

(i) Indoor games

(ii) Outdoor games

(b) Intellectual

(c) Social

(d) Recreational

(e) Artistic

Pupil's Preferences

(a) Favourite school subject or subjects

(b) Subject liked the least

(c) Pupil's general attitude to school

Remarks by the Headmaster

Attendance Register of the _____[illegible]

November 2016

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[illegible]

bag

[illegible]

December 2016
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[illegible]

192

[illegible]

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January 2017

Month of _____

	Fine	Remarks
9		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		
31		

Long

[illegible]

Febuary 2017
for 28

Month of

[illegible]

