



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)
Belur Math, Howrah - 711 202, West Bengal

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

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

Documents showing the different activities for evolving indicated assessment tools



Swami Vidyamritananda
Principal (Offg.)
Ramakrishna Mission Sikshanamandira
Belur Math, Howrah-711202, W.B.



1. Teacher made written tests essentially based on subject content

To develop the competency among the student-teachers to evolve the tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses through written tests essentially based on subject content, which is a very important aspect of teaching-learning process, Sikshanamandira has incorporated 'Achievement Test' in the curriculum. Teacher-trainees first learn the procedures of developing a subject content based achievement and practise it thoroughly before implementing it in the real situation during their Internship.

B.Ed. Curriculum 2022-23

- v. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre
- vi.

Course – 126

Development of Evaluative Tool – (Achievement Test) (EPC -3) - 40 (20+20) Marks

Preparation of Evaluative Tool (Achievement Test) in each method subject and submission of the report to the concerned method teachers in the institution. The report is to be prepared according to the following headings-

- a) Concept of Achievement Test
- b) Selection of Topic (Unit)
- c) Identification of learning Course Learning Outcome
- d) Preparation of blue print
- e) Development of questions
- f) Preparation of answer keys
- g) Application of Achievement Test
- h) Evaluation of answer scripts
- i) Reporting the Results

Presence of Achievement test in Course-126 of B.Ed. Curriculum



Course – 131

Evaluation & Management in Education– 100 Marks (Theory - 80 & Practicum – 20)

1st Half

Evaluation in Education - 40 Marks

Course Learning Outcome: After undergoing the course content, the student-teacher will be able to:

- *Get basic knowledge of assessment for learning.*
- *Know the process of evaluation and its uses.*
- *Write educational Course Learning Outcome.*
- *Know different techniques of evaluation, tools of evaluation and their uses.*
- *Know different characteristics of instruments of evaluation.*
- *Know different types of teacher made tests and will construct them.*
- *Compute simple statistics to assess the learning.*

Contents

Unit I Concept of Test, Measurement, Assessment & Evaluation	<ul style="list-style-type: none"> a) Meaning and nature of Test, Examination, Measurement, Assessment & Evaluation b) Distinguish among Test, Examination Measurement, Assessment and Evaluation c) Nature and purpose of Evaluation. d) Measurement & Evaluation in Language, Social Sciences, Science and Mathematics. e) The status of educational measurement in India.
Unit II Test Constructions	<ul style="list-style-type: none"> a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization. b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio. c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms d) Construction of a Standardized Achievement Test.
Unit III Approaches and Types of Evaluation	<ul style="list-style-type: none"> a) Formative & Summative Tests b) Diagnostic & Prognostic Tests c) NRT and CRT d) Written & Oral Tests e) Essay type & Objective type Tests f) Semester system g) Continuous and Comprehensive Evaluation h) Computer in evaluation
Unit IV	a) Scoring and Grading. Analysis of Score and Its Interpretation

**Presence of Achievement test in Course-131 of B.Ed.
Curriculum**



2. Observation modes for individual and group activities

Observation mode for individual and group activity is an important tool of assessment of learning. At Sikshanamandira, we have incorporated this important 'Observation Mode' in the curriculum so that teacher-trainees practise it thoroughly before implementing it in the real situation during their Internship.

Trainee-teacher gets the opportunity of practising the Observation mode in two way:

1. **Micro-Teaching Practice:** During this practice they observe and give scores to their peer groups.
2. **Group Discussion under Communicative Skill:** Here, the trainee-teachers learn how to observe and assess the performance of a Group Discussion participant.

Micro-Teaching Practice

Course – 127

School Attachment: 3 Weeks - 35 Marks

(Micro Teaching)

- Three weeks of School Attachment Programme, within twenty weeks of school internship programme, shall be carried out during the second semester in local/nearby school(s). After required practicing in their own teachers' education institution, the student teachers may be attached to regional language medium schools; and the rest may be placed in other schools.
- In this semester the student teachers shall practice micro teaching skills with the help of their Subject Supervisors and at the end of the practice micro teaching programme, student teachers shall be required to submit a report consisting of practice micro teaching lessons and the peer feedback sheets to the institution.
- Out of 3 Weeks, 2 Weeks for LD and Micro teaching skill practice and one week school visit for Micro teaching is to be held.
- In each school one or two group leaders can be selected among the student teachers for smooth functioning of the Micro Teaching.

Presence of Micro Teaching in Course-127 of B.Ed. Curriculum



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

RAMAKRISHNA MISSION SIKSHANAMANDIRA

Belur Math, Howrah 711202

PEER-OBSERVATION SHEET FOR MICRO-TEACHING (COURSE-127)

NAME OF THE STUDENT:

ROLL NO. :

SUBJECT:

TOPIC (CLASS):

N.B. :	
Very Good	=5
Good	=4
Average	=3
Poor	=2
Very Poor	=1

SKILLS	COMPONENT	RATING (Tick any one)					TOTAL out of 25
		5	4	3	2	1	
INTRODUCING A LESSON	Securing student attention						
	Assessing motivational level						
	Relate to prior knowledge						
	Specifying the points to be taken for teaching						
	Using appropriate devices						
EXPLANATION	Objective of the units						
	Clarity and precision of language						
	Continuity and relevance						
	Using relevant examples						
	Stimulus variation for maintaining attention						
QUESTIONING	Precision and clarity of language						
	Linking with specific learning objectives						
	Refocusing and re-directing						
	Using student response						
	Prompting						
USE OF BLACK BOARD	Clarity and purpose						
	Legibility of handwriting and drawing						
	Line, space and time						
	Use of proper equipments/ devices						
	Use proper student's response						
REINFORCEMENT	Appropriateness of reinforcement						
	Positive and negative reinforcement						
	Verbal and non-verbal reinforcement						
	Interactive reinforcement						
	Immediate/ delayed reinforcement						
CLOSURE	Summarization						
	Link with future lesson						
	Link with real life activities						
	Evaluation						
	Adequacy of assignment						

SUGGESTION /REMARKS (IF ANY):

EVALUATOR'S SIGNATURE

Format of feedback from Micro-Teaching Practice



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal



RAMAKRISHNA MISSION SIKSHANAMANDIRA BELUR MATH, HOWRAH

PRACTICE TEACHING 20..... / 20.....

PEER FEEDBACK PROFORMA

Name of the Trainee :

Roll No. :

Class :

Subject :

Date :

1. a. Voice : -
b. Exposition :-
c. Delivery :-
2. Questioning :-
3. Use of Teaching Aids :-
4. Use of Blackboard :-
5. Student Participation :-
6. Lesson Plan :-
7. Command over the Subject :-
8. Attention to the whole class :-
9. Classroom Management :-
10. Remarks (if any) :-

Name of Observer Trainee :

Roll No. :

Peer feedback proforma



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)
Belur Math, Howrah - 711 202, West Bengal

Group Discussion

2nd Half

Instructional Technology - 40 Marks

Course Learning Outcome: The student-teachers will be able to:

- Understand the theoretical bases of Instruction.
- Understand bases of Instructional Designs.
- Develop own perception about Approaches to Instruction.
- Develop own understanding about Classroom Management with skills of teaching.

Contents

Unit I Concept of Instruction & Instructional Course Learning Outcome	a) Concept, nature, types of Instruction. b) Guidelines of Designing Instructional Systems. c) Concept of Educational & Instructional Course Learning Outcome. d) Revised Taxonomy of instructional Course Learning Outcome (cognitive, affective and psychomotor).
Unit II Instructional Design	a) Meaning and Types (objective based, skill based, competency based, learner style based, value based). b) Approaches to instructional design (training psychology, cybernetic psychology, system analysis). c) Direct instruction and indirect instruction.
Unit III Approaches & Strategies to	a) Approaches & Strategies to Instruction: Constructivist approach, Cooperative and Group Discussion , Games, Debate, Quiz and Seminar.

Presence of Group Discussion in Course-113 of B.Ed. Curriculum



Group Discussion



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal



Group Discussion

3. Performance tests

Course – 116

Psychology Practical (EPC 1) – 50 Marks

List of Psychology Practical Topic:

- Measurement of Intelligence (Verbal-WAIS Scale and Nonverbal- Block Design, Cube Construction).
- Testing Personality Traits (Cattle's 16 PF).
- Measuring Levels of Anxiety (by any standardized test).
- Measuring introversion by any standard and Inventory kindness.
- Measuring adjustment by any standard adjustment Inventory
- Attitude/ Interest.
- Self-concept assessment by administrating and standard scale.
- Measuring creativity by and standard activity scale.
- Measuring Motivation by and standard motivation scale.
- Long term Memory Test by C. B. Durivedi.

Presence of Psychological Practical as a form of performance test in Course-116 of B.Ed. Curriculum



4. Oral assessment

Oral assessment is an important part of our B.Ed. Curriculum. Oral assessment is taught in almost all pedagogy subjects to the teacher-trainees. Oral assessment is also taught in the general paper: Evaluation & Management in Education (Course Code 131). Trainees learn various aspects of Oral test like types of oral test, when to administer oral test, how to take oral test etc. The exclusive application of oral tests in the overall assessment procedure is also taught to the trainees so that they effectively choose the right assessment tool depending on the learning engagement provided to the learners and to analyse as well as interpret the result.

Here are some snippets of our B.Ed. curriculum with the relevant portions highlighted showing the presence of oral assessment in the pedagogy subject papers and general paper as well.



Course – 131

Evaluation & Management in Education– 100 Marks (Theory - 80 & Practicum – 20)

1st Half

Evaluation in Education - 40 Marks

Course Learning Outcome: After undergoing the course content, the student-teacher will be able to:

- Get basic knowledge of assessment for learning.
- Know the process of evaluation and it uses.
- Write educational Course Learning Outcome.
- Know different techniques of evaluation, tools of evaluation and their uses.
- Know different characteristics of instruments of evaluation.
- Know different types of teacher made tests and will construct them.
- Compute simple statistics to assess the learning.

Contents

Unit I Concept of Test, Measurement, Assessment & Evaluation	<ul style="list-style-type: none"> a) Meaning and nature of Test, Examination, Measurement, Assessment & Evaluation b) Distinguish among Test, Examination Measurement, Assessment and Evaluation c) Nature and purpose of Evaluation. d) Measurement & Evaluation in Language, Social Sciences, Science and Mathematics. e) The status of educational measurement in India.
Unit II Test Constructions	<ul style="list-style-type: none"> a) Test Construction and its Standardization — Meaning and Nature, Principles and Methods of Test construction and standardization. b) Scales of Measurement- Nominal, Ordinal, Interval, Ratio. c) Criteria of Standardized test a) validity b) reliability C) objectivity d) usability e) norms d) Construction of a Standardized Achievement Test.
Unit III Approaches and Types of Evaluation	<ul style="list-style-type: none"> a) Formative & Summative Tests b) Diagnostic & Prognostic Tests c) NRT and CRT d) Written & Oral Tests e) Essay type & Objective type Tests f) Semester system g) Continuous and Comprehensive Evaluation h) Computer in evaluation
Unit IV Tools and Techniques of Evaluation	<ul style="list-style-type: none"> a) Scoring and Grading, Analysis of Score and Its Interpretation b) Tabulation of data c) Graphical representation of Data (Histogram, frequency Polygon, Ogive) d) Measurement Central Tendency e) Measurement of dispersion

and assistance in teaching mathematics and Evaluation

- Quiz, puzzles – their roles in mathematics teaching learning.
- c) The mathematics laboratory : its nature and use
- d) Good Mathematics text books : features
- e) Good Math teacher: Qualities
- f) Importance of evaluation in mathematics.
- g) Types of evaluation in mathematics (Formative, Summative, Diagnostic, and prognostic)
- h) Techniques of evaluation (oral, written, achievement test, observation).

Presence of Oral assessment in the Mathematics Pedagogy paper of B.Ed. Curriculum.



<p>Unit III Important Aspects of Teaching and Evaluation in Life Science</p>	<ol style="list-style-type: none"> Improvisation of materials in Life Science teaching. Meaning and scope of the concepts – Scientific Aptitude, Scientific Temper and Nurturance of Special Talents. Qualities of a good Life Science Text Book. Evaluation of Life Science Syllabus in Secondary and Higher Secondary Stages in West Bengal. Types of evaluation in Life Science (Formative, Summative, Diagnostic, and prognostic) Techniques of evaluation (oral, written, achievement test, observation).
---	--

Presence of Oral assessment in the Life Science Pedagogy paper of B.Ed. Curriculum.

<p>and evaluation of Teaching Computer Studies</p>	<ol style="list-style-type: none"> Legal & Copy Right Issues regarding Downloading Material from Inter-Net. Viruses and protection System. Critical Evaluation of the Syllabus of the 'Modern Computer Application' prevailing in Secondary Education System in West Bengal. Computerization of School Library and Office. Importance of Mass Literacy in Computer Studies. Importance of evaluation in Computer Studies. Types of evaluation in Computer Studies (Formative, Summative, Diagnostic, and prognostic) Techniques of evaluation (oral, written, achievement test, observation). Evaluation of Computer Studies Syllabus in Higher Secondary level in W.B.
---	--

Presence of Oral assessment in the Computer Studies Pedagogy paper of B.Ed. Curriculum.

<p>Unit III Aspects of Teaching History & Evaluation in History</p>	<ol style="list-style-type: none"> History Teacher: <ol style="list-style-type: none"> Qualities and Functions of History Teacher. History Teacher and Controversial Issues. Role of History teacher in Action Research. Art of Questioning in History Teaching, Brain Storming Questions Importance of evaluation in History. Types of evaluation in History (Formative, Summative, Diagnostic, and prognostic) Techniques of evaluation (oral, written, achievement test, observation).
--	--

Presence of Oral assessment in the History Pedagogy paper of B.Ed. Curriculum.



RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Govt. Aided (WB) Autonomous Post-Graduate College under University of Calcutta)

Belur Math, Howrah - 711 202, West Bengal

<p>Unit III Evaluation in Geography</p>	<ul style="list-style-type: none"> a) Importance of evaluation in Geography. b) Types of evaluation in Geography (Formative, Summative, Diagnostic, and prognostic) c) Techniques of evaluation (oral, written, achievement test, observation). d) Evaluation of Geography Syllabus in Secondary & Higher Secondary level in W.B.
--	---

Presence of Oral assessment in the Geography Pedagogy paper of B.Ed. Curriculum.

<p>Unit-III Aspect, Teaching Aids, Equipments, Assistance and Evaluation in Teaching Music</p>	<ul style="list-style-type: none"> a) Good music text books: features. b) Behavioural/ instructional Course Learning Outcome of music teaching. c) Art of questioning in music teaching, Brain storming, Question, Probing questions. d) Principles of framing the music syllabus e) Techniques of evaluation in music (oral, written, practical, observation), Types of evaluation in music (Formative, Summative, Diagnostic etc) f) Evaluation of music syllabus in H.S level of W.B.C.H.S.E.
--	--

Presence of Oral assessment in the Music Pedagogy paper of B.Ed. Curriculum.



5. Rating Scales

B.Ed. Curriculum 2022-23

Engagement with Field/Practicum – 10 Marks

- i) Writing educational Course Learning Outcome, learning experience and corresponding evaluation techniques, General and specific Course Learning Outcome.
- ii) Designing **Rating scale**, Questionnaire, Interview Schedule in a given a topic.
- iii) Framing Different types of questions.
- iv) Preparation of Blue Print and a question paper.
- v) Prepare graphs and use statistics for analysis of test result.

Presence of Rating Scale as a Practicum in Course-131 of B.Ed. Curriculum