Final
~: Lesson Plan :~

School: Henry Derozio H.S. Academy	Subject: Physical Science
Class: VIII	
No of students present:	Topic: Metal and Non-metal
Time: 45 minutes	
Date: 29.11.2022	Day's lesson: Metal and non-metal
Teacher's name: Madhurima Deb	

~: General Objectives :~

1. To arouse interest for Physical Science among students.
2. To develop reasoning and thinking ability among students.
3. To promote scientific attitude among students.
4. To develop appreciation for scientific literature.
5. To prepare students for the future in the light of past and present.

~: Behavioural Objectives :~

1. Students will discuss concept of metals.
2. Students will explain concept of non-metals.
3. Students will learn physical properties of metals and non-metals.
4. Students will identify chemical properties of metals and non-metals.
5. Students will recognise uses of metals and non-metals.

-: Teaching Aids :-

Description	Context to use
1) Chalk, duster, pointer, and writting board	Will be used during presentation.
ii) Chart	Characteristics of metals.
iii) Dice model	to show metals and non-metals

—: Major Instructional Material :-

1. Concept of metals.
2. Conapt of non-metals.
3. Physical properties of metals and non-metals.
4. Chemical properties of metals and non-metals.
5. Uses of metals and non-metals.

—: Preparation :—

1. What is car made up of?
2. What kind of material is iron?
3. What is pencil made up of?
4. What kind of material is graphite?

-: Announcement :—

Today we will discuss on the topic of 'Metals and non-metals'.

-: Presentation :-

Learning Items	Teachers behaviour	Learners behaviour	Learning Outcome
(i) Concept of metals:-			
	1. What are metals?	Materials that are hard, shiny, good conductor of heat, malleable etc. are called metals.	Students have Understood Concept of metals.
	2. Give some examples of metals.	Copper, iron, aluminium, magnesium etc.	
(ii) Concept of non-metals:-			
	3. What are non metals?	Materials that are not hard, dull in appearence., bad conductor of electricity are called non metals.	Students have learnt Concept of non-metals.
	4. Give examples of non-metals.	Sulpher, Oxygen Carbon di Oxide etc.	
(iii) Physical characteristics of metals and non-metals:-			
a. Malleability:	5. What is malleability?	The property of metals by which they can be beaten into thin sheets is called malleability.	
	6. Which materials show the property of malleability?	Metals.	

Learning Items	Teachers behaviour	Learners behaviour	Learning Outcome
b. Ductility:			
	7. What is ductility?	The property of metals by which they can be drawn into wire are called ductility.	Students have Understood Physical Properties of metals and non-metals.
	8. Give few examples of metals who are used for ductility.	Aluminium, copper are used to more wires.	
c. Sonorous:			
	9. What is meant by Sonorous?	Materials that produce sound on beating are called sonorous.	
	10. Which kind of materials are sonorous in nature?	No material other than metals are sonorous.	
	11. Using which property do we, ring bells?	Sonorous.	
d. Hardness:			
	12. Which materials are hard in nature?	Metals.	
	13. Which metal is liquid in room temperature?	Mercury.	

Learning Items	Teachers behaviour	Learners behaviour	Learning Outcome
(iv) Chemical properties of metals and non-metals :-			
a. Reaction with Oxygen :	14. What do metals produce reacting with oxygen?	Metalic Oxide.	Students have learnt Chemical Properties of metals and non-metals.
	15. Whose oxides are basic in nature?	Metals.	
	16. Whose oxides are acidic in nature?	Non-metalic oxides	
	17. Name metals that do not react with oxygen at high temperature.	Silver and gold.	
b. Reaction with water :	18. What is produced when metals react with H_2O?	Hydroxides, Oxides and hydrogen gas	
	19. How do non-metals react with H_2O?	Generally non-metals do not react with H_2O.	
C. Reaction with acid and bases :	20. How metals react with acids ?	Metals produce. Salts and hydrogen.	

Learning Items	Teachers behaviour	learners behaviour	Learning outcome
	21. How non-metals react with a acid?	Generally non-metals do not react with acids.	
	22. How does metals react with bases?	Metals generally don't react with bases.	
	23. Name some metals that do react with base.	Aluminium, lead, Zinc etc.	
(V) Uses of metals and non-metals :—			
	24. Which materials are used in making purple coloured solution which is used in wounds?	Non-metals.	Students have understood uses of metals and non-metals.
	25. Which materials are used to make crackers?	Non-metals.	
	26. Which materials are used in making automobiles?	Metals.	

-: Use of writting board :-

Writting board will be used to write theories, example for better understanding of students.

-: Application :-

1. Explain how metals react with acids and bases?
2. What is ductility? Give example of some metals that posses ductility.
3. How metals react with H_2O?
4. Write uses of metals.
5. Write physical characteristics of metals.

-: Assignment :-

1. Write difference between metals and non-metals.

-: Reference :-

S. Chand's book of Science.

By - S. Chand

Examined
29/11/2022

29/11/22

FINAL LESSON PLAN

School- Henry Derozio Academy	Sub- Science
Class- XII	General sub- Life Science
No. of the Students Present - 12	TOPIC- Reproduction in Plants
Time- 40 mins	Lesson unit
Date- 29/11/2022	Unit-1 Vegetative Propagation in Plants
Teacher's Name- Saronista Pal	Unit-2 Asexual Reproduction of Plants
	Unit-3 Sexual Reproduction of Plants
	Day's Lesson- Vegetative Propagation in Plants (unit-1)

General objectives

① To arouse interest among students for life Science.
② To develop thinking, reasoning analysing powe of students
③ To develop appreciation of scientific literature among the students
④ To develop appreciation of scientific attitude among the students
⑤ To Prepare the students for the future in the light of the past and Present

Behavioural objectives

① Students will explain about the concept of reproduction in Plants.
② Students will discuss about the Modes of Reproduction in Plants.
③ Students will recognize about the vegetative propagation of Plants
④ Students will solve about the Natural vegetative Propagation of Plants
⑤ Students will discuss about the advantage and disadvantage of vegetative Propagation.

Teaching Aids

Description	Context of use
① Black board, chalk, Duster and Pointer.	① will be used when required for writing
② Chart- Different vegetative parts of Plant.	② It will be used to generate the concept regarding class

Major instructional Material.

① Concept of Reproduction in Plants
② Modes of Reproduction in Plants
③ vegetative propagation of Plants
④ Natural vegetative Propagation of Plant.
⑤ Advantage and Disadvantage of vegetative propagation.

Preparation

① What fruits do you eat?
② What is inside the fruit?
③ After eating the fruit, if seeds are dropped, what happens when the seed germinate

④ What will happen if a branch of rose or marigold is cut and buried in the ground
⑤ In this way, what is the process by which a seed-log seedling and a plant from the branch of a tree is prepared is called?

Announcement

Today we will discuss on the topic 'vegetative Propagation in Plant'.

Presentation

Learning items	Teacher's Behaviour	Learner's Behaviour	Learning outcome
① Concept of Reproduction in Plant:-			
To Produce its kind is a characteristic of all living organisms The production of new individuals from their parents is known as reproduction. Plant reproduction is the creation of new plants by one or more parent plants. Most plants have roots stems and leaves. These are called the vegetative parts of a plant. After a certain period of growth. Most plants bear flowers. We eat the fruits and usually discard the seeds. Seeds germinate and form new plants. Flowers perform the function of reproduction in plants. Flowers are there productive parts.	① What is reproduction?	① The production of new individuals from their parents is known as Reproduction.	Students have learnt about the concept of Reproduction in plants.
	② What is reproduction in plants?	② Plant reproduce is the creation of new plants by one or more parent plants.	
	③ What are the different vegetative parts of plant?	③ Roots, stems and leaves.	
	④ What is the reproductive parts of plant?	④ Flower.	
	⑤ How many types of reproduction in plants?	⑤ 3 types.	Students have learnt about the Modes of Reproduction in Plant.
② Modes of Reproduction in plants:		⑥ vegetative Propagation, Asexual reproduction, sexual reproduction.	
There are several ways by which Plants Produce their offspring. These are categorised into three types - (i) vegetative Propagation (ii) Asexual Reproduction (iii) Sexual Reproduction. In asexual reproduction Plants can give rise to new plants without seeds, where as in sexual reproduction new	⑥ What are the 3 types of reproduction of plants		
	⑦ What is vegetative propagation	⑦ Reproduction is through the vegetative parts of the plant, it is known as vegetative propagation.	

Learning items	Teacher's Behaviour	Learners Behaviour	Learning outcome
Plants are obtained from seeds. In vegetative Propagation, new plants are obtained from roots, stems and leaves.	⑧ How many types of vegetative Propagation? What are?	⑧ Vegetative Propagation are mainly two types-	Students have learnt about the vegetative Propagation of Plants
③ Vegetative Propagation of Plants:-	⑨ What are the organs of vegetative Propagation?	(i) Natural vegetative Propagation (ii) Artificial vegetative Propagation.	
It is a types of asexual reproduction in which new Plants are Produced from roots, stems, leaves and buds since reproduction is through the vegetative parts of the plant, it is known as vegetative Propagation.	⑩ Which is grown by vegetative Propagation by stem?	⑨ The Roots. stems leaves and nodes.	
		⑩ Rose. Potato etc.	
		⑪ Sweet Potato and Dahlia etc.	
Vegetative Propagation are mainly two types (i) Natural vegetative Propagation (ii) Artificial vegetative Propagation.	⑪ Which is grown by vegetative Propagation by Roots?		
④ Natural vegetative Propagation of Plants:-	⑫ Which is grown by vegetative Propagation by leaves?	⑫ Bryophyllum.	Students have learnt about the Natural vegetative Propagation of Plants.
Natural vegetative Propagation are mainly three types (i) By roots (ii) By stems (iii) By leaves	⑬ What is vegetative bud?	⑬ A part from flower buds, there are buds in the axil of leaves which develop into shoots. These buds are called vegetative buds.	
Curd a branch of rose or champa with a node. This piece of branch is termed a cutting. Bury the cutting in the soil. A node is a part of Stem at which a leaf arises. Water the cutting every day. After of some days roots to come out and new leaves to arise. A part from flower buds there are buds in the axil of leaves which develop into shoots. These			

Learning items	Teacher's Behaviour	Learner's Behaviour	Learning outcome.
buds are called vegetative buds. A bud consists of a short stem around which immature overlapping leaves are present. vegetative bud can also give rise to new plants Potatoes, ginger, turmeric etc are propagated through the stem of plants in the process of vegetative Propagation. Roots of some plants can also give rise to new plants Sweet Potato and dahlia are example. Bryophyllum has buds in the margins of leaves If a leaf of this plant falls on a moist soil each bud can give rise to a new plant.	(14) Write the one Advantage of vegetative Propagation?	(14) Plant Produced by vegetative Propagation take less time to grow and bear flowers and fruits earlier than those Produced from seeds.	Students have learnd abaut the Natural vegetative Propagation of Plant.
(5) Advantage and Disadvantage of vegetative Propagation:- Advantage of vegetative Propagation are:- (1) Plants Produced by vegetative Propagation take less time to grow and bear flowers and fruits earlier than those Produced from seeds. (11) The new Plants are exact copies of the Parent Plant as they are Produced from a single Parent. (*) Disadvantages of vegetative reproduction are- (1) Does not Produce new variety. (11) Leads to overcrowding around the parent plant. (111) very little Possibility of dispersal.	(15) Write the one disadvantage of vegetative Propagation?	(15) Does not Produce new variety.	Students have learnt abaut the Advantage and Disadvantage of vegetative Propagation.

USE OF Blackboard

Important term, Facts of Reproduction of plant Modes of reproduction and vegetative propagation will be written and drawn on the black board for better understanding of the students.

Application

① What is Reproduction in Plants?

② What is vegetative Reproduction?

③ What are the advantages of vegetative propagation?

④ What is vegetative bud?

⑤ What are the disadvantage of vegetative propagation?

ASSignment

① How do the Plants like Sugarcane, Potato and Rose Reproduce when they cannot produce seed?

Refference

Lakhmir Singh's Science for class XII

By

Lakhmir Singh

Manjit Kaur.

Examined
29/11/2022

29/11/22

Final lesson plan

School - Henry Derozio Academy Hls School	Subject - Social Science
Standard - VIII	Area - Civics
Present -	Topic - Public facilities
Time - 40 minutes	Unit-I - Public facilities meaning & types
Date - 29/11/2022	Unit-II - Importance & Need of Public facilities
Teacher - Niha Majumder	Unit-III - Water as a part of fundamental Right
	Today's lesson - unit-I - Public facilities meaning and types

General Objectives

(1) To develop the scientific and social attitude among the students through the study of civics

(2) To generate civic sense among the students through the study of civics

(3) To develop the sense of ideal citizenship among the students

(4) To develop the sense of nationalism among the students

(5) To enable the students to understand national and international relations

Behavioural Objectives

(1) The students will discuss the meaning of Public facilities.

(2) The students will identify the main objectives of Public facilities.

(3) The students will discuss the types of Public facilities

(4) The students will discuss water as an important Public facility

(5) The students will discuss Importance and need of Public facility.

Teaching Aids

Description	Context of use
① Usual classroom aids – Blackboard, Duster, Chalk pointer.	① These items will be used as required
② Specific aids – Picture to show types of facilities and a Model to demonstrate	② Picture and Model will be shown and explained for better learning of the students

Major Instructional Materials

① Meaning of Public facilities

② Main objectives of Public facilities

③ Types of Public facilities

④ water as an important public facility

⑤ Importance and need of Public facility.

Preparation

① What are the needs of a human being

② What do transportion and Hospitals provides us?

③ Who provides us these facilities?

④ What does the toilets in between the city Known as?

⑤ If we sum up all the facilities provided to us. It is Known as –

Announcement

So, Today we will discuss about meaning and types of Public facilities.

Presentation

Learning items	Teacher's Behaviour	Learner's Behaviour	Learning Outcome
Meaning of public facilities – Public facilities are service provided by the government to its citizens without having basic need fulfilments, a person cannot stay or cannot live peacefully. Some of the important facilities includes heath care facilities, transport facilities, infrastructure facilities sanitation facilities etc. The important characteristics is that once it is provided, its benefits can be provided by many people. eg: a school in a village which enables many kids to get education.	① What are public facilities?	① Anything that are provided for the needed demands	The students have learnt the meaning of Public facilities
	② What are public facilities?	② facilities provided by the government	
	③ Who provide these facilities?	③ Government	
	④ Name some of the Public facilities.	④ Health facilities, transport facilities	
	⑤ Write an example of showing benefit of Public facilities.	⑤ One school can provide education to all	
Main objectives of Public facilities – Public facilities are the facilities which are provided by the government to meet the basic needs of the people. Its main objective is to provide these public facilities to citizens and business to manage social and economic activities more smoothly.	⑥ Whom does the government provides these facilities?	⑥ Citizens	The students have learnt the main objective of Public facilities
	⑦ What can be managed by the invention of Public facilities?	⑦ Social and economic activities	
	⑧ Why Public facilities are being provided?	⑧ To meet the basic needs of the people	

Learning items	Teacher's Behaviour	Learner's Behaviour	Learning outcome
Types of Public facilities — Government provides many public facilities which intern satisfy the basic needs of a human being. Some of them are — Infrastructure — It includes public roads, bridges, highways, dams and electricity in India. Sanitation — It is an important aspect of public facilities. It must be planned to create a cleaner environment. Major sanitation facilities are public toilets, Hazardous waste management etc. Public transport — Transportation is one of the main aspect of life. It includes railways and buses, airlines etc. However air connection is still a problem. Health care facilities — It includes hospitals, healthcare centres, etc. It should be provided at a regular pace for better human lives. Water as an important public facility — First, water should be available in public water treatment facilities. The canal should be constructed to make water available for agriculture use. The government should also purify the drinking water and treatment facilities to ensure that harmful particles are removed from industries.	(9) Name some types of Public facilities.	(9) Infrastructure, Sanitation, health etc.	The students have learnt the types of Public facilities
	(10) What the infrastructure is included?	(10) Road, bridges etc.	
	(11) What does the Sanitation include?	(11) Public toilets, waste management	
	(12) What comes under public transport?	(12) Railways buses etc.	
	(13) What does the healthcare include?	(13) Hospitals, health care centres.	The students have learnt that water is an important public facility
	(14) What is the most important public facility?	(14) Water	
	(15) What should be constructed to make water available for agriculture?	(15) Canal	
			The students have learnt the importance and need of public facilities

Use of BlackBoard

To write the name of the chapter and its units to elaborate the types of Public facilities

Application

1. Define Public facilities
2. Name some essential public facilities
3. Why water is considered as an important Public facility?
4. Write the role of transportation in our life.
5. Why do we need public facilities?

Assignment

1. List some more public facilities and give examples.

Reference

1. Social Science - Madhuban Publication
2. Public Administration - M. Laxmikant

Examined
29/11/2022

29/4/22

Final Lesson Plan

School — Barjala H.S School	Subject — English
Standard — VI	Area — Prose
Present — [illegible]	Topic — 'Desert Animals'
Time — 50 min	Today's Lesson — 'Desert Animals'
Date — 06/12/22	
Teacher — Kakali Nath	

General Objectives

(i) To help the pupils to learn their skill of listening, speaking, reading & writing in English.
(ii) To help the pupils enrich their vocabulary.
(iii) To enable them to express orally and in writing what they will learn.
(iv) To create the sense of affection towards English language.

Behavioural Objectives

(i) The students will discuss the gist of the prose.
(ii) The students will impart loud reading of the prose correctly.
(iii) The students will write down the meaning of the words.
(iv) The students will explain it about Desert.
(v) The students will discuss about Geerbils.
(vi) The students will explain about Desert animals.
(vii) The students will answers the questions.

Teaching Aids

Description	Content of Use
(i) Black board, duster, chalk, book.	(i) Will be used during presentation and explanation of the lesson.
(ii) Model and chart showing the lesson.	(ii) Will be shown while discussing the lesson.
(iii) Pointer	(iii) Will be used to show content of chart and model.

Major Instructional Materials

(i) Gist of the prose
(ii) Loud Reading
(iii) Vocabulary
(iv) Explanation
(v) Question and Answer.

Preparation

To introduce the students to them towards the lessons, the following questions will be asked :-

(i) which animal can live without water ?
(ii) which state lacks water?
(iii) which animal lives in the desert?
(iv) where can we see cactus?
(v) where is the desert in India?

Announcement

So, today we will learn about the prose 'Desert Animals'

Presentation

Learning Items	Teacher's Behaviour	Learner's Behaviour	Learning Outcome
Gist of the Lesson			
Desert is a place with no water means the driest place on earth and the lesson 'Desert Animals' is all about the animals who live in the desert. It throws light on the ways the animals in the desert adapt themselves to the weather of the desert and the	The teacher will tell the students regarding the gist of the prose.	The students will listen carefully the gist dictated by the teacher.	The students have learnt the gist of the prose.

Learning Items	Teacher's Behaviour	Learner's Behaviour	Learning Outcomes
different methods they use to adjust with its harsh life.			
Loud Reading			
Deserts are the driest ... them cannot pierce through.	The teacher will impart loud reading.	All the students will follow the teachers.	The students to impart loud reading correctly
	The teacher will ask some of the students to impart loud reading, one by one.	The selected students will impart the loud reading one by one and rest of the students will follow them.	
Vocabulary			
Word Meaning	Teacher will ask or help the students to find out meaning of difficult or unknown words from the text.	The students will answer and write down meaning of the words from the text.	The students have learnt the meaning of words and have enriched their vocabulary.
1) Survive – Live			
2) Scorching – Very hot			
3) Pebbly – Stony			
4) Harmless – Non-violent			
5) Poisonous – Spiteful			
6) Forage – search for food.			
7) Amusing – Enjoyable			
8) Swallow – Consume.			
9) Suspicious – Questionable			
10) Moisture – Dampness			

Learning Items	Teacher's Behaviours	Learner's Behaviour	Learning Outcomes
Explanation Desert Animals story will throw light on the life of desert animals. Moreover it explains how they use different unique ways for adapting to the harsh atmosphere in the deserts. It begins by telling us how deserts are the driest places on earth. The animals living in deserts have to develop their capacity to adapt. For instance, gerbils spend the hottest part of the day in their underground burrows. Similarly, to get water in their mouth, the darkling beetles catch the drops of moisture on their lights and lift them into the air. Moreover, the Rocky deserts of America have 'Rattle Snake'. Another animal living in the desert is a mongoose. Further, there are camels who have long shaggy coats for keeping warm in	The teacher will explain the selected portion of the lesson and ask questions to the students. (1) Which are the driest places on earth? (2) For how long do the deserts remain dry and without rain? (3) Which place remain without rainfall for months or even years? (4) Who spends the hottest part of the in cool underground burrows? (5) Who catches drops of moisture on their legs? (6) What is the minimum length of snake? (7) Most of the snake are what?	The students will listen to the teacher carefully and will answer the following questions. * Deserts. * Sometimes for months or even years. * Desert. * Gerbils. * Darkling beetles. * 15 cm. * They are quite harmless.	The students have understood and answer the question The students have learnt about the Deserts. The students have explained about the Gerbils.

Learning Items	Teacher's Behaviour	Learner's Behaviour	Learning Outcomes
winter and shorter, tidier coats in the summer for keeping cool. Further, it explains their ability to survive for many days without food and water. There are two different kinds of camel in the desert 'the Dromedary' (It has only single hump) and 'Bactrian Camel' (It has two humps). People usually think that camel's hump is a storage container and it stores water in it. But actually, humps are full of fat. This fat feeds the camels when they have nothing to eat. They can use this fat to fill their stomach for days.	(8) Who can kill a human being with just one bite?	* Poisonous snakes	The students have understood about the Rattlers.
	(9) What is rattlesnake also called?	* Rattlers.	
	(10) Who cannot hear the noise of its own tail makes?	* Rattlers.	
	(11) Who has two hump?	* Bactrian Camel	
	(12) How most of the snake hear things?	* Through vibrations in the ground.	The students have learnt about the voles.
	(13) Who are voles?	* A small plant-eating rodents	
	(14) How do rattle-snake kill their prey?	* With venom.	
	(15) Who kills their prey with venom?	* Rattlesnake.	The students have understood about desert animals.
	(16) Who like to hunt together?	* Mongooses.	

To use of Blackboard will be judiciously for the following purpose

(i) To write down word meaning — survive, searching, harmless, amusing etc.

(ii) To write down the questions and answers.

Application

(1) How do darkling beetless catch drops of moisture?
(2) How do snakes hear things?
(3) Howmany different kinds of snake are three?
(4) How do camels get moisture?
(5) why are deserts so thinly populated?

Home Assignment

(1) Give one example how the desert animals survive in harsh conditions.

References

(1) History of English literature
(2) Oxford Dictionary.
(3) https://www.vedantu.com.

Examined
06/12/2022

Examined
06/12/22

পাঠপরিকল্পনা

বিদ্যালয়ের নাম:— নুতনগঞ্জ-বুড়োমা শ্রী কালিকা বিদ্যালয়
শ্রেণী – 'সপ্তম'
শাখা – 'ক'
উপস্থিতি –
সময় – ৪০ মিনিট
তারিখ – ০৫.১২.২০২২
শিক্ষকের নাম – তনিমা সরকার

বিষয় – ইতিহাস
সাধারণ পাঠ – মধ্যযুগের ইতিহাস;
বিশেষ পাঠ – উপজাতি, যাযাবর এবং স্থায়ী বাসিন্দা
একক ১ – "সুদূর অতীতের দিনগুলি থেকে উপজাতি সমাজ",
একক ২ – "উপজাতি কারা?"
একক ৩ – "যাযাবর এবং ভ্রাম্যমাণ পশুপালক গোষ্ঠীর জীবন ধারণ করত?"
আলোচ্য পাঠ – একক ১ – "সুদূর অতীতের দিনগুলি থেকে উপজাতি সমাজ।"

সাধারণ উদ্দেশ্য:-

১. ইতিহাস পাঠের মাধ্যমে শিক্ষার্থীদের মধ্যে ঐতিহাসিক সচেতনতা জাগ্রত করা।
২. ইতিহাস পাঠের মাধ্যমে শিক্ষার্থীদের মধ্যে সৃজনশীল চিন্তনের বিকাশ করা।
৩. ইতিহাস পাঠের মাধ্যমে শিক্ষার্থীদের মধ্যে দেশাত্মবোধ জাগ্রত করা।
৪. ইতিহাস পাঠের মাধ্যমে শিক্ষার্থীদের ইতিহাস পাঠে আগ্রহী করা।
৫. ইতিহাস পাঠের মাধ্যমে শিক্ষার্থীদের অতীত দিনগুলির সম্পর্কে জানার প্রয়োজনীয় ভূমিকা।

আচরণগত উদ্দেশ্য:-

১. শিক্ষার্থীরা উপজাতি সমাজ সম্পর্কে আলোচনা করবে।
২. শিক্ষার্থীরা উপজাতি গোষ্ঠীর লোকেদের পেশার সম্পর্কে বর্ণনা করবে।
৩. শিক্ষার্থীরা উপজাতিদের স্ব-শাসিত নিয়ম পদ্ধতি সম্পর্কে ব্যাখ্যা করবে।
৪. শিক্ষার্থীরা উপজাতি গোষ্ঠীর লোকেদের বাসস্থান সম্পর্কে আলোচনা করবে।
৫. শিক্ষার্থীরা উপজাতি গোষ্ঠী ও বর্ণবাদী সমাজের পারস্পরিক সংঘাত ও পারস্পরিক নির্ভরশীলতা সম্পর্কে বর্ণনা করবে।

শিক্ষণ সহায়ক উপকরণ	বর্ণনা	ব্যবহার
① সাধারণ শিক্ষণ সহায়ক উপকরণ:-	পাঠ্যপুস্তক, চক, ডাস্টার, ব্ল্যাকবোর্ড,	① পাঠদান প্রক্রিয়া চলাকালীন প্রয়োজন মত সাধারণ উপকরণগুলির ব্যবহার করা,
② বিশেষ শিক্ষণ সহায়ক উপকরণ:	বিষয় সম্পর্কিত চিত্র, চার্ট, নির্দেশক দণ্ড।	② পাঠদান প্রক্রিয়া চলাকালীন প্রয়োজন মত বিশেষ উপকরণগুলির ব্যবহার করা,

মুখ্য শিক্ষণ অংশ

১. উপজাতি সমাজ।
২. উপজাতি গোষ্ঠীর লোকেদের পেশা।
৩. উপজাতিদের স্ব-শাসিত নিয়ম পদ্ধতি।
৪. উপজাতি গোষ্ঠীর লোকেদের বাসস্থান।
৫. উপজাতি গোষ্ঠী ও বর্ণবাদী সমাজের পারস্পরিক সংঘাত ও পারস্পরিক নির্ভরশীলতা।

অনুমান

১. আমরা অতীতের কথা কোন বই থেকে জানতে পারি?
২. আমরা ইতিহাস পড়ি কেন?
৩. ইতিহাসের জনক কে?
৪. ইতিহাসকে কয়টি যুগে ভাগ করা হয় ও কী কী?
৫. প্রাচীন, মধ্যযুগ, আর আধুনিক কী বলা হয়?

পাঠঘোষণা

আজ আমরা 'বৈদিক, সমাজ ও ধর্ম, অর্থনীতি' এর সূত্র 'বর্ণ ভিত্তিক সমাজের বাইরে উপজাতি সমাজ' সম্পর্কে আলোচনা করব।

উপস্থাপন

শিখন বিষয়বস্তু	শিক্ষকের আচরণ	শিক্ষার্থীর আচরণ	শিখন সম্প্রাপ্তি
① উপজাতি সমাজ :— বর্ণভিত্তিক সমাজব্যবস্থার বাইরে আরও কিছু সমাজব্যবস্থা ছিল যেগুলো ব্রাহ্মণদের প্রচলিত আচার অনুষ্ঠান রীতিনীতি মেনে চলত না, এবং বর্ণভিত্তিক জাতিভেদ সমাজ বিভাজনে বিশ্বাস করত না। এই ধরনের সমাজকে 'উপজাতি সমাজ' বলা হত।	* বৈদিক সমাজব্যবস্থার পাশাপাশি আর কী কী সমাজব্যবস্থা ছিল? * যারা ব্রাহ্মণদের প্রচলিত আচার অনুষ্ঠান রীতিনীতি মেনে চলত না? * এরা কী রকম সমাজ বিভাজনে বিশ্বাস করত না? * তারা বর্ণভিত্তিক জাতিভেদ সমাজ বিভাজনে বিশ্বাস করত না? * এই ধরনের সমাজব্যবস্থাকে কী বলা হয়?	→ বর্ণভিত্তিক সমাজব্যবস্থার। → বর্ণভিত্তিক সমাজব্যবস্থার বাইরের সমাজব্যবস্থা। → বর্ণভিত্তিক জাতিভেদ সমাজ বিভাজনে। → বর্ণভিত্তিক সমাজব্যবস্থার বাইরের সমাজব্যবস্থা। → উপজাতি সমাজ।	① শিক্ষার্থীরা উপজাতি সমাজ সম্পর্কে জানল।
② উপজাতি গোষ্ঠীর লোকেদের পেশা:— প্রতিটি উপজাতি গোষ্ঠীর লোকেরা আত্মীয়তার সূত্রে আবদ্ধ ছিল। অনেক উপজাতি গোষ্ঠী ছিল কৃষিনির্ভর, আবার অনেকে ছিল পশুশিকারী, খাদ্য সংগ্রাহক এবং পশুপালক।	* প্রতিটি উপজাতি গোষ্ঠীর লোকেরা কীসের সূত্রে আবদ্ধ ছিল? * তারা আত্মীয়তার সূত্রে আবদ্ধ ছিল? * উপজাতি গোষ্ঠীর লোকেদের পেশা কী ছিল? * তারা খাদ্য সংগ্রাহক? * তারা পশুপালক?	→ আত্মীয়তার সূত্রে। → প্রতিটি উপজাতি গোষ্ঠী। → অনেকে কৃষিনির্ভর, অনেকে পশুশিকারী, খাদ্যসংগ্রাহক। → উপজাতি গোষ্ঠী। → উপজাতি গোষ্ঠী।	② শিক্ষার্থীরা উপজাতি গোষ্ঠীর লোকেদের পেশা সম্পর্কে জানল।

উপস্থাপন

শিখন বিষয়বস্তু	শিক্ষকের আচরণ	শিক্ষার্থীর আচরণ	শিখন ফলশ্রুতি
③ উপজাতিদের স্ব-অনুশাসিত নিয়ম পদ্ধতি:— এই সকল উপজাতিদের অন্তর্ভুক্ত সদস্যরা একই কাজ করে। উৎপাদিত ফসল বা সংগৃহীত দ্রব্য এরা নিজেদের মধ্যে ভাগ করে নেয়, আবার সকলে একই জীবনযাপন করে। নিজেদের স্ব-অনুশাসিত নিয়ম পদ্ধতি অনুসারী হয়ে নিয়ন্ত্রিত হয়।	* উপজাতিদের সদস্যরা কী কাজ করে? * উৎপাদিত ফসল বা সংগৃহীত দ্রব্য এরা কী করে? * কারা উৎপাদিত ফসল বা সংগৃহীত দ্রব্য নিজেদের মধ্যে ভাগ করে নেয়? * কারা সকলে একই জীবনযাপন করে? * উপজাতিরা কীভাবে নিয়ন্ত্রিত হয়?	→ একই কাজ করে। → নিজেদের মধ্যে ভাগ করে নেয়। → উপজাতিরা। → উপজাতিরা → নিজেদের স্ব-অনুশাসিত নিয়ম পদ্ধতি অনুসারী।	③ শিক্ষার্থীরা উপজাতিদের স্ব-অনুশাসিত নিয়ম পদ্ধতি সম্পর্কে জানল।
④ উপজাতি গোষ্ঠীর লোকেদের বাসস্থান:— এই বিভাগ অনুযায়ী উপজাতীয় গোষ্ঠীর লোক এই উপমহাদেশের বিভিন্ন প্রান্তে ছড়িয়ে রয়েছে। এদের অধিকাংশ বনাঞ্চল, পাহাড়, মরুভূমি এবং বদ্বীপ এলাকায় বসবাস করে।	* কারা এই উপমহাদেশের বিভিন্ন প্রান্তে ছড়িয়ে রয়েছে? * এই বিভাগ অনুযায়ী উপজাতীয় গোষ্ঠীর লোক কোথায় ছড়িয়ে রয়েছে? * উপজাতি গোষ্ঠীর লোক কোথায় বসবাস করে? * কারা বনাঞ্চল, পাহাড়, মরুভূমি এবং বদ্বীপ এলাকায় বসবাস করে?	→ এই বিভাগ অনুযায়ী উপজাতি গোষ্ঠীর লোক। → এই উপমহাদেশের বিভিন্ন প্রান্তে। → বনাঞ্চল, পাহাড়, মরুভূমি এবং বদ্বীপ এলাকায়। → উপজাতি গোষ্ঠীর লোক।	④ শিক্ষার্থীরা উপজাতি গোষ্ঠীর লোকেদের বাসস্থান সম্পর্কে জানল।
⑤ উপজাতি গোষ্ঠী ও বর্ণহিন্দু সমাজের পারস্পরিক সংঘাত ও পারস্পরিক নির্ভরশীলতা:— কখনো কখনো বর্ণহিন্দু সমাজের সাথে ওদের সংঘাত হত, বিভিন্ন স্থানে এই সকল	* কাদের সাথে বর্ণহিন্দু সমাজের সংঘাত হত? * উপজাতি গোষ্ঠীর লোকেদের সাথে কাদের সংঘাত হত?	→ উপজাতি গোষ্ঠীর লোকেদের সাথে। → বর্ণহিন্দু সমাজের।	⑤ শিক্ষার্থীরা উপজাতি গোষ্ঠী ও বর্ণহিন্দু সমাজের পারস্পরিক সংঘাত ও পারস্পরিক নির্ভরশীলতা সম্পর্কে জানল।

উপস্থাপন

শিক্ষণ বিষয়বস্তু	শিক্ষকৰ আচৰণ	শিক্ষাৰ্থীৰ আচৰণ	শিক্ষণ সামগ্ৰী
উপজাতি গোষ্ঠীসমূহ নিজাতৰ স্বাধীন অস্তিত্ব আৰু সংস্কৃতি বৰ্তাই ৰাখিব চেষ্টা কৰে, কিন্তু জাত-পাত ভিত্তিক সমাজ তথা উপজাতি গোষ্ঠী গুলি বিভিন্ন প্ৰয়োজনৰ পশুসমূহৰ ওপৰত নিৰ্ভৰশীল আছিল। প্ৰত্যেক সাংস্কৃতিক সম্পদ আৰু নিৰ্ভৰতা পূৰ্ব উপজাতি সমাজসমূহৰ পৰিবৰ্তন নিৰূপণ।	* কেনেকৈ নিজাতৰ স্বাধীন অস্তিত্ব আৰু সংস্কৃতি বৰ্তাই ৰাখিব চেষ্টা কৰে? * কোন পশুসমূহৰ ওপৰত নিৰ্ভৰশীল আছিল? * কোন প্ৰয়োজনসমূহৰ ওপৰত নিৰ্ভৰশীল আছিল? * কিদৰে উপজাতি সমাজৰ পৰিবৰ্তন হয়?	→ উপজাতি গোষ্ঠীসমূহ। → জাতপাত ভিত্তিক সমাজ আৰু উপজাতি গোষ্ঠী। → বিভিন্ন প্ৰয়োজন। → সাংস্কৃতিক সম্পদ আৰু নিৰ্ভৰশীলতা।	

শ্যামফলকৰ কাৰ্য

পাঠটোৰ শিৰোনাম 'উপজাতি, যাযাবৰ আৰু স্থায়ী কৃষিকৰ'ৰ সূত্ৰ' পাঠৰ আধাৰত শিক্ষকে উপজাতি সমাজ সম্পৰ্কীয় বিভিন্ন বিষয় শ্যামফলকত লিখি দিব। যেনে- বৰ্ণব্যৱস্থা আৰু সমাজ বিভাজন, উপজাতি সমাজ, খাদ্য সংগ্ৰহ, পশুপালন, স্ব-অনুশাসিত নিয়ম, যাযাবৰী সমাজ, সাংস্কৃতিক সম্পদ, নিৰ্ভৰশীলতা ইত্যাদি।

মূল্যায়ন

১. উপজাতি সমাজ কাক বোলা হয়?
২. উপজাতি গোষ্ঠীৰ লোকসকলৰ পেচা কি আছিল?
৩. উপজাতি গোষ্ঠীৰ লোকসকল কিদৰে স্ব-অনুশাসিত নিয়ম পদ্ধতি অনুসৰি নিয়ন্ত্ৰিত হয়?
৪. উপজাতি গোষ্ঠীৰ লোকসকল কেনেধৰণৰ বসবাস কৰে?

গৃহকাৰ্য

১. উপজাতি গোষ্ঠীৰ লোকসকল কেনেধৰণৰ স্থানত বসবাস কৰিছিল? উপজাতি গোষ্ঠীৰ লোকসকল কিয় স্বাধীন আছিল?
২. বিভিন্ন সাংস্কৃতিক সম্পদ আৰু নিৰ্ভৰশীলতাৰ যাযাবৰী সমাজ আৰু উপজাতি গোষ্ঠীৰ মাজত সমাজসমূহৰ পৰিবৰ্তন নিৰূপণ কৰা?

সহায়ক গ্ৰন্থ

১. 'আমাৰ অতীত-দ্বিতীয় খণ্ড' (অষ্টম 2021) S.C.E.R.T. ISBN No- 40954. Page no - 72-73
২. ... 'ভাৰতৰ ইতিহাস', (... 2001).

পাঠপরিকল্পনা - ১

বিদ্যালয়ের নাম - নবনগর মুসলিম শ্রেণী বালিকা বিদ্যালয়	বিষয় - বাংলা
শ্রেণী - 'অষ্টম'	অধিকরণ পাঠ - গদ্য
শাখা - 'ক'	শিখন পাঠ - 'অতিথি উৎসব'
উপস্থিতি -	প্রথম ১ - "ত্রিপুরার রাজধানী ..... রাজকুমারী দেখা দিলেন।"
সময় - ৪০ মিনিট	প্রথম ২ - "মিষ্টান্নপূর্ণ ..... উৎসব শেষ হলো।"
তারিখ - ০৫.১২.২০২২	প্রথম ৩ - "সেকালের ..... দেখতে পাচ্ছি।"
শিক্ষকের নাম - অমিয় সাহা	আলোচ্য পাঠ - প্রথম ১ - "ত্রিপুরার রাজধানী ..... রাজকুমারী দেখা দিলেন।"

সাধারণ উদ্দেশ্য :-

১. ক্রমসঞ্চারী পাঠের মাধ্যমে গদ্যাংশটির অর্থবোধ, মর্মার্থ, রসসৌন্দর্য উপলব্ধিতে সাহায্য করা।
২. ভাষাজ্ঞানের বিকাশ সাধন ও কল্পনাশক্তির বৃদ্ধি করা।
৩. গদ্য পাঠের প্রতি শিক্ষার্থীদের আগ্রহী ও অনুরাগী করে তোলা।
৪. শিক্ষার্থীদের চিন্তন, বুদ্ধি, বিশ্লেষণ সৃজনশীল ক্ষমতার বিকাশ সাধন করা।
৫. বাংলা গদ্য সাহিত্যের বৈশিষ্ট্যগুলির সঙ্গে শিক্ষার্থীদের পরিচয় ঘটানো।

আচরণগত উদ্দেশ্য :-

১. শিক্ষার্থীরা পাঠটি সরব পাঠ ও নীরব পাঠ করবে।
২. শিক্ষার্থীরা গদ্যাংশটির বিষয় ও বক্তব্য অনুধাবন করবে।
৩. গদ্যাংশে ব্যবহৃত বিভিন্ন নতুন শব্দের অর্থ ও প্রয়োগ শিক্ষার্থীরা ব্যাখ্যা করবে।
৪. শিক্ষার্থীরা গদ্যাংশটির রচনাগত বিশেষত্ব পর্যালোচনা করবে।
৫. শিক্ষার্থীরা গদ্যাংশটির ব্যাকরণগত বিষয়গুলি পর্যালোচনা করবে।

শিক্ষণ সহায়ক উপকরণ

বিবরণ	ব্যবহার
পাঠ্যপুস্তক, চক, ডাস্টার, বিষয়সম্পর্কিত চিত্র, বোর্ড নির্দেশক পয়েন্টার।	পাঠদান প্রক্রিয়া চলাকালীন প্রয়োজনমত এই উপকরণগুলি ব্যবহার করা।

মূল্য নির্ধারণ সূচক

১. গদ্যাংশটির সরব ও নীরব পাঠ।
২. গদ্যাংশটির বোধ উপলব্ধি।
৩. প্রশ্নোত্তর।
৪. গদ্যাংশটির রচনাগত বিশেষত্ব।
৫. শব্দার্থ, শিক্ষার্থীদের কাজ।

অনুসন্ধান

১. বাংলা গদ্য ও সাহিত্যে আমরা কী কী বিষয় অধ্যয়ন করি?
২. মানুষ যখন ভ্রমণ করে তখন তাকে কী বলা হয়?
৩. বাংলা গদ্যের ভ্রমণকাহিনী লেখকের নাম লিখ।
৪. আগে ত্রিপুরার রাজধানী কোথায় ছিল?
৫. তোমরা অতীতে যত যত দেবস্থান যেখানে গিয়েছ সেখানে কী অভিজ্ঞতা হয়েছে?

পাঠ ঘোষণা

আজ আমরা মাতাবাড়ী উদয়পুর ভ্রমণকাহিনী নিয়ে আলোচনা করব।

উপস্থাপন

শিক্ষণ বিষয়বস্তু	শিক্ষকের আচরণ	শিক্ষার্থীর আচরণ	শিখন ফলশ্রুতি
মাতাবাড়ি উদয়পুর — ত্রিপুরার রাজধানী আগরতলা থেকে প্রায় ৫৫ কিলোমিটার দূরে উদয়পুরের অন্যতম শহর উদয়পুর হিন্দু ধর্মাবলম্বীদের একটি মাতাবাড়ি অন্যতম "ত্রিপুরেশ্বরী" মন্দির। মন্দিরের প্রাচীন নাম ছিল মাতাবাড়ি। আর যেখানে মন্দিরের ইতিহাস সুপ্রাচীন অতীত। ১৫০১ সালে ত্রিপুরার রাজা ধন্যমাণিক্য এই মন্দিরের প্রতিষ্ঠাতা।	চার্ট, মানচিত্র, চিত্র ও তথ্য সম্বলিত ছবি শিক্ষার্থীদের সামনে প্রদর্শন করব।	শিক্ষার্থীরা মনোযোগ সহকারে ও আগ্রহের সহিত অনুসরণ করবে।	শিক্ষার্থীরা আগ্রহ ও মনোযোগ সহকারে অনুসরণ করবে।
	অনুসন্ধান — শিক্ষার্থীদের নিয়ে যাব — মাতা বাড়ি এবং আশেপাশের স্থান ঘুরিয়ে দেখাব।		
	ব্যাখ্যা — বিষয়বস্তু ও সংশ্লিষ্ট বিষয়গুলি আলোচনা করব।		শিক্ষার্থীরা ব্যাখ্যা বিষয়বস্তু সম্পর্কে জানতে পারবে।
রাজা ধন্যমাণিক্য স্বপ্নাদিষ্ট হয়ে বাংলাদেশের চট্টগ্রামের চন্দ্রনাথ পাহাড় থেকে দেবী ত্রিপুরেশ্বরীকে এখানে নিয়ে আসেন এবং উদয়পুরে প্রতিষ্ঠা করেন। কথিত আছে, বস্তুতপক্ষে মন্দিরের ভিতরে প্রতিষ্ঠিত হলেও তার [illegible] দেবীমূর্তি কষ্টিপাথরের তৈরী। [illegible] ত্রিপুরা [illegible] দুটি মূর্তি রয়েছে।	শিক্ষক — শিক্ষার্থীদের সঠিক উত্তর প্রদানের প্রক্রিয়াটি প্রশ্নের মাধ্যমে বুঝিয়ে দেবেন।	শিক্ষার্থীরা মনোযোগ সহকারে শুনবে।	
	① ত্রিপুরার রাজধানীর নাম কী?	→ আগরতলা	শিক্ষার্থীরা ত্রিপুরার উদয়পুর অবস্থিত ত্রিপুরেশ্বরী মন্দির একটি তীর্থস্থান সে সম্পর্কে জানতে পারবে।
	② উদয়পুর কোথায় অবস্থিত?	→ আগরতলা থেকে প্রায় ৫৫ কিলোমিটার দূরে।	
	③ হিন্দু ধর্মাবলম্বীদের একটি তীর্থস্থান অন্যতম কোনটি?	→ "ত্রিপুরেশ্বরী মন্দির"।	

উপস্থাপন

শিক্ষণ বিষয়বস্তু	শিক্ষকের আচরণ	শিক্ষার্থীর আচরণ	শিক্ষণ সামগ্রী
সর্বপ্রথম [illegible] হয়, শিক্ষক এই মন্দিরের [illegible] সম্পর্কে [illegible] করে ত্রিপুরা [illegible] শিক্ষার্থীদের [illegible]	(৪) কোথায় অবস্থিত? [illegible]	→ [illegible]	শিক্ষার্থীর
[illegible]	(৫) কে এই মন্দির নির্মাণ করেন?	→ মহারাজ ধন্যমাণিক্য।	রাজা ধন্যমাণিক্য স্বপ্নাদিষ্ট হয়ে দেবী ত্রিপুরাসুন্দরীকে [illegible] চট্টগ্রাম [illegible] উদয়পুরে প্রতিষ্ঠা করে [illegible]
[illegible]	(৬) কত সালে এই মন্দির প্রতিষ্ঠিত হয়?	→ ১৫০১ সালে।	
[illegible]	(৭) কে স্বপ্নাদিষ্ট হয়েছিলেন?	→ রাজা ধন্যমাণিক্য।	
[illegible]	(৮) ধন্যমাণিক্য কোথা থেকে দেবী ত্রিপুরাসুন্দরীর বিগ্রহ নিয়ে আসেন?	→ বাংলার [illegible] চট্টগ্রাম [illegible] থেকে।	
[illegible]	(৯) চট্টগ্রাম [illegible] কোথায়?	→ চট্টগ্রাম।	
[illegible]	(১০) বিগ্রহ [illegible] হয়েছিল?	→ [illegible]	
[illegible]	(১১) কখন মন্দির স্থাপন করা হয়?	→ [illegible]	
[illegible]	(১২) দেবী মূর্তি কোন পাথরের তৈরী?	→ কষ্টি পাথরের।	
[illegible]	(১৩) [illegible] ছিলেন।	→ [illegible]	মন্দিরের [illegible] মূর্তি [illegible]
[illegible]	(১৪) [illegible]	→ শিব [illegible]	[illegible]
[illegible]	(১৫) [illegible] মূর্তি কোথায় [illegible] হয়?	→ [illegible]	[illegible] শিক্ষার্থীর [illegible]
[illegible]	(১৬) কে দক্ষের কন্যা?	→ শিব পত্নী সতী।	
[illegible]	(১৭) সতী কে?	→ শিব পত্নী।	
ত্রিপুরাসুন্দরী [illegible]	(১৮) শিব পত্নী [illegible]	→ বিষ্ণু [illegible]	
ত্রিপুরাসুন্দরী [illegible]	(১৯) কে দেহত্যাগ করেন?	→ শিব পত্নী সতী।	
[illegible]	(২০) সতীর দেহ কে খণ্ড করেন?	→ বিষ্ণু সুদর্শন [illegible]	
	(২১) এখানে সতীর দেহের কোন অংশ পড়েছিল?	→ ডান [illegible]	

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
	(২২) [illegible]	→ [illegible]	[illegible]
	(২৩) [illegible]	→ [illegible]	
	(২৪) [illegible]	→ [illegible]	
	(২৫) [illegible]	→ [illegible]	
	(২৬) [illegible]	→ [illegible]	
	(২৭) [illegible]	→ [illegible]	
	(২৮) [illegible]	→ [illegible]	
	(২৯) [illegible]	→ [illegible]	
	(৩০) [illegible]	→ [illegible]	
	(৩১) [illegible]	→ [illegible]	
	(৩২) [illegible]	→ [illegible]	[illegible]
	(৩৩) [illegible]	→ [illegible]	
	(৩৪) [illegible]	→ [illegible]	
	(৩৫) [illegible]	→ [illegible]	
[illegible]	[illegible]	→ [illegible]	[illegible]
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	
[illegible]	[illegible]	→ [illegible]	[illegible]
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	
	[illegible]	→ [illegible]	

Examined
05/12/2022

Examined
05/12/22

BHAVAN'S TRIPURA COLLEGE OF TEACHER EDUCATION

NARSHINGARH, AGARTALA, TRIPURA

SUBJECT : ASSESSMENT FOR LEARNING

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Assessment for learning (C9)

1. How can students use the assessment as a learning tool and teacher uses it as a support for learning?

Answer: Assessment in education is best described as an action "to determine the importance, size, or value of." Assessment is a process by which information is obtained relative to some known objective or goal.

By assessment, we mean the processes and instruments that are designed to measure the learner's achievement, when learners are engaged in an instructional programme of our sort or another. Sometimes, as teachers, we assess our classes as learning spaces and thus our teaching of them.

Assessment is a key composer of learning because it helps student learn when Students are able to see how they are doing in a class, they are able to determine whether or not

they understand the course material. Assessment also help motivate Students. If Students discover that they are doing poorly, they may begin to work harder. For example, Rahul. a chemistry student. the just attempted his first and exam in class. He earned 56%, he needs 79% to pass the class. The low exam Score lets Rahul know that he did not successfully learn the material and that he must try something new in order to earn a better Score.

On the other hand assessment helps the teachers just as it helps the students frequent assessment allows teachers to see if their teaching has been effective. If they found that the majority of the students are having problem to Score minimum to pass the exam,

they will change the way they teach.
For example, Mrs Gita a 12th grade biology
teacher after finishing the unit one cell
division. She gives a 50 point multiple choice test.
Upon grading the exam she realized the
average class grade was 68% far below the
cut off line for passing. Mrs Gita could
easily see that her students didn't fully
learn cell division. This tells her that she
needs to revisit the unit on cell division.

This is how we can see how assessment
helps both the students and the teachers
in completing their course. By this they
both can work on their weakness. During
this time if they see that this method is not
working, they can both change the learning
and teaching method.

2. What is Problem-Solving and why it is important? What are problem solving Solving Strategies

Solving problems means means making choices. Typically, effective problem-solving skills result in "happier, more confident and more independent" individuals. It is important in child development because confident, capable children usually grow into confident, capable adults.

Problem Solving is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technical functions and communicate solutions effectively.

Importance of Problem Solving for Children:

One crucial aspect of problem-solving is to identify a problem at its earliest stage so that one can prevent it from escalating into

Something more serious. For example, if children have a dispute with a playmate, they need to learn about the importance of sharing and taking turns. This kind of knowledge is necessary in order for children to develop healthy relationships with other.

Furthermore, Problem Solving plays a vital role in children's cognitive development. It encourages creativity because it allows kids to view situations from different perspectives. Sometimes creative solutions are better than more obvious ones when addressing problems.

There are many reasons why problem Solving skills are essential for kids. When children can effectively face and address conflicts they exercise their imaginations, creativity, critical thinking skills, and logic in order to address a difficult situation. Overtime children

who are given opportunities to practice their problem solving skills will grow more confident in their abilities

Children who lack academic motivation are less likely to succeed in School, While possessing strong problem-solving skills will encourage them to engage more in the learning process.

Drawing a picture or a diagram of the problem can help us illustrate the situation.. Some basic things or strategies we can use to solve all kinds of problem are as follows:

1. Define the problem: Taking the time to define a potential challenge can help us identify certain elements to create a plan to resolve them.

2. Break the problem into smaller pieces: Breaking the problem into smaller pieces allow us to focus on resolving each smaller piece of the problem individually which may be manageable.

3) Work backwards:- Sometimes the best way to solve a problem is to work backwards to solve it. This can be helpful if we need to recreate specific events to locate the root.

4) Use the past experience: Take time to relate, if we have encountered a similar situation to our current problem in the past, if yes we can adapt those solutions to the problem we are currently trying to solve

5) Consider the trial and error approach: If the problem has multiple solutions and we are trying to find the best one, using trial and error approach may be useful. By making a list of several potentials solutions and then try one by one.

6) Ask our peers for help: Getting opinions from our peers can expose us to new perspectives and unique solutions.

So this is how, using the above mentioned strategies we can solve any of our problems.

(3) Write the features of Standardized Test. Prepare a blueprint of assessment of class VII on 100 marks

Ans: A Standardized test refers to a test that follows the same pattern and is uniformly given to each student. The main aim of Standardized test is to ensure uniformity at every level.

Features of Standardized tests are as follows:-

(1) Standardized test are practical
(2) Standardized testing results are quantifiable
(3) Standardized tests are scored via computer, which frees up time for the educator
(4) Since scoring is completed by computer, which it is objective and not subject to educator bias or emotions.
(5) Standardized testing provides a longitudinal report of student progress.

(6) Standardized testing allows educators to compare scores students within the same school and across schools.

Sl.No	Chapters	Knowledge Based				Understanding Based				Application Based				Skill Based				Marks	%
		O	VSA	SA	LA	O	VSA	SA	LA	O	VSA	SA	LA	O	VSA	SA	LA		
1	Nutrition in plants	A1			D1			C1							B1			10	10%
2.	Nutrition in Animals			C2					D2		B2			A2				10	10%
3.	Fibre to fabric		B3			A5	B4	C4					D3			C3		10	10%
4.	Heat	A4										C5	D5				04	10	10%
5.	Acids, Bases and Salts		B5			A5			D6	A6					B6			10	10%
6	Weather, climate and adaptation			C6														10	10%
7.	Winds Storms and Cyclones	A7			D7		B7									C7		10	10%
8.	Physical and Chemical changes		B8						D8	A8		C8			B9			10	10%
9	Soil					A9		C9					D9					10	10%
10	Respiration in Organisms				D10		B10					C10		A10				100	100%
		3	6	6	2	3	6	9	12	2	2	9	12	2	6	6	4	100	100%
	Percentage		27 27%				30%				25%			(A) 1×10=10 (B) 2×10=20 (C) 3×10=30				18% (D) 4×10=40	

4. What are the different measures of Variability? Discuss them in brief.

Measures of central tendency- mean, median and mode- provide central value or typical representative of a set of scores as a whole. Through these measures we can represent the characteristic or the quality of the whole group by a single number. By comparing such typical representatives of different sets of scores, we can compare the achievement of two groups. These representative numbers merely give us an idea of the general achievement of the group as a whole.

The tendency of the attributes of a group to deviate from the average or central value is known as dispersion or variability.

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When we talk about the measures of variability or dispersion, our first target is to find out simply the expected range of dispersion

or variation above and below the average or central value for the given data.

The different types of measures of variability are as follows:

1. Range (R): Range is the simplest measure of variability or dispersion. It is calculated by subtracting the lowest score in the series from the highest. But it is very rough measure of the variability of a series. It takes only extreme scores into consideration and ignores the variation of individual items.

2. Quartile Deviation: It is computed by the formula

$$Q = \frac{Q_3 - Q_1}{2}$$

Where Q_1 and Q_3 represent the 1st and 3rd quartiles of the distribution under consideration.

The value $Q_3 - Q_1$ is the difference or range between the 3rd and 1st quartiles. It is called interquartile range.

(iii) Average Deviation (AD): It is the simplest measure of variability that takes into account the fluctuation or variation of all the items in a series.

$$AD = \frac{\Sigma |x|}{N}$$

where $x = X - M$ = deviation of the raw score from the mean of the series and $|x|$ signifies that in the deviation values we ignore the algebric signs +ve or -ve.

(iv) Standard Deviation (SD): Standard deviation of a set of scores is defined as the square root of the average of the squares of the deviations of each score from the mean.

Symbolically we can say that

$$SD = \sqrt{\frac{\Sigma(X-M)^2}{N}} = \sqrt{\frac{\Sigma x^2}{N}}$$

Where,

X = Individual Score

M = Mean of the given set of Scores

N = Total No. of the Scores

x = Deviation of each score from the mean.

Standard deviation is regarded as the most stable and reliable measure of variability as it employs the mean of computation. It is often called root mean Square deviation and is denoted by the Greek letter Sigma (σ)

Group-B

2. Write the criteria of a good evaluation test.

Commonly accepted criterias of good evaluation tests are:—

1. Validity— The degree or extent to which a tool actually, accurately, efficiently and infallibly measures what is supposed to measure. Validity may be of low, high or moderate degree.

2. Reliability — The consistency or stability of scores obtained by the same individual under re-examination and variable examining conditions.

3. Objectivity — Elimination of personal judgement and bias factor from the scoring.

4. Adequacy — A good test will be long enough and balanced enough to judge the objective widely i.e. cover maximum syllabus.

5. Discriminating power - It should be able to classify and differentiate between students based on their aptitude and achievement shown in the test.

6. Usability / Practicability - Ease of administering, ease of interpretation, usage of scores, economical etc.

3) Find out the mode for the following frequency distribution

Score	40-44	45-49	50-54	55-59	60-64	65-69
F	3	3	4	6	6	14

Score	70-74	75-79	80-84	85-89	90-94
F	9	8	2	4	1

Soln :-

Class	F	CI
40-44	3	39.5-44.5
45-49	3	44.5-49.5
50-54	4	49.5-54.5
55-59	6	54.5-59.5
60-64	6	59.5-64.5
65-69	14	64.5-69.5
70-74	9	69.5-74.5
75-79	8	74.5-79.5
80-84	2	79.5-84.5
85-89	4	84.5-89.5
90-94	1	89.5-94.5

$$\text{Mode} = L + \left[\frac{F - F_1}{2F - F_1 - F_2}\right] \times i$$

Here,

$L = 64.5$

$F = 14$

$F_1 = 6$

$F_2 = 9$

$i = 5$

Hence, Mode $= 64.5 + \left[\frac{14 - 6}{2 \times 14 - 6 - 9}\right] \times 5$

$= 64.5 + \frac{8}{13} \times 5$

$= 64.5 + \frac{40}{13}$

$= 67.5769$

$= 67.58$