HANDBOOK
ON
SCHOOL EXPERIENCE PROGRAMME (SEP) for
Bachelor of Education (B. Ed.) Students
(2025-26)

Department of Education (CIE)
University of Delhi
Delhi-110007

Message

School Experience Programme (SEP) plays a vital role in Teacher Education platform. It provides variety of experiences among teacher trainees and addresses issues related to teaching learning process. Through SEP, students achieve mastery over the teaching process and competencies related to school, through which they enjoy diverse experiences. The session involves 121 students in 18 permitted schools in Delhi; 18 regular supervisors (Faculty Members) to assess the school experiences and practice teaching of the student teachers.

This book intends to assist the B.Ed. students in planning, supervision, record keeping and evaluation process. The content of the book is generated by consulting our colleagues with the support of the Head & Dean, Department of Education, University of Delhi. Suggestions for future changes are invited.

SEP Committee-2025
(Dr. Geeta Rai, Dr. Ananthula Raghu & Dr. Dipi Pathak)

Head & Dean's Message

Greetings to you all!

Teacher education courses provide students with the opportunity to participate in an ongoing process of gaining contemporary methods, tools, and skills. September is a time of great enthusiasm for all of us as we get ready for the start of the School Experience program (SEP). This month, we start a new path of student involvement and student teaching in schools. The program is essential to creating an atmosphere among student teachers where creative thinking is valued and transformative learning occurs.

In addition to expressing my gratitude to the contributors of the content included in this book, I would like to thank the SEP committee for bringing this handbook to the attention of B.Ed. student teachers. I encourage every one of you to take this opportunity of contributing to the society by becoming a conscientious teacher through this program. I extend my best wishes to all SEP committee, faculty members, research scholars and student teachers.

Prof. Susmita Lakhyani
Head & Dean
Department of Education
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Content

1.0 Introduction

The teachers are the backbone of the education system**.** They nurture the students during their sensitive age of learning. Thus, skilled teachers have a positive impact on imparting best skills and knowledge to the students. This is because they are the first source of knowledge and education that have an impact on students' growth and development. Therefore, the education system is transforming, creating a requirement for teachers to receive adequate and appropriate training. In the 21st century, teachers' training plays a vital role in overall improvement of education system. Efficient teachers training courses can help in developing the teachers' skills of critical thinking, interpersonal skills, problem-solving and communication that are vital in effective teaching. In today's ever-evolving scenario, education and learning plays a pivotal role. It educates future generation on how to adapt to the changes and enhance their capabilities of sustaining themselves within it. An educational institution performs a significant function for providing learning experiences to lead the students. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, "The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage." This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teacher, which need to be addressed by both initial and continuing teacher education. The idea that the learning process is an ongoing activity and will remain such under NEP 2020 is encouraging for educators. Keep checking back here for updates regarding the NEP teacher training section.

NCTE Notifications on Teacher Education Programmes

- NCTE Gazette Notification Nov, 2014 [Norms and Standards for B.Ed. Appendix 4]
- On Attendance: (2.2.c, pg. 114), 80 %: All Coursework including EPCs and year-round tasks/Assignments, 90 %: School Internship (4+16 Weeks)
- On School Internship: (4.1.iii, pg.116), 4 Weeks in First Year, 16 Weeks in Second Year

2.0 School Experience Programme (SEP)

In the **B.Ed. Two-Year Semester Mode Programme** offered by the Department of Education, University of Delhi, the **School Experience Programme (SEP)** is organized in four distinct phases. **SEP-I** consists of field-based experiences conducted in *Semester I (First Year)*, while **SEP-II and SEP-III** are undertaken in *Semester III (Second Year)*, and **SEP-IV** in *Semester IV (Second Year).*

For **SEP-II, SEP-III, and SEP-IV**, the programme adopts an **internship mode**. During this period, student-teachers are placed in schools where they teach **four days per week**, while the remaining day(s) are reserved for coursework and consultation with subject specialists. The detailed guidelines for SEP have been developed in accordance with the **NCTE course framework**.

The SEP aims to create opportunities for student-teachers to engage meaningfully with the entire spectrum of school life. While the primary emphasis is on teaching their assigned subject(s) in different classes, student-teachers are also encouraged to participate in co-curricular and institutional activities. In addition, the programme seeks to provide exposure to the **specific challenges of teaching children with special needs**, thereby enabling student-teachers to evolve inclusive practices.

As part of **SEP-II, SEP-III, and SEP-IV**, student-teachers are expected to undertake the following assignments:

Teaching Assignments

During SEP-II, SEP-III, and SEP-IV, student-teachers will be placed in schools for four days each week, from Wednesday to Saturday, over a period of sixteen weeks. Before beginning their teaching responsibilities, they will undergo an orientation in the Department, which will cover various aspects of school organization and the expectations from the School Experience Programme.

The initial week of SEP will be devoted to the observation of regular classroom teaching under the guidance of a mentor or regular teacher. It

will also give student-teachers the opportunity to become familiar with the school environment, its routines, and practices. At the same time, necessary logistical preparations such as class allocations, syllabus distribution, and time-table adjustments will be carried out to ensure the smooth conduct of the programme.

As part of their teaching assignments, each student-teacher will be required to teach two different class grades. Undergraduate student-teachers will be expected to handle one class at the upper primary level (Classes VI–VIII) and another at the lower secondary level (Classes IX–X). Postgraduate student-teachers, on the other hand, will necessarily be assigned at least one class at the senior secondary level (Classes XI–XII), while the second class will be decided based on availability and the specific requirements of the school.

Minimum numbers to be met as per DSE decision, Department of Education (Dated, August 4, 2023 & adjourned for August 7, 2023)

Particulars of Lesson plans to be	Minimum number to be met
Discussed	Minimum 4 at each level (so total 8 in all)
Delivered	Minimum 20 at each level (so total 40 in all)
Supervise	Minimum 10 at each level (so total 20 in all) with following bifurcation: 1. By Regular Supervisor: Minimum 4 at each level (So total 8 in all) 2. By Rotation I Supervisor: Minimum 2 at each level (So total 4 in all) 3. By Rotation II Supervisor: Minimum 2 at each level (So total 4 in all)

School activities

Each student teacher is expected to experience the life at school in totality and take initiatives to conceptualize, participate and conduct various co-curricular activities (based on the morning assembly, sports, class magazine, literary, cultural events) to enrich the school curriculum. This should be done with arrangement with the teachers in the school. The student teacher can also assist in planning and conducting other activities that the regular teachers engage in. Attending at least one parent-teacher meeting is compulsory to observe and reflect on the concerns of teachers and parents. Moreover, examination or other school events will be counted as part of student teacher activities in SEP. Student teachers are expected to assist the teachers during these events such as invigilation duty, conduct and organisation of events and so on.

Reflective journal

A reflective journal is a personal record where individuals document their thoughts, observations, and reflections on their experiences. It goes beyond simply noting down events; it involves critical thinking, analysis, and interpretation of experiences.

Peer observation

Each intern is expected to engage in at least 25 peer observations and record their reflection for a fruitful discussion with the supervisor. Student teachers are expected to observe for the full period without disturbing the class in any way. A guideline for the observation is to be developed together by supervisor, co-supervisor and the student teachers. Student teachers are to submit report on peer observation to supervisor.

Mini Project work

Under the guidance of the supervisor and co-supervisor, the intern should do a small project focusing on any component or issues of the school life such as morning assembly, labs, library, discipline, co-curricular activities, and mid-day meals and so on to the supervisor.

Assessment Reports

As part of the School Experience Programme (SEP), each student-teacher is required to prepare and maintain an assessment report file. This exercise is designed to develop their competence in constructing, administering, and interpreting assessment tools in real classroom situations. Each student-teacher will design an appropriate **achievement test** for two different levels of the classes they have been assigned to teach. The test should be based on the prescribed syllabus, cover different types of learning outcomes, and include a balanced distribution of items across levels of difficulty. Alongside this, student-teachers are also expected to select and administer a **standardized psychological test** (for example, a test measuring study habits, attitudes, or interests) to the students they have taught during SEP.

The assessment report file should include the complete set of tools used, the raw data collected, scoring procedures, and the results. It must also contain a detailed **analysis and interpretation** of student performance, highlighting strengths, areas of difficulty, and patterns of learning. Based on these findings, the student-teacher should prepare **individual report cards** or feedback sheets, which can be shared with students and discussed with the mentor teacher. Through this assignment, student-teachers will gain practical experience in designing valid and reliable tools of assessment, engaging with both cognitive and psychological aspects of learning, and using assessment outcomes to improve teaching and learning processes.

Marking Scheme

The **School Experience Programme (SEP)** in the B.Ed. Programme carries a total of **500 marks**. These marks are systematically distributed across different phases and components of school internship work, spread over the four semesters of the programme. The credit allocation and marks assigned to each phase are as follows.

In **SEP-I (Semester I)**, the emphasis is on **field observations**, which enable student-teachers to understand the dynamics of school functioning and classroom processes before they begin teaching practice. This phase carries **75 marks** and is allotted **3 credits**.

SEP-II (Semester III) focuses on the practical aspects of teaching, particularly **lesson planning** and the preparation of **teaching–learning material**. Lesson planning carries **100 marks**, while teaching–learning material carries **25 marks**, making a total of **125 marks** for this phase. It is allotted **5 credits**.

SEP-III (Semesters III and IV) is the most comprehensive and intensive phase of the programme. It includes multiple components such as maintaining a **reflective journal (15 marks)**, conducting **peer observations (15 marks)**, undertaking a **mini school project (15 marks)**, participating in **rotation supervision (80 marks)**, and fulfilling the requirements of **regular supervision (150 marks)**. Altogether, this phase carries **275 marks** and is distributed over **7 credits in Semester III** and **4 credits in Semester IV**, amounting to a total of **11 credits**.

SEP-IV (Semester IV) involves the preparation and submission of **assessment reports** carrying **25 marks (1 credit)**. This includes **Achievement Test–I report (10 marks)**, **Achievement Test–II report (10 marks)**, and a **Psychological Test report (5 marks)**.

The School Experience Programme as a whole spans **20 credits across four semesters**, with a cumulative weightage of **500 marks**.

2.0 Student Teacher and SEP-II, III & IV.

- **Student Teacher Schedule in the School**

  A suggested student teacher schedule in the school during student teacher internship/SEP may be:-

  i. 2 periods/day: Teaching in the assigned class with proper lesson planning;

  ii. 3 periods/day: Peer observation, co-curricular activities/project work ;

iii. 1 period/day: Discussion with supervisor, regular teacher, peers about their teaching;

iv. 2 periods/day: Any other responsibility assigned by the school.

- **Stay in School:**
  i. The student teachers should stay in school during the entire duration of the school timings (since morning assembly till last period).
  ii. Student teachers are not allowed to teach without lesson plans.
- **Attendance:**
  i. Student teachers are supposed to mark their attendance in the school register kept with the school principal. Ninety per cent (90%) of attendance is compulsory during the SEP. It is mandatory to perform all the activities listed above.
  ii. If the intern is unable to attend the school for medical or other unavoidable reasons, they should inform the school time-table in-charge and student coordinator so that they can take care of the class. When the intern returns they should submit an application to the Department regular supervisor.
  iii. The student coordinator will submit the attendance record for the respective school to the SEP Committee

3.0 Importance of Lesson planning *(Manuscript supported by Dr. Vinod Kumar Kanvaria)*

Lesson planning is a crucial aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. According to Wiggins and McTighe (2005), "lesson planning is the process of creating a detailed plan for teaching a specific lesson or series of lessons" (p. 12). The importance of lesson planning cannot be overstated, as it enables teachers to deliver instruction that is focused, coherent, and aligned with the learning objectives.

One of the primary benefits of lesson planning is that it helps teachers to clarify their thinking and prioritize their instructional goals (Tomlinson, 2001). By planning their lessons, teachers can identify the key concepts and skills that they want their students to learn, and develop strategies for teaching and assessing those

skills. This, in turn, enables teachers to create a clear and focused instructional plan that is tailored to the needs of their students.
In recent years, there has been an increased focus on the use of technology in lesson planning (Knezek & Christensen, 2016; Kanvaria, 2014). According to Knezek and Christensen, "technology can be used to support the planning process by providing teachers with access to digital resources and tools" (p. 23). This can help teachers to streamline their planning process and make it more efficient.

Lesson planning also enables teachers to differentiate instruction and cater to the diverse needs of their students (Tomlinson, 2001). By planning their lessons, teachers can identify areas where students may need additional support or enrichment, and develop strategies for providing that support. This helps to ensure that all students have the opportunity to learn and succeed, regardless of their abilities or learning styles.

Lesson planning helps teachers to manage their time and resources more effectively (Wiggins & McTighe, 2005). By planning their lessons, teachers can identify the materials and resources that they need to deliver instruction, and make sure that they have everything they need before the lesson begins. This helps to minimize disruptions and ensure that the lesson runs smoothly.
Additionally, research has shown that collaborative lesson planning can be an effective way to improve teacher practice and student learning (Garet et al., 2011). According to Garet et al., "collaborative planning can help teachers to develop a shared understanding of the curriculum and instructional strategies" (p. 17). This can lead to more effective instruction and better student outcomes.

Lesson planning can also be used to promote social-emotional learning (SEL) in the classroom (Durlak et al., 2011). According to Durlak et al., "lesson planning can be used to promote SEL by

incorporating activities and strategies that support students' social and emotional development" (p. 15). This can help to improve students' academic performance and overall well-being.

Furthermore, lesson planning enables teachers to assess student learning and adjust their instruction accordingly (Stiggins, 2001). By planning their lessons, teachers can identify the learning objectives and outcomes that they want their students to achieve, and develop strategies for assessing student progress. This helps teachers to identify areas where students may need additional support, and make adjustments to their instruction to meet those needs.

Research has also shown that lesson planning can be used to promote cultural responsiveness and diversity in the classroom (Gay, 2018). According to Gay, "lesson planning can be used to promote cultural responsiveness by incorporating diverse perspectives and experiences into the curriculum" (p. 20). This can help to create a more inclusive and equitable learning environment for all students.

Moreover, research has shown that effective lesson planning can have a positive impact on student achievement (Marzano, 2010). According to Marzano, "well-designed lessons are more likely to result in student learning than poorly designed lessons" (p. 15). This highlights the importance of taking the time to plan lessons carefully and thoughtfully.

Lesson planning can also play a critical role in promoting teacher reflection and professional growth (Hiebert & Morris, 2013). According to Hiebert and Morris, "lesson planning can provide teachers with opportunities to reflect on their practice and identify areas for improvement" (p. 12). This can help teachers to refine their instructional strategies and improve their practice over time.

Recent studies have shown that lesson planning can be adapted to meet the needs of diverse learners, including students with disabilities (Bui et al., 2020). According to Bui et al., "lesson planning can be tailored to meet the needs of students with disabilities by incorporating Universal Design for Learning (UDL) principles" (p. 15). This can help to ensure that all students have access to high-quality instruction and can succeed in the classroom.

Research has shown that lesson planning can be an effective way to promote teacher-student relationships and improve student outcomes (Hamre & Pianta, 2001). According to Hamre and Pianta, "lesson planning can be used to promote teacher-student relationships by incorporating activities and strategies that support positive interactions and relationships" (p. 12). This can help to create a more positive and supportive learning environment for all students.

Finally, research has shown that lesson planning can be an effective way to promote student engagement and motivation (Fredricks et al., 2016). According to Fredricks et al., "well-designed lessons can help to promote student engagement and motivation by providing students with opportunities to take an active role in their learning" (p. 20). This can lead to better student outcomes and a more positive learning environment.

Lesson planning can also be used to promote teacher professional development and growth (Guskey, 2014). According to Guskey, "lesson planning can be used to promote teacher professional development by providing opportunities for teachers to reflect on their practice and identify areas for improvement" (p. 15). This can help to improve teacher effectiveness and overall student outcomes. In conclusion, lesson planning is a critical aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. By planning their lessons, teachers can clarify their thinking, prioritize their instructional goals, differentiate

instruction, manage their time and resources, assess student learning, and reflect on their practice. Additionally, lesson planning can be used to promote cultural responsiveness, social-emotional learning, teacher-student relationships, and teacher professional development. As Wiggins and McTighe (2005) note, "lesson planning is not just a necessary evil, but a vital part of the teaching process" (p. 12).

Different Styles of Lesson Plan Preparation

Lesson planning is a crucial aspect of teaching that plays a significant role in ensuring the effectiveness of the learning process. There are various styles of lesson plan preparation that teachers can use to create engaging and effective lessons. Here are some of the most common styles:

1. Backward Design: This style of lesson planning involves starting with the end goal in mind and working backward to create a plan that will help students achieve that goal (Wiggins & McTighe, 2005). This approach involves identifying the learning objectives, determining the assessment methods, and then designing the instructional activities.

2. Universal Design for Learning (UDL): This style of lesson planning involves designing lessons that are accessible and engaging for all students, regardless of their abilities or learning styles (Meyer et al., 2014). UDL involves providing multiple means of representation, expression, and engagement to help students learn.

3. Project-Based Learning (PBL): This style of lesson planning involves designing lessons around real-world projects that require students to apply what they have learned (Buck Institute for Education, 2018). PBL involves providing students with a driving question or problem to solve, and then guiding them through the process of researching, designing, and implementing a solution.

4. Flipped Classroom: This style of lesson planning involves reversing the traditional lecture-homework format by delivering instruction at home and doing activities in the classroom (Hamdan et al., 2013). This approach involves creating video lectures or other instructional materials that students can access at home, and then using class time for activities and discussions.

5. Problem-Based Learning (PBL): This style of lesson planning involves designing lessons around real-world problems that require students to apply what they have learned (Hmelo-Silver, 2004). PBL involves providing students with a problem to solve, and then guiding them through the process of researching, designing, and implementing a solution.

6. Differentiated Instruction: This style of lesson planning involves designing lessons that cater to the diverse needs of students (Tomlinson, 2001). Differentiated instruction involves providing multiple learning paths, using technology, and incorporating student choice to help students learn.

7. Technology-Enhanced Lesson Planning: This style of lesson planning involves using technology to enhance the learning process (Knezek & Christensen, 2016; Kanvaria & Duber, 2022). Technology-enhanced lesson planning involves using digital tools, such as learning management systems, educational apps, and multimedia resources, to support instruction.

In conclusion, there are various styles of lesson plan preparation that teachers can use to create engaging and effective lessons. By using these styles, teachers can cater to the diverse needs of their students, promote student engagement and motivation, and improve student outcomes.

Some Popular Lesson Plan Formats

1. Madeline Hunter Lesson Plan Format: This format involves a detailed, step-by-step approach to lesson planning, including a clear objective, materials, introduction, direct instruction, guided practice, independent practice, and assessment (Hunter, 1982).
Source: Hunter, M. (1982). Mastery teaching. TIP Publications.

2. Backward Design Lesson Plan Format: This format involves starting with the end goal in mind and working backward to create a plan that will help students achieve that goal (Wiggins & McTighe, 2005). *Source: Wiggins, G., & McTighe, J. (2005). Understanding by design. Association for Supervision and Curriculum Development.*

3. Universal Design for Learning (UDL) Lesson Plan Format: This format involves designing lessons that are accessible and engaging for all students, regardless of their abilities or learning styles (Meyer et al., 2014). *Source: Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.*

4. Project-Based Learning (PBL) Lesson Plan Format: This format involves designing lessons around real-world projects that require students to apply what they have learned (Buck Institute for Education, 2018). *Source: Buck Institute for Education. (2018). Project-based learning. Retrieved from https://www.bie.org/about/what_pbl*

5. Flipped Classroom Lesson Plan Format: This format involves reversing the traditional lecture-homework format by delivering instruction at home and doing activities in the classroom (Hamdan et al., 2013).
Source: Hamdan, N., McKnight, P., & McKnight, K. (2013). The flipped classroom model: A literature review. Journal of Educational Technology Development and Exchange, 5(1), 1-23.

6. Differentiated Instruction Lesson Plan Format: This format involves designing lessons that cater to the diverse needs of students, including different learning styles, abilities, and interests

(Tomlinson, 2001). *Source: Tomlinson, C. A. (2001). How to differentiate instruction in mixed-ability classrooms. Association for Supervision and Curriculum Development.*

7. Technology-Enhanced Lesson Plan Format: This format involves using technology to enhance the learning process, including digital tools, educational apps, and multimedia resources (Knezek & Christensen, 2016). *Source: Knezek, G. A., & Christensen, C. (2016). Technology integration in the classroom: A review of the literature. Journal of Educational Computing Research, 54(4), 419-433.*

8. 5E Lesson Plan Format: This format involves a five-stage approach to lesson planning, including engagement, exploration, explanation, elaboration, and evaluation (Bybee et al., 2006). *Source: Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., & Powell, J. C. (2006). The BSCS 5E instructional model: Origins, effectiveness, and applications. Journal of Science Education and Technology, 15(2), 133-145.*

9. Gagne's 9 Events of Instruction Lesson Plan Format: This format involves a nine-stage approach to lesson planning, including gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting new information, providing guidance for learner participation, eliciting performance, providing feedback, assessing the performance, and enhancing retention and transfer (Gagne, 1985).

Source: Gagne, R. M. (1985). The conditions of learning and theory of instruction. Holt, Rinehart and Winston.

10. ADDIE Lesson Plan Format: This format involves a five-stage approach to lesson planning, including analysis, design, development, implementation, and evaluation (Morrison et al., 2013). *Source: Morrison, G. R., Ross, S. M., & Kemp, J. E. (2013). Designing effective instruction. John Wiley & Sons.*

(Please see appendices-2 for lesson plan formats)

4.0 **Teaching Learning Materials (***Manuscript supported by Prof. Gaurav Rao)*

Teaching-learning materials (TLMs) are resources used by educators to facilitate and enhance the teaching-learning process. They are vital for creating an engaging and effective educational environment. The importance of Teaching-Learning Materials (TLMs) in education cannot be overstated. These materials serve as fundamental tools in the educational process, significantly enhancing the effectiveness of teaching and learning.

Importance of Teaching-Learning Materials

Teaching-learning materials (TLMs) are indispensable tools in the educational process. They enhance the delivery and understanding of content, engage students, accommodate diverse learning styles, and foster critical thinking and creativity. By supporting teachers in delivering effective instruction and enabling students to achieve their full potential, TLMs contribute significantly to the quality of education. The importance of the TLMs can be understood under the following heads.

1. Facilitating Better Understanding
2. Enhancing Student Engagement
3. Supporting Diverse Learning Styles
4. Reinforcing Learning and Retention
5. Promoting Independent Learning
6. Encouraging Critical Thinking and Problem Solving
7. Improving Teaching Efficiency
8. Building Confidence in Students
9. Fostering Creativity and Innovation
10. Ensuring Inclusive Education

Different kinds of TLM

Teaching-learning materials (TLMs) are diverse and can be categorized based on their nature, function, and mode of delivery. These materials are essential tools that educators use to support and enhance the learning process. The wide variety of TLMs available today allows educators to create rich, engaging, and effective learning experiences tailored to their students' needs. By strategically selecting and using these materials, educators can address diverse learning styles, foster active participation, and ultimately improve educational outcomes.

- Print-Based Materials- *Textbooks, Workbooks, Reference Books, Journals and Magazines:* Subject-specific, *Handouts, Flashcards.*
- Visual Materials- *Charts and Posters, Diagrams and graphs*, *Maps, Photographs and Illustrations.*
- Audio-Visual Materials- *Videos and Films, Audio Recordings, Slide Presentations, Interactive Whiteboards.*
- Digital and Online Resources- *E-Books, Online Courses and Tutorials, Websites and Databases, Simulations and Virtual Labs:* Interactive
- Manipulatives and Hands-On Materials- *Models, Laboratory Equipment, Mathematical Manipulatives, Craft Supplies.*
- Real-Life Materials- *Natural Objects, Cultural Artifacts*, *Everyday Objects.*
- Interactive and Experiential Learning Tools-*Role-Playing and Dramatization Materials, Games and Puzzles, Field Trips and Excursions.*
- Technological Tools- *Computers and Tablets, Projectors and Smartboards, Augmented Reality (AR) and Virtual Reality (VR)*
- Assessment Materials- *Quizzes and Tests, Rubrics, Portfolios*
- Collaborative and Group Learning Materials-*Group Projects and Collaborative Tools, Peer Review Materials*

Use and appropriateness of TLM

When TLMs are well-chosen and effectively integrated into the curriculum, they can significantly enhance the quality of education,

leading to better student outcomes and a more engaging learning experience. Let's outline the key considerations for the use and appropriateness of TLMs:

- Alignment with Learning Objectives
- Consideration of Students' Learning Styles
- Age and Developmental Appropriateness
- Cultural Sensitivity and Inclusivity
- Engagement and Motivation
- Accessibility
- Cost-Effectiveness and Availability
- Technology Integration
- Adaptability and Flexibility
- Feedback and Assessment

5.0 Assessment and Evaluation (*manuscript supported by* **Dr. Ananthula Raghu)**

Basic Concepts

Assessment is a systematic process of gathering, analyzing, and interpreting information about learners' knowledge, skills, attitudes, or performance. It helps in understanding how much and how well the learnersresults has achieved the intended learning outcomes. Assessment can be formative, carried out during the learning process to provide feedback and improvement, or summative, conducted at the end of a learning period to judge overall achievement.

Assessment is different from measurement. Measurement refers to assigning numerical values to a learner's performance, such as awarding marks or scores in a test. It is limited to the quantitative aspect and tells us only how much a learner has achieved. Assessment, however, is a broader process that includes both quantitative and qualitative judgments. It not only measures performance but also interprets it to identify strengths, weaknesses, and progress.

Assessment also differs from evaluation. While assessment focuses on collecting and interpreting evidence of learning, evaluation involves making judgments or decisions based on the assessment results. For

instance, assessment may show that a student scored 60% in a subject, but evaluation uses this information to decide whether the performance is satisfactory, whether remedial action is required, or whether teaching methods or curriculum need modification. In simple terms, measurement gives numbers, assessment provides information, and evaluation helps in making informed decisions.

Measurement refers to the process of assigning numerical values to traits, skills, or behaviors. Its focus is on quantifying performance in objective terms, such as scores in a test, marks obtained, or even physical attributes like height and weight. The purpose of measurement is to provide exact numerical information about how much of a particular trait or ability a learner possesses.

Assessment, on the other hand, is broader in scope. It involves gathering and interpreting information about a learner's progress, abilities, and performance with the aim of improving teaching and learning. Unlike measurement, which is purely quantitative, assessment may include both quantitative and qualitative methods, such as quizzes, assignments, classroom observations, and project work. Its purpose is formative in nature, providing feedback to guide improvement.

Evaluation goes a step further by making judgments about the quality, value, or worth of learning outcomes. It interprets the results of assessment and uses them to make decisions about grading, promotion, certification, or even policy changes. For example, while assessment may show how well a student has performed in a test, evaluation uses this evidence to decide whether the performance is satisfactory, whether the learner should pass or fail, or whether the curriculum and teaching methods need adjustment. In this sense, measurement provides numbers, assessment provides meaningful information, and evaluation leads to informed decisions.

Journey of Assessment in Indian Education

In the **pre-independence era**, assessments in India were mainly oral and informal, based on memorization, recitation, and teachers' observations in Gurukuls, Maktabs, and Madrasas, with no external regulation. The Wood's Dispatch of 1854 marked the beginning of formal

examinations, followed by the first Matriculation Exam in 1857. Later reforms like the Sadler Commission (1917) and Hartog Committee (1929) emphasized improving the quality and reliability of assessments under the colonial system.

In the **post-independence era**, the Radhakrishnan Commission (1948–49) and Mudaliar Commission (1952–53) called for restructuring examinations to ensure quality and move beyond rote learning towards meaningful assessment of student abilities.

Through **policy reforms from 1968 to 2005**, the National Policies on Education (1968, 1986) shifted focus to learning outcomes and holistic development. Initiatives such as Continuous and Comprehensive Evaluation (CCE), grading systems, and the semester system aimed to reduce exam stress and broaden evaluation. National Curriculum Frameworks (1975, 1988, 2000, 2005) reinforced child-centered learning and qualitative improvements in assessment.

The **NEP 2020** marks a paradigm shift, promoting competency-based, holistic, and formative assessment. It emphasizes 360-degree progress cards covering cognitive, emotional, and psychomotor domains, redesigned board exams focusing on core competencies, and the integration of continuous feedback to make evaluation a tool for improvement rather than judgment.

Assessment Types

Assessment in education takes multiple forms to support and evaluate learning. **Formative assessment** provides continuous feedback during teaching, helping improve learning, while **summative assessment** measures overall achievement at the end of a unit or course. **Diagnostic assessment** is used at the beginning to identify prior knowledge, gaps, and learning difficulties. Based on standards, **norm-referenced assessment** compares learners with peers, whereas **criterion-referenced assessment** evaluates performance against fixed objectives, focusing on mastery.

In schools, **scholastic assessment** covers academic subjects like mathematics, science, and languages, while **co-scholastic assessment**

includes life skills, values, sports, arts, and personal-social qualities for holistic growth. With technology, **web-based assessment** has become popular through online tests and quizzes, offering instant feedback, adaptive learning, and flexibility.

NEP 2020 and Assessment Reforms

The **National Education Policy (NEP) 2020** marks a paradigm shift in assessment practices by moving away from rote memorization and high-stakes examinations towards a more **competency-based, formative, and holistic approach**. It emphasizes assessment as a tool for continuous learning and improvement rather than merely a means of certification. Key reforms include the introduction of **formative assessments**, competency-focused evaluations, and the use of **holistic progress cards** that capture not only cognitive achievement but also co-scholastic and socio-emotional aspects of growth. This shift reduces exam pressure by redesigning board examinations to test core competencies, offering flexibility in subject choices, and allowing multiple attempts for students.

Further, NEP 2020 promotes the **integration of technology** in assessments through AI-based tools, adaptive tests, and online platforms to provide real-time feedback and personalized learning pathways. Teachers are to be trained in diverse assessment methods, including projects, portfolios, peer- and self-assessment, in addition to traditional tests. Altogether, these reforms aim to make assessments **student-friendly, flexible, and growth-oriented**, ensuring that they support the holistic development of learners while also aligning with global best practices in education.

Assessment Tools

Assessment in education uses a wide range of tools to capture students' learning and development in both academic and non-academic areas. Traditional tools such as **quizzes and tests** are commonly used to measure knowledge and understanding. More comprehensive approaches include **portfolios**, which showcase a student's work over time, and **rubrics**, which provide clear criteria for evaluating

performance. Similarly, **checklists and observations** help teachers track progress in skills, attitudes, and behaviors. **Self and peer assessment** encourage learners to reflect on their own work and give constructive feedback to peers, while **anecdotal records** allow teachers to document specific student behaviors or achievements.

Beyond these, performance-oriented methods such as **performance tasks, concept maps, panel discussions, and debates** assess higher-order thinking, communication, and collaboration skills. **Questionnaires** are used to gather information on attitudes, values, and perceptions. In modern classrooms, **digital tools like Kahoot and Google Forms** have become popular, enabling interactive, real-time, and flexible assessments. Together, these tools provide a **holistic and balanced picture** of student learning and development.

Assessment at Various Levels

Pre-primary Level: At this stage, assessment focuses on observing children's natural learning and behavior. Tools such as **observations, portfolios, checklists, rubrics, and inventories** are used to track developmental milestones, creativity, and social-emotional growth rather than formal testing.

Primary Level: Here, assessment is both informal and structured, aiming to strengthen foundational learning. Methods include **teacher observation, question–answer sessions, teacher-designed tasks, portfolios, projects, standardized tests, anecdotal records, and rubrics**. These approaches ensure a balance between academic achievement and overall development.

Secondary and Higher Secondary Level: Assessment becomes more performance-oriented and focuses on critical thinking, communication, and collaboration. Tools like **presentations, exhibitions, demonstrations, interviews, performance tasks, quizzes, peer and self-assessments, and collaborative activities** are commonly used to evaluate both knowledge and applied skills.

Higher Education: At this stage, assessments are more diverse and research-oriented, designed to test advanced knowledge and application. They include **assignments (daily, weekly, or topic-based), quizzes, seminars, panel discussions, case studies, laboratory work, internships, and technology-based assessments**. Additionally, **external examinations** remain an integral component to ensure academic standards and accreditation.

Types of Testing in Education

Achievement Tests measure how much a learner has acquired in a subject or skill area, usually through written or oral exams, to evaluate academic progress.

Attitude Tests assess learners' feelings, beliefs, and dispositions towards subjects, teachers, or learning in general, helping to understand motivation and behavior.

Aptitude Tests predict a learner's potential to succeed in specific areas like mathematics, language, or creative arts, guiding career choices and educational planning.

Intelligence Tests evaluate general mental ability, including reasoning, problem-solving, and comprehension, providing insights into cognitive capacities.

Personality Tests explore traits, characteristics, and behavioral patterns of individuals, helping in understanding socio-emotional development and personal growth.

Sociometric Tests analyze social relationships within a group, identifying patterns of interaction, peer acceptance, and group dynamics to foster healthy classroom environments.

Examples of Standardized Tests

1. **Achievement Tests** – Iowa Tests of Basic Skills (ITBS), Iowa General Achievement Batteries.
2. **Personality Tests** – Eysenck Personality Inventory (EPI), Raymond Cattell's 16PF (Sixteen Personality Factors).
3. **Aptitude Tests** – Differential Aptitude Test (DAT), Binet's Aptitude Measures, General Aptitude Test Battery (GATB).
4. **Interest Tests** – Strong Interest Inventory, Kuder Preference Record.
5. **Attitude Tests** – Thurstone Attitude Scales, Likert's Summated Rating Scales.
6. **Intelligence Tests** – Galton's Mental Tests, Binet–Simon Test, Wechsler Adult Intelligence Scale (WAIS).
7. **Emotional Intelligence Tests** – Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT), EQ-i by Bar-On.
8. **Mood and Motivation Tests** – Beck Depression Inventory (BDI), Thematic Apperception Test (TAT) for motivation.
9. **Adjustment Inventories** – Bell's Adjustment Inventory, California Psychological Inventory (CPI).
10. **Neuropsychological Tests** – Wisconsin Card Sorting Test, Stroop Test.

Components of Assessment Tasks in SEP (B.Ed. Programme)

Assessment of Subject Area 1 (Level-1) involves designing, administering, and interpreting achievement tests. This process helps evaluate learners' knowledge, understanding, application, and skills in the specific subject area, thereby providing a clear picture of their academic progress.

Similarly, Assessment of Subject Area 2 (Level-2) requires the development and interpretation of achievement tests in another subject area. The focus here is on evaluating students' knowledge and skills, ensuring that learning objectives are achieved effectively.

In addition to subject assessments, Psychological Testing plays a vital role in education. By conducting tests related to attitude, creativity, personality, interests, and other learner characteristics, teachers gain valuable insights that support guidance, counseling, and overall learner development.

Achievement Test

A **test** is a systematic tool consisting of a series of questions or tasks designed to obtain information about a learner's abilities, traits, or skills, and as Bean (1953) defines, it is an organized succession of stimuli meant to measure or evaluate mental processes quantitatively or qualitatively. **Achievement**, on the other hand, refers to the level of success or proficiency attained in a particular academic area through effort and skill; for instance, a student who can solve more varieties of problems in reflection and refraction demonstrates higher achievement than one who can solve fewer. An **achievement test** thus measures the knowledge, understanding, and skills acquired by learners in a specific subject or course of instruction, indicating both mastery and readiness for advanced learning in the case of high scores, or the need for remediation and reinforcement when scores are low. In the Indian education system, achievement tests are widely used to evaluate individual performance in subjects and also serve as tools to enhance the quality of education in a structured and meaningful way.

Steps in Constructing an Achievement Test

The first stage in constructing an achievement test is **planning**, which involves identifying objectives and preparing a detailed plan to achieve them. This includes deciding the purpose, scope, and learning outcomes to be assessed. Once the objectives are clear, **specific weightages** are assigned for content areas, objectives, and types of questions to ensure balance. A **test blueprint** is then prepared to distribute questions systematically, serving as a framework for item development.

The next stage is preparing the **preliminary draft**, which includes writing test items, setting the format, and reviewing them through expert checking and editing. The draft is then subjected to **tryouts and pilot testing** in stages to refine the items. Afterward, **item analysis** is carried out to determine difficulty, discrimination, reliability, and validity. Based on the analysis, a **final draft** is prepared, ensuring the test is standardized and dependable. Finally, the test is **administered** under uniform conditions with clear instructions, making it a scientific and reliable tool for assessing learners' performance.

Psychological Testing

Psychological testing refers to the systematic use of standardized tools to measure different aspects of an individual's psychological functioning, such as mental abilities, personality traits, interests, attitudes, and emotional adjustment. Unlike achievement tests that focus only on subject knowledge, psychological tests aim at understanding the unique individual differences among learners. For instance, intelligence tests like the Binet-Simon Test, Wechsler Adult Intelligence Scale (WAIS), or Raven's Progressive Matrices help in assessing general mental ability, while aptitude tests such as the Differential Aptitude Test (DAT) and the General Aptitude Test Battery (GATB) evaluate specific skills and future potential. Personality inventories like the Sixteen Personality Factor Questionnaire (16PF), Eysenck Personality Inventory (EPI), and Minnesota Multiphasic Personality Inventory (MMPI) provide insights into personal characteristics, whereas attitude and interest scales, including Likert and Thurstone scales or the Strong Interest Inventory, reveal learners' preferences, values, and orientations. Similarly, adjustment and emotional assessments such as Bell's Adjustment Inventory and Emotional Intelligence Scales help in identifying students' socio-emotional needs.

In the classroom, these tests serve several practical applications. Intelligence and aptitude tests help teachers in identifying gifted, average, and slow learners so that instruction can be differentiated according to ability levels. Personality inventories and adjustment scales guide teachers in understanding behavioral issues, motivation levels, and emotional well-being, enabling them to provide suitable counseling and support. Interest and attitude scales are useful for career guidance,

subject selection, and encouraging positive attitudes towards learning. By using these tools, teachers can adopt learner-centered strategies, offer remedial or enrichment programs, and create a supportive classroom environment. Thus, psychological testing not only supports academic progress but also fosters overall growth, self-awareness, and personal development among students.

(*Please see appendices from 5.1 to 5.4)*

6.0 **Peer observation** *(manuscript supported by Dr. Meenakshi Ingole)*

Peer observation of teaching is a collaborative model of professional learning in which a teacher observes a colleague/peer teach and reflects on what they have seen. They then engage in collegial conversations to provide the observed teacher with constructive feedback on their practice, and discuss ways in which teaching and learning can be enhanced. Peer observation of teaching is an integral part of teachers' professional development. Peer observation supports the observed teacher to enhance their students' learning through reflective practice, engage in professional learning to improve teaching, gain feedback on significant teaching or course changes, gather evidence of teaching quality to support career progression and help to create a community around teaching and learning.

Peer observation is important because it supports teachers' continuing professional development, draws on social cognitive theory, which suggests that people learn when observing others and participating in social environments, enables observing teachers to build on their current knowledge base by learning new strategies and applications for pedagogy, and then adapting them within the framework of their own teaching methods and teaching styles, allows observee teachers to share and demonstrate their expertise within the context of their classrooms, and gain valuable feedback and ideas, and promotes reflective practice.

(Please see appendix-1A & 1B)

ii

7.0 **Reflective Journal** *(manuscript supported by Dr. Geeta Rai)*

Reflective journal serves as a bridge between theory and practice, allowing future educators to critically examine their experiences, thoughts, and learning processes. In the context of B.Ed. program, a reflective journal typically includes reflections on teaching experiences, classroom interactions, observations of students, and insights gained from coursework and practical activities. It provides a deeper understanding of their teaching practices, enhance their pedagogical skills, and cultivate a reflective mindset essential for lifelong learning and continuous professional improvement. Reflection encourages students to pause and think about what they have learned, how they have learned it, and how they can apply this knowledge in future teaching scenarios. It is a space for self-expression, self-assessment, and professional development, allowing student-teachers to connect theory to practice, identify areas for improvement, and celebrate successes.

Writing Reflective Journal Effectively

Writing a reflective journal can be an enriching process, offering a structured way to think deeply about your experiences and connect them to broader concepts or future actions. In a reflective journal, you ask yourself questions like: What happened? How did it affect me? What did I learn from it? How can I apply this learning in the future? This process requires honesty, openness, and a willingness to learn from both positive and negative experiences.

Steps to Write a Reflective Journal

- Choose a focus or prompt
- Describe the experience
- Reflect on your thoughts and feelings
- Analyze the experience
- Draw conclusions and identify learning
- Plan for future actions

(Please see Reflective Journal Templates in Appendix-3)

8.0 **Mini School Project** *(Manuscript supported by Dr. Rakesh Kumar)*

The Mini School Project is a significant component of the B.Ed. curriculum, designed to provide prospective teachers with hands-on experience in the real-world school environment. It serves as a small-scale version of the larger educational system, enabling student-teachers to apply theoretical knowledge, develop practical skills, and reflect on their teaching practices. Based on the above discussion, the importance of the Mini School Project can be summarized as follows:

1. Experiential Learning
2. Skill Development
3. Reflective Practice
4. Collaboration and Teamwork
5. Understanding the School Ecosystem
6. Innovation in Teaching
7. Confidence Building

Some suggested area under School Mini Project

- School Timetable Design and Management
- Science Lab Setup and Utilization
- Mathematics Lab Development
- History Resource Room Creation
- Geography Resource Room Development
- Language Lab Implementation
- Computer-Assisted Learning and ICT Facilities
- Happiness Curriculum Implementation
- Morning Assembly Planning and Execution
- Co-Curricular Activities Management
- Celebration of National Days and Festivals
- Library Management and Promotion of Reading
- Physical Education and Sports Programs
- Environmental Education and School Eco-Club
- Special Education Needs (SEN) Resource Room
- School Library Digitalization
- School Health and Wellness Program
- Career Counselling and Guidance
- Disaster Management Preparedness in Schools

- Student Leadership and Governance
- Inclusive Education Practices
- School-Community Partnerships
- Bullying Prevention and Safe School Environment
- After-School Programs and Extracurricular Activities
- Library Reading Programs
- School Gardens and Green Initiatives
- Digital Citizenship and Online Safety Education
- School Canteen Nutrition Improvement
- Parent-Teacher Association (PTA) Involvement
- Classroom Assessment and Examination
- Student Attendance Monitoring and Improvement

(Please see Appenix-4 for School Mini Project Templates)

9.0 Supervisors/ co supervisors as mentors in SEP

- While student teachers are teaching, pay attention to them in the classroom.
- Add comments to the lesson plan records.
- Assist trainee teachers in planning the lesson, planning and procuring teaching aids.
- Provide ongoing feedback to student teachers so they can continue to improve their teaching and other school-related activities.
- Assistance with school assignments, reflective journal writing, and peer observation mentoring.
- Call a meeting with the subject specialist, student teachers, and students to go over their progress, challenges, and experiences.

10.0 List of Schools for SEP 2025

S. No	School's Name and Address
1	Surajmal Vihar, SKV (1001102) Govt. Sarvodaya Kanya Vidyalaya, Surajmal Vihar, Delhi 226-vishwas Nagar, (East Delhi), Delhi
2	SOSE, Surajmal Vihar (1001216) Road Number 71 A, Surajmal Vihar, Delhi, 110092
3	Kalkaji No. 1-SKV (Veer Savarkar) (1925029) Govt. Sarvodaya Kanya Vidyalaya No.1 (Veer Savarkar), Kalkaji New Delhi
4	Shakti Nagar, No. 2-GGSSS (1207038) No 2, Shakti Mandir Marg, Shakti Nagar, New Delhi, Delhi 110007
5	Roop Nagar, No.1-G (Co-ed) SSS (1207039) Roop Nagar, 4/3 Lower Ground Floor Roop Nagar, Block 4, Division, New Delhi, Delhi 110007
6	DU Social Centre Co-education School M6P3+WVV, Sant Kirpal Singh Marg, Block C, Maurice Nagar, Roop Nagar, Delhi, 110007
7	SOSE, Raj Niwas Marg 1207261 M6FG+249, Ludlow Castle, Civil Lines, New Delhi, Delhi, 110054
8	Andhra Education Society (AES), ITO
9	New Police Lines-SV 1309004 New Police Lines, Kingsway Camp, GTB Nagar, New Delhi, Delhi, 110009
10	CIE Basic School, DU 33, Chhatra Marg, Faculty of Science, University Enclave, Delhi, 110007
11	Model Town No.1-SKV 1309026 Govt. Sarvodaya Kanya Vidyalaya No.1, Model Town Ph-III, Near Post Office Delhi

12	KIIT Pitampura Pitampura,Delhi
13	Vijay Nagar-SKV 1309167 Govt. Sarvodaya Kanya Vidyalaya, Vijay Nagar, Delhi
14	Virendra Public School Timarpur, Delhi
15	Guru Teg Bahadur Nagar-GGSSS 1309008 GOVERNMENT BOY'S SENIOR SECONDARY SCHOOL, GTB Nagar, Delhi, 110009
16	Janakpuri, B-Block, SKV 1514019 Janakpuri, New Delhi
17	Andhra Education Society (AES), Janakpuri, New Delhi
18	Uttam Nagar SKV 1618057 Uttam Nagar SKV

11.0 SEP-schedule 2025-26

Department of Education
University of Delhi, Delhi–110007

B.Ed. Semester III & Semester IV (2025-26)

School Experience Programme (SEP) - Internship

Schedule

Month/Day	Wednesday	Thursday	Friday	Saturday
August -2025	SEP orientation in the Department (18-08-2025 to 22-08-2025)			
	27	28	29	30
September-2025	03	04	05 (Eid)	06
	10	11	12	13 (SS)
	17	18	19	20
	24	25	26	27
October-2025	01	02 (Gandhi Jayanti) & (Dussehra)	03	04
	08	09	10	11 (SS)
	15	16	17	18
	22 (Govardhan Puja)	23 (Bhai Dooj)	24	25
	29(R-I)	30(R-I)	31(R-I)	
November-2025				01
	05 (Guru Nanak Jayanti)	06	07	08 (SS)
	12	13	14	15
	19(R-II)	20(R-II)	21(R-II)	22(R-II)
	26(R-II)	27	28	29
December-2025	Preparation for Examinations			
January-2026		01	02	03
	07	08	09	10 (SS)
	14	15	16	17
	21	22	23 (Basant Panchami)	24
	28	29	30	31

On Non-School days, students have to report to CIE; **SS : Second Saturday; R-I : Rotation Supervision-I & R-II : Rotation Supervision-II**

SEP Committee (2025–26)

13.0. Orientation Schedule for SEP students-2024

Department of Education, University of Delhi
SEP-Orientation Schedule from 18-08-2025 to 22-08-2025
Venue: Conference Hall (First Floor)

Time	Theme	Resource Person
18.08.2025 (Monday)		
10.00 a.m.- 10.30 a.m.	Introduction to SEP	SEP Committee
10.30 a.m.- 11.15 a.m.	The Joy of being a teacher	Prof. N. Ranganathan
11.15 a.m.- 11.30. a.m.	**Bio-Break**	
11.30 a.m.- 12.30 p.m.	SEP Norms and Mandates	SEP Committee
12.30 p.m.- 1.15 p.m.	Classroom Observation	Dr. Meenakshi R. Ingole
1.15 p.m.- 2.15 p.m.	**Lunch**	
2.15 p.m.- 3.00 p.m.	Teaching as an Art	Prof. Susmita Lakhyani (Head & Dean)
3.00 p.m. - 4.00 p.m.	SEP Assignments and Marking Scheme	SEP Committee
19.08.2025 (Tuesday)		
10.00 a.m.- 11.00 a.m.	Lesson Planning	Prof. Vinod Kumar Kanvaria
11.00 a.m.- 11.15. a.m.	**Bio-Break**	
11.15. a.m.- 12.30 p.m.	School Diversity, and Pedagogy	Prof. Vandana Saxena
12.30 p.m.- 1.15 p.m.	Communication in the Classroom	Prof. Neera Narang & Dr Geeta Rai
1.15 p.m.- 2.15 p.m.	**Lunch**	
2.15 p.m.- 3.00 p.m.	School curriculum and Teacher	Prof. D. Parimala
3.00 p.m. - 4.00 p.m.	Assessment and Evaluation	Dr. Ananthula Raghu
20.08.2025 (Wednesday)		
10.00 a.m.- 11.00 a.m.	Teaching Learning Material	Prof. Gaurav Rao
11.00 a.m.- 11.15. a.m.	**Bio-Break**	
11.15. a.m.- 12.30 p.m.	Reflective Journal	Dr. Latika Gupta
12.30 p.m.- 1.15 p.m.	Using technology for facilitating learning	Dr. Subhash Chander
1.15 p.m.- 2.15 p.m.	**Lunch**	
2.15 p.m.- 3.00 p.m.	School Leadership and Discipline	Dr Sunita Singh
3.00 p.m. - 4.00 p.m.	Co-curricular Activities	Prof. Ajit Kumar & Dr. B.S. Rawat
21.08.2025 (Thursday)		
10.00 a.m.- 11.00 a.m.	Pedagogical frameworks for teachers	Prof. Alka Behari
11.00 a.m.- 11.15. a.m.	**Bio-Break**	
11.15. a.m.- 12.30 p.m.	Classroom Management	Dr. Rakesh Kumar
12.30 p.m.- 1.15 p.m.	Inclusion in the Classroom	Dr. Abha Shree
1.15 p.m.- 2.15 p.m.	**Lunch**	
2.15 p.m.- 3.00 p.m.	Towards a Spontaneous and Sensitive Teacher	Prof. Ashish Ranjan
3.00 p.m. - 4.00 p.m.	Mental Health	Prof. Preeti V. Mishra
22.08.2025 (Friday)		
10.00 a.m.- 11.00 a.m.	Mini School Project	Prof. Sandeep Kumar
11.00 a.m.- 11.15. a.m.	**Bio-Break**	
11.15. a.m.- 12.30 p.m.	Yoga for wellbeing of Teacher	Mr. Sumit Kumar
12.30 p.m.- 1.15 p.m.	Lifelong learning for the teacher	Prof. Yukti Sharma
1.15 p.m.- 2.15 p.m.	**Lunch**	
2.15 p.m.- 3.00 p.m.	Issues and challenges in SEP	Prof. Ritu Bala & Dr. Pinkal Chowdary
3.00 p.m. - 4.00 p.m.	Interaction with Co-Supervisors	SEP Committee

12.0 Delhi Metro Network map

The map of Delhi Metro train NCR connection is shown in Figure-2.
((Source: https://www.delhimetrorail.com/network_map)

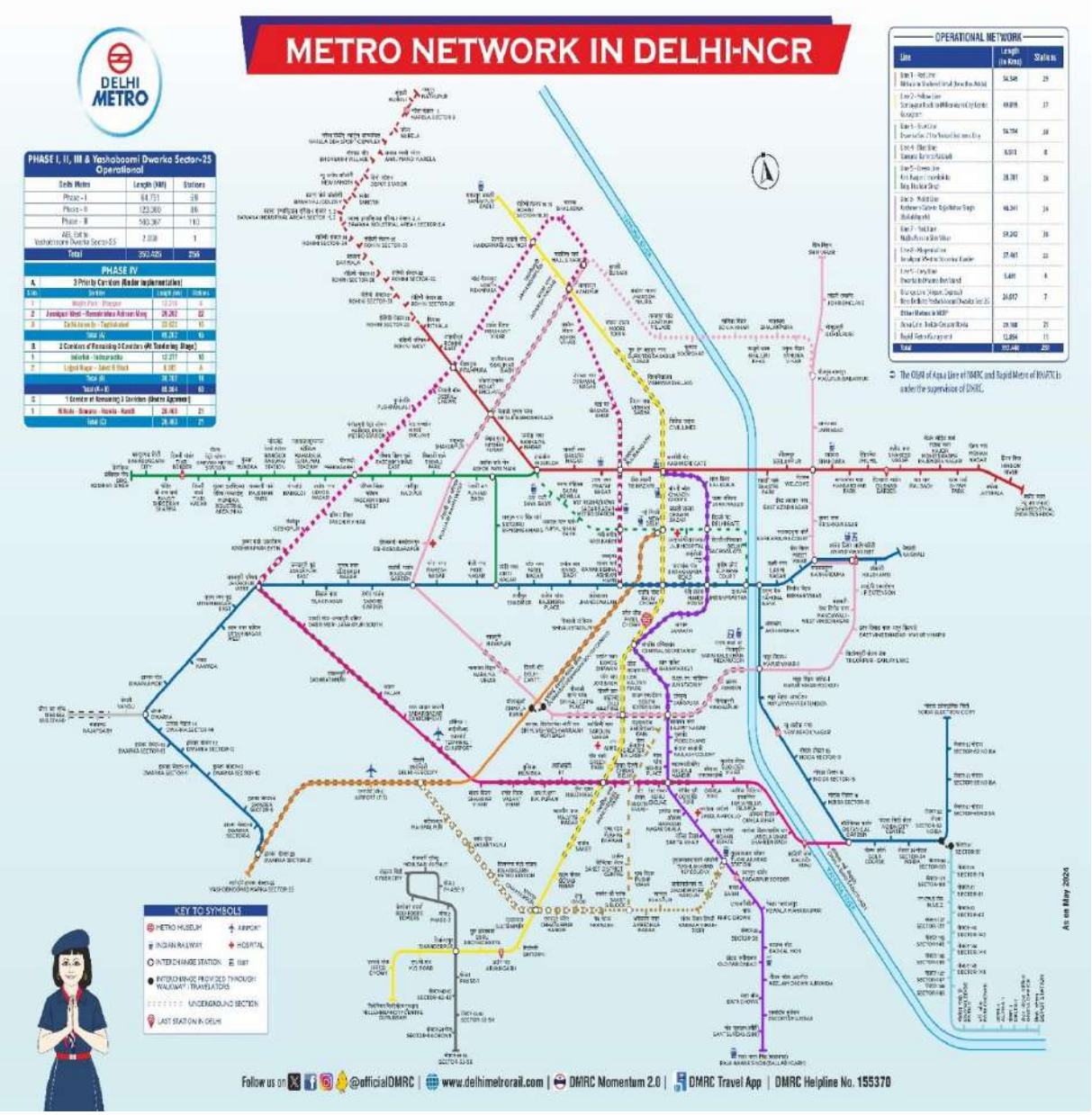

Figure-2: Delhi Metro route map

13.0 Conclusion

The quality of its citizens determines the quality of the nation. The quality of a citizen is dependent upon the quality of their education, which is more dependent upon the quality of their teachers. Teacher education is a significant investment. We ensure School Experience Programme (SEP) as a part of Teacher Training would definitely enhance their competencies and fill the joyful experiences. We take the opportunity to acknowledge the contributions of Head& Dean, Faculty members, staff, PhD scholars, School Authorities of Delhi and all those who supported in the programme.

Dr. Geeta Rai, Dr. Ananthula Raghu & Dr. Dipi Pathak

(SEP Committee, 2025, Department of Education, University of Delhi)

Appendices

Appendix-1A
Observation Schedules for Supervisors/ Trainees

(Source: https://www.isu.edu/media/libraries/college-of-technology/pdfs/faculty-staff-docs/ClassroomObservationForm.doc)

Classroom Observation Form

Student Teacher's Name_____
Course_____
Peer/Observer: _____
Date and Time _____
Subject: _____
School _____

Component	Description/Comments
1. **SUBJECT MATTER CONTENT** (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2. **ORGANIZATION** (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	
3. **RAPPORT** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	

Component	Description/Comments
4. **TEACHING METHODS** (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
6. **MANAGEMENT** (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)	
7. **SENSITIVITY** (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-	

Component	Description/Comments
threatening, pro-active learning environment)	
8. **ASSISTANCE TO STUDENTS** (assists students with academic problems)	
9. **PERSONAL** (evidences self-confidence; maintains professional comportment and appearance)	
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	

Strengths observed:

Suggestions for improvement:

Overall impression of teaching effectiveness:

Appendix-1B (Compiled by Dr. Meenakshi Ingole)
Peer Observation Pro-forma for SEP

Pupil Teacher Name: **Class:**
Pedagogy: **Subject:**
Topic:

Teaching Principle	Examples of this principle	Needs Improvement	Fair	Good	Better	Best
I: Deliberate and intentional planning	● Aligns learning outcomes, assessments, and activities ● Resources are commensurate with the level and expectations of the subject and topic ● Plans learning opportunities for students that meet the learning needs of all students ● Identifies possible barriers to learning and student success and includes strategies to reduce them ● Includes resources that provide different perspectives					
II: Construction of knowledge	● Creates opportunities for students to build knowledge by developing key ideas and concepts ● Identifies misconceptions and errors and finds alternative explanations					

	● Connects new to prior knowledge ● Scaffolds learning					
III: Active engagement and exploration in learning	● Provide opportunities for students to use the knowledge they are building ● Allows students to question as well as be questioned ● Encourages activities like explaining ideas, predicting results, constructing arguments based on evidence ● Provides opportunities for students to think deeply about knowledge. ● Provides opportunities for students to explore important concepts/skills					
IV: Relevance to disciplinary experiences	● Appropriate teaching method use ● Questions posed that encourage ● critical thinking and discussion ● Subject Matter and Sequence					
V: Use of assessment data and feedback to support student learning	● Develops a innovative/ creative methods to assess learning outcomes ● Supports student success through use of					

and inform instruction	feedback/reinforcement to assist successful student learning, comprehension, and demonstration of command of material. ● Allows students to give feedback and reflection					
VI: Shared responsibility for learning	● Instructors adjust their roles in the classroom depending on learning outcomes (knowledge giver, advisor, facilitator, guide) ● Clearly communicates student expectations and support the attainment of those expectations					
VII: **Classroom Interaction**	● Uses pedagogies that support learners engagement ● Discussions in small groups to learn from each other ● Working inclusively with students to be aware of and appreciate different points of view ● Use of appropriate instructional materials and resources					

	● Appropriate teaching method use and Technology Integration					
VIII. Establish and support a class climate that fosters belonging for all students	● Establishes guidelines for productive and respectful community/class engagement ● Provides multiple ways to establish rapport with their students ● Provides opportunities for students to see themselves in the discipline ● Allows time for students to socially connect with teacher- students & student-student					

Key points from pre-observation discussion:

What I observed …

Examples of good practice include …

Areas for development/ discussion include…

Date …….

Signature of Pupil Teacher **Signature of the Internal Supervisor**

Appendix-2

(Compiled by Dr. Vinod Kumar Kanvaria)

Unit Plan and Lesson Plan Format by RIE (NCERT), Ajmer

(Source: Lesson Plan Note Book by RIE (NCERT), Ajmer)

Unit Plan

Class:_____ **Subject:**_____

Unit: _____ **No. of Periods:**_____

General Objectives:

1._____

2._____

3._____

Transactional Strategies/Methods of Teaching:

1._____

2._____

3._____

Lesson No	Topic	Teaching Point/Concept	Teaching Aids
1.			
2.			
3			
4.			
5			

References/Resource Material

1._____

2._____

3._____

Test Items

1._____

2._____

3._____

Format of Lesson Plan

Lesson Plan No.

Subject: **Period:**

Class & Section: **Date:** **Topic:**

Unit/Chapter:

Duration:

- **Learning Outcome(s)**
- **Learning Objectives**
- **Content Organization(concept mapping, graphic organizer, mind mapping)**
- **Learning Resources:** (such as lab equipment/ resource book/ ICT tools/ Charts/ maps/ Globe/ model/etc.)
- **Method(s) to facilitate Learning:** Child-centered pedagogy, cooperative-collaborative method facilitating to achieve learning outcomes etc.
- **Introduction of topic:** Previous/Pre-requisite Knowledge of learners based on their experiences/ observation. Initiation with questioning, brain storming, puzzles, creating /presenting thought provoking situation etc.
- **Presentation of lesson:**

Pedagogical Process/ Strategies	Classroom Interaction/ Activities	Learning Outcome(s)
Pedagogical process needs to make suitable resources available in order to initiate and involve learners in teaching-learning process. Furthermore, it enables pupil-teacher to make learners engage with suitable activities such as group work, role play, peer-work, brain storming, observation etc.	Demonstration, experiment, Scientific inquiry, meta cognition, exploration, observation, discussion, analysis, explanation, calculation, promoting critical thinking, use of interactive board/ smart board/ electronic gadgets, graphical presentation, field activity etc.,	Skill/competencies learnt by the learners as a result of classroom teaching-learning process (Please refer to Learning Outcomes document with reference to subject and class as mentioned therein)

- Going beyond the classroom: conclusion of lesson in such a way that learners are exposed to learning linked with real life situations.
- Assessment: Assessment is an integral part to teaching-learning process such as questioning, participation, performing lab skills/activity, Self assessment, peer assessment etc. However, assignment can be given at the conclusion of the lesson related to the skills and competencies of the topic concerned.
- References: Text and web references.

Some Other Lesson Plan Formats
(Sources: Various resources, to be used for educational purposes only)

LESSON PLAN

Grade:	Subject:	Date:

Topic:	Lesson #

Lesson Focus and Goals:

Materials Needed:	Learning Objectives:

Structure / Activity:

Assessment:

LECTURE PLAN	COURSE CODE:	DATE: ___ /___ /20___
Topic:	**Goal:**	

Learning Objectives

Introduction	Assessment Description

Action	Assessment Description

Consolidation	Assessment Description

Reflection & Next Steps

Activities that worked	**Topics to be revisited**

Strategies/Activities

- ☐ Graphic Organizer
- ☐ Think/Pair/Share
- ☐ Modeling
- ☐ Collaboration
- ☐ Discussion Question
- ☐ Learning Stations

Assessment *for* Learning

- ☐ Observations
- ☐ Conversations
- ☐ Anecdotal Notes
- ☐ Work sample
- ☐ Conference
- ☐ Checklist
- ☐ Diagnostics

Assessment *as* Learning

- ☐ Self-assessment
- ☐ Peer-assessment
- ☐ Presentation
- ☐ Graphic Organizer
- ☐ Collaboration
- ☐ Homework

Assessment *of* Learning

- ☐ Test
- ☐ Quiz
- ☐ Presentation
- ☐ Project
- ☐ Published work
- ☐ Rubric

LESSON PLAN

Class:	Subject:	Date:

Topic:	Lesson:

Learning Objectives:

Teaching Aids:	Materials Needed:

Structure / Activity:

Teaching Point	Student-Teacher Interaction	Activities

Recapitulation:

Assessment:

Reflection & Follow Up:

Lesson Plan Template

Source : http://www.oise.utoronto.ca/supo/Forms_Resources/Lesson_Plan_Templates/index.html

LESSON PLAN

Date: _____

Title of the Lesson: _____ Unit of Study: _____

Background Information:

Grouping:

Learning Expectations:

Assessment:

Lesson:

- Mental Set
- ☐ Sharing the Purpose/ Objectives
- ☐ Input
- ☐ Modelling
- ☐ Check for Understanding
- ☐ Guided Practice
- ☐ Independent Practice
- ☐ Closure

Materials/Resources:

Bloom's Taxonomy:

- ☐ Knowledge
- ☐ Understanding
- ☐ Application
- ☐ Analysis
- ☐ Synthesis
- ☐ Evaluation

Multiple Intelligences:

- ☐ Linguistic
- ☐ Logical/Mathematical
- ☐ Spatial
- ☐ Musical
- ☐ Bodily/Kinesthetic
- ☐ Interpersonal
- ☐ Intrapersonal
- ☐ Naturalistic

Modifications:

Personal Notes/Reminders/Homework/Other Considerations:

Lesson Plan

Teacher:	**Date:**
Activity Name:	**Domain Focus:**
Objectives	
Materials	
Location	
Lesson Introduction	
Main Activity	
Closure	
Transition	
Questions	
Individualization 1. specific children 2. simplifications 3. extensions	
Assessment	
Reflection/Self-Evaluation	

Math Lesson Plan Template

Grade:	**Stream**: academic/applied...	**Course Code**	
Source: Where did this lesson come from? If original - say so. If idea was inspired from somewhere, reference that document/media. If you adapted a lesson - reference it. Full APA or MLA reference required.			
Overall expectation(s):			
Specific expectation(s):		explain HOW your lesson meets the content as well as the processes (verbs; investigate for example):	
Materials & Equipment list: List all materials, manipulatives & equipment needed in detail including numbers needed. Attach any handouts or slide decks as an appendix to the lesson. If using online media include a URL with full APA or MLA reference		**Background knowledge** required (preceding concepts):	
Bellwork and/or hook:			
Time spent: **Grouping** (numbers & method & seating arrangement): why is this configuration ideal for this activity?	**Teacher actions & materials**: steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	**Student actions / products:** what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	**Assessment &/or feedback opportunities:** what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Body:			
Time spent: **Grouping** (numbers & method & seating arrangement): why is this configuration ideal for this activity?	**Teacher actions & materials:** steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	**Student actions / products:** what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	**Assessment &/or feedback opportunities:** what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Consolidation/Closure:			
Time spent: Grouping (numbers & method & seating arrangement): why is this configuration ideal for this activity?	**Teacher actions & materials:** steps, instructions, reference to materials/handouts/etc. Any notes or explanations given should be detailed here. Teacher questioning should include examples.	**Student actions / products:** what are students doing? what will they produce? (set of notes, solution on chart paper, solution on blackboard)	**Assessment &/or feedback opportunities:** what evidence will you collect/observe? how will you know if students are able to do what was outlined in the specific expectation? what feedback will you give & how? include rubrics/checkbricks/checklists if using.
Which **instructional strategies** did you incorporate and why?			
Reflection: What worked well? What didn't work well? How would you change it to make it better next time?			

LESSON PLAN TEMPLATE

LESSON PLAN Ref:		Course Ref:	

Subject / Course:			
Topic:			
Lesson Title:			
Level:	Select Level >>	Lesson Duration:	

Lesson Objectives:

Summary of Tasks / Actions:

Materials / Equipment:

References:

Take Home Tasks:

Appendix-3

Reflective Journal Entry Template

Reflective Journal Entry

Name:

Date: [Enter the date of your journal entry]

Focus/Topic: [Enter the focus of your reflection, e.g., a specific lesson, experience, or event]

1. Description of the Experience

(What happened?)

Provide a detailed and objective description of the event or experience. Include relevant details such as the context, setting, people involved, and specific actions that took place.

Example:

"Today, I taught a lesson on fractions to Grade 5 students. The lesson began with a brief review of prior knowledge, followed by an introduction to the concept of fractions. I used visual aids, including diagrams and fraction circles, to explain the topic. Despite my efforts, several students seemed confused, particularly during the practice exercises."

2. Reflection on Thoughts and Feelings

(How did you feel about the experience? What were your initial thoughts?)

Reflect on your emotions and thoughts during and after the experience. Be honest and specific about how the situation affected you.

Example:

"I felt frustrated when I noticed that some students were not grasping the concept, despite my explanations. I was also concerned about whether my teaching approach was effective enough. However, I was determined to find a way to help them understand the topic better."

3. Analysis of the Experience

(Why did it happen this way? What influenced the outcome? How does this connect to theory?)

Analyze the experience by exploring its underlying causes, factors, and implications. Consider how theoretical concepts or principles apply to the situation.

Example:

"Upon reflection, I realized that my explanation may have been too abstract for some students. According to constructivist learning theory, students need concrete examples to build new knowledge. I focused too much on the abstract representations and didn't provide enough real-world examples for students to relate to."

4. Learning and Insights

(What did you learn from the experience? How has your thinking changed?)

Identify the key lessons or insights gained from the experience. Consider how your thinking, behavior, or perspective has evolved as a result.

Example:

"I learned that it's essential to differentiate my teaching approach to cater to students with varying learning styles. Using more concrete examples and hands-on activities can make abstract concepts like fractions more accessible. I also realized the importance of checking for understanding more frequently during the lesson."

5. Action Plan for Future Improvement

(What will you do differently next time? How will you apply what you've learned?)

Develop a plan for applying your learning in the future. Specify actions or strategies you will implement to improve your practice.

Example:

"Next time, I will incorporate more visual aids and real-life examples when teaching fractions. I'll also use formative assessments, such as quick quizzes or exit tickets, to gauge student understanding throughout

the lesson. Additionally, I plan to use group activities where students can manipulate fraction tiles to build a stronger conceptual understanding."

6. Conclusion

(Summary of your reflection)

Summarize the key points of your reflection, highlighting the most important insights and your plan for future action.

Example:

"This experience taught me the importance of adapting my teaching methods to suit different learning styles. By incorporating more concrete examples and assessing understanding regularly, I can enhance my effectiveness as a teacher. Going forward, I will be more mindful of how I present complex topics and ensure that all students are actively engaged in the learning process."

(If required, include additional materials, such as lesson plans, student work samples, or observation notes that support your reflection.)

- **Reflective Journal Checklist**
- Clear description of the experience
- Honest reflection on thoughts and feelings
- In-depth analysis with connections to theory
- Identification of key learning points
- Action plan for future improvement
- Summary of reflection

Appendix-4

(Compiled by Dr. Rakesh Kumar)

A Template on School Mini Project Record

1. Title of the Project: Clearly and concisely state the title of the project. The title should reflect the focus of the project and provide a clear indication of its content.

- **Example:** "Designing a School Timetable to Optimize Learning Outcomes"

2. Objectives: List the specific, measurable objectives of the project. Objectives should detail what you aim to achieve and the desired outcomes for the students and the school. Consider using bullet points for clarity.

- **Example:**
  - To create a balanced school timetable that accommodates academic and co-curricular activities.
  - To analyse the impact of the timetable on student attendance, teacher workload, and overall school efficiency.

3. Rationale: Provide a brief justification for selecting the project topic. Explain the relevance of the project within the school setting, and how it addresses specific needs or gaps in the teaching-learning process. Discuss the potential impact on student learning and school operations.

- **Example:** "This project was chosen to address the challenges of managing time effectively within the school. A well-designed timetable is crucial for maximizing learning opportunities, reducing teacher burnout, and ensuring that students receive a well-rounded education. By optimizing the school timetable, the project aims to improve the overall functioning and effectiveness of the school."

4. Literature Review: Summarize relevant research, theories, or studies that support the project. Include citations of educational theories, research articles, or books that informed the design and implementation of your project. This section should provide a theoretical foundation for your project.

- **Example:** "Research by [Author Name, Year] suggests that a well-structured timetable can significantly impact student performance

by reducing downtime and minimizing class overlaps. According to time management theories in education, such as those proposed by [Another Author, Year], effective scheduling is essential for optimizing the use of school resources and enhancing the learning environment."

5. Methodology: Describe in detail the methods and strategies used to implement the project. This should include planning stages, the approach taken during execution, and the tools or techniques employed. Specify the timeline, resources, and any preparatory activities conducted.

- **Subsections:**
  - **Planning:** Outline the steps taken to prepare for the project, including any research or consultations.
  - **Execution:** Detail the actual implementation of the project, including how lessons were conducted and what materials were used.
  - **Assessment:** Describe how the success of the project was measured, including any tools or criteria used for evaluation.
- **Example:** "The project began with a survey of teachers and students to identify their scheduling needs and preferences. This data informed the design of a new timetable, which was then piloted for one month. During this period, attendance records, teacher feedback, and student performance were monitored to assess the impact of the new schedule."

6. Implementation: Provide a detailed account of how the project was carried out. Include descriptions of the lesson plans, activities, and resources used. This section should capture the step-by-step process, from initiation to completion, and highlight any adjustments made along the way.

- **Subsections:**
  - **Lesson Plans:** Attach or summarize the lesson plans used during the project.
  - **Activities:** Describe the activities students and teachers engaged in, such as timetable creation workshops, feedback sessions, or pilot testing.
  - **Resources:** List all materials, tools, and resources utilized, such as scheduling software, survey tools, or consultation sessions.

- **Example:** "The timetable was developed using scheduling software that allowed for easy adjustments based on feedback. Teachers participated in workshops to provide input on the design, and students were involved in feedback sessions to ensure the timetable met their needs. The new timetable was then implemented on a trial basis, with continuous monitoring and adjustments as needed."

7. Observation and Analysis: Document your observations during the implementation of the project. This should include notes on students' behaviour, engagement levels, and any unexpected occurrences. Analyse the data collected to determine whether the project met its objectives and how it influenced the school environment.

- **Subsections:**
  - **Observation Notes:** Include anecdotal records or observation logs from teachers and students.
  - **Data Analysis:** Analyse student attendance data, teacher workload reports, or any other evidence collected.
- **Example:** "Observations revealed that the new timetable led to better attendance, particularly in the first period, as students felt less rushed in the morning. Teacher feedback indicated a more manageable workload with fewer class overlaps, which positively impacted lesson preparation and delivery."

8. Reflection: Reflect on your experience conducting the project. Discuss the challenges you encountered, how you addressed them, and what you learned from the experience. Consider how this project has influenced your teaching practice and what changes you might make in future projects.

- **Subsections:**
  - **Challenges:** Identify any difficulties faced during the project and how they were overcome.
  - **Lessons Learned:** Discuss what worked well and what could be improved.
  - **Future Implications:** Reflect on how this experience will inform your future teaching practices.
- **Example:** "One challenge was balancing the diverse needs of different grade levels, which required several iterations of the timetable. I learned the importance of flexibility and open

communication in implementing school-wide changes. In the future, I plan to involve more stakeholders early in the planning process to anticipate and address potential issues."

9. Conclusion Summarize the overall outcomes of the project. Highlight the key findings and their implications for your future teaching practice. This section should wrap up the project report with a clear statement of its success or areas for further development.

- **Example:** "The project successfully achieved its objectives of creating a balanced and effective school timetable. The positive impact on student attendance and teacher workload demonstrates the importance of thoughtful scheduling in school management. The insights gained will inform future efforts to optimize school operations and enhance the learning environment."

10. Appendices:

- **Guidance:** Include any additional materials that support the project, such as worksheets, lesson plans, student work samples, and assessment tools. These appendices should provide concrete evidence of the project's implementation and outcomes.
- **Subsections:**
  - **Lesson Plans:** Full lesson plans or scheduling workshops used in the project.
  - **Surveys:** Copies of surveys or feedback forms used to gather input from students and teachers.
  - **Timetable Samples:** The initial and final versions of the school timetable.
  - **Assessment Tools:** Rubrics or criteria used to evaluate the success of the new timetable.
  - **Template for Future Projects:** A blank template or guide for conducting similar projects in the future.
- **Example:** "Appendix A includes the survey forms used to gather teacher and student input. Appendix B contains the initial draft of the timetable, along with the final version that was implemented."

Appendix-5

(Assessment and Evaluation- Compiled by Dr. Ananthula Raghu)

5.1: Weightage Tables for Construction of an Achievement Test

Aspect	Categories	Weightage (%)
Objectives	Knowledge	20
	Understanding	30
	Application	30
	Skill/Creativity	20
Content	Unit I	25
	Unit II	15
	Unit III	30
	Unit IV	30
Types of Questions	Essay Type	20
	Short Answer	30
	Objective Type	50
Difficulty Levels	Easy	20

5.2: Format of a Blue print

(Source: https://cup.edu.in/school_education/data/E-content__module/AFLPDF/AFL001.pdf)

FORMAT OF A BLUEPRINT

Objective	Knowledge			Understanding			Application			Skill			Total
Form of Questions	E	S	O	E	S	O	E	S	O	E	S	O	
Sub Unit1	0	2(2)	1(2)										6
Sub Unit2				5(1)	2(1)			2(1)		1(1)			10
Sub Unit3				5(1)	2(1)						2(1)		9
Total	0	4	2	10	4	0	0	2	0	1	2	0	25

5.3 Sample Achievement Test

(Source: https://cup.edu.in/school_education/data/E-content__module/AFLPDF/AFL001.pdf)

ACHIEVEMENT TEST

Subject: Life Science
Class/Standard: VIII
Marks: 50
Time: 2 hours
Name of Teacher: ABCD
Name of School: XYZ School
Date: _____

SECTION A –Objective Questions (20 x 1= 20)

Multiple Choice Questions

1. Which of the following elements does not determine the weather?
   a. Temperature
   b. Rainfall
   c. Humidity
   d. Photosynthesis
2. Which of the following is not a water-saving feature/habit?
   a. Low-flow toilets
   b. Low-flow shower heads
   c. Rainwater catchment system
   d. Instant water heaters on sink
3. A vertical section through different layers of soil is called _____.
   a. Horizon
   b. Soil profile
   c. Terracing
   d. Weathering
4. Dirty water can be recycled. It can thus be _____.
   a. Reused
   b. Discarded
   c. Thrown into rivers
   d. Thrown into oceans
5. Mohan takes 100g soil and allows it to dry for two hours. After drying, soil is weighed. It loses 10g. Calculate the percentage of moisture in soil.
   a. 20%
   b. 10%
   c. 60%
   d. 5%
6. If you recycle one ton of paper, how many trees can you save?
   a. One
   b. Nine
   c. Thirty-five
   d. One Hundred
7. Which is the main causative factor for desertification?
   a. Irrigated agriculture
   b. Overgrazing
   c. Tourism
   d. Developmental activities
8. Which of the following regions has maximum biodiversity?
   a. Mangroves
   b. Temperate rainforests
   c. Taiga
   d. Coral reefs
9. A place receives very high rainfall and the temperature remains above 25°C throughout the year. What will be the climate of that place?
   a. Hot & Dry
   b. Wet & Hot
   c. Cold & Wet
   d. Cold & Dry
10. _____ and _____ are the parts of India where tropical rainforest climate is found.

a. Western Ghats
b. Assam
c. Both a and b
d. None of these

Fill in the Blanks

11. Dissolved and suspended impurities in sewage water are called _____.
12. Hot and dry climate best describes a _____ region.
13. Three forms of water in water cycle are _____, _____, and _____.
14. All the changes in weather depend upon the distance of _____ from the earth.
15. Leftover food should be used for _____.

Match the Following

S. No	Column A	Column B
16	A community of organisms where there are several interrelated food chains	Habitat
17	Loss of top layer of soil by wind or water	Biodiversity
18	The average weather taken over a long period of time	Weather
19	A place where living organisms live, survive and reproduce	Food web
20	A variety of living beings in a habitat	Climate

SECTION B – Short Answer Questions (10 x 2 = 20)

21. Make a graph along 'x' axis and 'Y' axis showing the variation of maximum temperature during 03 to 09 August using the following data:

Date	Max. Temperature
3/8/2009	26°C
4/8/2009	23.5°C
5/8/2009	25°C
6/8/2009	22°C
7/8/2009	25.5°C
8/8/2009	23.5°C
9/8/2009	24.4°C

22. Why are days longer in summer and comparatively shorter in winter?
23. Which soil is best for plant growth and why?
24. Define the term condensation.
25. Enumerate the special features of long-tailed monkey which help it survive in extreme hot and humid conditions.
26. Give some examples of tropical forest animals.
27. There are 10 tube wells in a lane of 50 houses. What could be the long-term impact on the water table?

28. Enlist the waste material from your surroundings that cannot be recycled.
29. Why does air above the soil seem to shimmer in summer days?
30. Draw a well-labeled diagram of the water cycle.

SECTION C – Long Answer Questions (2 × 5 = 10)

31. What do you mean by deforestation? Explain the various methods to prevent soil erosion.
32. Explain various types of food web with examples.

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5.4 Psychological tests

S. No.	Test Name	Author/s	Publisher	Purpose / Description
1	Mathematics Attitude Scale	Elizabeth Fennema & Julia Ann Sherman	American Psychological Association (1978)	Measures students' attitudes toward learning mathematics.
2	Teacher Attitude Inventory	S.P. Ahluwalia	National Psychological Corporation (1978)	Assesses teachers' attitudes toward teaching and learners.
3	Psychosocial Competency Scale (PSC)	Ananthula Raghu	Psychomatrix, New Delhi (2022)	Evaluates psychosocial competencies of communications, social adjustment, stress management, problem solving and self-awareness.
4	Social Competence Scale (SCS)	Antonio Fernández-Castillo	MDPI (2020)	Assesses social behavior in early childhood populations.
5	Kuder Occupational Interest Survey (KOIS)	G. Frederic Kuder	Kuder, Inc. (1956–1985)	Measures vocational interests to suggest promising occupations.
6	Strong Interest Inventory (SII)	Edward K. Strong Jr., Jo-Ida Hansen, David P. Campbell	The Myers-Briggs Company (2004)	Identifies individual interests and work preferences for career planning.
7	Myers–Briggs Type Indicator (MBTI)	Katharine Cook Briggs & Isabel Briggs Myers	The Myers-Briggs Company (1975)	Assesses personality types based on Carl Jung's theory.
8	Eysenck Personality Questionnaire (EPQ)	Hans J. Eysenck	Springer (2025)	Measures personality traits like extraversion and neuroticism.

9	Raven's Progressive Matrices (RPM)	John C. Raven	Oxford Psychologists Press (2003)	Assesses abstract reasoning and intelligence.
10	Differential Aptitude Tests (DAT)	J.B. Carroll, E.K. Ghiselli, et al.	The Psychological Corporation (1947)	Evaluates verbal, numerical, mechanical, and abstract reasoning abilities.

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Best wishes ……..