

CRITERIA 2

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




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

1. Teacher made written tests essentially based on subject content




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Blue Print of Unit Test

DESIGN

SUBJECT: HISTORY
CLASS: VII

THE WEIGHTAGE OF THE DISTRIBUTION OF MARKS OVER THE DIFFERENT DIMENSIONS OF THE QUESTION PAPER IS /SHALL BE AS FOLLOWS:

1. WEIGHTAGE TO INSTRUCTIONAL OBJECTIVES/LEARNING OUTCOMES

S.NO.	OBJECTIVES	MARKS	% AGE OF MARKS
1	KNOWLEDGE	07	28%
2	UNDERSTANDING	10	40%
3	APPLICATION	06	24%
4	SKILL	02	08%
TOTAL		25	100%

2. WEIGHTAGE TO CONTENT/SUBJECT UNITS:

S.NO.	UNITS AND THEIR SUB-UNITS	MARKS
1	Conflicts with Mughals	07
2	Coronation of Shivaji Maharaj	04
3	Ashtrapradhan Mandal	06
4	Trade and business	05
5	Military Organization	03
6		

3. WEIGHTAGE TO TYPES/FORMS OF QUESTIONS

S.NO.	FORMS OF QUESTIONS	MARKS FOR EACH	NUMBER OF QUESTION	TOTAL MARKS
1	LA.	03	1	3
2	S.A.	2	6	12
3	V.S.A	1	10	10

NOTE: THE EXPECTED LENGTH OF THE ANSWERS OF DIFFERENT TYPES OF QUESTIONS WOULD BE AS FOLLOWS

This is only an approximation. The actual length, however, may vary as the total time is calculated on the basis of the number of questions required to be answered and the length of their anticipated answers. It would, therefore, be advisable, to budget time properly by cutting out the superfluous length and be within expected limit.

S.NO.	TYPE/FORMS OF QUESTIONS	MARKS	EXPECTED LENGTH (NO. OF WORDS/SENTENCES)	EXPECTED TIME FOR EACH QUESTION (MINUTES)
1	LA.	3	3-4 Sentences	4 mins.
2	S.A.	12	2 Sentences	2 mins.
3	V.S.A	10	1 word/1 Sentence	1 min

L.A. = (LONG ANSWER)	$3 \times 1 = 3$	DIFFICULTY LEVEL: (GIVE PERCENTAGE)	32%
S.A. = (SHORT ANSWER)	$2 \times 6 = 12$		
V.S.A = (VERY SHORT ANSWER)	$1 \times 10 = 10$		



BLUE PRINT

EXAM : UNIT-TEST CLASS : VII
 SUBJECT : History DUR. : 30 mins
 UNIT : 1. Conflicts with Mughals MAX. MARKS : 25
2. Administration of Swaraj

OBJECTIVES	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL		
	E	SA	VSA	E	SA	VSA	E	SA	VSA	E	SA	VSA	E	SA	VSA
1 Conflicts with Mughals			1(1)	2(1)	1(1)		2(1)					1(1)	2(2)	1(3)	
2 Coronation of Shivaji Maharaj			1(3)									1(1)			1(4)
3 Ashtrapradhan Mandal			1(1)	3(1)			2(1)						3(1)	2(1)	1(1)
4 Trade and business			1(1)		2(1)		2(1)							2(2)	1(1)
5 Military Organization			1(1)		2(1)									2(1)	1(1)
SUB TOTAL			1(7)	3(1)	2(3)	1(1)	2(3)						3(1)	2(6)	1(10)
TOTAL			7	3	6	1	6					2	3	12	10

Note: please put the number of question within brackets and the marks outside the brackets.

SUMMARY

ESSAY OR LONG ANSWER

SHORT ANSWER

VERY SHORT ANSWER

(LA) 3 × 1 → MARKS: 03

(SA) 2 × 6 → MARKS: 12

(VSA) 1 × 10 → MARKS: 10

SCHEME OF OPTIONS:

SCHEME OF SECTIONS:



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Question Bank

MARY IMMACULATE GIRL'S HIGH SCHOOL

UNIT TEST

STD: VII

QUESTION BANK

Subject: History

Topic: 1.-Conflict with Mughal 2. - Coronation 3.- Ashtapradhan Mandal
4. -Trade and business 5.- Military organisation

Q1 Fill in the blanks: 1 mark each (KNOWLEGDE)

- After the treaty of Purandar, _____ launched a campaign against the Adilshahi.
- Foundation of Maratha Swaraj involves a struggle of over _____ years.
- The chief of the infantry was called as _____.
- _____, was the Subhedar of Surat.
- Shivaji Maharaj undertook campaign of south and there he called on _____.
- The chief of the infantry was called _____.
- Shivaji Maharaj selected the council on the basis of _____.
- After coronation Maharaj accomplished _____, the conquest of the south.

Q.2 Match the Column: 1 mark each (KNOWLEGDE)

A	B
a) Senapati	i) Correspondence
b) Amtya	ii) organizing army
c) Mantri	iii) disperse justices
d) Sumant	iv) keeping accounts
e) Panditrao	v) foreign relation
f) Hon	vi) looking after religious matter.
g) Bhudhabhusan	vii) book
	viii) gold coin

Q.3 Give Reason for the following: 2 marks each (APPLICATION)

- Shivaji Maharaj established the council of eight ministers.
- Shivaji Maharaj entered into treaty of Purandar.
- Shivaji Maharaj escaped from Agra.
- Shivaji Maharaj raised a navy.
- Shivaji Maharaj charged heavy duty on salt imported to Swaraj.
- Shivaji Maharaj took an aggressive stand against Mughals.
- Villages during Shivaji Maharaj were self-sufficient.
- Shivaji Maharaj was a watchful administration.



Q.4 Answer the Following questions: 1 marks each

- a. What plan did Shivaji Maharaj draw to attack Shaistakhan? (UNDERSTANDING)
- b. Name of the coins minted on the occasion of coronation? (KNOWLEDGE)
- c. Between whom was the Treaty of Purandar signed? (UNDERSTANDING)
- d. How did Shivaji Maharaj became the founder of new era? (UNDERSTANDING)
- e. Who was the head of Shivaji Maharaja's Intelligence department? (KNOWLEDGE)
- f. Why it was necessary to protect the west coast? (APPLICATION)
- g. Where were the ships build? (KNOWLEDGE)

Q. 5 Explain the following questions 2 marks each

- a. What were the effects of Jaisingh's invasion? (UNDERSTANDING)
- b. How did Shivaji Maharaj accomplished the campaign of Surat? (UNDERSTANDING)
- c. Explain the cavalry of Shivaji Maharaj (UNDERSTANDING)
- d. What was the job of intelligence department? (UNDERSTANDING)
- e. What were the importance of possessing a fort? (UNDERSTANDING)
- f. Where did prince Shambhaji was brought after the escape of Agra? (KNOWLEDGE)
- g. How many forts were there in Swaraj? (UNDERSTANDING)
- h. What was the work of Karkhanis? (UNDERSTANDING)
- i. Who looked after the war materials on the fort? (KNOWLEDGE)
- j. Which was the sea fort Shivaji Maharaj build in Malvan? (KNOWLEDGE)

Q.6 Answer in Brief 3 marks each

- a. What was the preparation done for the coronation of Shivaji Maharaj? (UNDERSTANDING)
- b. Explain The Ashtapradhan Mandal. (UNDERSTANDING)
- c. Explain the features of sea forts. (UNDERSTANDING)
- d. What was the importance of military organization of Shivaji Maharaj? (UNDERSTANDING)
- e. How did Shivaji Maharaj spread his frame in different directions? (UNDERSTANDING)
- f. What did Shivaji Maharaj planned to recapture the forts and territories? (UNDERSTANDING)

Q. 7 Name and Locate the following places on the map of India: 1 mark each (SKILLS)

- a. Place where Shivaji Maharaj born
- b. Shivaji maharaj was under house arrest by Aurangzeb at _____
- c. After the escape from Mughal, Sambhaji Maharaj reached at this place



Question Paper

MARY IMMACULATE GIRLS HIGH SCHOOL		
UNIT TEST		
Marks: 25	Question Paper	Duration: 30 mins.
STD: VII		Subject: History
<hr/>		
Q.1 Fill in the blanks:		(3)
a. After the treaty of Purandar, _____ launched a campaign against the Adilshahi.		
b. Foundation of Maratha Swaraj involves a struggle of over _____ years.		
c. The chief of the infantry was called as _____.		
Q.2 Match the Column:		(2)
A	B	
a) Senapati	i) keeping accounts	
d) Rajyabhisheka shaka	ii) organisation of Army	
	iii) the coronation era	
Q.3 Answer the Following questions:		(3)
i. What plan did Shivaji Maharaj draw to attack Shaistakhan?		
ii. Name of the coins minted on the occasion of coronation?		
iii. Where were the ships build?		
Q.4 Give Reason for the following:		(6)
i) Shivaji Maharaj established the council of eight ministers.		
ii) Shivaji Maharaj raised a navy.		
iii) Shivaji Maharaj took an aggressive stand against Mughals.		
Q. 5 Explain the following questions:		(6)
a. How did Shivaji Maharaj accomplished the campaign of Surat?		
b. Explain the cavalry of Shivaji Maharaj.		
c. What was the work of Karkhanis?		
Q.6 Answer in Brief:		(3)
i. Explain The Ashtapradhan Mandal.		



Q. 7 Name and locate the following places on the map of India:

(2)


- a. The forts Vellore, Jinji are located in this state.
- b. Shivaji maharaj was under house arrest by Aurangzeb at ____



Answer key

MARY IMMACULATE GIRLS HIGH SCHOOL			
Subject: History		UNIT TEST	STD: VII
ANSWER KEY			
Q.NO	Sub.Q	Questions and Answers	marks
Q.1		Fill in the blanks: (marks- 3)	
	a.	Jaisingh	(1)
	b.	Thirty	(1)
	b.	Sarnobat	(1)
Q.2		Match the following: (marks - 2)	
		a - ii	(1)
		b - iii	(1)
Q.3		Answer the following questions: (marks - 3)	
	a.	Shivaji Maharaj decided to raid Lal Mahal under his own leadership.	(1)
	b.	The gold coin called Hon and copper coins called Shivrai.	(1)
	c.	The Ships were built in the creek of Kalyan Bhivandi.	(1)
Q.4		Give reason for the following (marks - 6)	
	a.	To ensure the smooth management of affairs of the Swaraj and to ensure people's welfare, Shivaji Maharaj set up an efficient council of eight ministers.	(2)
	b.	Enemies on the west coast of India, Portuguese of Goa, the Siddi of Janjira and the British factors of Surat and Rajapur, created obstacles in the expansion of Swaraj. So to curb their activities Shivaji Maharaj raised a navy.	(2)
	c.	Shivaji Maharaj took aggressive stand against the Mughals because, he wanted to recapture the forts and territories given to Mughals as per the treaty of Purandar and he also wanted to destabilize the Mughal rule in Deccan by invading the territories under their control.	(1) (1)



Q.5		Explain the following questions: (marks- 6)	
	a	<p>Surat was a big trade centre and port under Mughals control. The British, Dutch and French had their factories there.</p> <p>Shivaji Maharaj march Surat, the Subhedar Inayat Khan could not stop him. Maharaj obtained plenty of wealth from Suraj without bothering the common people.</p>	(1) (1)
	b.	<p>There were two types of cavalrymen, namely Shiledars and Bargirs. The Shiledar had his own horse and weapons.</p> <p>The bargir was provided with horse and weapons by the states. In cavalry, bargirs were more in numbers. The highest officer of cavalry was the Sarnobat.</p>	(1) (1)
	c.	The karkhanis were on every hill forts. Their work was to look after the storage of food grains and maintenance of war material on the fort.	(2)
Q.6		Answer in Brief: (marks- 3)	
	a	<p>At the time of coronation, Shivaji maharaj appointed the Ashtapradhan Mandal.</p> <p>The Ashtapradhan Mandal means the council of eight ministers and it was divided into eight different departments.</p> <p>A head was appointed for each department. These eight heads of department constituted the Ashtapradhan Mandal.</p> <p>Maharaj alone had power to appoint the ministers or remove him from the position.</p> <p>The ministers were answerable to Maharaj for administration of their respective department.</p>	(½) (½) (1) (½) (½)
Q.7		Name and locate the following places on the map of India: (marks- 2)	
	a	Tamil Nadu	(1)
	b	Agra	(1)
			

Analysis of data and Mark sheet

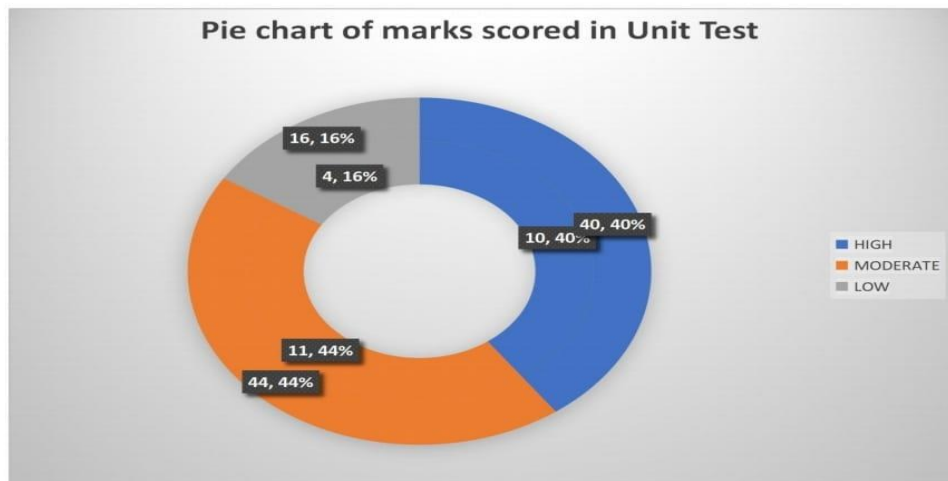
Data Analysis and Interpenetration of marks scored in Unit Test by students

ROLL.NO	NAMES OF STUDENTS	MARKS SCORED out of 25
1	Anita shinde	20
2	Akshata Suvarna	18
3	Bina Shirvastav	22
4	Chitali Seth	13
5	Cyath Pinto	23
6	Daisy Mendes	24
7	Farnaaz Khan	12
8	Fiza Shaikh	8
9	Gauri Kothari	15
10	Greena Gomes	19
11	Heena Khan	21
12	Jecika Gonsalvis	23
13	Kalpana Shah	16
14	Liyana Ferns	14
15	Manyata Patkar	10
16	Nisha Gupta	13
17	Prisha Thakur	18
18	Riya Samat	9
19	Sheeba Shetty	25
20	Sanaya Mehra	24
21	Trisha Sharma	22
22	Tapasya Tyagi	16
23	Urvi Negi	19
24	Unnati OJha	21
25	Vinita katkar	10

	MARKS	%
HIGH	10	40
MODERATE	11	44
LOW	4	16



Interpretation of results



Solution: From the above mention pie chart we can observe that, In the history test 40% of students have scored highest marks than other students. 44% have scored moderate marks and 16% students have scored low marks. The reason for scoring low marks was not attempting questions, spelling errors and lack of knowledge. The students scoring high marks have attempted the full test paper well, with good handwriting and presentation and also had good content knowledge. The students getting moderate marks have tried their best to solve the paper but little more efforts will take them to perfection.



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2. Observation modes for individual and group activities




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Observation for Individual and Group Activities- Rubric

SAMPLE COPY

RUBRICS FOR STORY WRITING				
Components	Expert (4)	Accomplished (3)	Capable (2)	Beginner (1)
Ideas • Choice of the topic • handwriting	• Topic is with social message on point • Writing is clear easy to understand • Story makes complete sense.	• Topic is good • Writing is understandable • One idea may be out of place.	• Topic could be better • Writing is not easy to understand • Story is confusing	• Topic is irrelevant • Writing is unclear, unable to read. • Story makes no sense.
Organization • Beginning • Content • Ending	• Beginning creates interest. • Middle is well developed • End is satisfying	• Story has a clear beginning • Interesting End.	• Story has a clear beginning. • Middle and end needs more detailing to make it interesting	• Story does not have a clear beginning. • Inappropriate middle and ending
Word choice • Choice of Words	• lot of powerful and exciting words to enhance the meaning	• Writing has some powerful and exciting words	• Writing has a few powerful and exciting words.	• Writing has very few powerful and exciting words.
Syntax • Grammatical error • Spelling error	• No grammatical error • No spelling error	• Very few grammatical errors • Very few spelling errors	• Few grammatical errors • Few spelling errors	• lots of grammatical errors • lots of spelling errors.




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REFLECTION

Marks obtained: 15

Grade : A₁

01-02 E	07-08 C ₁	13-14 A ₂
03-04 D	09-10 B ₂	15-16 A ₁
05-06 C ₂	11-12 B ₁	[Key of Grade]

Word Remark.

Ali had chosen good topic, his way of presentation is exemplary. The concept was well begun. His choice of words include lots of powerful and exciting words which enhanced the meaning of story. He needs little more hardwork towards spelling. Overall it was outstanding performance.



FOR EDUCATIONAL USE



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3. Performance tests




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Audit Course: Drama and Art in Education

AUDIT COURSE 1 (AC 1) DRAMA AND ART IN EDUCATION

Total Credits: 3

(To be certified by the Institute in Semester IV)

Objectives

1. To have a practical experience with drama and art.
2. To be acquainted with the concepts thus enhancing their understanding of drama and art.
3. To be acquainted with aspects of theatre management.
4. To integrate drama and art in the school curriculum.
5. To develop their aesthetic sensibilities.
6. To elucidate the role of drama and art in self- realization of learners.
7. To sensitize learners on the use of drama and art for special learners.
8. To highlight the use of drama and art in creative expression.
9. To perceive the social and environmental issues through drama and art.
10. To develop understanding of the local culture through drama and art.
11. To widen the understanding of learners by integrating global culture.

MODULE 1: UNDERSTANDING DRAMA AND ART IN EDUCATION

(1 Credit)

Unit 1: Introduction to Concepts of Drama and Art

- a) Forms of Drama and Art – Visual and Performing
- b) Elements of Drama and Art
- c) Understanding stagecraft and audience etiquettes - (set designing, costumes, props, lights, and special effects) and audience etiquettes

Unit 2: Application of Drama and Art in Academics

- a) Functions of Drama and Art - Information, Instructive, Persuasive, Educative, Entertainment, Development
- b) Integration of Drama and Art in the school curriculum
- c) Developing aesthetic sensibility through Drama and Art

MODULE 2: DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE

(1 Credit)

Unit 3: Drama and Art for Pedagogy

- a) Drama and Art for self-realization
- b) Drama and Art for children with special needs
- c) Drama and Art for creative expression

Unit 4: Drama and Art for Social Intervention

- a) Understanding social and environmental issues through drama and art
- b) Understanding local culture through drama and art
- c) Understanding global culture through drama and art

MODULE 3: SUGGESTED TASK/ASSIGNMENT ACTIVITIES (1 Credit)

Following activities can be organized under the course:

- a) Script writing
- b) Street play



- c) Visit to an Art gallery
- d) Visiting/Organizing exhibitions
- e) Visiting/Organizing cultural festivals
- f) Report on the folk life
- g) Interview with experts from the field like artists, actors, singers, writers, poets, painters, musicians, dancer etc
- h) Appreciation of a film/drama/novel/folk drama, etc.
- i) Workshop on developing short plays/ street play for educational, entertainment or social / environmental relevance
- j) Workshop on preparing a script for a radio programme to propagate a social behaviour or awareness of social issues
- k) Organizing art, craft and music exercises with small groups followed by discussions and presentation.
- l) Workshop –Developing theatre skills, pottery, folk dance, animations depicting culture and art.
- m) Review the position paper National Focus Group on Arts, Music, Drama and Theatre by NCTE on Drama for children with special needs.
- n) Visit a centre for children with special needs and observe the use of drama and art in the activities conducted.

Assignments:

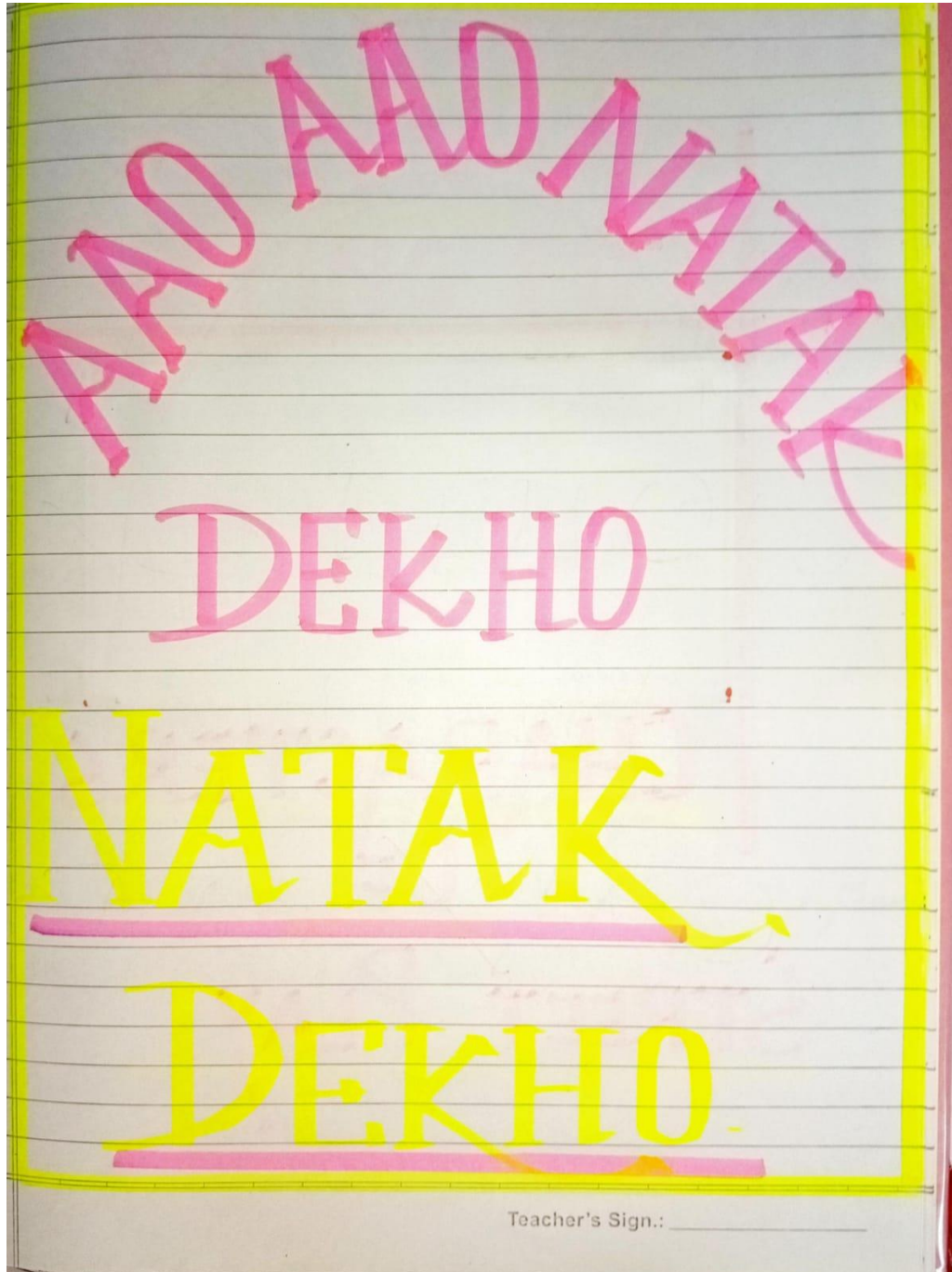
- a) Role Playing' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc.) and write a reflective essay highlighting the elements of stagecraft.
- b) Develop and present a lesson using any one technique of Drama and Art Or using any Art form
- c) Developing masks and puppets to teach any topic in their methods, present a lesson using it. Submission of a lesson plan is required.

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Organizing and participating in a 'Street Play'

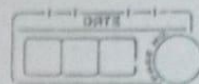


CHARACTER'S OF STREET PLAY



EXPERIMENT :

No.



ROLE OF PARENTS IN SHAPING FUTURE

Characters of the street play are :-

1. Mohammed Aabud - 'Father'
2. Ansari Almas - 'Mother'
3. Shaikh Raisa - 'Son' - named 'Sonu'.
4. Shaikh Sumaiya - 'Counsellor'.
5. Bhagyashree - 'Sonu's friend Monty'.
6. Prabhat - 'Hindu Priest' and 'Admission Council of Class'.
7. Safora - 'School / Class teacher'.

Teacher's Sign.: _____




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ROLE OF PARENTS
IN
EDUCATION



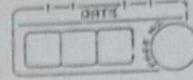
SONU WORKING
HARD



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EXPERIMENT :

No.



AAO, AAO NATAK DEKHO.....

[Mubarak Ho], Congratulations Mr. Mishra is blessed with a baby boy.

MUBARAK HO!!!

Ohh! his eyes are similar to his mother, and facial expression are similar to his father.
He might become future HERO of our industry.

On listening this, his father exclaimed, [Aabud]

NA HERO BANEGA.

NA KUCH AUR.

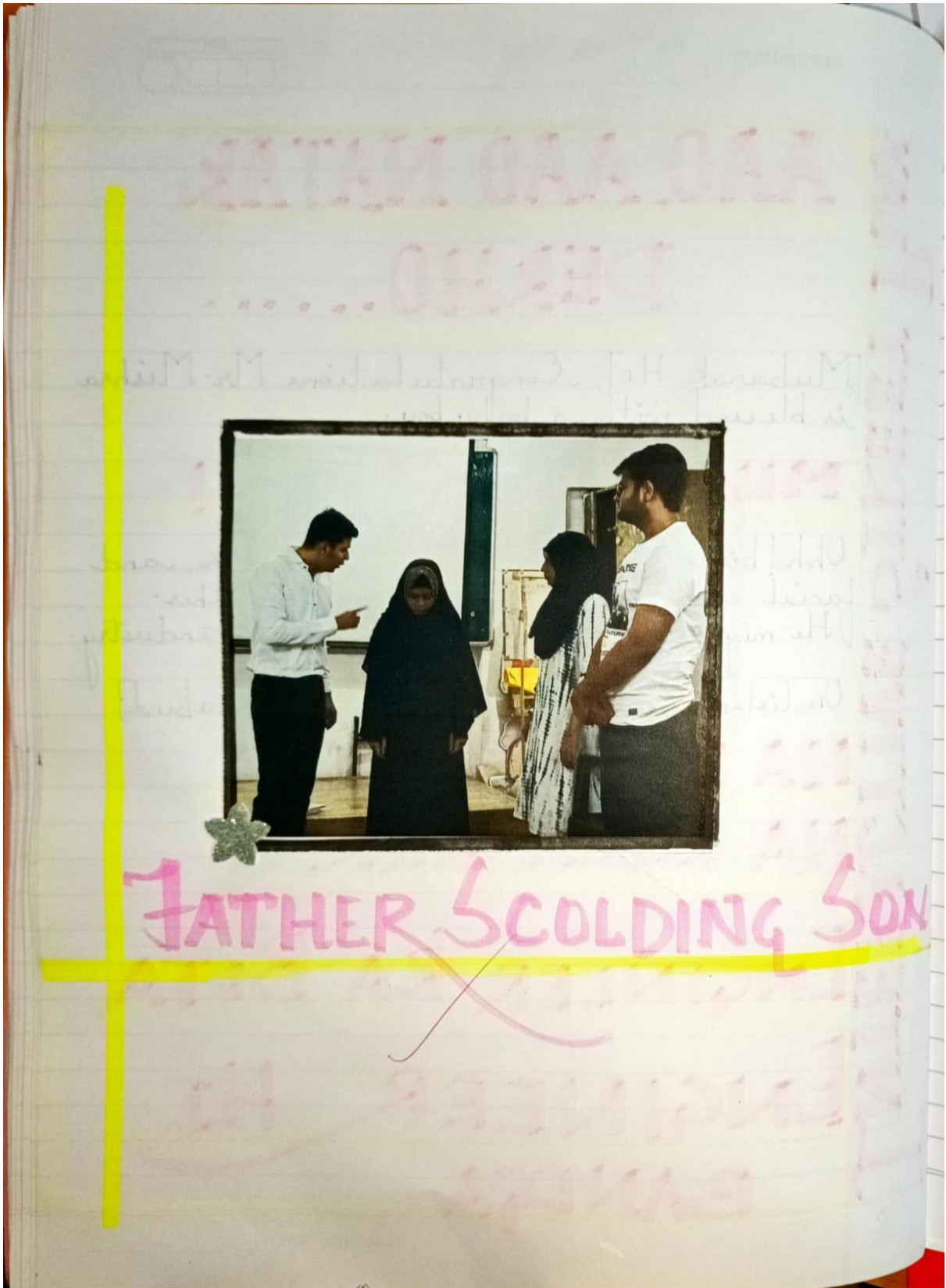
ENGINEER KA BETA,

ENGINEER HI BANEGA

Teacher's Sign.: _____

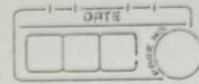



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EXPERIMENT :

No.



After this exclamation, father decided to show his son to the hindu priest.

Mr. Mishra asked the priest (prabhat) to look into and tell him what are the future prospects of my/his son.

The priest exclaimed, your son has a bright future in sports and Athletics.

Listening to this father was amazed, insisted the priest to check once again.

After this 'Sonu Mishra' was admitted in a big International School.

After 5 years, both the parents attended the P.T.A meeting.

Class teacher - [Safoora]

Parents were surprised and shocked to see Sonu's marks, shockingly Sonu was failing in most of the subjects. (Raisa)

Mr. Mishra, started scolding his wife that see your extra care and love proved so dangerous.

On this, Sonu entered running, mother started scolding him.

Angrily, father decided to admit him to a wonderful class, and enrolled him for engineering foundation course from std. VII.

Teacher's Sign.: _____




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HOPES

DREAMS

AMBITIONS

IDEALS OF SUCCESS

SHAPING

INNER
RAP



FUTURE



EXPERIMENT :

No.

DATE

--	--	--

SCALE

SONU WORKED HARD.

Day of Result, with so much of pressure from parents side, and lack of interest in Engineering proved failure of Sonu in entrance exam.

Everyone teased Sonu's failure, failure's parents scolded a lot, Sonu decided to attempt suicide. Monty was a big savior, he helped Sonu, and took him to the counsellor for counselling [Sumaiya].

Counsellor called the parents, parents came running and henceforth decided to let the child pursue his aims as per his needs and interest.

After few years'

SONU BECAME A SUCCESSFUL CRICKETER

Sonu's mother was very proud and happy, father was happy, but not satisfied as he wanted his child to become some professional future/career.

Teacher's Sign.: _____




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4. Oral assessment




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(Faculty members conducting oral assessment)

