



**DEPARTMENT OF ELEMENTARY EDUCATION
JESUS AND MARY COLLEGE
II year Internal Assessment Criteria 2018-2019**

F 2.3 Cognition and Learning

Ms. Vishaka Kumar

(30 marks)

Assignment 1 (10 marks)

The students were asked to interview any six parents who have children from 3-5 years and 6-8 years. The students were supposed to ask parents about the nature of questions that their children frequently ask them. They had to make two separate lists of questions that were asked by children of different age groups. On the basis of the data collected they were asked to reflect on the following points:

- (i) Are there common themes under which questions can be categorised? They were given a reading by David Elkind to look at how Jean Piaget categorised children's questions.
- (ii) Does the nature of question in the two age groups differ? What factors can be responsible for these differences?
- (iii) Imagine that you are a teacher and have to answer these questions. How do you think these questions should be dealt with in light of the reading given to you? They were asked to write answers to six questions frequently asked by children.

Criteria for assessment

- Tabular representation of the data
- Presentation and organisation of content
- Analytical thinking and theoretical linkages
- Overall reflection

Assignment 2 (15 marks)

The students were divided in groups of five. Each group had to choose any one of the areas mentioned below to conduct a detailed study of concept formation amongst children. The four areas were:

- (i) concept of space
- (ii) concept of time
- (iii) concept of number
- (iv) concept of mind

The students were asked to refer to the reading; '*Concept Formation' from Children's Thinking*



to develop a small tool to study any one of the areas of concept formation. The tool was discussed in class in small groups. Then they had to collect data from 4-6 children using the tool that they had developed in class. Then they were asked to analyze their data based on what they understood about children's conception of time, number, space and mind. They had to reflect on the findings to see if their data is aligned with the research findings that they have read or does it present a different picture.

The students had to present the tool and data in the class. After their presentation there was a discussion on their presentation. Finally, they had to write a report including the entire process, their key findings and reflection.

Criteria for assessment

- Tabular representation of the data
- Analytical thinking and theoretical linkages with the reading on concept formation
- Presentation and organisation of report
- Overall reflection

Assignment 3 (5 marks)

The students were asked to reflect on whether they thought that teachers' beliefs about knowledge, learning and nature of learner affects the teaching learning process? They had to elaborate their perspective by using appropriate examples.

Criteria for assessment

- Clarity of concepts
- Application of Bruner's folk pedagogy
- Analytical thinking
- Presentation and organisation of content

F2.4 Language Acquisition

Ms. Asha Sundaram

(15 marks)

Students were given a total of two assignments as a part of the course. The first assignment was of 7 marks and the second assignment was of 8 marks.

Assignment 1 (7 marks)

Analyze the language acquisition perspectives of Chomsky and Lenneberg. Compare and contrast both the views with supporting arguments.

Criteria for assessment

- Clarity in understanding of theories (3 marks)
- Structuring of the content (1 mark)
- Analysis of theories (3 marks)



Assignment 2 (8 marks)

Bring out the significance of error analysis in the context of second language acquisition. Substantiate with suitable examples.

Criteria for assessment

- Conceptual clarity (2 marks)
- Coherence in structuring of arguments (1 mark)
- Discussion of examples (3 marks)
- Implications (2 marks)

F 2.5 Human Relations and Communication

Ms. Vishaka Kumar

(15 marks)

A total of two assignments were given during the course of the academic year. The first assignment was for 7 marks and the second assignment was for 8 marks.

Assignment 1 (7 marks)

The students were shown two films *Parched* and *Mona Lisa Smile*. They were asked to reflect on the development of relational self and autonomous self in women and men respectively. They were also asked to think about women's struggle in the patriarchal structure while performing different roles as a daughter, wife, sister, daughter-in-law and sex worker. On the basis of the class discussion the students were asked to write the review of the films by linking it with the feminist perspective on identity formation.

Criteria for assessment:

- Identification of themes from the film and their analysis.
- Theoretical linkages between specific instances from the film with the theoretical framework proposed by Carol Gilligan.

Assignment 2 (8 marks)

The students were asked to select any two books from the below mentioned list.

- (i) *The Teacher*
- (ii) *Danger School*
- (iii) *Divaswapan*
- (iv) *Tota Chan*
- (v) *The Little Prince*

The students were asked to read these books to reflect on the adult child gap, hidden curriculum, aims of education and the role of teacher in a formal educational context. They had to cite specific examples from the book that indicated the above four themes.

Criteria for assessment

- Identification of specific instances from the books, linkage with theoretical concepts, clarity and coherence in presentation, critical reflections.



P 2.1 Language Across the Curriculum

Ms. Saawan Kumari

(15 marks)

Assignment 1 (8 Marks)

Instructions:

Observe a child (4-8 years of age) and record a conversation for at least an hour. This could be a conversation between this child and another child or this child and an adult. The conversation should be in a natural setting.

- (i) Identify and analyze the functions of language reflected in the conversation. (Give examples from the conversation).
- (ii) Select any two functions and describe how these can be brought into the classroom for the oral language development or literacy development of children in the primary classes.
- (iii) Write at least 2 paragraphs on 'your reflection with the complete process of doing this assignment' it should contain what have you learned from this process.

Criteria for assessment:

- Collection and analysis of data
- Making connection with the theory
- Depth of reflection on findings
- Organization of the answer (assignment)
- Engagement with the process

Articles you could refer:

- (i) *Ways to look at the Functions of Children's Language*- Pinnell, G.S. (1985)
- (ii) What do we mean by Language? & Talk – from the book *The Child's Language And The Teacher-A Handbook* by Krishna Kumar.

Assignment 2 (7 marks)

Analyze the Hindi notebook of a child studying in a primary class. On the basis of the writing task done, reflect and draw conclusions about the nature of writing. What do the writing tasks indicate about the assumptions underlying writing?

*Analysis should be done keeping in focus of Emergent writing, process writing approach & voice in writing.

*Attach samples.

Criteria for assessment

- Collection and analysis of data
- Making connections with the theory on the pedagogy of writing.
- Organization of the answer
- Coherence of ideas

Readings:

- (i) *Teaching children to Write*
- (ii) *Writing : the reality of the Indian Classroom* –Prachi Kalra
- (iii) *Writing in Indian Schools: The Product Priority* – Malvika Rai

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Fax No. : +(91)-(011)-24105466

Website : <http://www.jmc.ac.in>

Email Id : jmcadm@yahoo.co.in
info@jmc.ac.in
principal@jmc.ac.in

O2.1 English

Dr. Jayanthi Seth

(30 marks)

Assessment and criteria for assessment

Six assignments were given to the students in the course of the year. Each assignment was intended to test their absorption of the text under study and include familiarity within the area of writing. An original engagement with the text was encouraged. Students worked either alone or in small groups where applicable. Occasionally a quiz was devised to test their retention of a chapter, in which two teams competed against each other and these were unmarked. Written assignments were graded out of 10 marks each, and the best 3 have been chosen for a total of 30 marks for each student.

- (i) Re-tell the story of *The monkey and the Crocodile* using the first person, with Mrs. Crocodile as the narrator.
- (ii) How did the story of *Rapunzel* change over the different versions and what is the significance of the changes?
- (iii) Working in groups, the class made presentations pertinent to the era in which *The Diary of Anne Frank* was written.
- (iv) Working in groups, the class submitted the project reports for the launch of a new magazine, displaying the knowledge learnt from Philip Kotler's chapter.
- (v) Journal entries were submitted focussing on any events that took place in the month of October.
- (vi) Following a reading of Lord Byron's letter, students submitted a letter each recounting the events of their class trip to Nainital.

O 2.3 Maths

Dr. Indrakshi Dutta, Dr. Rama Saxena, Dr. Ambika Bhambani

(30 marks)

Assessment 1 (15 marks)

The tests were taken to check their previous knowledge and aptitude in mathematics and clarity of their thought processes through their written answers. A half yearly test was also given in between to check if they can retain what was taught to them in the first semester. In addition to that, the students were continuously assessed on the basis of class responses, home assignments, power of expression and analytical thinking.

- (i) Students were given problem solving student for the concepts of roots and coefficients, De Moivre's theorem and curve tracing. They were encouraged to solve them using their own algorithms (5 marks).
- (ii) A written test was also given on the topics covered in the class. (10 marks)

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Criteria for assessment

- Conceptual clarity
- Multiple Strategies
- Linkages with concepts

Assignment 2 (8 marks)

The objective of the assessment was to test the students' understanding of the concept of convergence of sequences and series. This assignment covered the following topics of Real Analysis.

I sequences

- (i) Convergence of sequences
- (ii) Uniqueness of limit
- (iii) Divergent sequences
- (iv) Oscillatory sequences
- (v) Bounded sequences and algebra of convergent sequences
- (vi) Monotone convergence theorem and its applications
- (vii) Cauchy convergence criteria and its applications

II series

- (i) Infinite series: sequence of partial sums (S.O.P.S) and its application to find the convergence, divergence and oscillation of series
- (ii) Cauchy's general principle of convergence and its applications
- (iii) Necessary condition for convergence and applications
- (iv) Geometric series and p- series
- (v) Comparison tests, ratio test, Cauchy's n^{th} root test and its application to test convergence of series

Criteria for assessment

- Accuracy of steps
- Clarity of the content
- Clear understanding of the concepts and applications
- Punctuality, regularity and participation in class discussions
- Timely submission of assignments

Assessment 3 (7 marks)

The following assessment was given to the students to enhance their problem solving skills and to develop their hint catching capabilities. The aim was to check the students' understanding of the concept and grasping of the formulas to be applied. They were assessed on the following topics:

- (i) Successive differentiation (Leibnitz theorem statement and proof)
- (ii) Partial differentiation (First order and second order partial derivations, Euler's

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- theorem and homogeneous functions)
- (iii) Limit of a function
 - (iv) Continuity of a function
 - (v) Types of discontinuities
 - (vi) Differentiation
 - (vii) Derivative of a function- left hand and right hand derivatives

- (viii) Relationship between derivability and continuity
- (ix) Interdeterminant forms

Criteria for assessment

- Clarity of concepts
- Presentations/ writing skill

O 2.7 History

Dr. Maya John, Dr. Tanu Parashar

(30 Marks)

Assignments

1. Students were given individual essays to write on the following topics (10 marks).

- (i) Imperialism
- (ii) Industrialization
- (iii) Russian Revolution

2. Report-cum-plan for student activity on the academic visit to a monument or museum in New Delhi. The students were asked to individually or in pairs visit one of the above mentioned monuments or the said museum. They were instructed to take a proper tour and to consult resource material provided by the management. They were to submit a short field report, and design an activity that could be used to check what students' retained if they organized such a visit for them (4 marks).

- (i) The Sulabh International Museum
- (ii) The Red Fort
- (iii) Qutub Minar

3. Designing a teaching aid tool on the following topics. Each individual student was assigned a topic to prepare a teaching aid (7 marks).

- (i) Features of European Feudalism
- (ii) The Mughal State
- (iii) Indian Nationalism

4. Group discussions and individual presentations on specific readings/topics. Groups of three to

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four students were given a specific reading to read and discuss in class, along with individual presentations on supporting/connected topics (4 marks).

(i) Secular written sources - the Sakuntala story [relevant chapters from Romila Thapar (2011), *Sakuntala: Texts, Readings, Histories*, Columbia University Press]

(ii) Amar Farooqui (2001), 'Human Evolution', *Early Social Formations*, Delhi: Manak Publications Pvt. Ltd.

(iii) Paleolithic, Mesolithic and Neolithic cultures [Relevant chapter in Romila Thapar (2003), *Penguin History of Early India: From the Origins to AD 1300*, Delhi: Penguin, and relevant chapters from Amar Farooqui (2001), *Early Social Formations*, Delhi: Manak Publications Pvt. Ltd.]

(iv) D.N. Jha (2000), 'Editor's Note', *The Feudal Order: State, Society and Ideology in Early Medieval India*, Delhi: Manohar.

5. Short write-up with regard to the topic where the class had to examine many case studies, they were made to individually take up one case study and submit a 1200 words write-up (5 marks).

(i) State formation in early India and emergence of the sixteen *mahajanapadas*.

Criteria of assessment

- Critical analysis of the assigned themes, which reflects an understanding of what constitutes as a historical approach.
- Ability to understand the concept well; to write cohesively and comprehend the major case studies taught within the module.
- Discussion of points in a manner that goes beyond just a simple summary, and reflects the ability to extract key arguments made in the readings.
- Ability link one theme with other inter-connected themes, particularly with respect to major transformations in human history, such shifts in subsistence patterns and early state formation, urbanization and formation of early empires, feudal state and feudalization of society and culture, decline in feudal structures and birth of new socio-economic and cultural trends, etc.
- The ability to respond to comments raised and questions posed during presentations.
- The ability to connect points and in a coordinated fashion contribute to discussions that, consequently, enables non-repetition of points and progression of the discussion.
- Understanding the existing historiography reflected in the essential readings and a serious engagement with the readings.
- The ability to factor in the need of creative and lucid explanation of material in one's teaching aid from the point of view of how the prescribed theme can be taught at the level of a school classroom.



PR 2.3 Observing Children

Ms. Shirley Joseph, Ms. Rashi Mukopadhyay, Ms. Vishaka Kumar, Ms. Najia Zeb
(75 marks)

Students were given 3 assignments mentioned below with the demarcation of marks for each assignment.

S. No.	Practicum	Criteria of assessment	Marks
1	Children at play	Framework of analysis, links with theory, coherent use of observations, reflections	30
2	A day in the life of a child	Framework of analysis, children's profiles, comparative analysis	25
3	Problem solving and moral dilemmas	Record of details, framework of analysis, links with theoretical constructs, use of observations to substantiate arguments, reflections	20

PR 2.4 Self-Development Workshops

Ms Ishani & Ms. Sukanya

(50 marks)

Assessment

Students were assessed on three significant aspects related to the workshop and the application of those learning outcomes in their day to day lives. What were there significant learnings from this workshop? How have they applied this knowledge in their day to day life? What impact do they think applying these learnings have had in their life?

Criteria for assessment

- Self reflection- Students exploring within their own selves and reflect on their own stories, patterns etc (10 marks).
- Class Participation- Participation of the students while engaging with the themes dealt with in the class (20 marks).
- Journal- Personal reflections (15 marks)
- Peer evaluation- Participation of the students with their peers (5 marks).



Colloquia: Story-telling and children's literature

Ms. Najia Zeb, Ms.Sawan Kumari

(50 marks)

Assessment 1- Story board (10 Marks)

Group Assessment: Every group will prepare a story board where a story is depicted using pictures and text. The story boards will be displayed in the classroom (4-6 students per group).

Criteria for assessment

- Selection of story (2 marks)
- Depiction of story (2 marks)
- Presentation of story board: use of voice, gesture, space (2 marks)

- Creativity (2 marks)
- Engagement through the process (2 marks)

Assessment 2- Story folder (30 Marks)

Individual assessment: Every student will prepare a story folder where they will write (and draw) 20 stories (Maximum 5 stories for Grades 4 and 5, rest for Grade 1-3) and 2-5 poems of their choice.

Things to submit (included in story folder)

- (i) Content page : name of the story, writer, class, page number
- (ii) Stories and Poems
- (iii) Questions based on those stories
- (iv) Reflection on the selection of stories (500-700 words)
- (v) Reflection on stories shared with children (500-700 words)
- (vi) References: children's literature read during the process

Criteria for assessment

- Selection of stories and poems - Variety in the collection, Class appropriate, Creative display (15 marks)
- Questions formulated (2 marks)
- Reflection on stories shared with children (3 marks)
- Reflection on the process (5 marks)
- Presentation (oral) on story folder (5 marks)

Assessment 3: Story telling (10 marks)

Individual assessment: Every student will narrate a story of their choice to the class. They will be given 15 minutes to present including the discussion that would follow the narration.

Criteria for assessment

- Selection of story (2 marks)
- Class appropriate: Grade 1-3 (2 marks)

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- Narration technique: voice modulation, expressions etc. (2 marks)
- Engagement and Interactions with the class (2 marks)
- Starting and ending the story (2 marks)

PR 2.5 Physical Education

Mr. Prakash Chandra Sahoo

(25 marks)

Assessment

Students were required to participate in the physical education practicum camp at Aurobindo Ashram, Nainital. They were given opportunities to explore the importance of physical education in society, purpose of developing physical education curriculum in the primary school. They made presentation on poems, skits and stories and took part in different kinds of games like rock climbing, river crossing, yoga, aerobics, skating, cycling and innovative activities like marching, dancing and drilling to inculcate a sense of oneness, coordination and team feeling among them.

Criteria for assessment

- Ongoing Observations (5 marks)
- Class journals (10 marks)
- Demonstration on physical ability (10 marks)

