

Assessment criteria adopted by self in 2017-2018

PRINCIPAL, 5.5 S. B.Ed. Training Collaga. Alathur (PO), Palarkad-Du Estals - 670 541.



GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2017-2018

(School-based Practicum)

The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The intern is also expected to maintain a *daily reflective journal* in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied.

The major purpose of the reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of

- how the class was conducted,
- how learners responded,
- reflective statements about his preparedness for the class,
- responses to learners' questions,
- capacity to include learners sharing of their experiences,
- responses towards their errors,
- difficulties in comprehending new ideas and concepts,
- issues of discipline,
- organization and management of the group,
- individual and group activities etc.



RINCIPAL, 8. 8 S. B.Ed. Training College. Alathur (PO), Falakkad-Du Kerala - 678 541.



Assessment criteria adopted by self in 2018-2019

FRINCIPAL, 4.5 S. B.Ed. Training Collage, Alsthur (PO), Palaxkad-Du Earsts - 610-541



GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2018-2019

(School-based Practicum)

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RINCIPAL, 5. S. S. Ed. Training College, Alathur (PO), + alakkad-Du Kerala - 618 541.



Assessment criteria adopted by self in 2019-2020

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FRINCIPAL, 1.5 5. B.Ed. Training Collago, Alathur (PO), Falakkad-Du Earsis - 675 541.



GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2019-2020

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FRINCIPAL, 5. 5 S. B.Ed. Training College, Alathur (PO), Palakkad-Du Kerala - 618 541.



Assessment criteria adopted by self in 2020-2021

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BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

Affiliated to Calicut University and Recognised by HCTE ALATHUR, (P.O.) PALAKKAD Dt. KERALA, PIN - 678 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2020-2021

(School-based Practicum)

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B. S. S. B. Ed. Training Bellags Alathur (PO), Palakted:Ba Karala - 676 561.



Assessment criteria adopted by school teachers in 2021-2022

FRINCIPAL, 6.5 5. B.Ed Training Collago. Alathur (PO), Falatkad-Dt: Earals - 516 541 Let Nalle Thoughts Flow to Everyone from all Directions

BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

Affiliated to Calicut University and Recognised by NCTE ALATHUR, (P.O.) PALAKKAD Dt. KERALA, PIN - 678 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

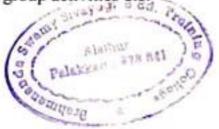
GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2021-2022

(School-based Practicum)

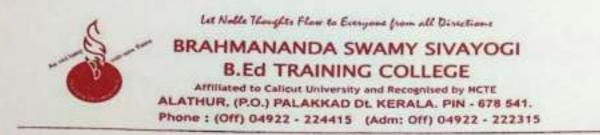
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Alathur (PO), Felakkad-Du Korela - 678 561.

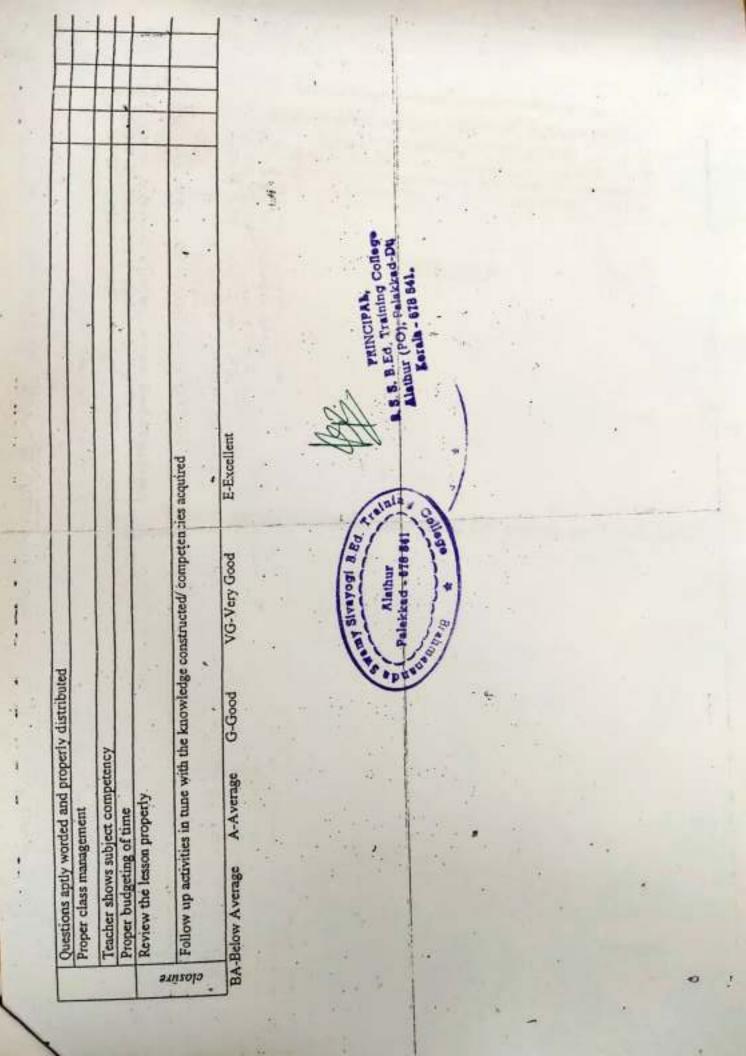


Assessment criteria adopted by peers in 2017-2018



PRINCIPAL 8.5 S. B.Ed. Training College. Alathur (PO), Palakkad-Dt Estals - 678 541.

田 5 0 S. S. B. Ed. Training College Alathur (PO), Palakkad-Dt < Karala - 678 541. ٠, BA FRINCIPAL. Observation Schedule for Observation of lessons under Constructivist format Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games , Teacher invention facilitating the progression of learning activities at the right direction and at the right place Tislalag Bringing the appropriate learning aids/designing the learning aids during the course of activities Paral Siveyogi A.E. Palakkad - 578 541 Strategies for building up suitable physical/emotional environment in the classroom Alathur Exploring and eliciting the constructed knowledge through reflective process Adequacy of learning experiences in achieving the anticipated competencies On the spot diagnosis of learning difficulties and corresponding remediation Provide opportunities for the use of pupil's observation book' science diary Strategies /techniques to reveal/convince the learner what he already knows *pasoso Continuous supervision aids keen observation of learning activities Make changes in the learning strategy based on student responses Strategies for disturbance free and disciplined grouping if required Adequate communication skills being displayed by the reacher Smooth transition - living minimal time between activities Be sure about the pre-requisite skills for learning activity Provide sufficient activity for each group/individual Give clear and concise guidelines for group activity Involve all the student in the learning activities Blackboard work/structured oral command etc. Setting up/building up a problematic situation Systematic routine for procedural activities Keeping records of student responses Strategies for managing interruptions Pay attention of student responses Consolidate gupil's presentation Pay attention to the entire class Learning aids used effectively Encourage non-volunteers outdoor learning/ library Pace activities effectively Components asound gainval notheradard 0 - 1





Assessment criteria adopted by peers in 2018-2019



PRINCIPAL 5.5 S. B.Ed. Training College. Alathur (PO), Felekked-Dti Kersis - 878 541. Observation Schedule for Observation of lessons under Constructivist format

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-	Components	-		1.000	100	1.
-	Strategies for building up suitable physical/emotional environment in the classroom 7	1	<	5	2	ш
(101		-				
oup.	Setting unbuilding up a problematic situation	+		+		
dərq	Strategies for disturbance free and disciplined grouping if required	**		1	1	
-	Be sure about the pre-requisite skills for learning activity	-		-	1	
-	Give clear and concise guidelines for group activity		Ľ	+	t	
•	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., 1, 4, 1, 1, 1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,				1	1
-	Provide sufficient activity for each groun/individual	-	t	+	+	T
-	Systematic routine for procedural activities		1	+	t	T
	Involve all the student in the learning activities	-	-	+	-	T
100	Encourage non-volunteers			-	1	F
	Smooth transition - living minimal time between activities			-	-	T.
100	Pace activities effectively		-		+	Г
-	Bringing the appropriate learning aids/designing the learning aids during the course of activities		-	+	-	É
	1	-	-	-	-	m
# 52	10		-	-	-	-
40	-	-	-	_	-	1
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direc.	1	-	-	_	-	-
	-	-	-	_	-	
1	1	-	-	-	-	-
-	Make changes in the learning strategy based on student responses		-	_	-	-
-	Adventise of learning experiences in achieving the anticipated competencies	1 1	-			-
-	December on monthly for the use of pupil's observation book' science diary		-	_	_	-
-	Develope annormatics for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/				-	
-	entdoor learning/ library		-	-	+	
-	Consolidate pupil's presentation		-	1	+	
-	These of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation		+	1	+	
-	Keening records of student responses		+		-	
-	Parv attention of student responses	1	+	1	1	
0	Parv attention to the entire class		-			
-	being displayed by the teacher				Į.	1
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2 * a. 5. 5. B. Ed., Training Colleg-Alathur (PO), Palakkad-Du Karala - 518 541. PRINCIPAL, 4 100 C 100 E-Excellent Follow up activities in tune with the knowledge constructed' competen ries acquired 1 a An relate Called Palekkad - 678 84 VG-Very Good Alathur Sivayogi h Questions aptly worded and properly distributed *p G-Good Teacher shows subject competency Proper budgeting of time A-Average Review the lesson properly Proper class management BA-Below Average ansola •

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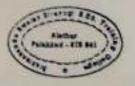
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Assessment criteria adopted by peers in 2019-2020



PRINCIPAL 8.3 S. B.Ed. Training College. Alathur (PO), Palažžed-Dti Kerala - 678 541.

111 52 0 a. 5. 8. B.Ed. Training College Lathur (PO), Palakkad-Dt × ۰. Karala - 678 541. BA FRINCIPAL. Observation Schedule for Observation of lessons under Constructivist format Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupit's presentation Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games Teacher invention facilitating the progression of learning activities at the right direction and at the right place Bringing the appropriate learning aids/designing the learning aids during the course of activities Tislain Paray Slvayogi R.Ed. Palakkad - 878 841 Strategies for building up suitable physical/emotional environment in the classroom Alathur Exploring and eliciting the constructed knowledge through reflective process On the spot diagnosis of learning difficulties and corresponding remediation Adequacy of learning experiences in achieving the anticipated competencies Provide opportunities for the use of pupil's observation book/ science diary Strategies /techniques to reveal/convince the learner what he already knows *pusus Continuous supervision aids keen observation of hearning activities Strategies for disturbance free and disciplined grouping if required Make changes in the learning strategy based on student responses Adequate communication skills being displayed by the teacher Smooth transition - living minimal time between activities Be sure about the pre-requisite skills for learning activity Provide sufficient activity for each group/individual Give clear and concise guidelines for group activity Involve all the student in the learning activities Blackboard work/structured oral command etc. Setting up/building up a problematic situation Systematic routine for procedural activities Keeping records of student responses Strategies for managing interruptions Pay attention of student responses Consolidate guptl's presentation Pay attention to the entire class Learning aids used effectively Encourage non-volunteers outdoor learning/ library Pace activities effectively Components asoyd Sumoar Preparation 10 - -

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Assessment criteria adopted by peers in 2020-2021



PRINCIPAL, 6.5 S. B.Ed. Training College. Alathur (PO), Pelakkad-Di: Estals - 676 541. Observation Schedule for Observation of Jessons under Constructivist format

1	Components	BA	<	0	0	, eu
u	Strategies for building up suitable physical/emotional environment in the classroom	-	_			
oýo	Strategies /techniques to reveal/convince the learner what he already knows					
up	Setting up/building up a problematic situation	_				
ang	Strategies for disturbance free and disciplined grouping if required	••				
	Be sure about the pre-requisite skills for learning activity					3
		-	_			
1.	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc.,,					
-	Blackboard work/structured oral command cuc	-		1	Γ	
-	r rowige surroute activity for card group mentioner.					
	Involve all the student in the learning activities	_				
-	Facourage non-volunteers	_		1		
	Smooth transition - living minimal time between activities	-		+		T
	Pace activities effectively	-		1		1
	Bringing the appropriate learning aids/designing the learning aids during the course of activities			1		
-	I carming aids used effectively	-		+	T	T
251	Continuous supervision aids keen observation of learning activities	-		†		T
oye	Strateoies for managing interruptions	-	1	t		T
13	On the snot diaponosis of learning difficulties and corresponding remediation	-	-	1		T
uju	Transfer invention facilitation the progression of learning activities at the right direction and at the right place	-		1	T	T
LID	Lexcont invention recommender of a contraction - observation/oral questions/ quiz/ reporting/ learning games	-		1		T
71	outsiges to no second the constructed knowledge through reflective process	_		+		T
-	Exploring and citization are associated an student responses	_		-		T
	Make changes in an experiences in achieving the anticipated competencies	_		+		T
-	Adequacy of rearrange experiments observation book/ science dary	_		1		T
	Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/					-
-	outdoor learning/ library		T	t	T	T
	entation			t	T	Г
-	Use of BB/OHP/Other display devices properly and simultaneously with the consolication and endorstation of payra a presentation		T	t	T	1
-	Keening records of student responses			t		1
-	Provintention of student responses	-		t	1	Г
0	Pro mention to the entire class			1	T	1
	being displayed by the teacher	Ab.			1	1
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	Palakkad - 678 841) 1-	2				
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Assessment criteria adopted by peers in 2021-2022



PRINCIPAL 5.5 S. B. Ed., Training College. Alathur (PO), Felakkad-Dn Kersis - 678 541. nder Constructivist format

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<pre>currencies for building up suitable physical/errorisonal environment in the classroom intregies for building up suitable physical/errorisonal environment in the classroom etting up/building up a problematic situation intregies for difarubance free and disciplined grouping if required interaction resonant and the physical learning activity for clear and concrete guildelines for any subsection of interaction cards ridisplay devices like charts build activity for each group activities for visite artificient activity for each group for the first activition regarding the fearning activities for visite artificient activity for each group for the first activities in activity for each group for the first activities in the fearning activities for visite artificient activity for each group for the first activities in the fearning activities for visite artificient activity for each group for the first activities in the fearning activities for visite artificient activity for each group for the first activities and contraction activities for visite artificient activities for the astion - visite activities for visite artificient activities for the astion of the constrained for the first activities at the fearning activities for the astion of the constrained for the for the physical fear of the anticipate and corresponding the fearning garters for the physical fear managing interruption for the changer in the learning activities at the right direction and at the right fear for the changer in the learning activities at the right direction and at the right fear for the changer in the learning activities at the interruption for the changer in the learning activities at the right direction and a the right for the changer in the learning activities at the right direction and at the right for the changer in the learning activities at the right direction and a the right for the changer in the learning activities at the right of the conceleration for the changer in the learning aconceleration of spectrostic biology fear for the</pre>	at the already knows at the already knows by by by ded in the form of instruction cards /display devices like charts, OHP led in the form of instruction cards /display devices like charts, OHP aming alds during the course of activities aming alds during the course of activities arrively alds during the course of activities in a set of activities arrively alds during the course of activities in a set of activities arrively reported the course of activities arrively feet of a set the right place observation/oral outertions of up of learning games observations of a set of activities in a set of activities arrively feet of a set the right place in responses at resp	And in case of the local diversity of the loc	Components	RA	<		2	4
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Tracker shows while a number	Questions aptly worded and properly distributed Proper class management		
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Proper budgeting of time			
Follow up activities in tune with t	Follow up activities in tune with the knowledge constructed' competencies acquired	acquired .	
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BA-Below Average A-Average	G-Good VG-Very Good	E-Excellent	
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Assessment criteria adopted by school teachers in 2017-2018

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FRINCIPAL 5, 3 S. B.Ed. Training College. Alathur (PO), Felelizati Di Levels - 651.541 B.S.S B.Ed TRAINING COLLEGE, ALATHUR, PALAKKAD. PROFORMA FOR EVALUATION OF LESSONS riame of School.

Assessment [lineal] 6 2 2 22 5 36 3 2 2 13 1 Rating for each lesson 8 2 a. 5 8. B.Ed. Training College Alathur (PO), Falakkad-Du 5 PRINCIPAN. 10 2 z 2 = 2 0 80 ï 6 ŝ 4 P N I UCU3/M/S/02/3/8/9* Coll Rating - month 10.00 TOLING DE e) Link between the introduction and environment in the a) Building up suitable physical c) Techniques to reveal what he b) Building up a already knows. Criteria main concepts d) Effective introduction problematic class room 48 simution Preparation Aspects 17 Z -

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 a) Satatagies for distructance free and disciplined grouping if required. b) Chear and conciste guidelines for groop, c) fuvolve all the students in the learning activities. d) Encourage non- Volumeers. e)Learning aids used effectively f) Appropriateness, Relevance, Variety, Novely, Originality. g) Adequate activities in achieving the anticipated connetencies. 	diness ges in rategy nt	tion of the second	San
Activity	Subject Competency	Class Management	and
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b) Speaks with clarity c) Use proper body language. d) Adjusting the speed of the lesson to the level of the pupila.	<ul> <li>Structure of guestions</li> <li>Grammastically correct.</li> <li>Specific</li> <li>Specific</li> <li>Specific</li> <li>Specific</li> <li>N'Ny of questioning.</li> <li>Moderesses whole class</li> <li>Moderesses whole class</li> <li>Moderesses whole</li> <li>Minibote evenly</li> <li>Minibote evenly</li> </ul>	<ul> <li>Discourges mat answering.</li> <li>Use appropriate vertual and non-verb reinforces.</li> <li>uses and builds c) uses and builds pupils responses.</li> <li>d) Secks further information.</li> <li>e) Gives hints / prosmotine.</li> </ul>	<ul> <li>a) Relevant to the content.</li> <li>b) Appropriate to t pupible level.</li> <li>c) Uses aids at appropriate time.</li> <li>d) Uses multiple channels for single idea.</li> </ul>
b) Speaks with cla c) Use proper bod language. d) Adjusting the speed of the less to the level of the pupila.	<ul> <li>a) Structure of questions</li> <li>Grammastically correct.</li> <li>(i)Relevant to ti copic</li> <li>(ii)Relevant to ti topic</li> <li>(iii) Specific</li> <li>(ii) Specific</li></ul>	<ul> <li>a) Discourage answering.</li> <li>b) Use approy verbal and no reinforces.</li> <li>c) uses and b pupils respon d) Seeks furt information.</li> <li>c) Gives hint proombine.</li> </ul>	<ul> <li>a) Relevant t content.</li> <li>b)Appropriat b)Appropriate c)Uses adds t appropriate d)Uses mult channels for idea.</li> </ul>
<li>b) Speaks c) Use pro language. d) Adjusti speed of to the lew pupils.</li>	<ul> <li>a) Structh questions ()Gramma correct.</li> <li>ii)Releva ii)Releva ii)Releva popic iii) Speci b)Way of question i)Addre class i)Gives iinGives iii)Distu iin Distu iv)Redi</li> </ul>	A STATE OF S	282708943e
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a)Sommarises the lesson. b)Evaluators with reference to objectives. objectives. objectives. d)Links with future learning. c)Follow up activities.	a)Respects pupil personality. b)Resourceful in dealing with situations. c)Euthosiastic, Confident. d)Pheating Personality. Personality. Tidy
Closure	Teacher Personality
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*1. Very poor 2. Poor 3. Below average 4. Average 5. Above average 6. Good 7. Very good 8. Excellent 9. Quintanding

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# Assessment criteria adopted by school teachers in 2018-2019



PRINCIPAL 8.3 S. B.Ed Training College Alathur (FO), Felebian Do Escale (FO) Felebian BSS B Ed. Training college, Alathur, Palakkad

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# **Evaluation Proforma**

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Name of the Supervising Teacher...

Subject

Name of the Student Teacher

Name of School.

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Aspects	1	- 12	Assessment for j st 30 lessons	Assessment for 2 ^{pd} 30 lessons	Final Assessment
Preparation	6 6 6 6	euriding up a suitable physical environment IN the class room. Building up a problematic situation Techniques to reveal what he already knows. Effective introduction Link between the introduction and main concepts.			
Activity		<ul> <li>a) Strategies for disturbance free and disciplined grouping if required</li> <li>b) Clear and concise guidelines for group</li> <li>c) Involve all students in the learning activities</li> <li>c) involve all students in the learning activities</li> <li>d) Encourage non-volunteers</li> <li>e) Learning aids used effectively.</li> <li>f) Approncipteness , relevance, the number of equate activity of a chieving the number of equate activity of a chieving the number of equate activity of the number of</li></ul>			
V		9.1	A. 8 G. B.	A. B. S. B. Ed. Artighting Collog- Listhur (PO), Palakkad-Du	

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					A S S. B. Ed. Training Colleg- Alathur (PO), Palskkad-Dr
<ul> <li>b) Make changes in the learning strategy based on student response.</li> </ul>	<ul> <li>a) Recognizes attentive and non attentive behavior.</li> <li>b) Gives clear direction.</li> <li>c) On the spot diagnosis of learning difficulties and corresponding remediation.</li> <li>d) Pay attention to the entire class.</li> <li>e) Manages time properly.</li> <li>f) Strategies for managing interruptions.</li> </ul>	<ul> <li>a) Speaks fluently.</li> <li>b) Speaks with clarity</li> <li>c) Use proper body language</li> <li>d) Adjusting the speed of the lesson to the level of the pupil</li> </ul>	<ul> <li>A - Structure of questions.</li> <li>Grammatically correct.</li> <li>Relevant to the topic.</li> <li>Specific.</li> <li>Thought provoking.</li> <li>Way of questioning.</li> <li>Addresses whole class.</li> <li>Distribute evenly.</li> <li>Redirects.</li> </ul>	<ul> <li>Discourages mass answering</li> <li>Use appropriate verbal and non verbal reinforces.</li> <li>Uses and builds pupils responses.</li> <li>Seeks further information</li> <li>Sives hints/ prompting.</li> </ul>	alla o Ogulaga
Subject b competency	a) Class Management d) f)	a) b) communication c) d)	Questioning d)	Reacting c)	Alathu a
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Relevant to the content Appropriate to the pupils level Uses aids at appropriate time Uses multiple channels for single idea Ensure visibility	Summarises the lesson Evaluates with reference to objectives Links with similar situations Links with future learning Follow up activities	Respects pupil personality Resourceful in dealing with situations. Enthusiastic, confident. Pleasing. Clear neat and tidy
use of learning b) Aids d)	a) b) Closure d) e)	a) Teacher b) personality c) d)
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Total number of working days - 80



**8. S. S. B. Ed. Training College** Alathur (PO), Palakkad-Du Kerala - 578 541



# Assessment criteria adopted by school teachers in 2019-2020



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BSS B Ed. Training college, Alathur, Palakkad

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# **Evaluation Proforma**

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Name of the Supervising Teacher...

Subject

Name of the Student Teacher

Name of School.

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Aspects	1	- 12	Assessment for j st 30 lessons	Assessment for 2 ^{pd} 30 lessons	Final Assessment
Preparation	6 6 6 6	euriding up a suitable physical environment IN the class room. Building up a problematic situation Techniques to reveal what he already knows. Effective introduction Link between the introduction and main concepts.			
Activity		<ul> <li>a) Strategies for disturbance free and disciplined grouping if required</li> <li>b) Clear and concise guidelines for group</li> <li>c) Involve all students in the learning activities</li> <li>c) involve all students in the learning activities</li> <li>d) Encourage non-volunteers</li> <li>e) Learning aids used effectively.</li> <li>f) Approncipteness , relevance, the number of equate activity of a chieving the number of equate activity of a chieving the number of equate activity of the number of</li></ul>			
V		9.1	A. 8 G. B.	A. B. S. B. Ed. Artighting Collog- Listhur (PO), Palakkad-Du	

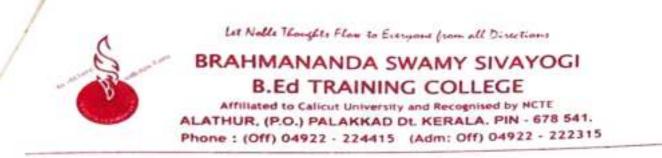
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					A S S. B. Ed. Training College Alathur (PO), Palskkad-Dr
<ul> <li>b) Make changes in the learning strategy based on student response.</li> </ul>	<ul> <li>a) Recognizes attentive and non attentive behavior.</li> <li>b) Gives clear direction.</li> <li>c) On the spot diagnosis of learning difficulties and corresponding remediation.</li> <li>d) Pay attention to the entire class.</li> <li>e) Manages time properiy.</li> <li>f) Strategies for managing interruptions.</li> </ul>	<ul> <li>a) Speaks fluently.</li> <li>b) Speaks with clarity</li> <li>c) Use proper body language</li> <li>d) Adjusting the speed of the lesson to the level of the pupil</li> </ul>	<ul> <li>A - Structure of questions.</li> <li>a) Grammatically correct.</li> <li>b) Relevant to the topic.</li> <li>c) Specific.</li> <li>d) Thought provoking.</li> <li>B - Way of questioning.</li> <li>a) Addresses whole class.</li> <li>b) Give sufficient time to think.</li> <li>c) Distribute evenly.</li> <li>d) Redirects.</li> </ul>	<ul> <li>Discourages mass answering</li> <li>Use appropriate verbal and non verbal reinforces.</li> <li>Uses and builds pupils responses.</li> <li>Seeks further information</li> <li>Sives hints/ prompting.</li> </ul>	alla o Ogulaga
Subject b competency	a) Class Management d) f)	b communication d	Questioning d) 0 0 (5) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	Reacting c)	Alathu a
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Relevant to the content Appropriate to the pupils level Uses aids at appropriate time Uses multiple channels for single idea Ensure visibility	Summarises the lesson Evaluates with reference to objectives Links with similar situations Links with future learning Follow up activities	Respects pupil personality Resourceful in dealing with situations. Enthusiastic, confident. Pleasing. Clear neat and tidy
use of learning b) Aids d)	a) b) Closure c) d)	Teacher b) personality c) d)
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Total number of working days - 80



**8. S. S. B. Ed. Training College** Alathur (PO), Palakkad-Du Kerala - 578 541



2020-2021

## Assessment criteria adopted by school teachers in 2020-2021

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FRINCIPAL 5 5, B.Ed. Training College. Alathur (FO), Felakked-Dir Earals - 675 541

# **BSS B.Ed. TRAINING COLLEGE** ALATHUR, PALAKKAD-678541, KERALA

# INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA Name of the Student-teacher:

Batch :

Optional:

Name	Name of the School:	Name of the Guide Teacher :			(am	of th	10 M	Name of the Observer:	Ľ					
SI.No	Aspects	Criteria	PHASE-I		THA	PHASE-U	Ŧ	PHASE-III	100	SHAS	PHASE-IV	E.	V-32AH4	E-V
			3 2	-	-	-	-		-	-	-	-	•	-
-	Prenaration	1. Lesson plan prepared with clear learning objectives	+	+	+	+	-	+	+	+	+	4		
	manufact.	2. Effectiveness of the teaching-learning materials		t	+	+		t	ł	+	+		Γ	
	Contraction (Contraction)	1. Way of presentation of the content with proper explanation		t	+	+		+	+	+	-		T	
2	Classroom	2. Pupils' participation in the learning activities		t	+	-			+	+			T	
	Activities	<ol><li>Utilization of the teaching-learning materials</li></ol>		t	+	+		-	+	+			t	
		<ol> <li>Assessment of pupils' learning</li> </ol>		t	+	+		-	+	+	Ļ	Ť	t	T
m	Subject	<ol> <li>Content knowledge of the student-teacher</li> </ol>		t	+	-		-	+	+		T	t	T
6	Competency	<ol><li>Knowledge of the different competencies in the subject area</li></ol>		t	+	-		+	+	+		t	t	Τ
3	Classroom	<ol> <li>Classroom organization during teaching-learning process</li> </ol>		+	+	-		-	+	+		t	t	Т
<del>v</del>	Management	2. Paying attention to all the pupils		+	+	-		-	+	+		t	t	Τ
	-	3. Pupils' behaviour during teaching		t	+	+		+	+	+	1	t	t	Τ
	Communication	1. Fluency in teaching		+	+	+			┝	+		T	t	T
YA.	n Skill	<ol><li>Clarity in the knowledge transformation</li></ol>		t	t	+		t	+	+	1	T	t	Τ
		<ol><li>Gestures of the student-teachers during teaching</li></ol>			+	-		+	┝	+	1	t	t	T
9	Questioning	<ol> <li>Utilization of questioning skills during teaching</li> </ol>		1	-	-		-	+	+	-	T	t	T
	Skill			t	t	-			+	+	-	T	t	Τ
L	Reacting Skill	1. Effectiveness of different reinforces used			-	-			+	+				
		<ol><li>Motivation towards pupils' learning</li></ol>			-	-			┝	┝	-		T	
	Closure	<ol> <li>Generalization of the content taught</li> </ol>			F	-		t	ł	┝	-	I	T	
	AIRCORD	2. Effectiveness of the recapitalization			+	-			ł	ł	+			
0	Student-teacher	1. Enthusiastic and confident level of the student-teacher			t	-			+	ł	+			
	Personality	2. Overall behavior us with Shut a sucher			t	-	1	t	t	t	+			
		Sign ture of the Optional Teacher		t			-		t	1		-		1
		18	ul				-		t			+		
vote:	(3) Good (2) Avera	Acritica a solite					10	20. 8. 8. 8. Ed. Trainfor Car			FRINCIPAL,	INAL		
		P Brehmen					Z	f	1	Thur I	Lethur (PO), Pelakkad-	Pala		4
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#### 2021-2022

#### Assessment criteria adopted by school teachers 2021-2022

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Name	<u>INTI</u> Name of the Student-teacher:	INTERNSHIP TEACHING PERFORMANCE EVALUATION FROM Option	VILUALIN	NLW	Optional:			-1
Name	Name of the School:	Name o		Name of th	Name of the Observer:			
CINO			PHASE-I	II-3SAH4	PHASE-III	PHASE-IV	VHd	V-32AH4
	Aspects	Criteria	a 2 1	Date 3 2 1	1)3(c 3 2 1	11abe 3 2 1	3 2	- 1 -
-	Preparation	1. Lesson plan prepared with clear learning objectives 2. Effectiveness of the teaching-learning materials					_	_
	Classroom	<ol> <li>Way of presentation of the content with proper explanation</li> <li>Pupils' participation in the learning activities</li> </ol>			_			_
-	Activities	3. Utilization of the teaching-learning materials 4. Assessment of pupils' learning					-	
m	Subject Competency	<ol> <li>Content knowledge of the student-teacher</li> <li>Knowledge of the different competencies in the subject area</li> </ol>						
4	Classroom Management	<ol> <li>Classroom organization during teaching-learning process</li> <li>Paying attention to all the pupils</li> <li>Pupils' behaviour during teaching</li> </ol>						
s	Communicatio n Skill	1. Fluency in teaching     2. Clarity in the knowledge transformation     3. Gestures of the student-teachers during teaching						
9	Questioning Skill	1. Utilization of questioning skills during teaching 2. Levels of the questions used						
1	Reacting Skill	1. Effectiveness of different reinforces used 2. Motivation towards pupils' learning						TT
~	Closure	1. Generalization of the content taught     2. Effectiveness of the recapitalization						TT
6	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher 2. Overall behavior any the student-secher						TT
		and all all as				-		TT
ote:	Note: (3) Good (2) Average (1) N	Partimproyenterit			BP-13.5	A. S. S. B. Ed. Training Con- Alathur (PO), Palakrad.D	L, Colle	٦ [.

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#### 2017-2018

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Name : ASHITHA MAISTHAFA Reg. No. BARGTE GOOR Optional Subject EMINELEH

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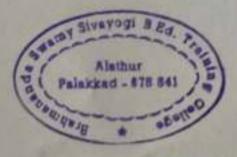
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Day-1

21/08/2017

Today was my first day in the school, SH35 Kumarapwan, Palakkad The quartery examinations of the students started today The first duly that I got was exam duly. I that was a new experience for me and I enjoyed it is a new experience for me and I enjoyed it is and arranging them was really new experience which laught me the duly & a leacher of lound the first duly that I got and happily did it, which enables me to understand the ather side of school which is other than teching and learning.



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Name Sabna Anny 1

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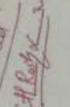
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Date 10/1/14

Lecturer in English BSS 010 training the Alabhan Patrickan of Kernin Alasat

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21/8/2017 ] Day-1 Nooday Today I get an experience in the experience half I thought that they did not respect me and considered as a trainer but there a change occured that they were always treated me as a teacher and gave all the report 1 became totally excited. It removed all the Shynen is me. From their behaviour I realized that they were very nice student It made is my a sort of responsibility.

Alathur Balakkad - 878 541

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#### 2018-2019

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Optional Subject English

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Reg. NoBAAR TECHDO3 for the year 201 2019

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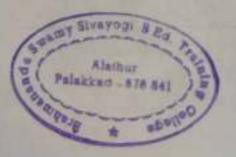
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DAY 1

4/1/18 - wednesday

My School instraship Programme started on A/1/18. We were allotted to Grants Alathus seven students were allotted to High School Section. We all neached school at 9:00 ano. We met the HM and signed the attendance segister.

Then we not our contraned teachers and discussed about the petions to be taxed. First tark to school was library and hall cleaning we took two hours to clean it. It was a nice experience for me then we arranged the benches and chairs in the ball to get the atmostphese of a daysoon these was no class for me to that day so I chatted the seat of the time and went back home at 3:30 pm .



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Reg. No. BAASTLANDI for the year 20192019

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Reflecture Journal 1. Name que student : Sneedeni A. Topic. Lesson No. le Name : Subject : Date 04 0+18

On the find day, after the Optical formalities related to -leaching practices, we attended the assembly with teaching days in school. The first home of the Plue Two was alloted to me.

The costent discussed on the first day was an "Introductions to Postmenthip" I introduced the concept by playing a game from this, the students careled able to trace the features of postmentip. First the students was not in a postteins to accept the new method, hence it was a problems for me, latter I emplained it once agains, then they given a positive copy. The lesson is totally different from the



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precious one. The latter one was on Not for . profit - Organisation", so the concept was estemly different. But they have discussed the partnesship theory "in the precious year. The activities helped the students to recall the features & concept of posithership. This was steerigts to me to certaince the class. The class management was not easy to me, eventuough I could able to attains my objectures.

Agains on the day, I was alloted to the 5t hours to the same class. The second time I could able to handle more easily. On the 5t have discussed the type Badmesship dead, its contents & the rules applicable in the absence of the dead. The typic is the extensions of the previous are, hence it was easy to list to the emitting one. The first day was a memorable one.



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#### 2019-2020

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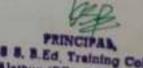
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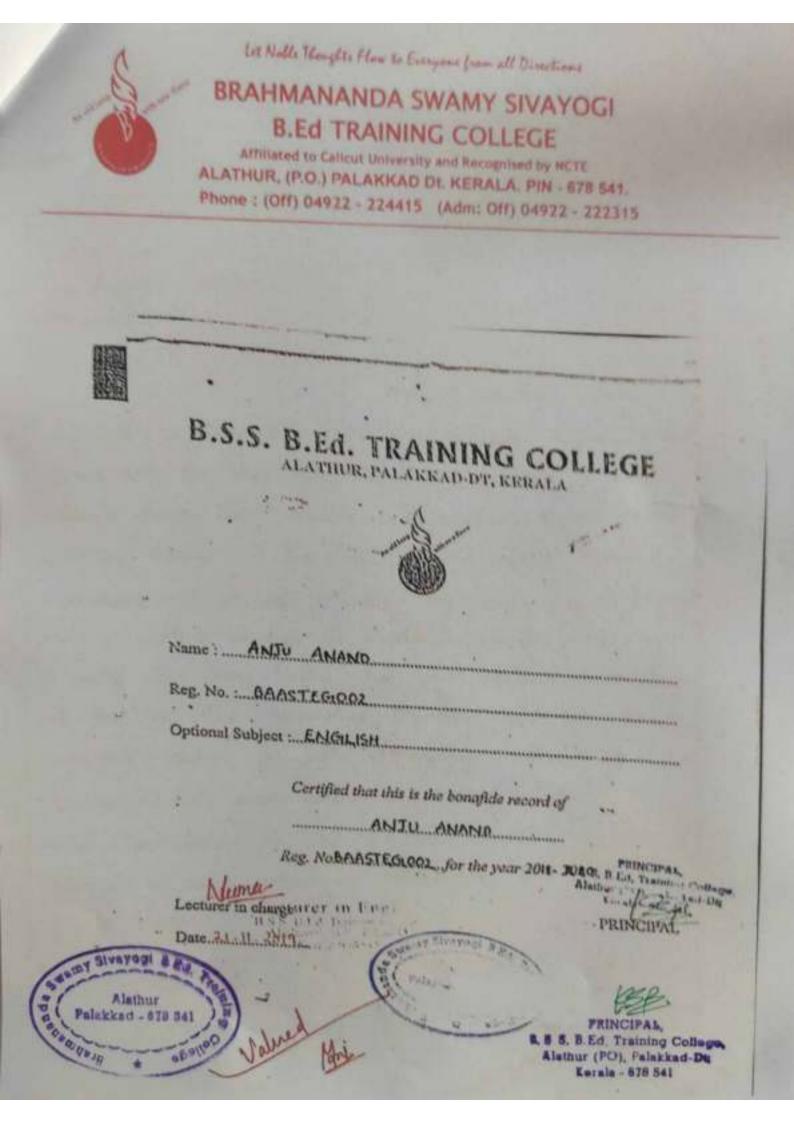
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# REFLECTIVE JOURNAL





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#### Lis Hills Haught's Flaw to Company from All Distantioner

BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE AMINISTER IN STREAM DISTRIBUTION OF STREAM STREAM

DAV 26 or August 2019 Thursday

I enjoyed today's class

very well. I interacted with the shudents informally and started with the class by giving entry activities. I asked then to share their dreams and students shared their interesting dreams in the class. I could find some improvement in cludents. I am very happy that I could buing a positive change in students students were eager to resite the poem loudly. They were attentive through out the class. The reteresting learning aids are an improvement reason for their viscreasing interest and attention. students were active and attentive. They actively possible the some extent is transacting the content of the lesson.



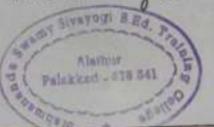
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DAY 27 13. August . 2019 Tuesday

I created a good rapport with the students. I started the class by asking them their witerest in music, students responded enthusiostically g exhebited a video of Michael Jochson. The students really enjoyed their video. I was able to grab the interest and attention of the students by showing the video. students attentively lestened to the narration. During the selent reading activity they read without any depresent and shared the ideas by sitting m groups. They did the activities by following my mitructions. But only a few students could write fairly good descriptions. That may be due to their lack of good vocabulary and doubts in proper sentence formation - 3 helped them in doing the activities properly.



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ALATHUR, PALARKAD DT, REBALA



Name Arables incl-1
Reg. No
Optional Subject :
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Reg. No. BAOSTESDOS for the year 2012 2020
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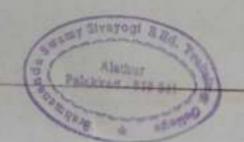
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Day 7 10 July 2019 Wednesday

1 starled my teaching practice after one week. The students werry very attentive and participated is the entry activity They were intrested in workshing the videos 1 showed related to the chapter 1 dealing with. students were very restless when I gave them activities to do. Some were making noise and creating trouble for others. I managed to calm them down and gave them more reinforcement during the class to make them more active. 1 explained the chapter where -they found difficulty in understanding. Harry of the students were not able to answer to my questions because of their language. I repeated the questions to catch their attention " managed the class and beyond them to do the activities.



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Day 22 1'August 2019 Thursday

Today also students were not much attentive. Differ the entry activity. I gave them an idea about the poem that I am going to deal with. They were lazy today not at all listened well so I made them focused by showing an intresting working model and asked them to work is It. It brings curiosity among the students and I completed the lessons by utilising that opportunity. I gave them thrue for removing their difficulties so they sat to groups and shared their ideas and asked me the working words I gave them escarge examples and cleared their doubts and makes the words familia to them. I checked their notebooks and edited their mistakes.



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2020-2021

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Red No.	BAATTEGODT	
Optional Subject :	English	
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Reg. tor. BAATTELINGTON the year 2019 - 2022



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Date MINISCHI Emplis

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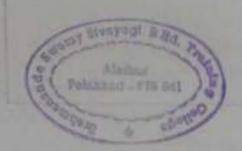
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Day L	Date	13/1/21
and the second se		

The way my first day q teaching the students were preparence and active during the introduction services they without during the introduction services they were ascilled during the noestation and give active to the questions asked they were a little heritant when anked to seed tody. Theis problem was tack of knowledge on how to pronounce rectean woods. I mainated them and helped them with browned them and helped them with and I was able to cleas them, I mainaged to make them such some paraage with great encouragement.



PRINCIPAL B. E. S. Ed. Training College. Alathur (PO), Falakkad-Du Lorals - 678 841.

Let Nalle Thought Flow to Econyone from all Disections

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Name : DEM S RAW Reg. No. 1. BAATTE 02004. Optional Subject : ENV26104

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Rey No BOATTE 4100 4 for the year 2019 - 2022

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A S & B Ed Training College. Alathur (P.P. - sisteri-Du Karale - 478 541.



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1302 1 DAL . 15/01/2021 Today, the clauroom serior was much A begin the class with a word game, he interesting WIDHE shedent actually posticipated as the game, They never very much watevisted. After that I began a new poor. A introduced the arethow there normaled the there of the point they need the point sclendly they asked several equilants double no between which they formed as definent to read. A read the poem lowing for letter understanding. A nonlowly called several spintents, & read, I Kept brack of their reading threes responded with for may questions a laught them what are abuguing words from the your - Mout of the shalence found out correctly; which was a group achieving - I concluded the class by quing them a follow up relating it is proprie an appreciations -



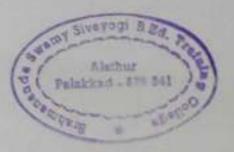
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#### DAXY 1

Today, the electronic content was much more interesting A bogun the class with a world grant, the stadants actively participated as the grant, they arene very wouch intervaled. After that I begans a new poers. I uninclassed the authors then normated the theorem of the poers they arend the poers stearting they acted several students doubts on between which they been at difficult to read. A read the goesn boundary for better undersponding. A normationally called several spindents, to would be toget there what are abuguned world from the poers. Most of the spindents found out correctly; which uses a group actively. I concluded the class by quick there is follow up adjusting it. I propriet an appreciation.



Date : 13/01 2021

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2021-2022

Filled in sample observation formats by self in 2021-2022



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# REFLECTIVE



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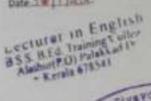
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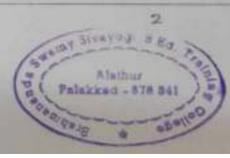
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VEEK-1

The Initial five classes helped me to discover and Valuate myself The was a break though for my teaching. The first class on 1st day I made a good beginning. The facility of digital aids during Video recording provided me the best Oppertunity to be a Variety of learning ands. It was a ble to show pictures, meaning were explanned Using Videos, pictures and presentation of charts was also possible . I was Very well able to teach rhyming words and Synonyms Using the models that I made 1 was able to successly complete all the steps and manage turne - The 2nd class was the Continuation of the forst class. The entry activity of the Second class was Connected with the first class. so it would here for the learners to recall chapter that taught in the previous class the Use of Video in the particular chapter also helps the Learners to easily grasp the Content I was Very coell able to teach the narration part by long sight amount of stimulus, tonal Variation



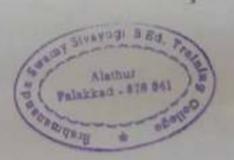
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## Let Medle Marghle Flow to Europees from all Birth times

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and gesterres there, the difficult words are explamed by abouting pietuses sand Videos I there. it was an easy and effective means to teach student's difficult woords. I was satisfied and I was very well able to introduce metaphor my comparing at work smole. The third class was presented Satisfartionilly -that I was Very well able to introduce melaphor by (impaying st with Smole The third class was presented Catisfactionity A new lesson was stand in the third class. I was very well able to entertain the learners through entry Activity and grab their attention . By Using proper stinulus, Voice Variation, reinforcement 1 was able to Successfully convey the basic ideas and retain their attention. The model I made helped learners to easily. Comprehend the Content of the chapter. This audio-Visual and helped them a lot The activities were Simple Ches and 1 was able to complete the whole steps with in the designed time frame A Home Assignment was with a view to increase their Creativity. The fourth day I



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Let Nolls Haughts Flow to Everyand from all Distributions

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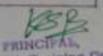
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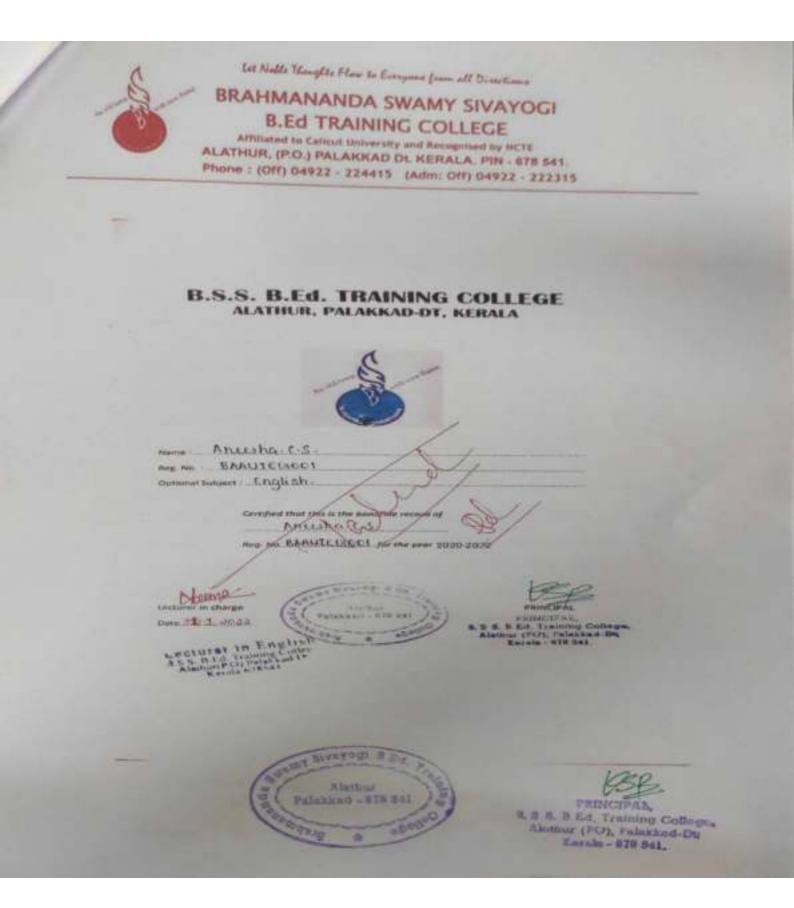
started a new class. The introduction of the clearter by Using the model was Very much much effective The entry activity was in an interesting way is helps the learners to connect then knowledge with previously learned knowledge language element was introduced by Acarling elessroom Accation . This helped the learners to easily grab the idea The activities were Supple and interesting One . The rest of the chapter was Continued for the other day -The entry adapty was very affective which helped learners to easily connect it with the Content area already discussed in the previous class 1 was able to Very well demonstrate and teach the meaning of defined words students were able to develop the content are Using the hints and basic idea provided by the teacher The activities was an effective means to recberk their Understanding the Content Stea and they successfully completed H. tisme Assignment helped the students to develop their Credeal thinking skills HVAYOGI & Ed. P

> Falarian - STR EAL a, a 5, B Ed. Training Colleges Alethur (PO), Falakked-Du Euraha - 678 541.

Alathur

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lat Nuble Thoughts Flow to Everyone from all Directions

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## WEEK 1

It was from october 5 1 stanted taking my initial classes for function practice - That initial classes previous me a different expensions. As it was my unitial classes I was deubtful about he lechnology and its wastness. Tai my pixst wides class I was having a will bit nervousness. But I made a good beginning. After my first class I was able to manage the tools efficiently. And also I was able to take my classes almost in a good manner. The taritutes of digital aids during video recording helped me a showcase wasiety of reasoning aids which were suitable for my class. I was able to show pretures. vidues, models I was able to transact my content in a pretty good way. Entry activity for the second class was not that much effective as it was the continuation of the first class. But I managed and bught well but as I moved on to my shield class and



2

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tought and fifth classes my confidence increased. And I was able to express my content in a reay good manner. I was able to complete all the steps of teaching successfully. Time management had some issues in my initial classes and after that I was able to manage time successfully.



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Let Nulls Marghts Plan to Ecospone from all Derections

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## 2017-2018

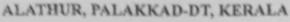
## Filled in sample observation formats by peers in 2017-2018



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## B.S.S. B.Ed. TRAINING COLLEGE





Name : ASHITHA MUSTHAFA

Reg. No. :... B.A.A. B.T. EG.002.

Optional Subject :... E.NGALISH

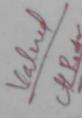
Certified that this is the bonafide record of

ASHITHA MUSTHAFA

Reg. No.BAAQT. Rapp3. for the year 2018 2018



Date.S.1.1.1. Lecturer in English 8 S. B.Ed. Training Colles Abstinut (P.O) Balakkad Di Remla 678541



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PRINCIPAL 8. 3 8. B.Ed. Training College. Alathur (PO), Falakkad-Du Kerala - 678 541.

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#### Observation Report -2

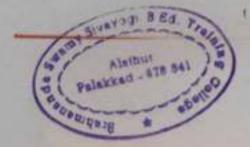
Name of the School Name of the school Subject Unit Topic Sub lopic	: Amarithalakihmi : G.H. & & Kurnasoperan : English : N : Song of the flower : Jam	Class ( UN) til vision ( <b>P</b> Shringthe 15" Davakon (45" min)
-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

#### Inhoduction

She initiated her lesson by asking the shidents to read the page 120 asked them what each picture tells about them. Then she estimat into the class by asking them, "Now lett me what does the flower think about itself" she then introduced the lesson "Song of the Plower" waiters by khalel bebran

#### Presentation -

Teacher then naturalist the content which is going to take and then she made the students to send the lesson tilestly without any hipmovement. In between the asked questions to them to focus their attention. After that she divided the students into groups and mode them to send socid the tesson of asked them to share their views of ideas and.



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asked them some questions to check what they understood. Then she explained the difficult words meaning using example & giving them content.

Then leacher asked some questions to four them on to the content hater leacher performed a model reading with proper stress of islonation she then larght them what is a metaphor of simile and aske them to do the activity 2 given on page 134. Also she asked them to carle the assures for lexitial questions. Teacher then made some of the students to read the poem.

Conclusion .

She winded up the lesson by asking them to well their own examples of metaphon.



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#### Components BA A G VG E Strateges for holding up suitable physical/treational enveronment in the classroom Strategies /athniques to mytal/convince the learner what he already knows Setting up/building up a problematic situation Stategies for distarbance free and desciplined grouping if required V 10.00 Be sure about the pre-requisite skills for learning activity Give clear and coocise guidelines for group activity Specific instruction regarding the learning tasks-provided in the farm of instruction cards Hisplay devices like charts, OHPete., Blackboard work/structured and command exc Provide rafficent activity for each group/individual Systematic rotine for procedural activities J levelve all the student in the learning activities Encourage non-volunteers Smooth transition - living minimal time between artivities Pace activities effectively Briaging the appropriate knowing aduldesigning the learning ash during the course of activities Learning aids used effectively Continuous supervision aids knew observation of learning activities 6. Strategies for managing interruptions 2 On the spot diagenesis of learning difficulties and corresponding mondation Teacher investion facilitating the programmen of learning activities at the right forective and at the right place Strategies for no threatming and varied evaluation - observation/ocal quational quat reporting/ learning games Exploring and eliciting the constructed knowledge through reflective process Make changes in the learning strategy based on student surpouses Adequacy of learning experiences in achieving the anticipated competencies Provide opportunities for the use of pupil's observation book science diary Provide opportunities for collection of specimens/small stale survey/projects/small group descession/aminus debate / Seld trees/ outdoor learning/ library Controlidate pupil's presentation Use of SHUCHP/Other display devices properly and simultaneously with the compolitation and elaboration of pupil's presentation Kneping records of student responses Pay attention of statisti responses -- 1 Pay attention to the entire class v Advances communication shift bring duplayed by the tracher

#### Observation Schedule for Observation of lessons under Constructivist format



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Proper class manager	ini and properly distributed ment	80. S				1
Teacher shows subject	t competency	1		-		
Proper budgeting of t	And the second se			¥	*	
Review the lesson pr	ibelja					1
		and the second		-		
	in tune with the knowledge const	Car Britten Barriston	7.2			



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# B.S.S. B.Ed. TRAINING COLLEGE



NAME - JITTYMOL THOMAS

Res No. 18999346.003

Cartified that this is the bonaride record of

SPATONT JOAN VITIL

Reg. No. 25-24112-34.6soft for the year 20w 2019

Lesurer in charge

Date States

Antore P.O. Palakkad La Revala 67854 La

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## observation Report 2

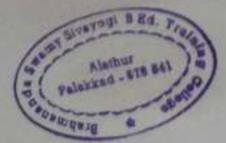
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Scibicch	English	sknengelik 39
TOPIC	The School toy	Curricition , to
	Sympathy	DALE STAT

#### In Plockachion

Teacher entitled the class with plaasant face and positive attitude seacher than cheated a good environment for teaching Teacher total a stong to enable them to andenstand the theme human values she asked a few students to act some physical challenges she introduced the lesson The school for sympaty and 16's author Edward verall Lucas

presentation

Teacher read the profile of the autron from the text and explains that she gave a normation of the content of the story she asked students to do silent reading then the made perform grown reading the made them complehend the meaning of



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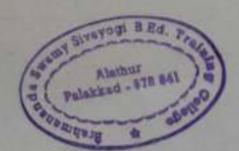
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new worlds using proper contents she checked their understanding of the lesson by asking a few scattolding questions. She head the lesson with proper stress, pause, mythm and internation she made a few students perform loud reading and corrected their mistakes she gave students on individual activity of whiting a diary entry of twiscles she asked the students to do the same activity in growps she asked them to do the teached of whiting a character sketch of miss beam

#### conclusion

The class was very good. Teacher developed the confidence of students by making them perform acting Teacher was very pleasent. She gave students a followap activity of aniting a summary of the story.



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E	Sensinger for building up michle physical/protound cowracement in the diameters"		1	1		-
Cital A	Searcyes Anthropas to measuremines the learner what he simply knows	1	1	13	5	
i.	Setting up building up a problematic structure					7
PHA.	Strangen for descriptions from and description of respond				1	
	Be not then for pre-sequence shifts for leaving activity	-		J	-	
	Give time and connot guidelines for gone activity		138			-
	Specific estimation reporting the learning tasks provided in the form of instruction cards lideslay devices like charts, OHPone, Backboard work/sourcement and command etc.				J	
	Provide millionat activity for each emotionly/deal	-		1	-	7
	Systematic motive for pricedural activities	-		-7		
	invelve al de midert is de karing activites	1	i T	-	-	
	Excountry and volunteers	-	*	-	17	-
	Encosts staunice - living exercised tone between activities				1	
	Pate activities dilistively	1	-	31	-	-
	Briaging the appropriate learning aids/designing the learning aids during the course of activities					
	Learning with used effectively		17		-	f
The second	Continuous supervision aids lease observation of learning activities		1		11	
ž,	Strategen for sumarity estimations	1		1	-	-
1	On the apat diagnosis of learning difficulties and corresponding remodiation					-
ł.	Tracher investion facilitating the progression of learning activities at the right direction and at the right place	-	P		1	R.
3	Sizate, in for an thetatoming and varied evaluation - observation/and questions/ questions/ learning stores		-		4	-
	Explaning and eliciting the constructed knowledge through reflective process		-	-	-	
	Made changes in the learning strategy based on student responses	-	1	24	-	-
	Adoptacy of Iterning experiences in achieving the anticipated competencies	-	1	-	-	
	Provide aggranowiter for the use of papel's observation books science diary	-	÷	1	-	
	Provide opportunities for collection of specimono/small stale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library	1	t	J	1	
	Consolidate pupid's perietation	-	1	-	-	
	Use of BEVOREPOcker display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation	-	-	-	- 7	
T	Corpus records of student responses	-	-	-	4	
	Pay attention of studeos responses	-	+	d		
	fav attentive to the extre class	-	X	40	2	
	Advestor commencation shall being displayed by the teacher	-	1	1	4	
11	Jorregant erspectation break Appletion A. he warnet			4	1	

#### Observation Schedule for Observation of lessons under Constructivist format



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(vestions april) worked and properly distribute Proper class management		· TIT
Teacher shows subject competency		 1
Procer budgeting of time Review the kanas property		2
		1
Follow up activities in tase with the knowledge	constructed construction support	
		1



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#### 2018-2019

## Filled in sample observation formats by peers in 2018-2019



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NETE: RENTUR

BAARTEGOOG

Optional Subject _ ENIGHISH

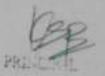
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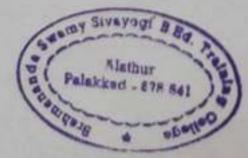
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Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

#### OBSERVATION REPORT - ]

Hame of the teacher : Acha Cha Hame of the ochool : G. G. H. S. S. Alather, Alary Notice : The Highlingalo and the Rose Durch Unit : 11 Date:

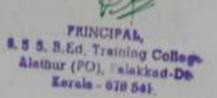
Chans Will Stangets : 40 Duration 40 Date: 17/7/2018

## Pregnation :

Teacher esterned the classroom and established a regipter Teacher ligas the class by theirings a ned rose the asked the childres what comes to their mind when they see the rose then she intereduced the chiefter "The thestingale and the Rox' writtley by Oscar Wilke Pherentation

Teacher read the first pargeraph and england the meaning of difficult words loads in Taglash and Malayelans they teacher fame the

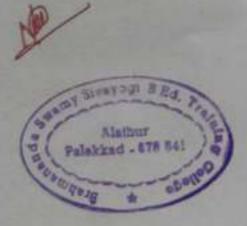






Students time for vilent reading. They leacher asked they some questions and the students replied. They teacher asked some students to read He chapter alond. Conclusion

Teacher concluded the chapter by fining a fellow up activity to find out the meanings of some difficult words. They she charled the previous day's avicements.



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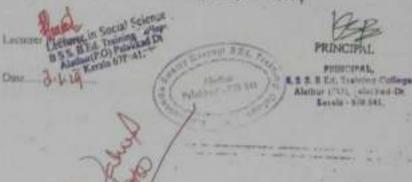
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Optional Social Science

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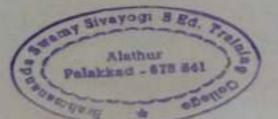
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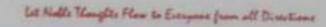
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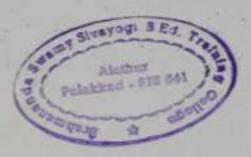


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#### 2019-2020

Filled in sample observation formats by peers in 2019-2020



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## B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA Optional Subject : English Certified that this is the bonafide record of A Aparna Reg. No. BAAS. TEMOS for the year 2018- 2020 8.5 5 6 PRINCIP. Lecturer in chaige Date 23-8-2961 ALVAYOUT BR . 5 5. B.Ed. Training Collega Valuel Alathur (PO), Palakkad-Du Karala - 678 841 Alathur Palakkad - 578 54 Cell

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Observation Report - 5

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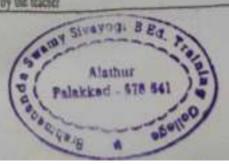
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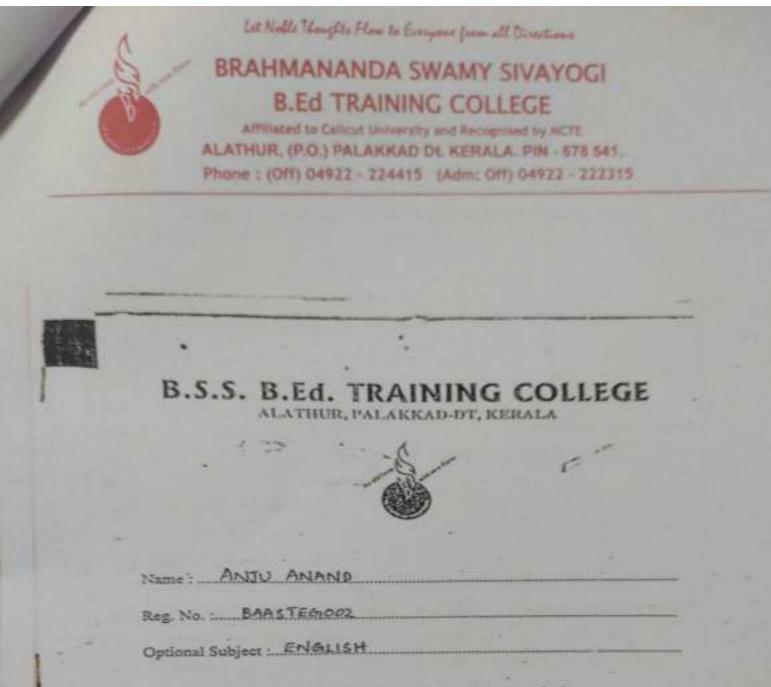


Proper class management				A.					-1
Teacher shows subject competency									-
Proper budgeting of time	12			4			and a	4	~
Review the lesson properly.	19		1.5		+		1	1	1
Follow up activities in tune with the kind	A.	18		a ( ) 81		17 14		130	

un-below Average A-Average G-Good VG-Very Good E-Escellent

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# OBSERVATION REPORT 1 Name of the teacher: Fasily. A Name of the scheel : k c. r. H. s. s. Subject : English Diration : 40 min chilt : 11, Bends of Love Date : 12.7.19 Topic : Matemity

#### INTRODUCTION

Teacher interacted informally with the students and created a good switchble physical environment. She introduced the topic by arousing the interest of the students. She wrote the author's name and chapter title on the black board.

#### PRESENTATION

Teacher narrated the story using simple language. She asked the students to read the paragraphs stlently. Teacher explained the difficult words using interesting contexts. It helped the students to understand the story. Teacher asked scaffolding questions to understand their level of understanding. She asked some students at random to read the paragraphs loudly. There was goed interaction between the teacher and the students approximate

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#### CONCLUSION

Teacher orbiblited a chart on subject and predicate. She acked a student to read it she then give an individual activity to find the subject and predicate of some sectences. She checked the answers written by she students .She divided the students into group, and acked show to read the passage given in the text and identify the subject and predicete. She checked the answers written by the students and asked some students at roundom to present their answers. Then the give a home assignment to answer a number of textual questions.

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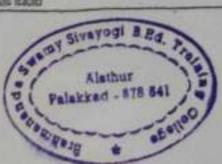
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### Observation Schedule for Observation of lessons under Constructivist formal

	Components	BA	٨	9	yç.	10
	Strategies for building up suitable physical/emotional environment in the classroom	1		1		
191	Scrategies Acclusiques to reveal/convince the learner what he already knows	T		~		
ž	Seman up/building up a problematic situation		1			
Prepa	Strategies for distuirbance free and disciplined grouping if required			1		
-	Be sure about the give-requisite skills for learning activity	-	-	-	1	
	Conclusioned one has multillass for sinon saturity	-	-	-F	-	
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPete., Blackbaard work/structured oral command etc.	-		1	_	
	Provide sufficients activity for each group/individual			4	_	
	Systematic routine for procedural activities	-		_	~	
	Savolve all the student in the learning activilies	-	1	-		-
	Encourage non-volunteers	-	4	-	-	
	Emodels transition - living minimal time between activities		4	-	1	-
	Pres strates ellerium		-	4	7	
	Bringing the appropriate learning aids/designing the learning aids during the course of activities -	-	-	-	4	
	Learning and used effectively	-	1	-1	4	
ě.	Continuous supervision aids keen observation of learning activities	-	4			-
5	Summer for manufactor internations	-	4	-	-	
9	The the same dispansies of terminer differenties and contennodian termediation		4	1		-
Ē	Teacher intervition facilitatius the prostention of learning activities at the right direction and at the right place	-	1	4		
1	Circlement for no threatening and varied evaluation - observation/oral questions/ quest reporting/ restraining games	1-1	4	7	_	
1	Exploring and eliciting the constructed knowledge through reflective process		7	4	-	-
1	Idealer chooses in the learning strategy based on student responses	-	4	1	-	
	a demand of learning experiences in achieving the anticipated competencies		-	4		-
1	The ideas and any for the use of oursil's observations book science dary	-		-		-
1	Provide opportunities for collection of specimens/small scale survey/projects/amall group discussion/seminar debate / field trips/ provide opportunities for collection of specimens/small scale survey/projects/amall group discussion/seminar debate / field trips/ outdoor learning/ library		1			
17	1 I I I I I I I I I I I I I I I I I I I			1	_	1
E	Consolidatic pupil's presentation Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			1		111
H	As of borons roughly service and the service of the		1		-	13
1	Corpsing records of student responses	1		1		
1	ay attention of student responses		1			
P	av attention to the entire class	-			1	
1	demante communication shift being displayed by the teacher		_	-	-	-



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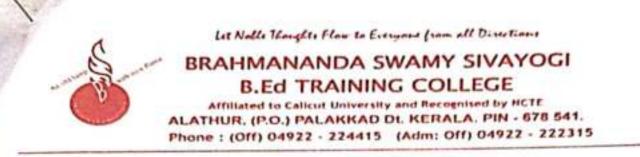
	Proper class management Teacher shows subject competency Proper budgeting of time						2
101	Raview the Jesson property.			2.17	1.1 1.1	V	
and and a state	Follow up activities in tune with the knowled	lge constructed/competenc	ies acquired		1 and	14	

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2020-2021

### Filled in sample observation formats by peers in 2020-2021

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NATE THUSHARA J. DEV New No. BAATTEGOIO Optional Subject ENGLISH

> Certified that shis is the banefide record of THUSHARA J. DEV

Reg No. BAATTE GOID for the year 2019 - 2021



BSS BEA Training (). Alathum PSB Publicat Review NIX (4)







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Let Nulle Thoughts Flow to Everyone from all Directions. BRAHMANANDA SWAMY SIVAYOGI **B.Ed TRAINING COLLEGE** Attiliated to Calicut University and Recognised by NCTE ALATHUR, (P.O.) PALARKAD DL KERALA. PIN - 578 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315 Siveyogs 8.8d. Alathur Palakked - 578 54 PRINCIPAL, R. S. S. Ed. Training College, Alathur (PO), Palakkad-Du Brahan

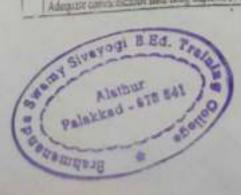
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# Observation Schedule for Observation of lessons under Constructivist format

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ŝ.	Strategies Inclusions to reveal/convince the Inspect what he already knows a		×
ŝ	overally, spreading up a protection of the size	1	V
1	Strategies for disturbance free and disciplized grouping if inquired		1
-	Be sure about the pre-requisite skills for learning actively		M
	Give clear and concise guidelines for group actively	1	V
	Starting and concerning for press and an internet an internet and an internet and an internet an internet and an internet		V
	Specific instruction regarding the learning tasks-provided in the form of instruction cards Muplay devices like charts, OHPerc		1
	Provide sufficient activity for each googladivideal	1	1
	Systematic routine for procedural activities		1
	Involve all die undert in the learning activities	1	V
	Encourage con-volunteers	1	1
	Smooth transition - living minimal time between activities		1
	Pace activities directively		1
	Bringing the appropriate learning additioning the learning ald thring the course of activities	1	1-
2	Learning addressed effectively		8
APLICAL D	Continuous supervision aids keen observation of keening autivities	11	1
1.12	Strategies for managing extemptions		N.
ġ	On the start diamonity of learning difficulties and corresponding remetation	100	1
R	Transferr internation facilitations the procession of learning activities at the field direction and at the right place		A
1	Contanian for an threatening and varied evaluation - observation/oral continent/ outs' recording/ learning cartes		1
ł.	Exclusions and elicities the constructed knowledge through reflective process		~
	Multing where we have been made at state of the beam o	12	V
	the set of learning contractes in scherver the emopored componied	1	15
	the first the ward of normal a skapement was being a support of starts		V
	Provide opportunities for enlicition of specificational scale survey graded sizes grad coordinates and other a new organ	1	~
	outdoor learning/ library	11.0	1
	Consolidate pupil's presentation Last of BB/ORP/Other display devices presents and simultances if with the extenditation and elaboration of pupil's presentation	1	1
	Last of EB/OND/Other departmention provide the anti-	100	N.
	Keeping records of student responses	1 1	1
	Pre stantos of student responses	1	V
	A CONTRACT OF A DECISION OF A DECISIONO OF A	1	1
	Pay storeton to de entry one Adequate convoc exection shills being displayed by the second		



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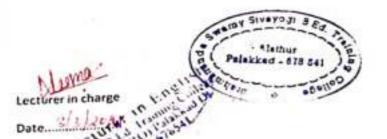
### B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



Name : DEVI S. RANI	
Reg. No. : BAATTEGOOA	*******
Optional Subject : ENGLISH	

Certified that this is the bonofide record of DEVI . S. RANI

Reg. No. BAATTE (0001 for the year 2019 - 2021



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OBSERVATION REPORT 1

Name of the lencher : Alonayo.A.s Name of the School . Subject : English

Aopie : Lout Loup

Claus : 1X Bringth :

Duration: 40 minutes DA: Date : 15/1/2021

Preparation phase -

Ancher indused the class and evented a good mapport with the students - she talked about a formore quote and explains about the importance of hope and optimism in life. She recalled what was taught in the last class by acking some questions and connected to the session. She wrote the name of the chapter in the black board Recentation phase.

Acaeher drught the sciend half of the chapter littled "the Last Long" by O. Henney, Acaeher normaled the cession in detail She wead the scinion with proper efreck intromation and pance. She cleared the defficiently words in the chapter property. She had used proper gesteries to explains things. Acaeher property prouded the instancetions to write the activities. There was good teacher-pupil internetion. Acaeher corrects the michakes of the equidents property. She one again stressed on the herme of the story.



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She also und blackboard very well

lonchiding phase

Aracher explained the whole spory is a nut-shell. After making some that students have not double teachure gove a home awaynment. Icaeher asted to write a description about importance of hope and positive attitude to one's life as home awaynment. She also from proper anstructions to write it. It was an energetic class. <u>Learning aids used</u>:

Telmis Vidio . 117, Blackborrd .



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2021-2022

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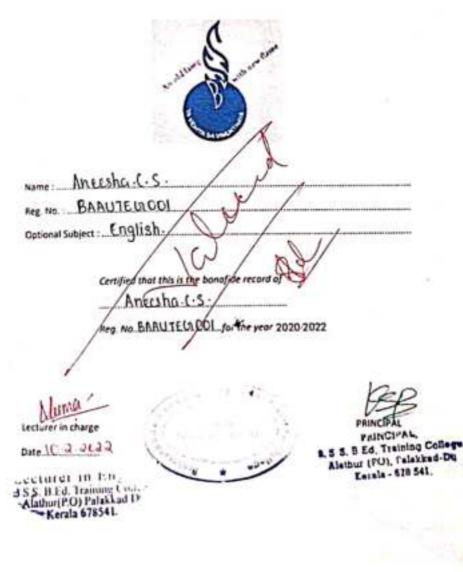


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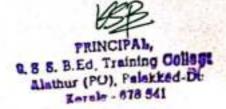
Observation Report 1 Name of the tracher Smrithi. M. Nair. Subject English. Unit Man and Media. Topic The computer. Preperation phase :

Teacher entered the class and wated a good rappo-At Then teacher asks about different medias and puspose of each medias. Thus made a good intervetion between the students. Then tracher asks how many of you spend more time in intervet. Teacher then explains about the tubnologies and then gradually comes into the topic "The computer".

Presentation phase:

Geacher explains about the history of development in technologies in a very easy way. Thus the students were able to understand it very dearly. Then teacher introduces a model of computer and asks students to find out each parts of computer. Then toocher showed a video. It was so effective and introsting her way of presentation was very intresting and good interaction was maintained throughout the class.







### Concluding phase :

Students the end of the class teacher summed up all the important points and asked questions to Students And thus made the class very much interactive. Arather used a good amount of gestures, and tenal variations. Geacher then gave a homeoassignment to write a short note on interact.

### saming aids :

teacher word rations learning aids like charts, models, videos and pietures and thus made the class reay much intresting and effective.

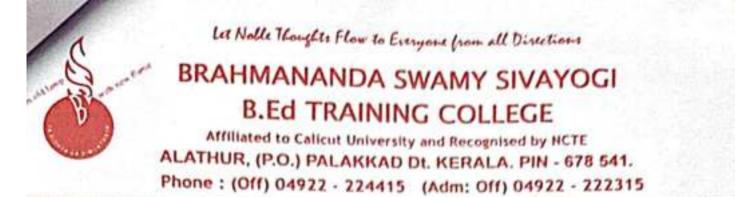


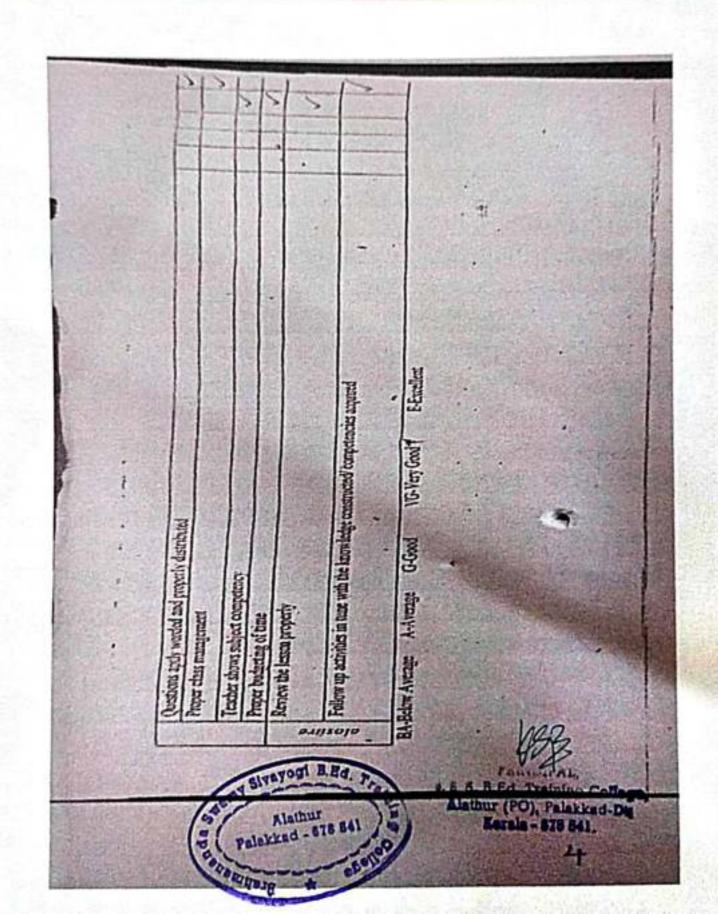
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#### B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA





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Observation Report 1 Name of the teacher : Vidhula Name of the school : B.s.s (1:11 s. Alathur Subject : English Unit : Work is worship Topic : The Gaain as Big as Hen's egg

#### Psepartion phase

Teacher entered the class and Created a good sapport then shows a video. The Video was about farming and aplained the Importance of Parming through an Interactive way. Then slowly entered into the chapter "The Grain as Big as Heris Egg" by "Leo Tolstoy" Teacher Introduced the author by using a profile chart.

#### presentation phase

Teaches introduced the chapter by connecting farmers life and their hard work she explained the new agricultural method and also changing

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lifestyles. of modern human lifes. Teacher showned a Big grain's model then she hassaled very well with appropriate gestures, sound modulation, proper stress and Interation. Student - Teacher Interaction was maintained well. Throughout the class was very much enjoyable and Interesting.

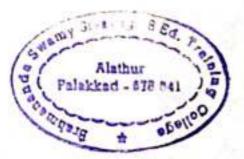
# Concluding phase

Towards the end of the class teacher Once again summed up all the event clearly and asked some questions and also given home assignment to warte about the description of grand-father and also asked to read the Story twice.

### Learning aid

Teacher Used Variety of learning and which made the class more effective and Interesting she had used many varieties of charls, digital aids, models etc. The O

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Let Noble Thoughts Flow to Everyone from all Directions

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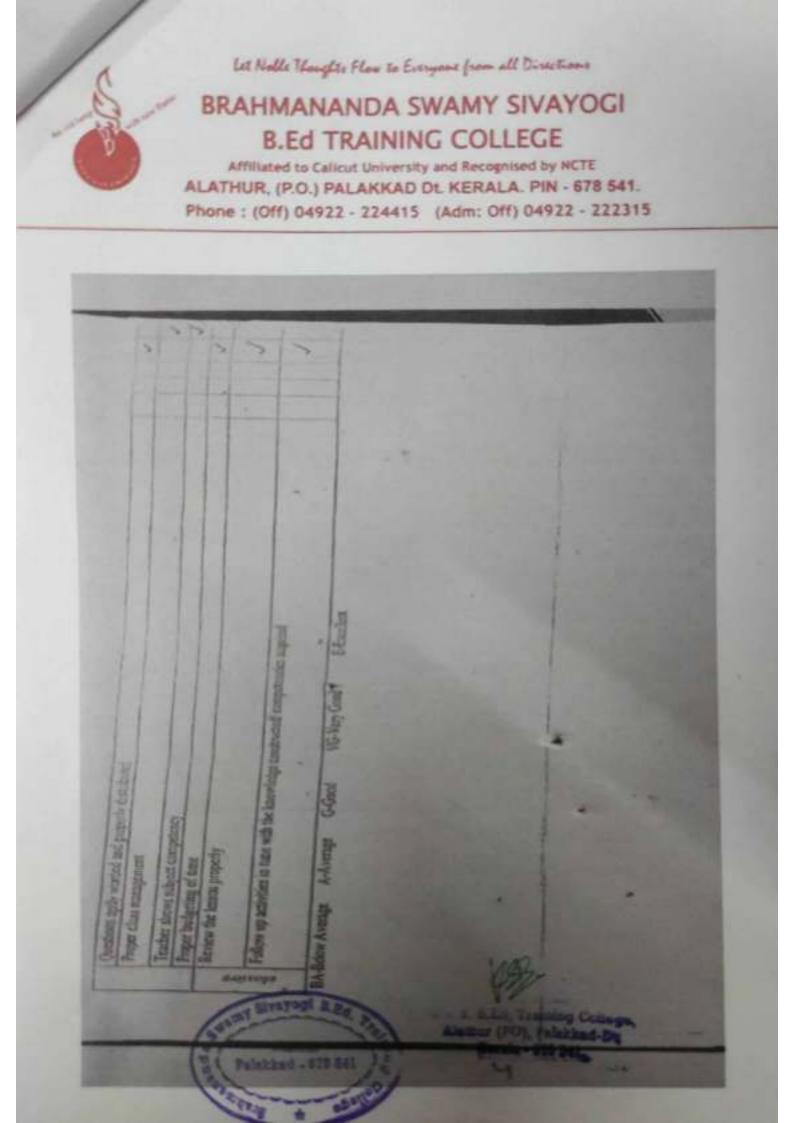
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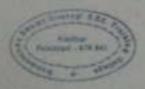
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#### 2017-2018

Filled in sample observation formats by school teachers in 2017-2018



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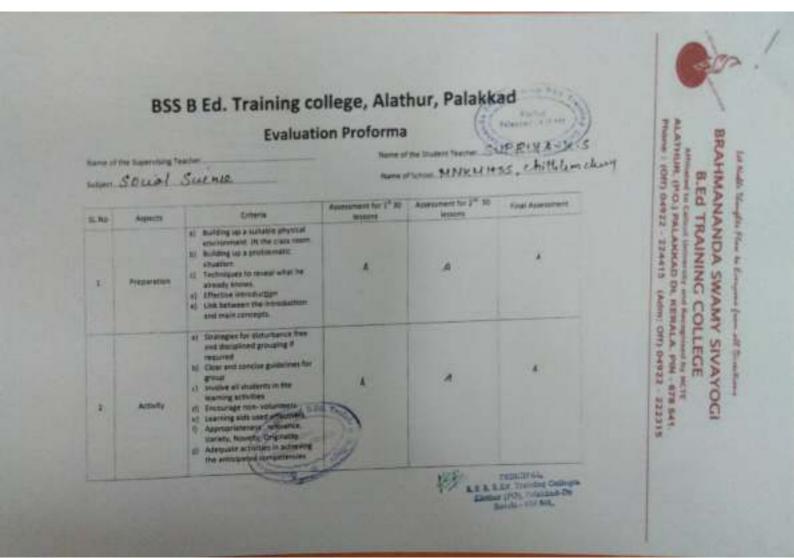


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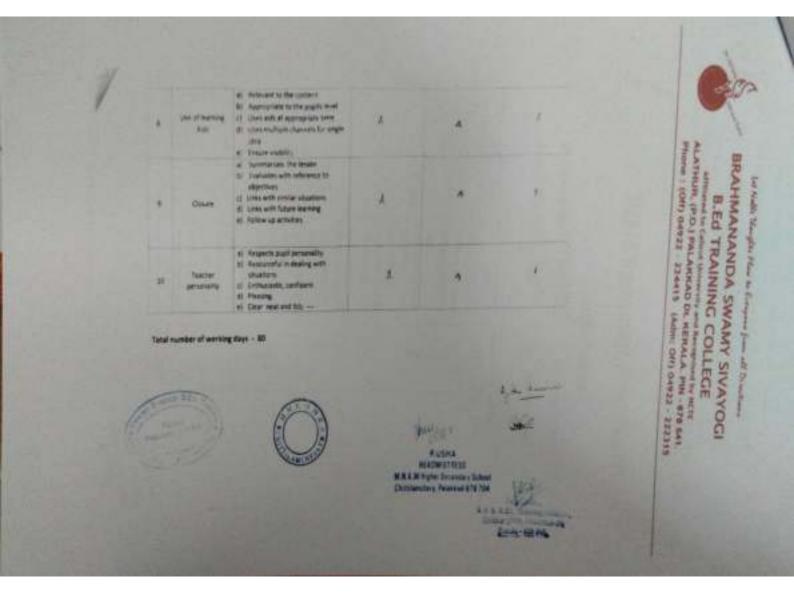
Filled in sample observation formats by school teachers in 2018-2019

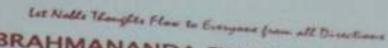


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1	Subject competence	Al Resource Autoess     Make changes in the learning     challegy based on student     miscorese	A	A	*	
	Desi Management	Ancognizes attentive and non attentive behavior.     Ore the spot stagroups of learning difficulties and corresponding remediation.     Pay attention to the entire class.     Manuges time property.     Situtegies for managing interruptions.	I		A	BRAHMANANDA B.Ed TRAIN ALATHUR (IPO)) PALANC Phane : (OP) 04922 - 224
\$	Innuncation	A) Speaks fluently     Speaks fluently     Speaks with clarity     Use proper body language     d) Adjusting the speed of the legion     to the level of the pupil	A	4	4	AD DINO
	Questioning	A - Structure of questions.     Brammatically correct.     Bill Relevant to the topic.     Specific.     Thought providing.     Way of questioning.     Addresses whole Uses.     Give sufficient time to think.     Ontroduce evently     Addresses	A	л	A	COLLEGE
2.	Reacting	Al Decourages mass answering     Use appropriate verbal and non- sector reinforces     Uses and builts pupils reconnes.     Seeks further information     Al Over barry promoting	A		4	





# BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

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# BSS B Ed. Training college, Alathur, Palakkad

#### **Evaluation Proforma**

Name of the Supervising Teacher SURENDRAN. K

Name of the Student Teacher SINDARD J

Suber Commune

Rome al soud Labort SS Alathur

9. No	Algeds	Criteria	Assessment for 1" 30 lessons	Assessment for 2 ^{ref} 30 lessons	Final Assessment
9. No 1	Preparation	<ul> <li>a) Building up a suitable physical environment IN the class room.</li> <li>b) Building up a problematic situation</li> <li>c) Techniques to reveal what he already knows.</li> <li>d) Effective introduction</li> <li>e) Link between the introduction and main concepts.</li> </ul>	B+	A	A
	Activity	<ul> <li>a) Strategies for disturbance free and disciplined grouping if required</li> <li>b) Clear and concise guidelines for group</li> <li>c) Involve all students in the learning activities</li> <li>d) Encourage non-volunteers</li> <li>e) Learning aids used effectively.</li> <li>f) Appropriateness, relevance, Variety, Novelty, Originality</li> <li>e) Adequate activities in Actieving the anticipgited portpetencies</li> </ul>	B+	A	A
	1			LILIEL TO LILIEL TO Manue (PO).	Anima Cellaga Palatina De



L	Subject competency	a) Resourc fullness b) Make changes in the learning strategy based on student response.	A	A	A
-	Class Management	<ul> <li>a) Recognizes attentive and non attentive behavior.</li> <li>b) Gives clear direction.</li> <li>c) On the spot diagnosis of learning difficulties and corresponding remediation.</li> <li>d) Pay attention to the entire class.</li> <li>e) Manages time properly.</li> <li>f) Strategies for managing interruptions.</li> </ul>	B	B+	g+
5.	communication	a) Speaks fluently. b) Speaks with clarity c) Use proper body language d) Adjusting the speed of the lesson to the level of the pupil	B+	A	٨
6	Questioning	<ul> <li>A - Structure of questions.</li> <li>a) Grammatically correct.</li> <li>b) Relevant to the topic.</li> <li>c) Specific.</li> <li>d) Thought provoking.</li> <li>B - Way of questioning.</li> <li>a) Addresses whole class.</li> <li>b) Give sufficient time to think.</li> <li>c) Distribute evenly.</li> <li>d) Redirects.</li> </ul>	B	8+	g+
2	Reacting	<ul> <li>a) Discourages mass arowering</li> <li>b) Use appropriate verbai and non verbal reinforces.</li> <li>c) Uses and builds pupils responses.</li> <li>d) Seeks further information</li> <li>e) Gives hirts/ prompting.</li> </ul>	B	8+	g+

Las Nulle Ydonghes Flow to Encourse from all Divertions

### BRAHMANANDA SWAMY SIVAYOGI **B.Ed TRAINING COLLEGE** Arrittated to Caticut University and Recognized by NCTE

ALATHUR, (P.O.) PALAKKAD DL KERALA. PIN - 575 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

8.	Use of learning Aids	a) Relevant to the content b) Appropriate to the pupils level c) Uses aids at appropriate time d) Uses multiple channels for single idea e) Ensure visibility	A	A	A
8	Closure	<ul> <li>a) Summarises the lesson</li> <li>b) Evaluates with reference to objectives</li> <li>c) Links with similar situations</li> <li>d) Links with future learning</li> <li>e) Follow up activities</li> </ul>	B+	A	-
10	Teacher personality	a) Respects pupil personality b) Resourceful in dealing with situations. c) Enthusiastic, confident. d) Pleasing. e) Clear neat and tidy	A	A	,

Total number of working days - 80

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PRENCIPAL, L.S. S. B.Ed. Training Colleges Alathur (PO), Falaklord-DL Lorain - 578 541,

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#### BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

Affiliated to Callest University and Recognised by NCTE ALATHUR, (P.O.) PALAKKAD DI. KERALA. PIN - 678 541. Phone I (OP) 04922 - 224415 (Admi Off) 04922 - 222315

#### 2019-2020

Filled in sample observation formats by school teachers in 2019-2020



FERINCIPAL, S. S. S. R. Ko. Translog College. Eletinic (FO), Felakhed-De-Larale - 818 Set



# BSS B Ed. Training college, Alathur, Palakkad

### **Evaluation Proforma**

Name of the Supervising Teacher Chuthy, Sudevian

Loglib Subject_____

Name of the Student Teacher Tify GREOTINGS Name of School G. H. S. S. Frin

51.No	Aspects	Criteria	Assessment for # 30 lessons	Assessment for 2020	Frail Assessments
L	Preparation	<ul> <li>a) Building up a suitable physical environment. IN the class room.</li> <li>b) Building up a problematic situation</li> <li>c) Techniques to reveal what he already knows.</li> <li>d) Effective introduction</li> <li>e) Unk between the introduction and main concepts.</li> </ul>	9	9	9
	Activity Activity	<ul> <li>a) Strategies for disturbance free and disciplined grouping if required</li> <li>b) Clear and concise guidelines for group</li> <li>c) Involve all students in the learning activities</li> <li>d) Encourage non-volunteers</li> <li>e) Learning aids used effectively.</li> <li>f) Appropriateness, relevance, Variety, Novelty, Originality</li> <li>g) Adequate activities in achieving the anticipated competencies</li> </ul>	9	ş	9

Let Noble Thoughts Flow to Everyone from all Directions

## BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

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	Subject competency	a) Resourc fullness b) Make changes in the learning strategy based on student response.	8	8	8
4	Class Management	<ul> <li>a) Recognizes attentive and non attentive behavior.</li> <li>b) Gives clear direction.</li> <li>c) On the spot diagnosis of learning difficulties and corresponding remediation.</li> <li>d) Pay attention to the entire class.</li> <li>e) Manages time properly.</li> <li>f) Strategies for managing interruptions.</li> </ul>	9	9	9
5.	communication	<ul> <li>a) Speaks fluently.</li> <li>b) Speaks with clarity</li> <li>c) Use proper body language</li> <li>d) Adjusting the speed of the lesson to the level of the pupil</li> </ul>	8	8	8
6.	Questioning	<ul> <li>A - Structure of questions.</li> <li>a) Grammatically correct.</li> <li>b) Relevant to the topic.</li> <li>c) Specific.</li> <li>d) Thought provoking.</li> <li>B - Way of questioning.</li> <li>a) Addresses whole class.</li> <li>b) Give sufficient time to think.</li> <li>c) Distribute evenly.</li> <li>d) Redirects.</li> </ul>	9	9	9
7.	Reacting	<ul> <li>a) Discourages mass answering</li> <li>b) Use appropriate verbal and non verbal reinforces.</li> <li>c) Uses and builds pupils responses.</li> <li>d) Seeks further information</li> <li>e) Gives hints/ prompting.</li> </ul>	9	9	9

Les Nodés Ténegétés Flow le Éveryone from all Directions BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE Affiliated to Calicut University and Recognised by NCTE ALATHUR, (P.O.) PALAKKAD DL KERALA. PIN - 678 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

8.	Use of learning Aids	<ul> <li>a) Relevant to the content</li> <li>b) Appropriate to the pupils level</li> <li>c) Uses aids at appropriate time</li> <li>d) Uses multiple channels for single idea</li> <li>e) Ensure visibility</li> </ul>	9	9	9
9.	Closure	<ul> <li>a) Summarises the lesson</li> <li>b) Evaluates with reference to objectives</li> <li>c) Links with similar situations</li> <li>d) Links with future learning</li> <li>e) Follow up activities</li> </ul>	8	8	8
10	Teacher personality	a) Respects pupil personality b) Resourceful in dealing with situations. c) Enthusiastic, confident. d) Pleasing, e) Clear neat and tidy	9	9	9

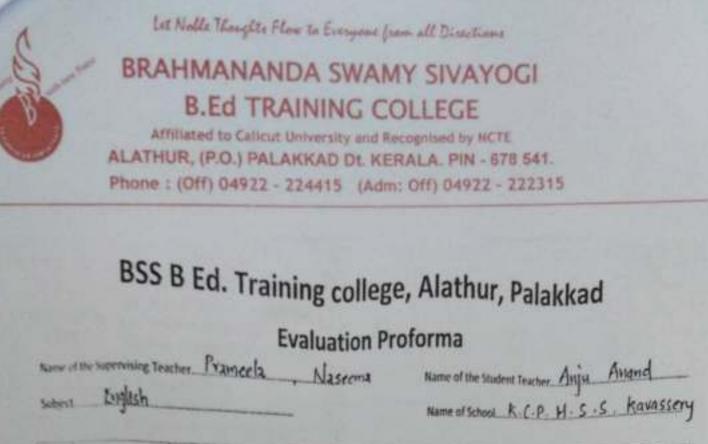
Total number of working days - 80



Alethur (PU), Felatind-Di Karala - 578 54L







R.No	Aspects	Criteria	Assessment for 1" 10 tessons (6 (%)	Assessment for 2" 30 lessons (7 %)	Final Assessment
1	Preparation	<ul> <li>a) Building up a suitable physical environment IN the class room.</li> <li>b) Building up a problematic situation</li> <li>c) Techniques to reveal what he already knows.</li> <li>d) Effective introduction</li> <li>e) Link between the introduction and main concepts.</li> </ul>	8	8	8
2 Sector	Activity	<ul> <li>a) Strategies for disturbance free and disciplined grouping if required</li> <li>b) Clear and concise guidelines for group</li> <li>c) Involve all students in the learning activities</li> <li>d) Encourage non-volunteers</li> <li>e) Encourage non-volunteers</li></ul>	9	9	9



	Use of learning Aids	<ul> <li>a) Relevant to the content</li> <li>b) Appropriate to the pupils level</li> <li>c) Uses aids at appropriate time</li> <li>d) Uses multiple channels for single idea</li> <li>e) Ensure visibility</li> </ul>	9	8	8.5
9.	Closure	<ul> <li>a) Summarises the lesson</li> <li>b) Evaluates with reference to objectives</li> <li>c) Links with similar situations</li> <li>d) Links with future learning</li> <li>e) Follow up activities</li> </ul>	9	8	8.5
10	Teacher personality	a) Respects pupil personality b) Resourceful in dealing with situations. c) Enthusiastic, confident. d) Pleasing. e) Clear neat and tidy	9	8	8.5

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Total number of working days - 80



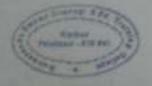
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BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

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#### 2020-2021

Filled in sample observation formats by school teachers in 2020-2021



PRINCIPAL, E.G.R.R.E.S. Disking College. Abstice (FOL, Felalopid Do. Racels - 570 541

#### BSS B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-678541, KERALA

#### INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: AshiEH Radoon T.A. Batch : Solf- 2021

Optional: Fightal J Caronal

spects patation extroeth tivities ubject optency assuon agement	Criteria  1. Lesson plan prepared with clear learning objectives 2. Effectiveness of the teaching-learning materials 3. Effectiveness of the teaching-learning materials 4. Way of presentation of the content with proper caplanation 3. Pupils' participation in the learning activities 3. Utilization of the maching-learning materials 4. Assessment of pupils' learning 1. Content knew lodge of the different competencies in the subject area 1. Classroom organization during teaching-learning process 2. Pupils' behaviour of all the pupils 3. Pupils' behaviour during teaching		AN KAN VICENZ	1	3	11-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1		12/20	13 11/1	14/4	0 4 3	MIN NOV	2 minute and a start of the
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agement	2. Paying attention to all the pupils 3. Pupils' behaviour during teaching		4	1.1					-		124	-	E
CARCELLE	3. Pupils' behaviour during teaching	1000			_	24-	12			U.	-	1	
			1	1		21	1	1	12		1	-	
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nunicatio	2. Clarity in the knowledge muniformation	-	4			-	1	1	12		10	-	
Skill	3. Gesturys of the student-teachers during teaching	1		1	1	1	12	100		-	-	1	
tioning	1. Utilization of questioning skills during traching		1			1	11-1	1	1		1		
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	kill ing Skill store statity	Rill         2. Levels of the questions used           ing Skill         1. Effectiveness of different transferres used           2. Motevation towards pupils' learning           sure         2. Effectiveness of the content taught           sure         2. Effectiveness of the recipitalization           state         4. Effectiveness of the recipitalization           state         2. Effectiveness of the recipitalization           state         2. Effectiveness of the recipitalization           state         4. Enforcements and confident level of the student-teacher           staticy         2. Overall behaviour of the student-teacher           Signature of the Optional Desident         Signature of the Optional Desident	Bill         2. Levels of the questions used           ing Skill         1. Effectiveness of different trainfurces used           2. Motivation towards jupils' learning         1. 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Overall behaviour of the student-teacher       station       Signature of the Optional Content	kill     2. Levels of the questioner used       ing Skill     1. Effectiveness of different trainfurces used       ing Skill     2. Motevation towards pupils' learning       sure     1. Generalization of the content taught       sure     2. Effectiveness of the mappalleation       intractor     1. Futureness of the mappalleation       intractor     2. Overall behaviour of the student-teacher       sure     2. Overall behaviour of the student-teacher       Signature of the Optional Content     1. Signature of the Procipal       (2) Average (1) Needs improvement     1. Defe	kill     2. Levels of the questioner used       ing Skill     1. Effectiveness of deferrat trainforces used       ing Skill     2. Motovation towards pupils' learning       surs     1. Generalization of the content taught       surs     2. Fifectiveness of the mappalization       i-tracher     1. Entimensmin and confident level of the student-teacher       inality     2. Overall behaviour of the student-teacher       Signature of the Optional Confident Signature of the Optional Confident       Signature of the Procipal       Signature of the Procipal       Signature of the Procipal	Rill     2. Levels of the questioner used       ing Skill     I. Effectiveness of different trainforces used       2. Motivation towards pupils' learning       issues       1. Generalization of the content taught       2. Fiftectiveness of the maphalization       5-tracher       1. Enforcine and confident level of the student-teacher       inality       2. Overall behaviour of the student-teacher       Signature of the Optional Content       Signature of the Difficing	Aill     2. Levels of the question used       ing Skill     1. Effectiveness of different transferes used       ing Skill     2. Motevation towards pupils' learning       isors     1. Generalization of the content taught       isors     2. Effectiveness of the morphalization       isors     2. Effectiveness of the morphalization       isors     2. Overall behaviout of the student-tracher       isolity     2. Overall behaviout of the student-tracher       isolity     2. Overall behaviout of the student-tracher       Signature of the Optional Pactor     3. Noted in proviment

Karala - STE 54)

	f the Student-ten f the School:	nternship teaching performance e eher: 54/jikav Ali Batch : 42019 21 Name of the Guide Teacher :							0	lytion werve	alt:	M.	IAI Es	gu'un	N
-	CALING AND AND		Ξ,	TIAS	a-1	PI	LASE-	48	711	ASE-E	1 1	HASI		PHE	
No	Aspects	Criteria	13	ala	120	2	Eul.	10	T	teals	0	4 14	120	411	21
1			13	12	1	3	2	1	3	2	1	1 2	1	3 2	
	INCOME TO A	1. Lesson plan prepared with clear learning objectives		11	4	1.1	4			4		4			4
1	Preparation	2. Effectiveness of the teaching-learning materials	_	14			VI	_		4	-	X	1	- 4	+
-		1. Way of presentation of the content with proper explanation		4			4	_	-	4	-	V		4	
22	Classeucom	2. Pupils' participation in the learning activities		12	1-1	1	47	_	-	×	_	14			1
2	Activities	3 Utilization of the teaching-learning materials	_	V	1		4	-	-	_	-	14		10	- 10
		4 Assessment of pupils' learning		32		_	3	+		4	+-	14		-	+
-	Subject	1. Content knowledge of the student-tracher	_	N.			2	-		2	+	K	-		<del>1</del>
3	Competency	2. Knowledge of the different competencies in the subject area		1	1	-	-	+	-	4.	*	14	-	Y	-
	Classroom	1 Classroom organization during teaching-learning process	_	-	34	-		4	-	1	-	-	15		
4	Management	2. Paying attention to all the pupils	-	-	~	-		-	-	1	-	V		-	1
1993	standinistic.	3 Pupils' behaviour during teaching	-	2		-	4	+	-6	7	1	12		1	オ
	Communicatio	1. Flacncy in teaching	-	X		-	×	+	-	1	1	V		Ť	オ
5	= Skill	2. Clarity in the knowledge transformation	-	~		-	37.	+	1	1	-	1.1		10	杰
-	HACONY	Gestures of the student-leachers during tracking     Utilization of questioning skills during tracking	-	3		-	St.	1	t	1	-	42		6 10	7
6	Questioning Skill	2. Levels of the questions used			21	-	1	zЮ	T	10	1	1	1	1	
2	3430	1. Effectiveness of different reinforces used		1.1.1	1			1		1.81			3		2
7	Reacting Skill	2. Mutication towards pupils' learning		-	31		3	1			4	1000	21		1.4
		3. Generalization of the content taught		1				14	21	1.4	14	1	2.	1	
8	Closure	2. Effectiveness of the receptulization	100	1	-	1	1		1.	1		14/3		*	3
	Student-tracher	1. Enthusiastic and confident level of the student-teacher	1.1	-n	14		1		- 1	V	200	120		- 4	1
9.1	Personality	2. Overall behaviour of the student-teacher			-	1					100		11		1000

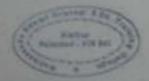
Let Nable Marght's Flow to Econymous from all Directions

BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

Affiliated to Calicut University and Recognised by HCTE ALATHUR, (P.O.) PALAKKAD DL KERALA, PIN - 678 541. Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

#### 2021-2022

Filled in sample observation formats by school teachers in 2021-2022



Alachar (70), Faladad -St. Estate (70), Faladad -St. Estate (70), Faladad -St.

# BSS B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-678541, KERALA

INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA Name of the Student-teacher: Anesha-C3 Batch 1,3020-94 Optional: Caplesh

SLN0 - 1 2. 3 4 5 5 6 7 5 8 8 9 9 9	of the School:	Name of the Guide Teacher :				N	ame	ef II	he O	Bact set	= Ale	2月73道	Series .	2
			D	PIKA	52-I	. 7	HAS	E-11	m	ALE IN	111	ARE-IV	PILLS	
stran	Aspects	Criteria	G	list	41	1	1800	Fal	101	11.42	14	11/22	1794	2
1	a second	A DEPARTMENT OF THE OWNER OWNER OF THE OWNER OWNE	D	(Light)	_	3	2		1	2 1	3	2 1	3 2	
	Mar I Street Martin	I Leason plan prepared with clear learning objectives		Y		-	14	-	~	-	1.60	-	1	÷
2	Preparation	2. Effectiveness of the teaching-learning materials	-	-	4-	12	1	-	18	-	X	-	14-1-	8
		1. Way of prepentation of the content with proper explanation	-	1.5	4-	1	14	1	-	12	1	-	1	8
	Classing	2. Pupils' participation in the learning activities	-	10	-	-	10	-	-	4	1	-	K	8
3.	Activities	3. Utilization of the teaching-learning nuterials	10	4	-	130	1		12	-	K		4	8
	Contraction of the local data	4 Assessment of popils' traming		2	7-	1	V	1	-	24	-	×	-1-	8
0.27	Subject	1. Content knowledge of the student-teacher	12	1	-	X	-	-	1	-	8	-	R.	8
3	Competency	2. Knowledge of the different competencies in the subject area		12	1	120	1	-	10		80	-	1	8
		1. Classroom organization during teaching-learning process	1	12	8		4	-	-	At -	200		44	8
2	Classroom	2. Paying attention to all the pupils		1c	4		100		2		5			8
20	Management	3. Pupile' behaviour during teaching		10	1	1.0	and a		2	-	K	-	60	8
-		1. Fluency in teaching	X		1	4		1	1		12	5	X	
14	Communicatio	2. Clarity in the knowledge transformation	Y	1	100	100		1	10		121		1	
2	n Skill	3. Gestures of the student-toochers during teaching	4		1111	4			1		1		Kap-	8
_	(Desetioning)	1. Unitration of questioning skills during teaching		1	10		4	2		1	10		1	5
6	Skill	2. Levels of the questions used	1	14	5		5				1	1	4	2
-	3430	1. Effectiveness of defferent reinforces used		2	1	2		1	4	1	12	3.111	K.	
3	Reacting Skill	2. Motevation towards pupils' learning	1-	1.9	1.1-	2		1	V		1	11000	6	
	T STREET STREET STREET	1. Generalization of the content taught		1111	5		1	1		1	2	1	12	8
	Cheure	2. Effictiveness of the recapitalization			v	2		2		1	1 de		N.	
-	and the second second	1. Enthusiastic and confident level of the student-teacher	140	1.52	100	1			1	14.	100	0	V.	L
9.	2012 3 4	Overall behaviour of the student-teacher	1200	4		100	V		22	12	1	22.00	dien	8
.X.,	Tapagety	Signature of the Optional Teacher		The	-		de	-		al-	1	See.	ste	
_	11 20	Signature of the Principal				1		ninak	11PK	h				
<b>6</b> 12.67	1) Court 27 Avera	() Neede Improvement			-	5 5. Alat	BL	10		ng Cell scinsd-i 1941	Di			
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#### **BSS B.Ed. TRAINING COLLEGE** ALATHUR, PALAKKAD-678541, KERALA

#### INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: A Klurvet V K. Batch : 20.20 - 2022

Optional: CONNERCE

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SLNo	Aspects	Criteria	PHASE-I		PHASE-II			1.21	PRASE-III		PHASE-IV		IV	PHASE-V			
			61214		in generation of	13	200	Inclas			tin	14	and show the re-	hefa a			1.4
			3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	Preparation	1 Lesson plan prepared with clear learning objectives			10	1.5	*	1		14		1111	1		1	_	1
		2. Effectiveness of the teaching-learning materials			10		+			10	1	4			*		
2	Classroom Activities	1. Way of presentation of the content with proper explanation			15		8			12			X.		N.		
		2. Pupils' participation in the learning activities	1	10	1	133		-		4	1.1.1	4	-		14		
		3. Utilization of the teaching-learning materials	1	1	100	1000	4	1	1	100	1013		4	-	1		
		4. Assessment of pupils' learning			15			6		- 6		1		-		4	
3	Subject Competency	1. Content knowledge of the student-teacher			2		1			1		2			1		
		2. Knowledge of the different competencies in the subject area		100	1			1	1			1	-		100		
-45	Classroom Management	1 Classroom organization during teaching-learning process		121	4		4	-		6	-		*	-	*		
		2. Paying attention to all the pupils		1111	4				1	011		1	1	-		Ŧ.	
		3. Pupils' behaviour during teaching		4				4	1	X			8		de		
5	Communicatio n Skill	1. Fluency in teaching	12	2.52	1			*	4			4			40		
		2. Clarity in the knowledge transformation	1	101	*		1	-	mi	4		d	13.57		1		
		3. Gestures of the student-teachers during teaching	1411	1111	*			1		4			1		1	4.11	
6	Questioning Skill	1. Unitration of questioning skills during teaching			2			4	12			14			1		
		2. Levels of the questions used	141.0		×	-	*	1	12.1	*		4			4		
7	Reacting Skill	1. Effectiveness of different reinforces used	C.T.		1		2	1	4	0.0	-	1	4	3	*		
		2. Motivation towards pupils' learning	160					15		1		14		1	*		
.8	Cherure	1. Generalization of the content taught			~			1	1			14	-		1		
		2. Effectiveness of the recapitalization			~		8	dist.		4		4		11.1	18		
4	Student-tracher Personality	1. Enthusiantic and confident level of the student-teacher	11.10		44		1	1	*	-	-	1			*		
		2. Overall behaviour of the student-teacher			4			-		4	125	-	1	15-1	4		
Nate: (3) Cana (2) Averag		Signature of the Optional Teacher	-	6		1	6	2		4-	8	1	mak	9	10	P	3
		Signature of the Principal		-		100	-	=xR	ard P	63.	001	2		1.1	1		