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**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

2017-2018

Assessment criteria adopted by self in 2017-2018



PRINCIPAL,
S. S. S. B.Ed. Training College,
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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.




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2019-2020

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2020-2021

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GUIDELINES FOR SELF-ASSESSMENT DURING INTERNSHIP IN 2020-2021

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2021-2022

Assessment criteria adopted by school teachers in 2021-2022



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2017-2018

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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	E
Strategies for building up suitable physical/emotional environment in the classroom					
Strategies /techniques to reveal/convince the learner what he already knows					
Setting up/building up a problematic situation					
Strategies for disturbance free and disciplined grouping if required					
Be sure about the pre-requisite skills for learning activity					
Give clear and concise guidelines for group activity					
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc.,					
Blackboard work/structured oral command etc.					
Provide sufficient activity for each group/individual					
Systematic routine for procedural activities					
Involve all the student in the learning activities					
Encourage non-volunteers					
Smooth transition – living minimal time between activities					
Pace activities effectively					
Bringing the appropriate learning aids/designing the learning aids during the course of activities					
Learning aids used effectively					
Continuous supervision aids keen observation of learning activities					
Strategies for managing interruptions					
On the spot diagnosis of learning difficulties and corresponding remediation					
Teacher invention facilitating the progression of learning activities at the right direction and at the right place					
Strategies for no threatening and varied evaluation – observation/oral questions/ quiz/ reporting/ learning games					
Exploring and eliciting the constructed knowledge through reflective process					
Make changes in the learning strategy based on student responses					
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 scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library					
Consolidate pupil's presentation					
Use of BE/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation					
Keeping records of student responses					
Pay attention of student responses					
Pay attention to the entire class					
Adequate communication skills being displayed by the teacher					

Preparation

Learning Phase


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	Questions aptly worded and properly distributed				
	Proper class management				
	Teacher shows subject competency				
	Proper budgeting of time				
	Review the lesson properly				
	Follow up activities in tune with the knowledge constructed/ competencies acquired				
closure					

BA-Below Average A-Average G-Good VG-Very Good E-Excellent

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Smooth transition – living minimal time between activities					
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Make changes in the learning strategy based on student responses					
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Pay attention of student responses					
Pay attention to the entire class					
Adequate communication skills being displayed by the teacher					

Learning Phase

Preparation



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Questions aptly worded and properly distributed Proper class management Teacher shows subject competency Proper budgeting of time Review the lesson properly Follow up activities in tune with the knowledge constructed/ competencies acquired							
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Preparation

Learning Phase


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	Questions aptly worded and properly distributed				
	Proper class management				
	Teacher shows subject competency				
	Proper budgeting of time				
	Review the lesson properly				
	Follow up activities in tune with the knowledge constructed/ competencies acquired				
closure					

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Learning Phase

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Proper class management					
Teacher shows subject competency					
Proper budgeting of time					
Review the lesson properly					
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<i>closure</i>					

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Observation Schedule for Observation of lessons under Constructivist format

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Learning Phase	<p>Be sure about the pre-requisite skills for learning activity</p> <p>Give clear and concise guidelines for group activity</p> <p>Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.</p> <p>Blackboard work/structured oral command etc.</p> <p>Provide sufficient activity for each group/individual</p> <p>Systematic routine for procedural activities</p> <p>Involve all the student in the learning activities</p> <p>Encourage non-volunteers</p> <p>Smooth transition - living minimal time between activities</p> <p>Pace activities effectively</p> <p>Bringing the appropriate learning aids/designing the learning aids during the course of activities</p> <p>Learning aids used effectively</p> <p>Continuous supervision aids keen observation of learning activities</p> <p>Strategies for managing interruptions</p> <p>On the spot diagnosis of learning difficulties and corresponding remediation</p> <p>Teacher invention facilitating the progression of learning activities at the right direction and at the right place</p> <p>Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games</p> <p>Exploring and eliciting the constructed knowledge through reflective process</p> <p>Make changes in the learning strategy based on student responses</p> <p>Adequacy of learning experiences in achieving the anticipated competencies</p> <p>Provide opportunities for the use of pupil's observation book/ science diary</p> <p>Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library</p> <p>Consolidate pupil's presentation</p> <p>Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation</p> <p>Keeping records of student responses</p> <p>Pay attention of student responses</p> <p>Pay attention to the entire class</p> <p>Adequate communication skills being displayed by the teacher</p>					


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Questions aptly worded and properly distributed					
Proper class management					
Teacher shows subject competency					
Proper budgeting of time					
Review the lesson properly					
Follow up activities in tune with the knowledge constructed/ competencies acquired					
closure					

BA-Below Average A-Average G-Good VG-Very Good E-Excellent



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2017-2018

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B.S.S B.Ed TRAINING COLLEGE, ALATHUR, PALAKKAD.
PROFORMA FOR EVALUATION OF LESSONS

Name of the supervising teacher..... Name of the student teacher..... Subject..... Name of School.....

Sl No	Aspects	Criteria	Rating	Rating for each lesson																												
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	Preparation	a) Building up suitable physical environment in the class room b) Building up a problematic situation c) Techniques to reveal what he already knows. d) Effective introduction e) Link between the introduction and main concepts	12/24/06/7/8/9*																													



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2	Activity	1/23/4/5/6/7/8/9	
3	Subject Competency	1/23/4/5/6/7/8/9	
4	Class Management	1/23/4/5/6/7/8/9	

a) Strategies for distance free and disciplined grouping if required.
 b) Clear and concise guidelines for group.
 c) Involve all the students in the learning activities.
 d) Encourage non-Volunteers.
 e) Learning aids used effectively
 f) Appropriateness, Relevance, Variety, Novelty, Originality.
 g) Adequate activities in achieving the anticipated competencies.

a) Resource fulness
 b) Make changes in the learning strategy based on student response

a) Recognises attentive and non-attentive Behavior
 b) Gives clear direction
 c) On the spot diagnosis of learning difficulties and corresponding remediation.
 d) Pay attention to the entire class.
 e) Manages time



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9	<p>a) Summarizes the lesson.</p> <p>b) Evaluates with reference to objectives.</p> <p>c) Links with similar situation.</p> <p>d) Links with future learning.</p> <p>e) Follow up activities.</p>	1/2/2016/5/6/7/8/9				
10	<p>a) Respects pupil personality.</p> <p>b) Resourceful in dealing with situations.</p> <p>c) Enthusiastic, Confident.</p> <p>d) Pleasant Personality.</p> <p>e) Clear, Neat and Tidy.</p>	1/2/2016/5/6/7/8/9				

* 1. Very poor 2. Poor 3. Below average 4. Average 5. Above average 6. Good 7. Very good 8. Excellent 9. Outstanding



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ALATHUR, (P.O.) PALAKKAD Dt. KERALA, PIN - 678 541.
Phone : (Off) 04922 - 224415 (Adm: Off) 04922 - 222315

2018-2019

Assessment criteria adopted by school teachers in 2018-2019



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BSS B Ed. Training college, Alathur, Palakkad

Evaluation Proforma

Name of the Supervising Teacher

Name of the Student Teacher

Subject

Name of School

SL No	Aspects	Criteria	Assessment for 1 st 30 lessons	Assessment for 2 nd 30 lessons	Final Assessment
1.	Preparation	a) Building up a suitable physical environment IN the class room. b) Building up a problematic situation c) Techniques to reveal what he already knows. d) Effective introduction e) Link between the introduction and main concepts.			
2	Activity	a) Strategies for disturbance free and disciplined grouping if required b) Clear and concise guidelines for group c) Involve all students in the learning activities d) Encourage non- volunteers e) Learning aids used effectively. f) Appropriateness, relevance, Adequacy, Originality g) Adequate aids in achieving the anticipated competencies			



3.	Subject competency	<ul style="list-style-type: none"> a) Resourcefulness b) Make changes in the learning strategy based on student response. 		
4.	Class Management	<ul style="list-style-type: none"> a) Recognizes attentive and non attentive behavior. b) Gives clear direction. c) On the spot diagnosis of learning difficulties and corresponding remediation. d) Pay attention to the entire class. e) Manages time properly. f) Strategies for managing interruptions. 		
5.	communication	<ul style="list-style-type: none"> 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 		
6.	Questioning	<ul style="list-style-type: none"> A - Structure of questions. a) Grammatically correct. b) Relevant to the topic. c) Specific. d) Thought provoking. B - Way of questioning. a) Addresses whole class. b) Give sufficient time to think. c) Distribute evenly. d) Redirects. 		
7.	Reacting	<ul style="list-style-type: none"> a) Discourages mass answering b) Use appropriate verbal and non verbal reinforces. c) Uses and builds pupils responses. d) Seeks further information e) Gives hints/ prompting. 		




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8.	Use of learning Aids	<ul style="list-style-type: none"> 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 			
9.	Closure	<ul style="list-style-type: none"> a) Summarises the lesson b) Evaluates with reference to objectives c) Links with similar situations d) Links with future learning e) Follow up activities 			
10	Teacher personality	<ul style="list-style-type: none"> a) Respects pupil personality b) Resourceful in dealing with situations. c) Enthusiastic, confident. d) Pleasing. e) Clear neat and tidy 			

Total number of working days - 80



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2019-2020

Assessment criteria adopted by school teachers in 2019-2020



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BSS B Ed. Training college, Alathur, Palakkad

Evaluation Proforma

Name of the Supervising Teacher

Name of the Student Teacher

Subject

Name of School

Sl.No	Aspects	Criteria	Assessment for 1 st 30 lessons	Assessment for 2 nd 30 lessons	Final Assessment
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3.	Subject competency	<ul style="list-style-type: none"> a) Resourcefulness b) Make changes in the learning strategy based on student response. 		
4.	Class Management	<ul style="list-style-type: none"> a) Recognizes attentive and non attentive behavior. b) Gives clear direction. c) On the spot diagnosis of learning difficulties and corresponding remediation. d) Pay attention to the entire class. e) Manages time properly. f) Strategies for managing interruptions. 		
5.	communication	<ul style="list-style-type: none"> 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 		
6.	Questioning	<ul style="list-style-type: none"> A - Structure of questions. a) Grammatically correct. b) Relevant to the topic. c) Specific. d) Thought provoking. B - Way of questioning. a) Addresses whole class. b) Give sufficient time to think. c) Distribute evenly. d) Redirects. 		
7.	Reacting	<ul style="list-style-type: none"> a) Discourages mass answering b) Use appropriate verbal and non verbal reinforces. c) Uses and builds pupils responses. d) Seeks further information e) Gives hints/ prompting. 		




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8.	Use of learning Aids	<ul style="list-style-type: none"> 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 			
9.	Closure	<ul style="list-style-type: none"> a) Summarises the lesson b) Evaluates with reference to objectives c) Links with similar situations d) Links with future learning e) Follow up activities 			
10	Teacher personality	<ul style="list-style-type: none"> a) Respects pupil personality b) Resourceful in dealing with situations. c) Enthusiastic, confident. d) Pleasing. e) Clear neat and tidy 			

Total number of working days - 80



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2020-2021

Assessment criteria adopted by school teachers in 2020-2021



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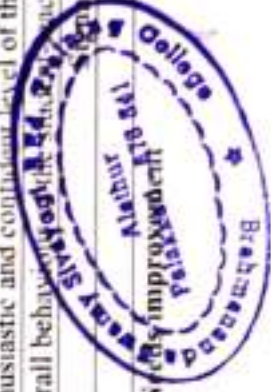
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INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Optional:
 Name of the School: Name of the Observer:
 Batch : Name of the Guide Teacher :

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V			
			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 2. Effectiveness of the teaching-learning materials																
2	Classroom Activities	1. Way of presentation of the content with proper explanation 2. Pupils' participation in the learning activities 3. Utilization of the teaching-learning materials 4. Assessment of pupils' learning																
3	Subject Competency	1. Content knowledge of the student-teacher 2. Knowledge of the different competencies in the subject area																
4	Classroom Management	1. Classroom organization during teaching-learning process 2. Paying attention to all the pupils 3. Pupils' behaviour during teaching																
5	Communication Skill	1. Fluency in teaching 2. Clarity in the knowledge transformation 3. Gestures of the student-teachers during teaching																
6	Questioning Skill	1. Utilization of questioning skills during teaching 2. Levels of the questions used																
7	Reacting Skill	1. Effectiveness of different reinforcers used 2. Motivation towards pupils' learning																
8	Closure	1. Generalization of the content taught 2. Effectiveness of the recapitulation																
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher 2. Overall behaviour of the student-teacher																



Note: (3) Good (2) Average (1) Not Good

Signature of the Optional Teacher
 Signature of the Principal

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2021-2022

Assessment criteria adopted by school teachers 2021-2022



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INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: _____ Batch : _____ Optional: _____
 Name of the School: _____ Name of the Guide Teacher : _____ Name of the Observer: _____

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V		
			Date			Date			Date			Date			Date		
1	Preparation	1. Lesson plan prepared with clear learning objectives 2. Effectiveness of the teaching-learning materials	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
2	Classroom Activities	1. Way of presentation of the content with proper explanation 2. Pupils' participation in the learning activities 3. Utilization of the teaching-learning materials 4. Assessment of pupils' learning															
3	Subject Competency	1. Content knowledge of the student-teacher 2. Knowledge of the different competencies in the subject area															
4	Classroom Management	1. Classroom organization during teaching-learning process 2. Paying attention to all the pupils 3. Pupils' behaviour during teaching															
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8	Closure	1. Generalization of the content taught 2. Effectiveness of the recapitulation															
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher 2. Overall behaviour of the student-teacher															
Signature of the Optional Teacher																	
Signature of the Principal																	

Note: (3) Good (2) Average (1) Needs Improvement




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2017-2018

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



Name : ASHLITHA MUTHAFA
Reg. No. : BAAGTE0002
Optional Subject : ENGLISH

Certified that this is the bonafide record of

ASHLITHA MUTHAFA

Reg. No. BAAGTE0002, for the year 100, 2019

Naras
Lecturer in charge

Date 12.11.18

Lecturer in English
B.S.S. B.Ed. Training College
Alathur (P.O.) Palakkad Dt
Kerala - 678541

Valenced
Ch. P. R. S.

[Signature]
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Day-1

21/02/2017

Today was my first day in the school, G.H.S.S. Kumarakuram, Palakkad. The quarterly examinations of the students started today. The first duty that I got was exam duty. & that was a new experience for me and I enjoyed it very well. The counting of answer sheets, question papers and arranging them was really new experience which taught me the duty of a teacher.

I loved the first duty that I got and happily did it, which enables me to understand the other side of school which is other than teaching and learning.




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Name : Sabna Army I
Reg. No. : BAA8TE6009
Optional Subject : English

Certified that this is the bonafide record of

Sabna Army I

Reg. No. BAA8TE6009 for the year 2014-2015

Lecturer in charge
Wagana

Date 12/1/14
Lecturer in English
B.S.S. B.Ed. Training College
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Kerala - 678 541

Veluvud
C.H. Roshdy

[Signature]
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21/8/2011 } Day-1
Monday

Today I got an experience in the exam hall. I thought that they did not respect me and considered as a trainee but there a change occurred that they were always treated me as a teacher and gave all the respect. I became totally excited. It removed all the shyness in me. From their behaviour I realised that they were very nice students. It made in me a sort of responsibility.




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2018-2019

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



Name : Anju lakshmy A


Reg No. : BAARTE6003

Optional Subject : English

Certified that this is the bonafide record of

Anju lakshmy A

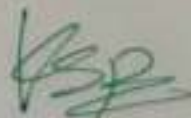
Reg. No. BAARTE6003 for the year 2014 2019


Lecturer in charge


PRINCIPAL

Date 4/1/19 in English
Lecturer in English
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ALATHUR, PALAKKAD-DT, KERALA



Name: Anju lakshmy A


Reg. No: BAARTE6003

Optional Subject: English

Certified that this is the bonafide record of

Anju lakshmy A

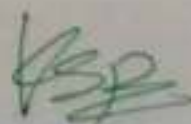
Reg. No BAARTE6003 for the year 2014-2019


Lecturer in charge


PRINCIPAL

Date: 7/11/19
Lecturer in English
B.S.S. B.Ed. Training College
Alathur (PO) Palakkad Dt
Kerala 678541




PRINCIPAL
B. S. S. B Ed. Training College
Alathur (PO), Palakkad-Dt
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DAY 1

4/7/18 - Wednesday

My school internship programme started on 4/7/18. We were allotted to G. H. S. Alathur. Seven students were allotted to High School Section. We all reached school at 9:00 am. We met the HM and signed the attendance register.

Then we met our concerned teachers and discussed about the portions to be taken. First task in 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 hall to get the atmosphere of a classroom. There was no class for me on that day so I chatted the rest of the time and went back home at 3:30 pm.




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Name : SREEDevi A.


Reg. No. : BAARTLMOO7

Optional Subject : COMMERCE

Certified that this is the bonafide record of

SREEDevi A.


Reg. No. BAARTLMOO7 for the year 2017-2019


Lecturer in charge


PRINCIPAL

Date: 17.12.2019
Lecturer in Charge
B.S.S. B.Ed. Training College
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Reflective Journal 1.

Name of the student : Sneadhi A.

Topic :

Lesson No. & Name :

Subject :

Date : 04-07-18

On the first day, after the official formalities related to teaching practices, we attended the assembly with teaching staffs in school. The first home of the Plus Two was allotted to me.

The content discussed on the first day was an 'Introduction to Partnership'. I introduced the concept by playing a game from this, the students could able to trace the features of partnership. First the students was not in a position to accept the new method, hence it was a problem for me, latter I explained it once again, then they given a positive reply. The lesson is totally different from the



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previous one. the latter one was on "Not-for-profit - Organisation", so the concept was extremely different. But they have discussed the partnership theory in the previous year. The activities helped the students to recall the features & concept of partnership. This was strength to me to continue the class. The class management was not easy to me, eventhough I could able to attain my objectives.

Again on the day, I was allotted to the 5th hour to the same class. The second time I could able to handle more easily. On the 5th hour discussed the topic Partnership deed, its contents & the rules applicable in the absence of the deed. The topic is the extension of the previous one, hence it was easy to link to the existing one. The first day was a memorable one.




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2019-2020

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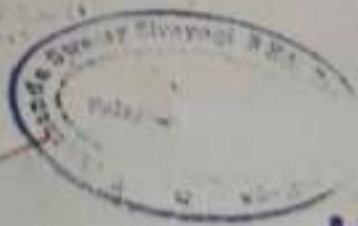


Name : ANJU ANAND
Reg. No. : BAASTEGL002
Optional Subject : ENGLISH

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Reg. No. BAASTEGL002 for the year 2018-2019
Principal, B.S.S. B.Ed. Training College,
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Neema
Lecturer in charge
Date 21.11.2019



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Principal,
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DAY 26
05. August, 2019
Thursday

I enjoyed today's class very well. I interacted with the students informally and started with the class by giving entry activities. I asked them to share their dreams and students shared their interesting dreams in the class. I could find some improvement in students. I am very happy that I could bring a positive change in students. Students were eager to recite the poem loudly. They were attentive throughout the class. The interesting learning aids are an important reason for their increasing interest and attention. Students were active and attentive. They actively participated in the activities. I think I was successful to some extent in transacting the content of the lesson.




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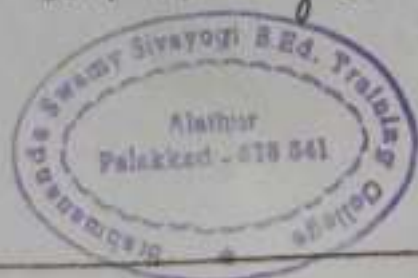
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DAY - 27

13. August . 2019

Tuesday

I created a good rapport with the students. I started the class by asking them their interest in music. Students responded enthusiastically. I exhibited a video of Michael Jackson. The students really enjoyed their video. I was able to grab the interest and attention of the students by showing the video. Students attentively listened to the narration. During the silent reading activity they read without any improvement and shared the ideas by sitting in groups. They did the activities by following my instructions. 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. I helped them in doing the activities properly.




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Name : Archina mal-A

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Optional Subject : English

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Murugesan
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Day 7

10 July 2019

Wednesday

I started my teaching practice after one week. The students were very attentive and participated in the entry activity. They were interested in watching the videos I showed related to the chapter I 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. I explained the chapter where they found difficulty in understanding. Many of the students were not able to answer to my questions because of their language. I repeated the questions to catch their attention. I managed the class and helped them to do the activities.



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Day 22

1 August 2019

Thursday

Today also students were not much attentive. After 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 interesting working model and asked them to work in it. It brings curiosity among the students and I completed the lessons by utilising that opportunity. I gave them time for removing their difficulties so they sat in groups and shared their ideas and asked me the unfamiliar words I gave them enough examples and cleared their doubts and make the words familiar to them. I checked their notebooks and edited their mistakes.




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2020-2021

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Optional Subject: English

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Reshma S

Reg. No. BAATTEG007 for the year 2019 - 2021

Almas
Lecturer in charge

Date: 21/12/21
LECTURER IN CHARGE
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Day - 1

Date 15/1/21
Wednesday

It was my first day of teaching. Practice I engaged with many classes today. The students were responsive and active during the introduction session. They listened carefully during the narration and gave answers to the questions asked. They were a little hesitant when asked to read loudly. Their problem was lack of knowledge on how to pronounce certain words. I motivated them and helped them with pronunciation. They asked many doubts and I was able to clear them. I managed to make them read some passage with great encouragement.




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



Name : DEVI S RANI
Reg. No. : B09TTE02009
Optional Subject : ENGLISH

Certified that this is the bonafide record of

DEVI S RANI

Reg. No. B09TTE02009 for the year 2019 - 2021

Devi S Rani
Lecturer in charge
Date: 2/1/2020
Lecturer in English
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11 July 1

Date: 15/01/2021

Today, the classroom session was much more interesting. I began the class with a word game, the students actively participated in the game, they were very much interested. After that I began a new poem, I introduced the author then narrated the theme of the poem. They read the poem silently they asked several students doubts as to which words they found as difficult to read. I read the poem loudly for better understanding. I randomly called several students to read. I kept track of their reading. They responded well for my questions. I taught them what are rhyming words from the poem. Most of the students found out correctly; which was a group activity. I concluded the class by giving them a follow up activity i.e. to prepare an appreciation.



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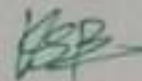
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DAY 1

Date : 15/01/2021

Today, the classroom session was much more interesting. I began the class with a word game, the students actively participated in the game, they were very much interested. After that I began a new poem, I introduced the author then narrated the theme of the poem. They read the poem silently they asked several students doubts as between which they found as difficult to read. I read the poem loudly for better understanding. I randomly called several students to read, I kept track of their reading they responded well for my questions. I taught them what are abjuring words from the poem. Most of the students found out correctly; which was a group activity. I concluded the class by giving them a follow up activity to prepare an appreciator.





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2021-2022

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Name: Mini v
Reg. No.: BAAU7E0004
Optional Subject: English

Certified that this is the bonafide record of
Mini v

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Atunna
Lecturer in charge
Date: 30/1/22

Lecturer in English
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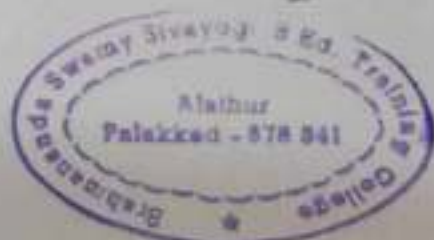
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WEEK - 1

The initial five classes helped me to discover and value myself. It was a breakthrough for my teaching. The first class on 1st day I made a good beginning. The facility of digital aids aiming video recording provided me the best opportunity to use a variety of learning aids. It was able to show pictures, meaning were explained 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. I was able to successfully complete all the steps and manage time. The 2nd class was the continuation of the first class. The entry activity of the second class was connected with the first class so it would help for the learners to recall chapter that taught in the previous class. The use of video on the particular chapter also helps the learners to easily grasp the content. I was very well able to teach the narration part by using right amount of stimulus, tonal variation.

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and gestures. Here, the difficult words are explained by showing pictures and videos. I think it was an easy and effective means to teach student's difficult words. I was satisfied that I was very well able to introduce metaphor by comparing it with simile. The third class was presented satisfactorily. That I was very well able to introduce metaphor by comparing it with simile. The third class was presented satisfactorily. A new lesson was started in the third class. I was very well able to entertain the learners through entry activity and grab their attention. By using proper stimulus, voice variation, reinforcement I 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 aid helped them a lot. The activities were simple ones and I was able to complete the whole steps within the designed time frame. A home assignment was with a view to increase their creativity. The fourth day I

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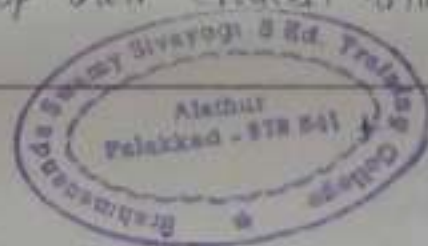


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Started a new class. The introduction of the chapter by using the model was very much much effective. The entry activity was in an interesting way. It helps the learners to connect their knowledge with previously learned knowledge. Language element was introduced by creating classroom situation. This helped the learners to easily grab the idea. The activities were simple and interesting one. The rest of the chapter was continued for the other day. The entry activity was very effective which helped learners to easily connect it with the content area already discussed in the previous class. I was able to very well demonstrate and teach the meaning of difficult words. Students were able to develop the content area using the hints and basic idea provided by the teacher. The activities was an effective means to recheck their understanding the content area and they successfully completed it. Home Assignment helped the students to develop their critical thinking skills.



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Optional Subject: English

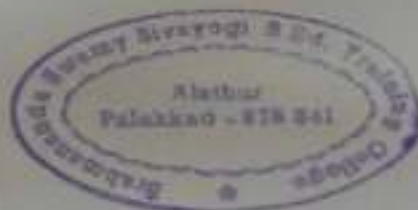
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Aneesha C.S
Reg. No. BA0110001 for the year 2020-2022

Aneesha
Lecturer in charge
Date: 11.1.2022



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WEEK 1

It was from October 5 I started taking my initial classes for teaching practice. That initial class provided me a different experience. As it was my initial class I was doubtful about the technology and its vastness. For my first video class I was having a little 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 facilities of digital aids during video recording helped me to showcase variety of learning aids which were suitable for my class. I was able to show pictures, videos, models I was able to transmit 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 taught well. But as I moved on to my third class and

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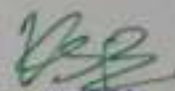
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fourth and fifth classes my confidence increased. And I was able to express my content in a very good manner. I was able to complete all the steps of teaching successfully. Time management had some issues in my initial classes and after that I was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




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2017-2018

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Name : ASHITHA MUSTHAFA

Reg. No. : B.A.A.B.T.E6002

Optional Subject : ENGLISH

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ASHITHA MUSTHAFA

Reg. No. B.A.A.B.T.E6002, for the year 2017-2018

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Lecturer in charge

Date 5.11.18
Lecturer in English
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Observation Report - 2

Name of the teacher : Ananthalakshmi Class : V/1
Name of the school : S. H. S. S. Kumarakom Division: Pk
Subject : English. Strength: 15
Unit : IV Duration: 45 mins
Topic : Song of the flower
Sub topic : I am ... my fragrance

Introduction

She initiated her lesson by asking the students to read the page 129 and then asked them what each picture tells about them. Then she entered into the class by asking them, 'Now tell me what does the flower think about itself'. She then introduced the lesson 'Song of the Flower' written by Khalil Gibran.

Presentation

Teacher then narrated the content which is going to take and then she made the students to read the lesson silently without any lip movement. In between she asked questions to them to focus their attention. After that she divided the students into groups and made them to read and recite the lesson & asked them to share their views & 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 teacher asked some questions to focus them on to the content. Later teacher performed a model reading with proper stress & intonation. She then taught them what is a metaphor & simile and asks them to do the activity 2 given on page 134. Also she asked them to circle the answers for textual questions. Teacher then made some of the students to read the poem.

Conclusion.

She winded up the lesson by asking them to write their own examples of metaphors.



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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	E	
<i>Preparation</i>	Strategies for building up suitable physical/emotional environment in the classroom			✓		
	Strategies/techniques to reveal/convince the learner what he already knows				✓	
	Setting up/building up a problematic situation				✓	
	Strategies for disturbance free and disciplined grouping if required				✓	
<i>Learning Phase</i>	Be sure about the pre-requisite skills for learning activity			✓		
	Give clear and concise guidelines for group activity				✓	
	Specific instruction regarding the learning tasks provided in the form of instruction cards /display devices like charts, OHPs, Blackboard work/structured oral command etc.				✓	
	Provide sufficient activity for each group/individual				✓	
	Systematic routine for procedural activities					✓
	Involve all the student in the learning activities					✓
	Encourage self-volunteers				✓	
	Smooth transition - having minimal time between activities					✓
	Pace activities effectively					✓
	Bringing the appropriate learning aids/designing the learning aids during the course of activities					✓
	Learning aids used effectively					✓
	Continuous supervision with keen observation of learning activities					✓
	Strategies for managing interruptions					✓
	On the spot diagnosis of learning difficulties and corresponding remediation					✓
	Teacher invention facilitating the progression of learning activities at the right direction and at the right place					✓
	Strategies for no threatening and varied evaluation - observational questions / quiz / reporting / learning games					✓
	Exploring and eliciting the constructed knowledge through reflective process					✓
	Make changes in the learning strategy based on student responses					✓
	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 scale surveys/projects/small group discussions/mini-debate / field trip/ outdoor learning/ library					✓
	Consolidate pupil's presentation					✓
	Use of B/W/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation					✓
Keeping records of student responses					✓	
Pay attention of student responses					✓	
Pay attention to the entire class					✓	
Adequate communication skills being displayed by the teacher					✓	



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closure	Questions and answers and projects distributed				
	Proper class management			✓	
	Teacher shows subject competency			✓	
	Proper budgeting of time			✓	
	Review the lesson properly			✓	
	Follow up activities in tune with the knowledge constructed/ competencies acquired			✓	

BA-Below Average A-Average G-Good VG-Very Good E-Excellent




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Name : JITHYMOI THOMAS

Reg. No. : 5006766001

Optional Subject : ENGLISH

Certified that this is the bonafide record of

JITHYMOI THOMAS

Reg. No. 5006766001 for the year 20W 2019

Thomas
Lecturer in charge

Date:

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Thomas

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observation Report 1

Name of the Teacher/chercher		class : VIII
Name of the School/Institution		division - C
Subject	English	Strength 39
Topic	The School for Sympathy	Duration - 40 Date : 20/11


Introduction

Teacher entered the class with pleasant face and positive attitude teacher then created a good environment for teaching Teacher told a story to enable them to understand the theme human values she asked a few students to act some physical challenges she introduced the lesson 'The school for sympathy' and it's author Edward verall Lucas

Presentation

Teacher read the profile of the author from the text and explains that she gave a narration of the content of the story she asked students to do silent reading then she made perform group reading she made them comprehend the meaning of




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new words using proper contexts she checked their understanding of the lesson by asking a few scaffolding questions. she read the lesson with proper stress, pause, rhythm and intonation. she made a few students perform loud reading and corrected their mistakes she gave students an individual activity of writing a diary entry of EVILASS. she asked the students to do the same activity in groups she asked them to do the textual of writing 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 pleasant. she gave students a followup activity of writing a summary of the story.




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Observation Schedule for Observation of lessons under Constructivist format

Competency	BA	A	G	VS	S
<i>Preparation</i>	Strategies for building up suitable physical/environmental environment in the classroom		/		
	Strategies techniques to recall/revivify the learner what he already knows			/	
	Setting up/building up a problematic situation				/
	Strategies for disturbance free and disciplined grouping if required			/	
<i>Learning Phase</i>	Be sure about the pre-requisite skills for learning activity		/		
	Give clear and concise guidelines for group activity		/		
	Specific instruction regarding the learning tasks-provided in the form of instruction cards display devices like charts, OHPs, Blackboard work/structural oral command etc.			/	
	Provide sufficient activity for each group/individual				/
	Systematic routine for procedural activities		/		
	Involve all the student in the learning activities		/		
	Encourage non-volunteers			/	
	Smooth transition - living natural time between activities			/	
	Pace activities effectively			/	
	Bring in the appropriate learning aids/designing the learning aids during the course of activities		/		
	Learning aids used effectively			/	
	Continuous supervision aids keen observation of learning activities		/		
	Strategies for managing interruptions			/	
	On the spot diagnosis of learning difficulties and corresponding remediation			/	
	Teacher intervention facilitating the progression of learning activities at the right direction and at the right place			/	
	Strategies for self-testing and varied evaluation - observational questions/ oral reporting/ learning games			/	
	Expanding and eliciting the constructed knowledge through reflective process		/		
	Make changes in the learning strategy based on student responses		/		
	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 scale surveys/projects/small group discussions/seminar debate / field trips/ outdoor learning/ library			/	
	Consolidate pupil's presentation		/		
Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			/		
Keeping records of student responses			/		
Pay attention of student responses		/			
Pay attention to the entire class		/			
Adequate communication skills being displayed by the teacher			/		



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	Questions are: worded and properly distributed				
	Proper class management				
	Teacher shows subject competency				
	Proper budgeting of time				
closure	Review the lesson properly				
	Follow up activities in tune with the knowledge constructed/competencies acquired				

BA-Below Average A-Average G-Good VG-Very Good E-Excellent



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2018-2019

Filled in sample observation formats by peers in 2018-2019



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Name: RENTU R
Reg. No.: BAAPTEG006
Optional Subject: ENGLISH

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RENTU R

Reg. No. BAAPTEG006 for the year 2018-2019

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Principal to English
4-1-2019
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Kerala 678541

Principal

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OBSERVATION REPORT - I

Name of the teacher : Asha Class : VIII
Name of the school : G.G.H.S Alathur Strength : 40
Topic : The Nightingale and the Rose Duration : 40
Unit : II Date : 17/7/2018

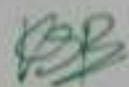
Preparation :

Teacher entered the classroom and established a rapport. Teacher began the class by showing a real rose. She asked the childrens what comes to their mind when they see the rose. Then she introduced the chapter 'The Nightingale and the Rose' written by Oscar Wilde.

Presentation

Teacher read the first paragraph and explained the meaning of difficult words both in English and Malayalam. Then teacher gave the




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Students time for silent reading. Then teacher asked them some questions and the students replied. Then teacher asked some students to read the chapter aloud.

Conclusion

Teacher concluded the chapter by giving a follow up activity to find out the meanings of some difficult words. Then she checked the previous day's assignments.



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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	L
Preparation Phase	Strategies for building up suitable physical/emotional environment in the classroom		✓		
	Strategies for helping to recall/revive the learner what he already knows		✓		
	Setting up/building up a problematic situation			✓	
	Strategies for disturbance free and disciplined grouping if required			✓	
Learning Phase	Be sure about the pre-requisite skills for learning activity			✓	
	Give clear and concise guidelines for group activity	✓			
	Specific instruction regarding the learning tasks provided in the form of instruction cards /display devices like charts, OHPs, Blackboard work/structured etc. commands etc.			✓	
	Provide sufficient activity for each group/individual				✓
	Systematic review for procedure activities			✓	
	Involve all the student in the learning activities		✓		
	Encourage self-valuation			✓	
	Smooth transitions - leaving minimal time between activities			✓	
	Pace activities effectively			✓	
	Bring in the appropriate learning aids/designing the learning aids during the course of activities				✓
	Learning aids used effectively				✓
	Continuous supervisory side line observation of learning activities			✓	
	Strategies for managing interruptions			✓	
	On the spot diagnosis of learning difficulties and corresponding remediation			✓	
	Teacher attention facilitating the progression of learning activities at the right direction and at the right pace			✓	
	Strategies for no threatening and varied evaluation - observation/oral questions/quiz/reporting/learning games			✓	
	Expanding and enriching the constructed knowledge through reflective process		✓		
	Make changes in the learning strategy based on student responses			✓	
	Advantages of learning experiences in achieving the anticipated competencies			✓	
	Provide opportunities for the use of pupil's observation book/notebook diary			✓	
	Provide opportunities for collection of spontaneous small scale survey/projects/real, group discussion/verbal debate / field trips/ outdoor learning/ library			✓	
	Consolidate pupil's presentation			✓	
	Use of OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			✓	
Keeping records of student responses				✓	
Pay attention of student responses			✓		
Pay attention to the entire class			✓		
Adequate communication skills being displayed by the teacher				✓	



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closure	Questions apply worded and project activities					✓
	Proper class management					✓
	Teacher shows subject competency					✓
	Proper budgeting of time					✓
	Review the lesson properly					✓
	Follow up activities in line with the knowledge constructed/ competencies acquired					✓

SA-Slow Average A-Average G-Good VG-Very Good E-Excellent



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Name: Hibarnol - H

Reg. No: BAAQT50003

Optional Subject: Social Science

Certified that this is the bonafide record of

Hibarnol - H

Reg. No BAAQT50003 for the year 2017-2018

Lecturer [Signature]
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Date: 3.6.18



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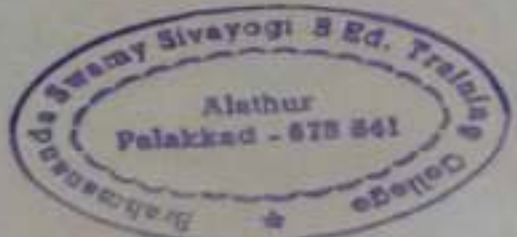
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വിദ്യാലയത്തിന്റെ	K.C.D.H.S.S	നിർവ്വഹകൻ : D
വിഷയം	കമ്പ്യൂട്ടർ	സമയം : 40 മിനിറ്റ്
മേഖല	ബ്രഹ്മസ്മരണം	തീയതി : 10-7-18
പ്രകാരം	: ക്രിസ്തുമത പരിപാടികൾ നിന്നിടയങ്ങളുടെ കൂടെയും	
	: ക്രിസ്തുമത പരിപാടികൾ നിന്നിടയങ്ങളുടെ കൂടെയും	

ആവശ്യം

10-7-2018 ബ്രഹ്മസ്മരണ കമ്മിറ്റി
പ്രസിഡൻ്റ് കമ്മിറ്റി കൂടി കൂടിയിരിക്കുന്ന
കൃഷ്ണമേനോൻ ക്ലിഫ് കമ്മിറ്റിയുടെ
നിർദ്ദേശത്തിന് അനുസരിച്ച്
അവസരം ബ്രഹ്മപി. കമ്മിറ്റിയുടെ നിർദ്ദേശം
മേൽ സാധ്യത സാധ്യതയിൽ ഉൾപ്പെട്ട്
ബ്രഹ്മപി. നിർദ്ദേശത്തിന്റെ ഭാഗമായി
ഓരോ പാഠശാലയും സമയം നൽകുന്നത്. ബ്രഹ്മപി.
കമ്മിറ്റിയുടെ സഹായത്തോടെ വ്യക്ത
ബ്രഹ്മപി. കമ്മിറ്റിയുടെ സഹായത്തോടെ
നിർദ്ദേശിച്ചിട്ടുള്ളതായി സഹായം ഉൾപ്പെടെ
കമ്മിറ്റിയുടെ പാഠശാലകൾ അവസരിച്ചിട്ടുണ്ട്.
നിർദ്ദേശിച്ചിട്ടുള്ളതായി സഹായം ഉൾപ്പെടെ
കമ്മിറ്റിയുടെ പാഠശാലകൾ അവസരിച്ചിട്ടുണ്ട്.



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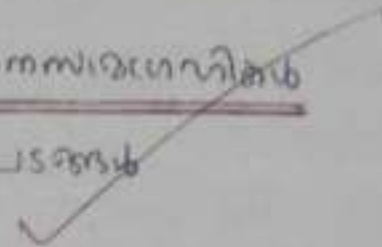
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ഉപസംഹാരം

അദ്ധ്യപിക ഉപസംഹാരം ഉൾക്കൊള്ളി സിദ്ധിച്ച്
ഡി.എ.പി.വി.യുടെ നടന്നി ആടുകൾ പരമം
നന്നിനായി ഉദ്ധ്യകൾ ഉന്നയിക്കുവാനു
കഴിച്ച് കീഴെപ്പറഞ്ഞിരിക്കുന്ന അദ്ധ്യപികൾക്കു

ഉപസംഹാരം

ആവശ്യമാണ്




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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	C	VS	c
<i>Preparation</i>	Strategies for building up suitable physical/technical environment in the classroom				✓
	Strategies techniques to re-orient/revise the learner what he already learnt			✓	
	Setting up/building up a problematic situation			✓	
	Strategies for establishing free and disciplined grouping if required			✓	
<i>Learning Phase</i>	Be sure about the pre-requisite skills for learning activity			✓	
	Give clear and concise guidelines for group activity			✓	
	Specify instruction regarding the learning tasks-provided in the form of instruction cards/display devices like charts, OHPs, Blackboard, wall/structural and coloured etc.				✓
	Provide sufficient activity for each group/individual			✓	
	Systematic routine for procedural activities			✓	
	Involve all the students in the learning activities			✓	
	Encourage self-reliance			✓	
	Smooth transition - leaving minimal time between activities			✓	
	Peer activity effectively				✓
	Bringing the appropriate learning aids/developing the learning aids during the course of activities				✓
	Learning aids used effectively				✓
	Continuous supervision and keen observation of learning activities				✓
	Strategies for managing interruptions				✓
	On the spot diagnosis of learning difficulties and corresponding remediation				✓
	Teacher intervene facilitating the programme of learning activities at the right context and at the right pace				✓
	Strategies for so diagnosing and varied evaluation - observation/verbal questions/ oral reporting/ learning games				✓
	Exploring and eliciting the constructed knowledge through reflective process				✓
	Make changes in the learning strategy based on student response				✓
	Adequacy of learning experiences in achieving the anticipated competencies			✓	
	Provide opportunities for the use of pupil's observation/mini science diary			✓	
	Provide opportunities for collection of specimens/mini scale surveys/projects/mini group discussions/debate / field trip/ outdoor learning/ library				✓
	Coordinate pupil's presentation				✓
Use of BBOHP/Over display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation				✓	
Keeping records of student responses				✓	
Pay attention of student responses				✓	
Pay attention in the target class				✓	
Adequate communication skills being displayed by the teacher				✓	



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Content fully worked and properly illustrated	✓	
Proper class management	✓	
Teacher shows subject competency		✓
Proper budgeting of time		✓
Review the lesson properly	✓	
Follow up activities in test will be knowledge constructed/ comprehension aspect		✓

SA-Slow Average A-Average G-Good VG-Very Good E-Excellent



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2019-2020

Filled in sample observation formats by peers in 2019-2020



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*Report on Peer /
Mentor Observation*




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Name : K. Aparna
Reg. No. : BA05.TC.0008
Optional Subject : English

Certified that this is the bonafide record of

..... K. Aparna

Reg. No. BA05.TC.0008 for the year 2019-2020

Numa
Lecturer in charge
Alathur (PO), Palakkad-678541

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Date 23-8-2019

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Observation Report - 5

Name of the teacher : Gopika
Name of the school : SMISS
Subject : English
Topic : Clouds
Class : V8
Duration : 40 mins
Date : 12.7.19

Preparation

Teacher entered the class and created a suitable physical environment. Teacher showed a model and had a discussion with the students. Student responded well. Teacher showed a profile chart and read the profile.

Presentation

Teacher explained the theme of the poem. She asked the students to read the poem silently. They were divided into groups to share the ideas by reading the poem. She explained the difficult words and rhyme schemes of the poem. She asked questions to check the level of understanding.



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Observation Schedule for Observation of lessons under Constructivist format

Components	SA	A	G	PS	S
Strategies for building up suitable physical/emotional environment in the classroom			✓		✓
Strategies/techniques to recall/revivify the learner what he already knows			✓		
Setting up/building up a problematic situation			✓		
Strategies for disturbance free and disciplined grouping if required			✓		
Be sure about the pre-requisite skills for learning activity			✓		
Give clear and concise guidelines for group activity			✓		
Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.,			✓		
Blackboard work/structured oral command etc.			✓		
Provide sufficient activity for each group/individual			✓		
Systematic routine for procedural activities			✓		
Involve all the student in the learning activities			✓		✓
Encourage non-volunteers			✓		
Smooth transition - leaving minimal time between activities			✓		
Pass activities effectively			✓		
Identifying the appropriate learning aids/Designing the learning aids during the course of activities			✓		
Learning aids used effectively			✓		
Continuous supervision and keen observation of learning activities			✓		
Strategies for managing interruptions			✓		
On the spot diagnosis of learning difficulties and corresponding remediation			✓		
Teacher's intervention facilitating the progression of learning activities at the right direction and at the right place			✓		
Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games			✓		
Exploring and eliciting the constructed knowledge through reflective process			✓		✓
Make changes in the learning strategy based on student responses			✓		
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 scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library			✓		
Consolidate pupil's presentation			✓		
Use of DBO/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			✓		
Keeping records of student responses			✓		
Pay attention of student responses			✓		✓
Pay attention in the entire class			✓		✓
Non-verbal communication skills being displayed by the teacher			✓		✓



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	Questions aptly mixed and properly distributed				✓	
	Proper class management				✓	
	Teacher shows subject competency				✓	
	Proper budgeting of time			✓	✓	
	Review the lesson properly				✓	
closure	Follow up activities in tune with the knowledge constructed/ competencies acquired					✓

BA-Below Average A-Average G-Good VG-Very Good E-Excellent




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



Name : ANJU ANAND

Reg. No. : BAASTE61002

Optional Subject : ENGLISH

Certified that this is the bonafide record of

ANJU ANAND

Reg. No. BAASTE61002 for the year 2018-2020

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Lecturer in charge
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Alathur, Palakkad-Dt.

Date 22.06.2019

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OBSERVATION REPORT I

Name of the teacher : Sasika A	Class : IX - A
Name of the school : K.C.P.H.S.S.	Strength : 45
Subject : English	Duration : 40 min
Unit : II, Bonds of Love	Date : 12.7.19
Topic : Maternity	

INTRODUCTION

Teacher interacted informally with the students and created a good suitable 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 silently. 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 good interaction between the teacher and the students.


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CONCLUSION

Teacher exhibited a chart on subject and predicate. She asked a student to read it. She then gave an individual activity to find the subject and predicate of some sentences. She checked the answers written by the students. She divided the students into groups, and asked them to read the passage given in the text and identify the subject and predicate. She checked the answers written by the students and asked some students at random to present their answers. Then she gave a home assignment to answer a number of textual questions.




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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	YG	e
<i>Preparation</i>	Strategies for building up suitable physical/emotional environment in the classroom			✓	
	Strategies / techniques to recall/convince the learner what he already knows			✓	
	Setting up/building up a problematic situation		✓		
	Strategies for disturbance free and disciplined grouping if required			✓	
<i>Learning Phase</i>	Be sure about the pre-requisite skills for learning activity			✓	
	Give clear and concise guidelines for group activity			✓	
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHPetc., Blackboard work/structured oral command etc.			✓	
	Provide sufficient activity for each group/individual			✓	
	Systematic routine for procedural activities		✓		
	Involve all the student in the learning activities		✓		
	Encourage non-volunteers		✓		
	Smooth transition - leaving minimal time between activities		✓		
	Pace activities effectively		✓		
	Bringing the appropriate learning aids/designing the learning aids during the course of activities			✓	
	Learning aids used effectively			✓	
	Continuous supervision aids keen observation of learning activities		✓		
	Strategies for managing interruptions		✓		
	On the spot diagnosis of learning difficulties and corresponding remediation		✓		
	Teacher invention facilitating the progression of learning activities at the right direction and at the right place			✓	
	Strategies for no threatening and varied evaluation - observation/oral questions/ quiz/ reporting/ learning games		✓		
	Exploring and eliciting the constructed knowledge through reflective process		✓		
	Make changes in the learning strategy based on student responses		✓		
	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 scale survey/projects/small group discussion/seminar debate / field trips/ outdoor learning/ library		✓		
	Consolidate pupil's presentation			✓	
	Use of BB/OHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation			✓	
Keeping records of student responses		✓			
Pay attention of student responses			✓		
Pay attention to the entire class		✓			
Adequate communication skills being displayed by the teacher				✓	



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closure	Questions aptly created and properly distributed				✓
	Proper class management				✓
	Teacher shows subject competency				✓
	Proper budgeting of time				✓
	Review the lesson properly.				✓
	Follow up activities in tune with the knowledge constructed/competencies acquired				✓

BA-Below Average A-Average G-Good VG-Very Good E-Excellent




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2020-2021

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Name: THUSHARA J. DEV
Reg. No.: BAATTEGOIO
Optional Subject: ENGLISH

Certified that this is the bonafide record of
THUSHARA J. DEV

Reg. No. BAATTEGOIO for the year 2020 - 2021

Verified

Verified

Name
Lecturer in charge

Date: 21/10/21

Lecturer in English
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OBSERVATION REPORT - I

Name of the Teacher :- *Bhbinaya*

Subject :- *English*

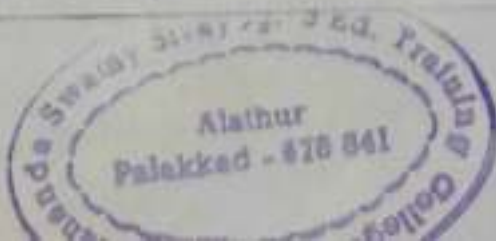
Topic :- *Life With Grandfather*

Class :- *VI*

Date :- *15/1/2021*

Preparation Phase

A pleasant atmosphere was created by the teacher, amongst the learners. It was quite an interesting class to listen to. The teacher used her time properly and explained with gesticulated movements rhythm, proper pronunciation etc. A positive learning environment was ensured.



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Presentation Phase

The teacher explained all concepts and meanings with a great deal of clarity. She also made use of the black board very well. It was a very interesting session.

Concluding Phase

Learning aids were used throughout the session. But the time limits could have been kept or cut short. Apart from all these, it was a great session.

Learning Aids Used

Chart - Profile chart, Video aids, Black board, PPT enabled aids.

Remarks

Confusion in narration and explanation could have been avoided.



VSP

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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	C	VG	E
<i>Preparation</i>	Strategies for building up suitable physical/emotional environment in the classroom				
	Strategies/techniques to reveal/convince the learner what he already knows			✓	
	Setting up/building up a problematic situation			✓	
	Strategies for disturbance free and disciplined grouping if required			✓	
<i>Learning Phase</i>	Be sure about the pre-requisite skills for learning activity			✓	
	Give clear and concise guidelines for group activity			✓	
	Specific instruction regarding the learning tasks-provided in the form of instruction cards /display devices like charts, OHP etc.			✓	
	Blackboard work/structured oral command etc.			✓	
	Provide sufficient activity for each group/individual			✓	
	Systematic routine for procedural activities			✓	
	Involve all the student in the learning activities			✓	
	Encourage non-volunteers			✓	
	Smooth transition - leaving minimal time between activities			✓	
	Pace activities effectively			✓	
	Bringing the appropriate learning aids/using the learning aids during the course of activities			✓	
	Learning aids used effectively			✓	
	Continuous supervision and keen observation of learning activities			✓	
	Strategies for managing interruptions			✓	
	On the spot diagnosis of learning difficulties and corresponding remediation			✓	
	Teacher intervention facilitating the progression of learning activities at the right direction and at the right place			✓	
	Strategies for no investment and varied evaluation - observational/oral questions/ oral reporting/ learning games			✓	
	Exploring and eliciting the constructed knowledge through reflective process			✓	
	Make changes in the learning strategy based on student responses			✓	
	Adequacy of learning experiences in achieving the anticipated competences			✓	
	Provide opportunities for the use of pupil's observation book/ science diary			✓	
	Provide opportunities for collection of specimens/mini scale survey/projects/group discussions/mini debate / field trip/ outdoor learning/ library			✓	
	Consolidate pupil's presentation			✓	
Use of BB/OHP/Other display devices parallel and simultaneously with the consolidation and elaboration of pupil's presentation			✓		
Keeping records of student responses			✓		
Pay attention of student responses			✓		
Pay attention to the entire class			✓		
Adequate conversation skills being displayed by the teacher			✓		

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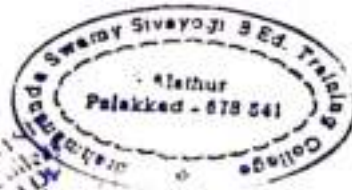
B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



Name : DEVI S RANI
Reg. No. : BAATTE 10094
Optional Subject : ENGLISH

Certified that this is the bonafide record of
DEVI S RANI
Reg. No. BAATTE 10094 for the year 2019 - 2021

Alena
Lecturer in charge
Date: 11/12/2021
Lecturer in English
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- Kerala 678541



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OBSERVATION REPORT 1

Name of the teacher : Abhinaya A. S

Class : IX

Name of the School :

Strength :

Subject : English

Duration : 40 minutes

Topic : Last leaf

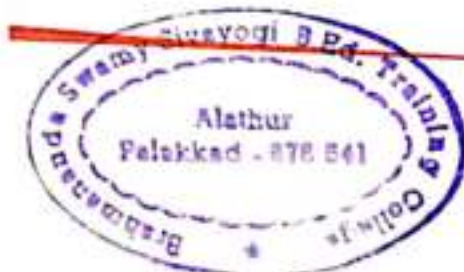
Pr. Date : 15/1/2021

Preparation phase -

Teacher entered the class and created a good rapport with the students. She talked about a famous quote and explained about the importance of hope and optimism in life. She recalled what was taught in the last class by asking some questions and connected to the session. She wrote the name of the chapter on the black board.

Presentation phase -

Teacher taught the second half of the chapter titled 'The Last Leaf' by O. Henry. Teacher narrated the session in detail. She read the session with proper stress, intonation and pause. She cleared the difficult words in the chapter properly. She had used proper gestures to explain things. Teacher properly provided the instructions to write the activities. There was good teacher-pupil interaction. Teacher corrected the mistakes of the students properly. She once again stressed on the theme of the story.



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She also used blackboard very well


concluding phase

Teacher explained the whole story in a nut-shell. After making sure that students have not doubt teachers gave a home assignment. Teacher asked to write a description about importance of hope and positive attitude in one's life as home assignment. She also gave proper instructions to write it. It was an energetic class.

Learning aids used :

Pictures, Video, ICT, Blackboard.




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2021-2022

Filled in sample observation formats by peers in 2021-2022



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Name : Aneesha.C.S.
Reg. No. : BAAUTEA001
Optional Subject : English.

Certified that this is the bonafide record of

Aneesha.C.S.

Reg. No. BAAUTEA001 for the year 2020-2022

Munna
Lecturer in charge
Date 10.2.2022

Lecturer in charge,
B.S.S. B.Ed. Training College,
Alathur (P.O) Palakkad DT
Kerala 678541.



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Observation Report 1

Name of the teacher	Smsithi. M. Nair.
Subject	English.
Unit	Man and Media .
Topic	The computer .

Preparation phase :

Teacher entered the class and created a good rapport. Then teacher asks about different medias and purpose of each medias. Thus made a good interaction between the students. Then teacher asks how many of you spend more time in internet. Teacher then explains about the technologies and then gradually comes into the topic 'The computer'.

Presentation phase :

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




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Concluding phase :

Towards 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. Teacher used a good amount of gestures, and tonal variations. Teacher then gave a homeassignment to write a short note on internet.

Learning aids :

Teacher used various learning aids like charts, models, videos and pictures and thus made the class very much interesting and effective.



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Observation Schedule for Observation of lessons under Constructivist format

Components	BA	A	G	VG	E
Strategies for building up suitable physical/functional environment in the classroom				✓	
Strategies/ techniques to re-engage/convince the learner what he already knows				✓	
Setting up/building up a problematic situation				✓	
Strategies for disturbance free and disciplined grouping if required				✓	
Be sure about the pre-requisite skills for learning activity				✓	
Give clear and concise guidelines for group activity				✓	
Specific instruction regarding the learning tasks-provided in the form of question cards /display devices /use charts, OHP etc.			✓		
Blackboard/work/structured oral command etc				✓	
Provide sufficient activity for each group/individual				✓	
Systematic routine for procedural activities				✓	
Involve all the student in the learning activities				✓	
Encourage non-volunteers				✓	
Smooth transition - leaving minimal time between activities				✓	
Use suitable activity				✓	
Bringing the appropriate learning aids during the course of activities				✓	
Learning aids used effectively				✓	
Continuous supervision aids keen observation of learning activities				✓	
Strategies for managing interruptions				✓	
On the spot diagnosis of learning difficulties and corresponding remediation				✓	
Teacher invention facilitating the progression of learning activities at the right direction and at the right place				✓	
Teacher invention facilitating the progression of learning activities at the right direction and at the right place				✓	
Strategies for no disturbing and varied evaluation - observational/oral /written/ group discussion/learner debate / field trip				✓	
Exploring and eliciting the constructed knowledge through reflective process				✓	
Make changes in the learning strategy based on student responses				✓	
Adequacy of learning experiences in achieving the articulated competencies				✓	
Provide opportunities for the use of pupil's observation book/ science diary				✓	
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/learner debate / field trip				✓	
Provide opportunities for collection of specimens/small scale survey/projects/small group discussion/learner debate / field trip				✓	
Consolidate pupil's presentation				✓	
Use of BBOHP/Other display devices properly and simultaneously with the consolidation and elaboration of pupil's presentation				✓	
Keeping records of student responses				✓	
Pay attention to student responses				✓	
Pay attention to the entire class				✓	
Adequate communication skills being displayed by the teacher				✓	



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Questions aptly worded and properly distributed	✓
Proper class management	✓
Teacher shows subject competency	✓
Proper budgeting of time	✓
Review the lesson properly	✓
Follow up activities in tune with the knowledge constructed/competencies acquired	✓

BA-Below Average A-Average G-Good VG-Very Good E-Excellent

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Name : Mini V
Reg. No. : BAAUEG004
Optional Subject : English

Certified that this is the beneficiary record of

Mini V

Reg. No. BAAUEG004 for the year 2020-2022

Manu
Lecturer in charge
Date 10/12/22
Principal,
B.S.S. B.Ed. Training College,
Alathur (P.O.) Palakkad Dt
- Kerala 678541



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Observation Report 1

Name of the teacher	Vidhula
Name of the school	B.S.S. G.H.S. Alathur
Subject	English
Unit	work is worship
Topic	The Grain as Big as Hen's egg

Preparation phase

Teacher entered the class and created a good rapport then shows a video. The video was about farming and explained the importance of farming through an interactive way. Then slowly entered into the chapter "The Grain as Big as Hen's Egg" by "Leo Tolstoy". Teacher introduced the author by using a profile chart.

presentation phase

Teacher 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 showed a Big grain's model then she narrated very well with appropriate gestures, sound modulation, proper stress and intonation. 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 write about the description of grand-father and also asked to read the story twice.

Learning aid

Teacher Used Variety of learning aids which made the class more effective and interesting. she had Used many varieties of charts, digital aids, models etc.. The 0

2



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Observation Schedule for Chemistry of Inorganic and Organic Chemistry for 11th

Preparation	Comments	
	Strategies for building up suitable pre-requisite skills in students in chemistry	✓
	Strategies for building up suitable pre-requisite skills in students in chemistry	✓
	Strategies for building up suitable pre-requisite skills in students in chemistry	✓
	Strategies for building up suitable pre-requisite skills in students in chemistry	✓
	Be sure about the pre-requisite skills for learning activity	✓
	Give clear and concise guidelines for group activity	✓
	Specific instruction regarding the learning tasks provided in the form of instruction card display device line chart, OHP etc.	✓
	Blackboard work/structured oral continued etc.	✓
	Provide sufficient activity for each group/individual	✓
	Situational routine for procedural activities	✓
	Involve all the student in the learning activities	✓
	Encourage self-variation	✓
	Smooth transition - leaving minimal time between activities	✓
	Facilitate student activity	✓
	Bring in the appropriate learning aids during the course of activity	✓
	Learning aids used effectively	✓
	Continuous supervision and keen observation of learning activities	✓
	Strategies for managing subgroups	✓
	On the spot diagnosis of learning difficulties and correcting immediately	✓
	Teacher instruction facilitates the progress of learning activities at the right moment and at the right place	✓
	Strategies for self-examination and mutual evaluation - electronic/oral/question quiz/starring/learning games	✓
	Exploring and discussing the constructed knowledge through reflective process	✓
	Make changes in the learning strategy based on student response	✓
	Adequacy of learning experiences is substantiated by the activity of comparison	✓
	Provide opportunities for the use of pupils' constructed knowledge during	✓
	Provide opportunities for reflection of experience through individual/group discussion/mini-debate/field trip/ outdoor learning/ library	✓
	Conclude paper's presentation	✓
	Use of IB-CHEP/Other digital devices properly and used judiciously with the capability and efficiency of pupil's presentation	✓
	Keeping records of student response	✓
	Pay attention to student response	✓
	Pay attention to the entire class	✓
	Adequate communication skills being displayed by the teacher	✓

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Remarks	BA-Below Average	A-Average	G-Good	VG-Very Good	E-Excellent
Questions apply worked and prepare test bank					✓
Proper class management					✓
Teacher shows subject competency					✓
Proper budgeting of time					✓
Review the lesson properly					✓
Follows up activities to take with the knowledge (autocheck) comprehensive report					✓



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2017-2018

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



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2	Activity	<ul style="list-style-type: none"> a) Strategies for disturbance free and disciplined grouping if required. b) Clear and concise guidelines for group. c) Involve all the students in the learning activities. d) Encourage non-Violence. e) Learning aids used effectively. f) Appropriateness, Relevance, Variety, Novelty, Originality. g) Adequate activities in achieving the anticipated competencies. 	U23456789	
3	Subject Competency	<ul style="list-style-type: none"> a) Assesses fulfills b) Make changes in the learning strategy based on student response 	8 U23456789 8	
4	Class Management	<ul style="list-style-type: none"> a) Recognizes attentive and inattentive Behavior b) Gives clear direction c) On the spot diagnosis of learning difficulties and corresponding remediation. d) Pay attention to the entire class. e) Manages time properly. f) Strategies for managing interruptions. 	8 8 8 U23456789 8 8 8	

5	<p>Communicating</p> <ul style="list-style-type: none"> a) Speaks fluently b) Speaks with clarity c) Use proper body language d) Adjusting the speed of the lesson to the level of the pupils 	<p>8</p> <p>00450758</p>		8
6	<p>Questioning</p> <ul style="list-style-type: none"> a) Structure of questions b) Chronologically correct c) Relevant to the topic d) Specific e) Thought provoking f) Way of questioning g) Addresses whole class h) Gives sufficient time to think i) Distribute evenly j) Feedback 	<p>8</p> <p>00450758</p>		8
7	<p>Heating</p> <ul style="list-style-type: none"> a) Discourages mass answering b) Use appropriate verbal and non-verbal reinforcement c) note and builds pupils responses d) Seeks further information e) Gives hints / prompting 	<p>8</p> <p>00450758</p>		8
8	<p>Use of learning Aids</p> <ul style="list-style-type: none"> a) Relevant to the content b) Appropriate to the pupils level c) Use aids at appropriate time d) Use multiple channels for single idea e) Demonstrate variety 	<p>8</p> <p>00450758</p>		8

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6	Class	<ul style="list-style-type: none"> • Illustrates the lesson. • Relates with reference to objectives. • Links with similar situation. • Links with future learning. • Follow up activities. 	<ul style="list-style-type: none"> ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ 		8
10	Teacher Personality	<ul style="list-style-type: none"> • Displays good personality. • Handles all kind of situation. • Exhibits confidence. • Exhibits Personality. • Clear, neat and tidy. 	<ul style="list-style-type: none"> ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ ○○○○○○○○ 		8

*1. Very poor 2. Poor 3. Below average 4. Average 5. Above average 6. Good 7. Very good 8. Excellent 9. Outstanding





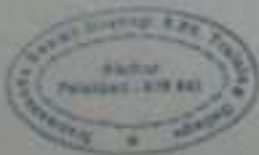
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2018-2019

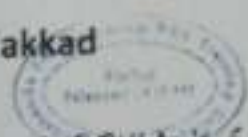
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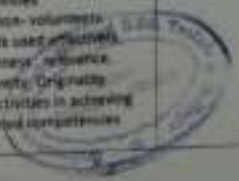
Evaluation Proforma



Name of the Supervising Teacher: _____
 Subject: Social Science

Name of the Student Teacher: SUPRIYA V S
 Name of school: MNKUMSS, Chittalemedu

S. No	Aspects	Criteria	Assessment for 1 st 30 lessons	Assessment for 2 nd 30 lessons	Final Assessment
1	Preparation	a) Building up a suitable physical environment in the class room b) Building up a problematic situation c) Techniques to reveal what he already knows d) Effective introduction e) Link between the introduction and main concepts	A	A	A
2	Activity	a) Strategies for disturbance free and disciplined grouping if required b) Clear and concise guidelines for group c) Involve all students in the learning activities d) Encourage non-volunteers e) Learning aids used effectively f) Appropriateness, relevance, variety, novelty, Originality g) Adequate activities in achieving the articulated competencies	A	A	A



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3	Subject competency	<ul style="list-style-type: none"> a) Resourcefulness b) Make changes in the learning strategy based on student response. 	A	A	A
4	Class Management	<ul style="list-style-type: none"> a) Recognizes attentive and non attentive behavior. b) Gives clear direction. c) On the spot diagnosis of learning difficulties and corresponding remediation. d) Pay attention to the entire class. e) Manages time properly. f) Strategies for managing interruptions. 	A	A	A
5	Communication	<ul style="list-style-type: none"> 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 	A	A	A
6	Questioning	<ul style="list-style-type: none"> A - Structure of questions. a) Grammatically correct. b) Relevant to the topic. c) Specific. d) Thought provoking. B - Way of questioning. a) Addresses whole class. b) Give sufficient time to think. c) Distribute evenly. d) Redirects. 	A	A	A
7	Feeding	<ul style="list-style-type: none"> a) Discourages mass answering b) Use appropriate verbal and non verbal reinforces c) Uses and builds pupils responses. d) Seeks further information e) Gives hints/ prompting 	A	A	A



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8	Use of learning aids	<ul style="list-style-type: none"> a) Relevant to the content b) Appropriate to the pupils level c) Used with at appropriate time d) Uses multiple channels for single info e) Ensure visibility 	A	A	1
9	Closure	<ul style="list-style-type: none"> a) Summarises the lesson b) Evaluates with reference to objectives c) Links with prior situation d) Links with future learning e) Follow up activities 	A	A	1
10	Teacher personality	<ul style="list-style-type: none"> a) Respects pupil personality b) Resourceful in dealing with situations c) Enthusiastic, confident d) Flexible e) Clear neat and tidy -- 	A	A	1

Total number of working days - 30



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M.M.M Higher Secondary School
Chittambalur, Pincode 617 104

M. S. S. S. S.
SCHOOL



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Evaluation Proforma

Name of the Supervising Teacher: SURENDRAN. K

Name of the Student Teacher: SINDHU J

Subject: COMMUN

Name of School: Lalitha SS Alathur

Sl. No	Aspects	Criteria	Assessment for 1 st 30 lessons	Assessment for 2 nd 30 lessons	Final Assessment
1	Preparation	a) Building up a suitable physical environment in the class room. b) Building up a problematic situation c) Techniques to reveal what he already knows. d) Effective introduction e) Link between the introduction and main concepts.	B ⁺	A	A
2	Activity	a) Strategies for disturbance free and disciplined grouping if required b) Clear and concise guidelines for group c) Involve all students in the learning activities d) Encourage non-volunteers e) Learning aids used effectively. f) Appropriateness, relevance, Variety, Novelty, Originality g) Adequate activities in achieving the anticipated competencies	B ⁺	A	A



[Signature]
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3	Subject competency	<ul style="list-style-type: none"> a) Resourc. fullness b) Make changes in the learning strategy based on student response. 	A	A	A
4	Class Management	<ul style="list-style-type: none"> a) Recognizes attentive and non attentive behavior. b) Gives clear direction. c) On the spot diagnosis of learning difficulties and corresponding remediation. d) Pay attention to the entire class. e) Manages time properly. f) Strategies for managing interruptions. 	B	B ⁺	B ⁺
5	communication	<ul style="list-style-type: none"> 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	A
6	Questioning	<ul style="list-style-type: none"> A - Structure of questions. a) Grammatically correct. b) Relevant to the topic. c) Specific. d) Thought provoking. B - Way of questioning. a) Addresses whole class. b) Give sufficient time to think. c) Distribute evenly. d) Redirects. 	B	B ⁺	B ⁺
7	Reacting	<ul style="list-style-type: none"> a) Discourages mass answering b) Use appropriate verbal and non verbal reinforces. c) Uses and builds pupils responses. d) Seeks further information e) Gives hints/ prompting. 	B	B ⁺	B ⁺



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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
9.	Closure	a) Summarises the lesson b) Evaluates with reference to objectives c) Links with similar situations d) Links with future learning e) Follow up activities	B+	A	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	A

Total number of working days - 80



[Signature]
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Alathur (PO), Palakkad-DL,
Kerala - 678 541.

[Signature]
K. Sumodan, M. Com, B. Ed
JCSCT Controller
G. G. N. S. S. Alathur
Palakkad - 678 541



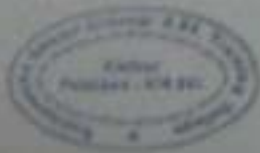
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2019-2020

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BSS B Ed. Training college, Alathur, Palakkad

Evaluation Proforma

Name of the Supervising Teacher Shubha, Sudevan

Name of the Student Teacher Rify George

Subject English

Name of School S.H.S. Erumangudi

Sl.No	Aspects	Criteria	Assessment for 1 st 30 lessons	Assessment for 2 nd 30 lessons	Final Assessment
1	Preparation	a) Building up a suitable physical environment IN the class room. b) Building up a problematic situation c) Techniques to reveal what he already knows. d) Effective introduction e) Link between the introduction and main concepts.	9	9	9
2	Activity	a) Strategies for disturbance free and disciplined grouping if required b) Clear and concise guidelines for group c) Involve all students in the learning activities d) Encourage non-volunteers e) Learning aids used effectively. f) Appropriateness, relevance, Variety, Novelty, Originality g) Adequate activities in achieving the anticipated competencies	9	8	9





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



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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	9	9	9
9.	Closure	a) Summarises the lesson b) Evaluates with reference to objectives c) Links with similar situations d) Links with future learning e) Follow up activities	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



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BSS B Ed. Training college, Alathur, Palakkad

Evaluation Proforma

Name of the Supervising Teacher Prameela Nasroma

Name of the Student Teacher Anjith Anand

Subject English

Name of School K.C.P. H.S.S. Kavassery

Sl. No	Aspects	Criteria	Assessment for 1 st 30 lessons (6 th)	Assessment for 2 nd 30 lessons (7 th)	Final Assessment
1	Preparation	a) Building up a suitable physical environment IN the class room. b) Building up a problematic situation c) Techniques to reveal what he already knows. d) Effective introduction e) Link between the introduction and main concepts.	8	8	8
2	Activity	a) Strategies for disturbance free and disciplined grouping if required b) Clear and concise guidelines for group c) Involve all students in the learning activities d) Encourage non-volunteers e) Learning aids used effectively. f) Appropriateness, relevance, Variety, Novelty, Originality g) Adequate activities in achieving the anticipated competencies	9	9	9





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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	9	8	8.5
9.	Closure	a) Summarises the lesson b) Evaluates with reference to objectives c) Links with similar situations d) Links with future learning e) Follow up activities	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

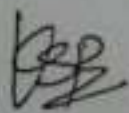
Total number of working days - 80

9

8

86%




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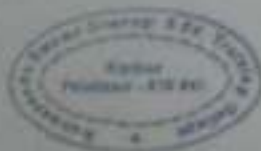
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2020-2021

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ALATHUR, PALAKKAD-678541, KERALA

INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Ashitha Robinson T A Batch: 2019-2021

Optional: Physical Science

Name of the School: _____


Name of the Guide Teacher: _____

Name of the Observer: Prithvi C P

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V		
			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		✓			✓			✓			✓			✓	
		2. Effectiveness of the teaching-learning materials		✓			✓			✓			✓			✓	
2	Classroom Activities	1. Way of presentation of the content with proper explanation		✓			✓			✓			✓			✓	
		2. Pupils' participation in the learning activities		✓			✓			✓			✓			✓	
		3. Utilization of the teaching-learning materials		✓			✓			✓			✓			✓	
		4. Assessment of pupils' learning		✓			✓			✓			✓			✓	
3	Subject Competency	1. Content knowledge of the student-teacher		✓			✓			✓			✓			✓	
		2. Knowledge of the different competencies in the subject area		✓			✓			✓			✓			✓	
4	Classroom Management	1. Classroom organization during teaching-learning process		✓			✓			✓			✓			✓	
		2. Paying attention to all the pupils		✓			✓			✓			✓			✓	
		3. Pupils' behaviour during teaching		✓			✓			✓			✓			✓	
5	Communication Skill	1. Fluency in teaching		✓			✓			✓			✓			✓	
		2. Clarity in the knowledge transformation		✓			✓			✓			✓			✓	
		3. Gestures of the student-teachers during teaching		✓			✓			✓			✓			✓	
6	Questioning Skill	1. Utilization of questioning skills during teaching		✓			✓			✓			✓			✓	
		2. Levels of the questions used		✓			✓			✓			✓			✓	
7	Reacting Skill	1. Effectiveness of different reinforcers used		✓			✓			✓			✓			✓	
		2. Motivation towards pupils' learning		✓			✓			✓			✓			✓	
8	Closure	1. Generalization of the content taught		✓			✓			✓			✓			✓	
		2. Effectiveness of the recapitalization		✓			✓			✓			✓			✓	
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher		✓			✓			✓			✓			✓	
		2. Overall behaviour of the student-teacher		✓			✓			✓			✓			✓	
		Signature of the Optional Teacher															
		Signature of the Principal															

Note: (3) Good (2) Average (1) Needs improvement




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INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Sulfi KAYALI Batch: 2019-21

Optional: Social Science

Name of the School:

Name of the Guide Teacher:

Name of the Observer: MERRIN

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V		
			23/11/20			26/11/20			7/12/20			14/12/20			4/1/21		
			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 2. Effectiveness of the teaching-learning materials		✓			✓			✓			✓			✓	
2	Classroom Activities	1. Way of presentation of the content with proper explanation		✓			✓			✓			✓			✓	
		2. Pupils' participation in the learning activities		✓			✓			✓			✓			✓	
		3. Utilization of the teaching-learning materials		✓			✓			✓			✓			✓	
		4. Assessment of pupils' learning		✓			✓			✓			✓			✓	
3	Subject Competency	1. Content knowledge of the student-teacher		✓			✓			✓			✓			✓	
		2. Knowledge of the different competencies in the subject area		✓			✓			✓			✓			✓	
4	Classroom Management	1. Classroom organization during teaching-learning process		✓			✓			✓			✓			✓	
		2. Paying attention to all the pupils		✓			✓			✓			✓			✓	
		3. Pupils' behaviour during teaching		✓			✓			✓			✓			✓	
5	Communication Skill	1. Fluency in teaching		✓			✓			✓			✓			✓	
		2. Clarity in the knowledge transformation		✓			✓			✓			✓			✓	
		3. Gestures of the student-teachers during teaching		✓			✓			✓			✓			✓	
6	Questioning Skill	1. Utilization of questioning skills during teaching		✓			✓			✓			✓			✓	
		2. Levels of the questions used		✓			✓			✓			✓			✓	
7	Reacting Skill	1. Effectiveness of different reinforcers used		✓			✓			✓			✓			✓	
		2. Motivation towards pupils' learning		✓			✓			✓			✓			✓	
8	Closure	1. Generalization of the content taught		✓			✓			✓			✓			✓	
		2. Effectiveness of the recapitulation		✓			✓			✓			✓			✓	
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher		✓			✓			✓			✓			✓	
		2. Overall behaviour of the student-teacher		✓			✓			✓			✓			✓	

Signature of the Optional Teacher

Signature of the Principal

Note: (3) Good (2) Average (1) Needs improvement





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2021-2022

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INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: Aneesha CS

Batch: 2020-22

Optional: English

Name of the School:

Name of the Guide Teacher:

Name of the Observer: Neema Sreedhar

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V		
			<u>01/02/22</u>			<u>15/02/22</u>			<u>15/02/22</u>			<u>16/02/22</u>			<u>17/02/22</u>		
			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		✓			✓			✓			✓			✓	
		2. Effectiveness of the teaching-learning materials		✓			✓			✓			✓			✓	
2	Classroom Activities	1. Way of presentation of the content with proper explanation		✓			✓			✓			✓			✓	
		2. Pupils' participation in the learning activities		✓			✓			✓			✓			✓	
		3. Utilization of the teaching-learning materials		✓			✓			✓			✓			✓	
		4. Assessment of pupils' learning		✓			✓			✓			✓			✓	
3	Subject Competency	1. Content knowledge of the student-teacher		✓			✓			✓			✓			✓	
		2. Knowledge of the different competencies in the subject area		✓			✓			✓			✓			✓	
4	Classroom Management	1. Classroom organization during teaching-learning process		✓			✓			✓			✓			✓	
		2. Paying attention to all the pupils		✓			✓			✓			✓			✓	
		3. Pupils' behaviour during teaching		✓			✓			✓			✓			✓	
5	Communication Skill	1. Fluency in teaching		✓			✓			✓			✓			✓	
		2. Clarity in the knowledge transformation		✓			✓			✓			✓			✓	
		3. Gestures of the student-teachers during teaching		✓			✓			✓			✓			✓	
6	Questioning Skill	1. Utilization of questioning skills during teaching		✓			✓			✓			✓			✓	
		2. Levels of the questions used		✓			✓			✓			✓			✓	
7	Reaching Skill	1. Effectiveness of different reinforcers used		✓			✓			✓			✓			✓	
		2. Motivation towards pupils' learning		✓			✓			✓			✓			✓	
8	Closure	1. Generalization of the content taught		✓			✓			✓			✓			✓	
		2. Effectiveness of the recapitulation		✓			✓			✓			✓			✓	
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher		✓			✓			✓			✓			✓	
		Overall behaviour of the student-teacher		✓			✓			✓			✓			✓	
Signature of the Optional Teacher																	
Signature of the Principal																	

Note: (3) Good (2) Average (1) Needs Improvement



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INTERNSHIP TEACHING PERFORMANCE EVALUATION PROFORMA

Name of the Student-teacher: AKHIL V K Batch : 2020-2022

Optional: COMMERCE

Name of the School:

Name of the Guide Teacher :

Name of the Observer: RASMI V M

Sl.No	Aspects	Criteria	PHASE-I			PHASE-II			PHASE-III			PHASE-IV			PHASE-V		
			6/2/22			15/2/22			10/3/22			16/4/22			17/4/22		
			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		✓			✓			✓			✓			✓	
		2. Effectiveness of the teaching-learning materials		✓			✓			✓			✓			✓	
2	Classroom Activities	1. Way of presentation of the content with proper explanation		✓			✓			✓			✓			✓	
		2. Pupils' participation in the learning activities		✓			✓			✓			✓			✓	
		3. Utilization of the teaching-learning materials		✓			✓			✓			✓			✓	
		4. Assessment of pupils' learning		✓			✓			✓			✓			✓	
3	Subject Competency	1. Content knowledge of the student-teacher		✓			✓			✓			✓			✓	
		2. Knowledge of the different competencies in the subject area		✓			✓			✓			✓			✓	
4	Classroom Management	1. Classroom organization during teaching-learning process		✓			✓			✓			✓			✓	
		2. Paying attention to all the pupils		✓			✓			✓			✓			✓	
		3. Pupils' behaviour during teaching	✓				✓			✓			✓			✓	
5	Communication Skill	1. Fluency in teaching		✓			✓			✓			✓			✓	
		2. Clarity in the knowledge transformation		✓			✓			✓			✓			✓	
		3. Gestures of the student-teachers during teaching		✓			✓			✓			✓			✓	
6	Questioning Skill	1. Utilization of questioning skills during teaching		✓			✓			✓			✓			✓	
		2. Levels of the questions used		✓			✓			✓			✓			✓	
7	Reacting Skill	1. Effectiveness of different reinforces used		✓			✓			✓			✓			✓	
		2. Motivation towards pupils' learning		✓			✓			✓			✓			✓	
8	Closure	1. Generalization of the content taught		✓			✓			✓			✓			✓	
		2. Effectiveness of the recapitulation		✓			✓			✓			✓			✓	
9	Student-teacher Personality	1. Enthusiastic and confident level of the student-teacher		✓			✓			✓			✓			✓	
		2. Overall behaviour of the student-teacher		✓			✓			✓			✓			✓	
		Signature of the Optional Teacher															
		Signature of the Principal															

Note: (3) Good (2) Average (1) Needs Improvement



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