

**SAMPLES PREPARED BY STUDENTS FOR EACH
INDICATED ASSESSMENT TOOL FOR 2017-18**

BLUE PRINT

Achievement Test

NO	Thinking Skill Form of Q Skill	Conceptual attainment			Conceptual generalization			Total	%
		O	S	E	O	S	E		
1	Reading Comprehension	4						4	16%
2	Writing					4		4	16%
3	Communication					2	5	7	28%
4	Language Elements		2					2	8%
5	Literary Skill	3						3	12%
6	Creative Writing	1			1	4		5	20%
		7	2		1	10	5	= 25	= 100%

G.I.H.S.S ALATHUR

DIAGNOSTIC TEST

STANDARD VIII

ENGLISH

Supply the correct tense forms of the verbs given in brackets.

1. They have already _____ (finishing) their work.
2. He is _____ (Practised) Yoga now
3. I usually _____ (goes) to my uncle's house.

Insert do/ have / has in the following sentences

4. _____ it rained in palakkad?
5. When ever _____ you write novels?
6. _____ you ever visited America?

Edit the following sentences

7. ~~This is the centre~~ which (a) I joined (b) for Spoken English last year
8. This is the book that I have written (a) recently (b)
9. Simple Present Tense (a) is used to state habitual (b) actions in the present.

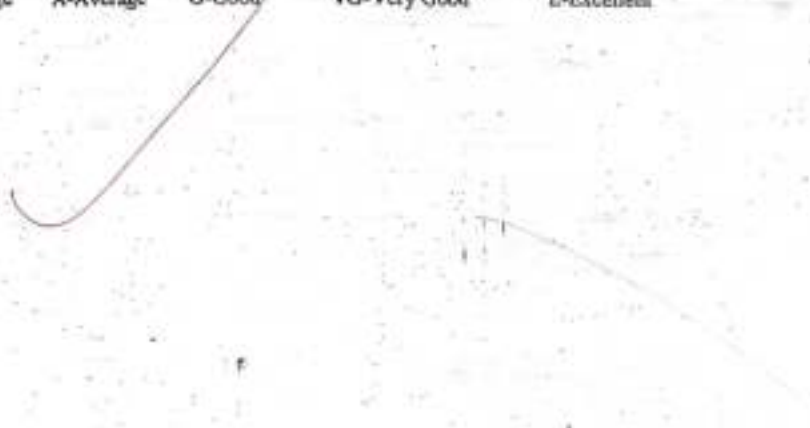
Observation Schedule for observation of lessons under constructivist format

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	G	VG	E
Preparation	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			✓		
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, 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 – 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 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 so 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			✓			

closure	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



Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A
Preparation	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		✓
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, 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 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			

classmate	<i>Questions aptly worded and properly distributed</i>								
	<i>Proper class management</i>								
	<i>Teacher shows subject competency</i>								
	<i>Proper budgeting of time</i>								
	<i>Review the lesson properly.</i>								
	<i>Follow up activities in tune with the knowledge constructed/ competencies acquired</i>								
BA-Below Average A-Average G-Good VG-Very Good E-Excellent									

Rao Achievement Motivation Test

Description of the study.

- 1) I enjoy reading —
 - a) comic book
 - b) A book of adventure.
- 2) As a student I like to be call —
 - a) A well dressed student in my class.
 - b) An intelligent student in my class.
- 3) when I grow up I want —
 - a) To do something which others have not done
 - b) To lead a comfortable life.
- 4) As a doctor, I want —
 - a) To be a well known surgeon
 - b) To make a lot of money.
- 5) During the holiday I want —
 - a) To visit my friends and relatives
 - b) To paint or write a poem or a story.
- 6) why answering the examination —
 - a) At finishing before time
 - b) At answering better than my class.

7) I want to become rich —

a) By earning money by hard work

b) By winning a prize in the lottery.

8) I take pride —

a) in standing 1st in my class.

b) in helping poor children.

9) it is my nature —

a) to take life easily.

b) to undertake difficult task.

10) I have a tendency —

a) to work on a task till it is completed

b) to change the task if I get bored.

11) I want to study well —

a) to avoid blame from my parents.

b) to excel others in my class.

12) As an engineer I would like —

a) to construct a model building in my town

b) to grow rich and buy a car.

13) After 10 years I will be —

a) Earning a lot of money

b) A well known person in my job.

14) As a student I would like —

a) To study for my future career.

b) To visit different places in the world

15) I feel very unhappy —

a) when someone knocks away my purse

b) when I fail to do best in the examination.

16) I want to do something —

a) which will make me wealthy.

b) which others can hardly do.

17) Generally I make friends —

a) with those who are intelligent

b) with those who are clean and neat.

18) I feel set up —

a) when I am blamed

b) when I failed to succeed.

19) I feel my success depends —

a) upon my hardwork.

b) upon my parents and relatives.

20) I want to practice hockey everyday

—

a) so that I may be selected for the olympic game.

b) so that I may keep myself fit and healthy.

TEACHER MADE WRITTEN TEST ESSENTIALLY BASED ON
SUBJECT CONTENT 2017-2018

ACHIEVEMENT

TEST - II

IX

Submitted to:

Mrs. Neema teacher

Net

Submitted by:

Suhail. I.

LEARNING OUTCOMES

1. Read and comprehend plays and letters, poems etc
2. Get familiar with poetic devices.
3. Prepare discourse like letter.
4. Engage with present continuous tense.
5. Develop awareness about nature and its importance.
6. Respond to issues related to the destruction of nature.
7. Construct discourse such as conversation.
8. Recognize the various functions of had better + Verb.
9. Prepare slogans to ~~conserve~~ create environmental awareness.
10. Edit a given passage effectively.
11. Generalize a thing and fill ⁱⁿ the blank correct option.

TEST DESIGN

• Weightage to Unit / Topic

NO	Unit / Topic	Learning Outcomes	Score	Percentage
1	Gong of the Rain	1, 2	6 ✓	24
2	Listen to the Mountain	7, 4, 8 1, 8, 5 6, 7, 8	11	44
3	A Letter from an Uncle	3, 8, 9	8	32
			25	100%

• Weightage to the Thinking Skills

NO	Thinking Skills	Score	Percentage
1	Conceptual Assimilation	9	36%
2	Conceptual Generalization	16	64%
		25	100%

• Weightage to the form of Questions

NO	Form of Questions	Number of Questions	Weightage	Percentage
1	Objective	7	8	32%
2	Short answer	4	12	48%
3	Essay	1	5	20%
		= 12	25	100%

• Weightage to the Topic / Skill and Learning Outcomes

NO	Skill	Learning Outcomes	Score	
1	Reading Comprehension	1	4	16%
2	Writing	7	4	16%
3	Communication	6, 6, 8	7	28%
4	Language elements	2	2	8%
5	Literary skill	5	3	12%
6	Creative Writing Skill	9, 3	5	20%
			25%	100%

• Weightage to the Difficulty Level

NO	Difficulty Level	Score	Percentage
1	Easy	8	32%
2	Average	12	48%
3	Difficult	5	20%
		25%	100%

BLUE PRINT

NO	Thinking Skill Skill	Conceptual attainment			Conceptual generalization			Total	%
		O	S	E	O	S	E		
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6	Creative Writing	1			1	4		5	20%
		7	2		1	10	5	= 25	= 100%

Gi. G. H. S. S Alathur

(67271) Achievement Test

ENGLISH

Time 1 hr

Standard IX Total score 25

Attempt all questions according to the instruction

Question 1-4. Read the following lines from the poem 'Song of the Rain' and answer the questions that follow.

I am dotted silver threads dropped from heaven
By the Gods. Nature then takes me, to adorn
Her fields and valleys.

I am beautiful pearls, plucked from the
Crown of Ishtar by the daughter of Dawn
To embellish the gardens.

When I cry, the hills laugh
When I bow, all things are elated.

1. Who is the "I" referred to in the poem?
2. What does nature do with the silver threads?
3. Pick out alliteration from the above lines.
4. Write down an instance of personification used in the poem.

5. Find out the correct answer.

(1 x 2 = 2)

(a) Rain calls herself the 'dotted silver threads' as _____

(i) the shimmering rain drops fall like silver thread from the sky.

(ii) it acts as a messenger of mercy.

(iii) it dots the earth with shimmering water.

(iv) it decorates the field.

(b) The tone and mood of the rain in the poem reflect its _____

(i) love for the earth

(ii) desire to visit the sea

(iii) anxiety to go back

(iv) wish to look beautiful.

6. Prepare a likely conversation between the millionaire Dinit and villagers at the outset of the project. 4

~~7. Answer any ONE of the following.~~

7. ~~Q.~~ Draft a letter to C. V. Raman congratulating him on his diplomacy and determination to perform his duties in spite of encountering problems. 4

8. Edit the following notice

(1/2 x 4 = 2)

This is to inform (a) that you the Media Club of our school is (b) organised film festival from 12-12-2016 (c) and 15-12-2016.

More than 15 films from different countries (d) is being screened in the festival.

9. Prepare a speech to be delivered in the school assembly highlighting the contemporary issues that adversely affect the environment. 5

10. Had better + Verb is used for advice / recommendation / suggestion / warning. Write any 2 functions. (1 x 2 = 2)

11. Study the following words. What are they associated with? 1

husk chaff grain bran

12. Prepare a slogan on the importance of agriculture. 1

QUESTION WISE ANALYSIS

L.O	Q.No	Skill	Q form	Score	Time
1	1	Reading comprehension	0	1	2 minutes
1	2	Reading - comprehension	0	1	2 minutes
1,2	3	Reading comprehension	0	1	2 minutes
1,2	4	Reading comprehension	0	1	2 minutes
11	5	Literary skill	SA	2	4 minutes
7	6	Writing	S.A	4	10 minutes
3	7	Creative writing	S.A	4	10 minutes
10	8	Language Elements	S.A	2	4 minutes
5,6	9	Communication	E	5	16 minutes
8	10	Communication	S.A	2	4 minutes
11	11	Literary skill	0	1	2 minutes
9	12	Creative writing	0	1	2 minutes

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Name : Suhail. I

Reg. No. : BAAQTEG. 012

Optional Subject : English

Certified that this is the bonafide record of

Suhail. I

Reg. No. BAAQTEG. 012. for the year 2016-2018

Mama
Lecturer in charge

Date 11/1/18
Lecturer in English
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Valued
Ch. R. Rajan

[Signature]
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(DIAGNOSTIC

TEST

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DIAGNOSTIC TEST

Diagnostic test is a test designed to determine the nature of difficulties and deficiencies of learners in specific areas of study. It pinpoints the inadequacies. It provides information on the causes of difficulty. Diagnostic test is an integral part of sound instruction.

Unlike an achievement test that measures how much a learner has achieved, a diagnostic test measures how much a learner has not been able to achieve. A diagnostic test focuses on a minute area but considers it deeply. It does not insist time limit. The students can take their own time. Mark is not a matter of concern in a diagnostic test.

Steps in the construction of a Diagnostic test

- Identifying learning deficiencies
- Analysing errors
- Analysing content
- Identifying learning points to be covered emerging from above
- Developing tests formats and their try out
- Selecting items for inclusion in the test
- Assembling the test
- Administering the test
- Seeking remedial measures.

DIAGNOSTIC CHART


NO	Name	1	2	3	4	5	6	7	8	9	10	11	12	P.R				Remarks	
														R	W	O	P	Mark	Gr
1	Anjal	P	R	P	R	R	W	P	R	P	P	P	R	5	1	-	6	15	
2	Anjaly	R	W	P	R	R	P	P	P	R	P	P	P	4	1	-	7	14	
3	Ashna	P	R	R	R	R	P	P	R	R	R	P	W	7	1	-	4	21	
4	Asna	W	W	P	R	R	P	P	R	R	P	P	P	4	2	-	6	16	
5	Athira	P	R	P	R	R	P	P	R	P	R	P	R	6	-	-	6	21	
6	Banumol	R	W	R	W	R	P	P	R	R	P	P	P	5	2	-	5	14	
7	Farsana	R	W	R	R	R	P	P	R	P	P	P	P	5	1	-	6	15	
8	Fathima	P	R	R	R	R	P	R	R	P	P	P	P	7	-	-	5	21	
9	Hiba Fathima	R	W	R	R	R	P	P	R	P	P	P	P	5	1	-	6	13	
10	Jinsha Mol	R	R	P	R	R	P	P	R	R	R	P	R	8	-	-	4	22	
11	Keerthy	R	W	R	R	R	P	P	W	P	P	P	P	4	2	-	6	13	
12	Laila	R	R	O	O	R	P	P	W	P	P	O	P	3	1	3	5	12	
13	Luksana	P	W	O	W	R	O	W	W	W	O	W	R	2	6	3	1	3	
14	Megha.M	R	W	R	R	R	P	P	W	P	P	P	P	4	2	-	6	12	
15	Megha.P.R	W	R	W	R	R	P	P	R	P	P	P	P	4	2	-	6	13	
16	Nandana	W	W	W	R	R	P	P	W	W	O	P	W	2	6	1	3	5	
17	Rafiya	P	W	R	R	R	P	P	R	R	P	P	R	6	1	-	5	14	
18	Rahna	W	R	R	R	R	R	R	R	R	P	P	R	9	1	-	2	22	

NO	Name	1	2	3	4	5	6	7	8	9	10	11	12	P. R				Remarks	
														R	W	O	P	Mark	Gr
19	Rajani	W	R	O	R	R	P	P	R	P	P	P	P	4	1	1	6	11	
20	Beshmi	P	R	P	R	R	P	P	R	P	P	P	P	4	-	-	8	12	
21	Binsha	R	W	P	R	R	P	P	R	P	P	P	R	5	1	-	6	16	
22	Safa	W	R	W	W	R	P	O	R	P	P	O	O	3	3	3	3	6	
23	Saranya	W	R	P	R	P	P	P	R	P	O	R	R	4	1	1	6	12	
24	Sarmita	W	R	W	R	R	O	P	P	P	P	P	R	4	2	1	5	13	
25	Shafna	W	R	W	R	R	R	P	R	R	P	P	R	7	1	-	4	21	
26	Shabana	R	R	R	R	R	R	P	R	R	P	P	R	4	-	-	3	22	
27	Sinsha	R	R	R	R	R	R	P	R	R	P	P	R	9	0	0	3	20+2	
28	Sneha	W	R	P	R	R	O	P	R	P	O	P	R	6	-	-	6	10	
29	Sree lakshmi	R	R	R	R	R	P	P	P	R	P	P	P	6	-	-	6	18	
30	Sreena	R	W	R	R	R	P	P	O	R	P	P	P	5	-	1	6	15	
31	Vismaya	W	R	W	R	R	P	P	R	P	P	P	P	4	2	-	6	13	
Total Number of right answers		13	19	12	27	30	5	1	21	14	3	-	13						
Total number of wrong answers		11	12	6	3	-	1	1	5	2	-	1	2						
Total number of omission				3	1	-	3	1	1	-	3	3	1						
Total number of Partially correct answers		7	-	10	-	1	22	28	4	15	25	27	15						

Analysis of the result of Diagnostic chart

As I went through the response sheet of the students, I could find out that they made more errors in the grammatical area. Above 25 students were ill at writing sentences with exact grammar.

Depending the multiple methods. like inductive, grammar translation, rhyming and practice method, this error can be easily diagnosed.



Remedial Teaching

Remedial teaching means giving a remedy to the students who are not able to move with certain areas. It is often based on the faults made by the students in certain areas of learning. The duty of the instructor is to identify the errors first, then those errors are to be analysed and finally a solution is found. The 2 pillars of this programme are precise finding of the causal factors and sharp treatment. It will help them to overcome difficulties and limitations in learning. If the progress is not seen, it goes on.

Steps in Remedial Teaching

1. Identification of backward students.
2. Analysis of their errors and backwardness.
3. Identification of the causal factors of backwardness.
4. Remedial instruction
5. Evaluation of students' progress

G.I.H.S.S ALATHUR

DIAGNOSTIC TEST

STANDARD VIII

ENGLISH

Supply the correct tense forms of the verbs given in brackets.

1. They have already _____ (finishing) their work.
2. He is _____ (practised) Yoga now
3. I usually _____ (goes) to my uncle's house.

Insert do/ have / has in the following sentences

4. _____ it rained in Palakkad?
5. When ever _____ you write novels?
6. _____ you ever visited America?

Edit the following sentences

7. This is the centre which (a) I joined (b) for Spoken English last year
8. This is the book that I have written (a) recently (b)
9. Simple Present Tense (a) is used to state habitual (b) actions in the present.

Interpretation of the result and conclusion

As the weaker area was grammar especially tenses, I was sure that depending upon a single method would not be satisfactory. I thought for a method containing the essence of various methods. When I imparted the grammatical area with the help of inductive method, grammar-translation and rhyming method, I could realize that the students could reach the 100% graph. Along with the above mentioned three methods, there was a provision for oral as well as written practice. Definitely, I can say that the practice session has made a tremendous change in their weak area.

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OBSERVATION MODES FOR INDIVIDUAL AND GROUP ACTIVITIES
2017-2018



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REPORT ON PEER/
MENTOR OBSERVATION

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OBSERVATION REPORT - 1

Name of the teacher	Jaison	Class	x
Name of the School	St. A. H. S. S	Division	c
Subject	English	Strength	37 students
Topic	Adolf	Duration	40 minutes
		Date	20/11/17

Preparation

The teacher got in to the class with a smiling face, wished them pleasantly and through some informal exchanges, he created a good rapport with the students. He was about to deal with a new chapter, 'Adolf' by D. H. Lawrence. Before that he selected some students who were asked to narrate a story of animals containing the theme, hope. The introduction activity was very thrilling. He paid proper re-inforcement and also appreciated them who narrated story.

Presentation

He could impart the narration accurately. The students got a clear picture from the narration which was very transparent and simple. The silent & group reading were followed by that. Through appropriate contexts, the word study was conducted. The scaffolding questions which he asked were so accurate. The relevant individual & group activities were asked to do in the classroom. The display of his own version

activity was also effective. There was proper legibility in his chart work.

Conclusion

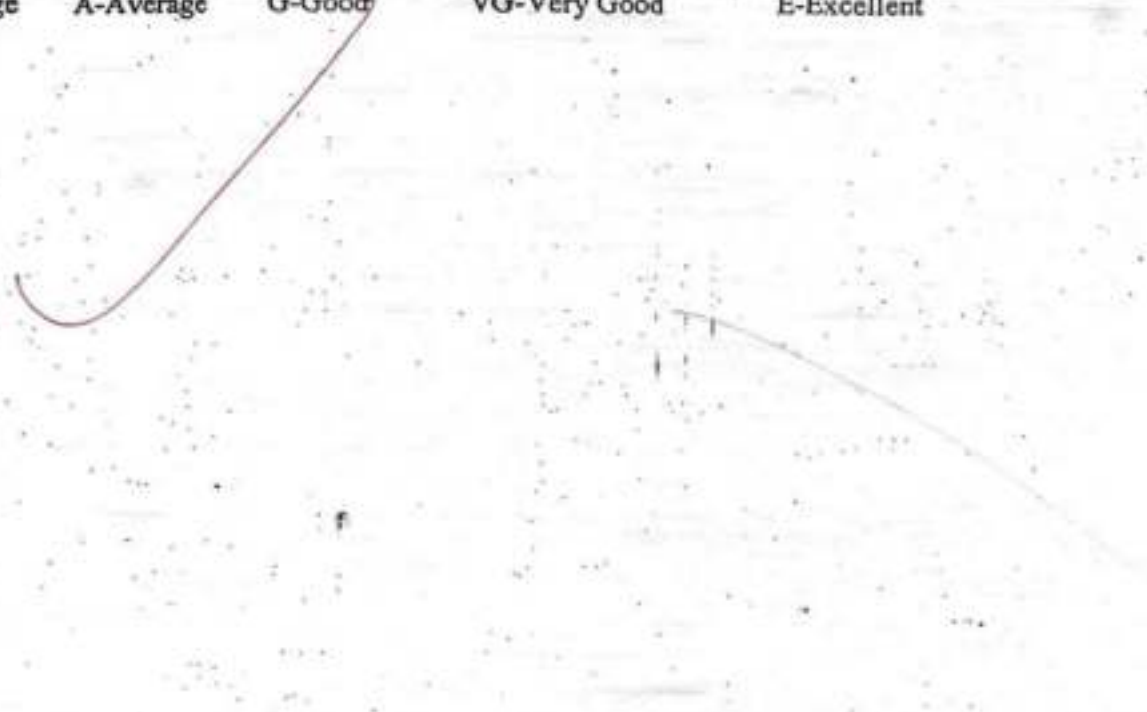
The overall class was magnificent. Time to time, he cut jokes. He could maintain proper eye contact with the students. Individual attention could be given among the learners. He could maintain a smiling face throughout the class.

Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A	G	VG	E
Preparation	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			✓		
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, 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 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			✓			

closure	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



B.S.S. B.Ed. TRAINING COLLEGE
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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : ...Subhil : I.....

Reg. No. : ...BAAQTECH 012.....

Optional Subject : ...English.....

Certified that this is the bonafide record of

.....Subhil : I.....

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DEMONSTRATION

Sl.No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	20/6/17	Jayashreeelan	Solitary Reaper	<u>VIII</u>	53	<i>SDP</i>
2	19/6/17	Magadevi	A Letter from an Uncle	<u>IX</u>	55	<i>SDP</i>
3	19/6/17	Devika	Another Chance	<u>IX</u>	57	<i>SDP</i>
4	20/6/17	Nemna	The Jungle Aircrash	<u>IX</u>	59	<i>SDP</i>
5	20/6/17	Anila	The village blacksmith	<u>VIII</u>	61	<i>SDP</i>

DEMONSTRATION REPORT - I

Name of the teacher trainee

Maya

Class

IX

Name of the school

B.S.S. H.S.S

Division

A

Subject

English

Strength

35 students

Topic

Duration

40 minutes

Subtopic

A Letter From an Uncle

Date

19/6/17

Introduction

The teacher got into the class, made a good learning atmosphere and created a better relationship with the students. He asked many questions related to letter.

Presentation

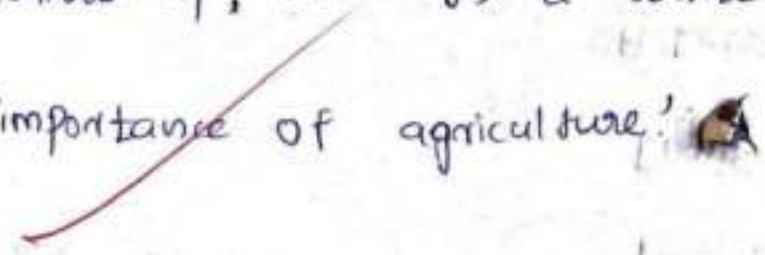
After that, she introduced a new chapter, 'A Letter From an Uncle' she gave a nutshell of the lesson. Then the silent and group reading were given to them.

Using appropriate contents, the new words were introduced. After that, some

questions were asked to ensure their comprehension. Teacher's model reading and loud reading by the pupil were followed by that. For individual as well as group activity, the same product (work) was given. A textual activity activity was also provided to be done from the classroom. The students were asked to prepare a slogan regarding water conservation.

Conclusion

As a follow up, activity, a write up was asked to prepare on the topic 'importance of agriculture.'



Observation Schedule for Observation of lessons under Constructivist format

Components		BA	A
Preparation	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		✓
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, 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 non-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			

closure	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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MICRO TEACHING

Sl.No	Content	Page No	Date
1	Introduction	1-2	
2	Skill of Introducing a lesson Teach	3-6	14/2/17
3	Skill of Introducing a lesson Re-teach	7-10	15/2/17
4	Skill of Fluency in Questioning Teach	11-14	15/2/17
5	Skill of Fluency in Questioning Re-teach	15-18	16/2/17
6	Skill of Stimulus variation Teach	19-22	17/2/17
7	Skill of Stimulus variation Re-teach	23-26	17/2/17
8	Skill of Explaining Teach	27-30	17/2/17
9	Skill of Explaining Re-teach	31-34	22/2/17
10	Skill of Using black board Teach	35-38	22/2/17
11	Skill of Using black board Re-teach	39-42	24/2/17
12	Link lesson Plan I	45-51	30/2/17
13	Link lesson Plan II	53-60	6/3/17

MICRO-TEACHING

What is Micro-teaching?

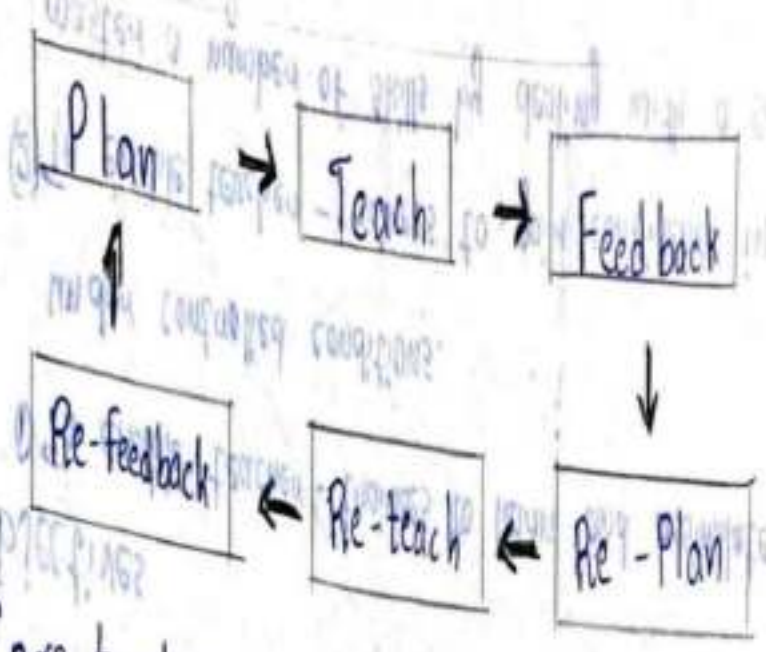
Micro teaching is a scaled down sample of teaching in which a teacher teaches a small unit to a small group of 5 to 10 pupils for a small period of 5 to 10 minutes.

Definition

"A scaled down teaching encounter in a class size and class time." - Allen

Objectives

- ① To enable teacher-trainees to learn and assimilate new teaching skills under controlled conditions.
- ② To enable teacher-trainees to gain confidence in teaching, and to master a number of skills by dealing with a small group of pupils.



Core teaching skills

- ① Skill of Introducing a lesson
- ② Skill of stimulus variation
- ③ Skill of Explaining
- ④ Skill of Illustrating with examples
- ⑤ Skill of Using black board
- ⑥ Skill of Probing questions
- ⑦ Skill of fluency in questioning
- ⑧ Skill of Re-inforcement.

Integration of skills/link practice

The trainees focus on specific skills during micro teaching. After this, they can integrate these specific skills in teaching. The attainment of all the components of all the integrated skills is important. The practice of teaching focusing on skills integrated is called link practice.

MICRO LESSONS

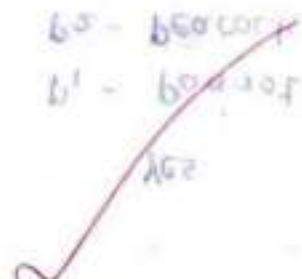
MICRO LESSON PLAN FOR THE SKILL OF INTRODUCING A LESSON PLAN

Name of the teacher trainee	: Suhail. I	Class	: VIII
Name of the school	: B.S.S	Date	: 14/2/2017
Subject	: English	Duration	: 5 minutes
Topic	: The Nightingale and the Rose	Strength	: 6 students
Skill Practised	: Introducing a lesson		
Teach / Re-teach	: Teach		

Objective - To expertise the skill of introducing a lesson

Components

- 1) checking Previous knowledge
- 2) Use of Appropriate Device
- 3) Motivation
- 4) Continuity



Teacher Activity

Teacher enters the class and establishes a good rapport.

Do you like birds

Say some birds that you know.

Good. Have you ever heard about the Sweetest singing bird?

Nightingale is the right answer. It is the sweetest singing bird.

Teacher exhibits the picture of nightingale.

When we stay alone in the night, its singing will be more sweeter and touching.

Now who can sing in this class?

Excellent. She sang melodiously.

Who are the 2 women celebrities who known as nightingale?

Pupil Activity

Greet the teacher warmly.

Yes

P₁ - Parrot

P₂ - Peacock

P₁ - Cuckoo

P₂ - Nightingale

Look the picture curiously

Shriya sings some lines of a song.

Shriya: Thank you

P₁ - Sarojini Naidu

P₂ - Chitra

Component

Checking Previous knowledge.

Use of Appropriate Devices.

Motivation

Checking Previous knowledge.

Awesome! Correct answer.

Now let me ask you about flowers. What are the flowers you familiar to in your surroundings?

Flowers beautify nature, don't they?

Most of the poets make themes for their poems birds and flowers. It is the part and parcel of the most of the Indians. We use them in our daily prayers in temples. We put wreath on bodies, it is made of flowers. To receive chief guests, we put garland on the neck and give bouquet.

What are the 2 festivals associated with flowers?

Excellent! right answer

Which is the most beautiful and fragrant flower in our surrounding?

Thank You

P₁ - Jasmine

P₂ - Lilly

Yes sir.

Attentive

P₁ - Onam

P₂ - Vishu

Rose

Motivation

Checking Previous knowledge

Comparison

Checking Previous knowledge

Motivation

Checking Previous knowledge

Good

Teacher

exhibits the picture of rose.

looks the picture curiously

Motivation

Use of appropriate device

Now you have got a small picture of rose and nightingale. Now let's engage with the story, 'The Nightingale and the Rose' (CB) by Oscar Wilde for the deeper comprehension

b3 - Krip
b1 - Orow
O.k Sir

Continuity

Components

Tallies

	Teacher trainee 1	Teacher trainee 2	Teacher trainee 3
1. Checking Previous Knowledge	III	III	III
2. Motivation	III	III	III
3. Use of Appropriate Device	II	II	I
4. Continuity	I	I	I

RATING SCALES 2017-2018

TASK

ASSESSMENT FOR LEARNING

Rao's Achievement
Motivation Test

submitted to

sneekatty misl

submitted on

17/10/2016

submitted by

Haritha M

English

Roll No-9

S.K.

Introduction

The constitutional provision aimed at making the elementary education free and compulsory throughout the country. The scope and responsibility of the educators has added new dimensions. One of the main concerns of the educators has been how to maximize the achievement of all children with due recognition to individual difference in ability. Although there are many studies pertaining to achievement and abilities of adults; there are very few studies related to motivational components of children's achievement behaviour.

The first major report of the experimental work on measurement of human motivation, particularly, the achievement motive, appeared in 1953. McClelland and his associates (1953) adapted Murray's TAT technique (1938) for the measurement of achievement motivation. In this technique, certain pictures are used to obtain stories from the subjects on the basis of what achievement motivation scores

Description of the study.

- 1) I enjoy reading —
 - a) comic book
 - b) A book of adventure.
- 2) As a student I like to be call —
 - a) A well dressed student in my class.
 - b) An intelligent student in my class.
- 3) when I grow up I want —
 - a) To do something which others have not done
 - b) To lead a comfortable life.
- 4) As a doctor, I want —
 - a) To be a well known surgeon
 - b) To make a lot of money.
- 5) During the holiday I want —
 - a) To visit my friends and relatives
 - b) To paint or write a poem or a story.
- 6) why answering the examination —
 - a) At finishing before time
 - b) At answering better than my class.

7) I want to become rich —

a) By earning money by hard work

b) By winning a prize in the lottery.

8) I take pride —

a) In standing 1st in my class.

b) In helping poor children.

9) It is my nature —

a) To take life easily.

b) To undertake difficult tasks.

10) I have a tendency —

a) To work on a task till it is completed

b) To change the task if I get bored.

11) I want to study well —

a) To avoid blame from my parents.

b) To excel others in my class.

12) As an engineer I would like —

a) To construct a model building in my town

b) To grow rich and buy a car.

13) After 10 years I will be —

a) Earning a lot of money

b) A well known person in my job.

14) As a student I would like —

a) To study for my future career.

b) To visit different places in the world

15) I feel very unhappy —

a) when someone knocks away my purse

b) when I fail to do best in the examination.

16) I want to do something —

a) which will make me wealthy.

b) which others can hardly do.

17) Generally I make friends —

a) with those who are intelligent

b) with those who are clean and neat.

18) I feel set up —

a) when I am blamed

b) when I failed to succeed.

19) I feel my success depends —

a) upon my hardwork.

b) upon my parents and relatives.

20) I want to practice hockey everyday

—

a) so that I may be selected for the olympic game.

b) so that I may keep myself fit and healthy.

Directions for scoring

The test may be scored as per the scoring key provided below. Each item of the test is followed by two responses which one have high achievement related (HAR) and another is General Achievement Related (GAR). The GAR responses get a score of one and HAR responses get a score of three.

scoring key for the test.

item No.	GAR	HAR
1	A	B
2	A	B
3	D	A
4	B	A
5	A	B
6	A	B
7	B	A
8	B	A
9	B	B
10	A	A
11	B	B
12	A	A
13	B	B
14	A	A
15	A	B
16	A	B
17	B	A
18	A	B
19	B	A
20	B	A

Administration of the test

As part of our B.ed curriculum, we conducted the Rao's Achievement Motivation Test on 22/09/2016 at GHSS Erimagay for VIII-E. The test was administered to 34 students. The result obtained from the test are given below.

Interpretation

The cumulative weighted score of all the responses as provided in the key forms, the achievement motivation score of the individual

Range	Achievement Rate
20-32	Low
33-45	Average
46-60	high.

is one of the sections of VIII E of GHSS Erimagay, the student were asked to complete the incomplete sentences by indicating their hopes and fears, likes and dislikes. The cumulative weighted score of all the

responses that made by students are 45.26.

The pupils obtaining a score in the range 33 - 45 as average achievement motivation.

Use of the Test

Through the test is standardized the total score on the test provides a clue to the parents, and teachers for providing suitable opportunities for higher achievement of the pupil. The test may be used by the counsellors for diagnostic purpose. To reason, while creative and gifted children are not progressing. The test may be used as a tool for further research. The simplicity of the instrument make it especially useful in limited types of investigation.

References

- McClelland, D.C. et. al. The Achievement Motive Princeton N.J. D Van Nostrand 1953.
- Rao, D. Gopal, Rao Achievement / Motivation Test, in Pateek and Rao Handbook of psychological and social instruments, Samasti, 1974.

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EDU 07:

FACILITATING
LEARNING

TASK: STYLE
PREFERENCES IN
LEARNING

BOOKS

Submitted by
Sabna Asmy I
Roll No. 12
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English

Introduction

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals learning. These theories propose that all people can be classified according to their style of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn. Learning styles are often categorized and explained in the following way:

Visual : Learn well when aided by images, pictures, and spatial organization of elements

Auditory : Learn well when aided by music, sound, rhyme, rhythm, speaking or listening.

Reading/Writing : Learn well by reading or writing the material that want to learn

Kinesthetic : Learn well by moving body, or use of hands and sense of touch.

For conducting a study on style preference in learning among the students, I chose two types of learning style: verbal learning style and visual learning style.

The verbal learning style

Verbal learning style involves both written and spoken words. Such learners find it easy to express themselves both in writing and verbally and also develops love for reading and writing. playing on the meaning or sound of words, such as in tongue twisters, rhymes, and other like are such learners favourite. In 9th I gave importance to verbal style.

The visual learning style

This learning style prefers using image, colour, pictures and maps to organize information and communication. Such learners can easily visualise things in mind and plan outcomes. They have good spatial adjustments. They are good at drawing, doodling, painting etc. In 8th I gave importance to visual style.

MARKS-90 (verbal style)

Sl.No	Name	Mark	Sl.No	Name	Mark
1	Abhijna	19	18	Bindu	18 1/2
2	Lahya	17	19	Ashifa C	14 1/2
3	Athira . A	12 1/2	20	Riswana	15
4	Athira . R	13	21	Lubaina	14
5	K.V. Bhavana	21	22	Gilsha	13
6	Mubeena	18	23	Ashifa	14
7	Shifona	18 1/2	24	Tharsila	12
8	Sandra	19	25	Krushnapriya	12
9	Shifana . B	14	26	Ansiya Nazrin	20
10	Anya	19	27	Vidya	23 1/2
11	Ananya	18	28	Breena	24
12	Anakha Mohan	23	29	Ansila Nazrin	18
13	Tharveera	18	30	Gopika	13
14	Jamshheena	17	31	Gopika . R	12
15	Reshna	18 1/2	32	Saanvi	14
16	Akshaya	17			
17	Lavanya	15			

MARKS - 80 (visual style)

Sl. No	Name	Mark	Sl. No	Name	Mark
1	Arshida	18	21	Fatunmali shanla	2 1/2
2	Naxena	14 1/3	22	Shahina	17 1/2
3	Ansha	6 1/4	23	Shifana	10 1/4
4	Arshena	22	24	Arhifa 5	13
5	Thansio	16 1/2	25	Bane afrio	10
6	Fathima Naveeba	15 1/4	26	Afeela Fathima	13 1/2
7	Ameera	11	27	Bana Jamin	13
8	Shahana	17	28	Shahina	14 1/2
9	Hafsath	15 1/4	29	Nasrin	11 1/2
10	Shahla	11 3/4	30		
11	Farsana	13	31		
12	Asri Fathima	13 3/4	32		
13	Hiba Thansio	13 1/2			
14	Hana Fathima	18			
15	Afni Balina	14			
16	Raziya Banu	12 1/4			
17	Thasleena	13 3/4			
18	Farna	13 1/2			
19	Ameena Shirio	14			
20	Rinsiya	13			

INTERPRETATION AND CONCLUSION

In order to find out the style preferences, I had chosen two of the learning styles, verbal and visual. On making use of both the learning styles, I found that students of 8th D where verbal learning style was used, was more responsive, as they understood and developed their skill unlike the students of 8th D.

Thus it is clear that, through verbal learning students developed their skills better. Though visual learning is interesting students get distracted very much unlike verbal learning, where they remain concentrated.

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SEMESTER-1

EDU 02 - DEVELOPMENT OF THE LEARNER

TASK-2

Administer anyone standardised psychological tool to primary or secondary school students to identify individual differences among learners

As a part of B.Ed programme, we were given a task to administer any one standardised psychological tool to primary or secondary students, to identify individual differences among the learners. For that I took Rosenberg's self esteem scale as the standardised psychological tool.

SELF ESTEEM

Self esteem is our overall opinion of ourselves - how we feel about our abilities and limitations. When we have healthy self esteem, we feel good about ourselves and see ourselves as deserving the respect of others. When we have low self esteem we put little value on our opinions and ideas. We might constantly worry that we are not good enough. It is an attractive psychological construct because it predicts certain outcomes such as academic

According to Rosenberg, self esteem is one's positive or negative attitude towards one's self and one's evaluation of one's own thoughts and feelings overall in relation to one's self.

Respondents of RSES indicate the degree of their agreement with ten statements such as 'I feel I am a person of worth, at least on an equal plane with others', 'I feel I have a number of good qualities' and 'I feel I don't have much to be proud of'. It was originally developed as a Guttman scale but is typically administered with a four point likert response format with scale points corresponding to strongly agree, agree, disagree & strongly disagree.

SCORING OF ITEM

A model that constrained the ten items to equal discrimination was contrasted with a model allowing the discriminations to be estimated freely. The 10 items

Scale that measures global self worth by measuring both positive and negative feelings about the self. Assign a value to each of the 10 items as follows.

For items : 1, 2, 4, 6, 7 (positive items)

Strongly agree — 3

15

Agree — 2

Disagree — 1

Strongly disagree — 0

For items 3, 5, 8, 9, 10 (Negative items)

15

Strongly agree — 0

agree — 1

Disagree — 2

Strongly Disagree — 3

RESULTS

Total score between 15-30 indicates high self esteem.

The score below 15 indicates low self esteem.

ITEMS

- | | | | | | |
|-----|---|--|--|--|--|
| 1. | I feel I am a person of worth at least on equal plane with others | | | | |
| 2. | I feel that I have a number of good qualities. | | | | |
| 3. | All in all I am inclined to feel that I am a failure. | | | | |
| 4. | I am able to do things as well as most other people | | | | |
| 5. | I feel that I don't have much to be proud of | | | | |
| 6. | I take a positive attitude towards my self | | | | |
| 7. | On the whole I am satisfied with myself. | | | | |
| 8. | I wish I could have more respect for my self. | | | | |
| 9. | I certainly feel useless at times | | | | |
| 10. | At times I think I am not good at all. | | | | |

ANALYSIS AND INTERPRETATION

Sl no	Name	Score	Self esteem
1.	Aparna.	28	Healthy.
2.	Riya Thomas.	27	Healthy.
3.	Jai	24	Healthy.
4.	Reshma.R.	19	Healthy.
5.	Aiswarya	19	Healthy.
6.	Lakshmi	23	Healthy.
7.	Gopika.S	22	Healthy.
8.	Jhanvi.B	13.	Unhealthy.
9.	Meera.	21	Healthy.
10.	Swetha	20	Healthy.
11.	Athulya	23	Healthy
12.	Keerthana.S	18	Healthy.
13.	Aaritha.K.	21	Healthy
14.	Amal.G	19	Healthy
15.	Jasil	23	Healthy.
16.	Lakshmi.V	23	Healthy.
17.	Helen chandran	26	Healthy.
18.	Ashijna.S	19	Healthy.
19.	Aalia	18	Healthy
20.	Aashin	22	Healthy.

The study was conducted on 20 students of secondary section. After analysing the self esteem scale, it was found that most of them scored above 15. Out of 20 students, 19 of them scored above 15 and were found to possess healthy self esteem. Only one student scored below 15.

SUGGESTIONS

From the collected data, most of the students were found to have healthy self esteem. With a healthy self esteem they will be more confident in their abilities to make decisions, will achieve successfully and will lead a better life.

Low self esteem may be due to unhappy childhood, poor academic performance in school, stressful life, breakdown in relations etc. We have to nourish our self esteem. A teacher can play a key role in this. Some of the ways to improve self esteem are:

- Identify the competencies and develop them.

- Learn to accept compliments.
- Be positive
- Eliminate self criticism.
- Believe in ourself.
- Stop comparing ourself with others
- Practice self care.

CONCLUSION

Rosenberg's self esteem scale is a psychological tool to measure self esteem. Self esteem is how we feel about ourselves, what we think about and how we relate to others.

Low self esteem is not shame but it may lead to depression under certain circumstances. High self esteem leads to greater happiness. From our study it's found that majority of the students possess healthy self esteem. High self esteem students has positive attitude towards life. A teacher has the power to boost self esteem among students. Enhancing the involvement of students in various activities develop a sense of ownership and empowerment in them leading to self esteem.