



Let Noble Thoughts Flow to Everyone from all Directions

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

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2017-2018

Documentary Evidence in 2017-2018



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ALATHUR, PALAKKAD-DT, KERALA



Name : Aiswarya - N.K
Reg. No. : BAAQTEG001
Optional Subject : English

Certified that this is the bonafide record of

..... Aiswarya - N.K

Reg. No. BAAQTEG001 for the year 2016-2018

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Lecturer in charge

Date 20/3/17
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4	Skill of Explaining (Teach)	13-17	22/02/17
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11	Skill of Stimulus Variation (Reteach)	40-42	28/2/17
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13	Link Lesson Plan - 2	50-55	3/3/17

MICRO TEACHING LESSON PLAN ON THE SKILL OF INTRODUCTION

Name of the teacher trainee : Ariswarya N.K. class : VIII
Name of the school : BSS Duration : 5 minute
Subject : English strength : 5 to 10
Topic : Tajmahal Date : 21/02/17
Teach/Re-Teach : Teach

Objective : To expertise and practice the skill of introducing a lesson

Components :

- (i) Use of previous knowledge / Pre-requisite
- (ii) Use of appropriate device
- (iii) Motivation
- (iv) Continuity

Teachers Activity	Pupils Activity	Components
<p>Teacher enters the class and wishes the students and creates a good rapport with children</p> <p>Have you heard about Rabindranath Tagore? who is he?</p> <p>yes, he was the author of our National Anthem and the author of the book 'Gitanjali'.</p> <p>Shows the picture of 'Tajmahal'</p>	<p>pupil wishes back</p> <p>P₁ yes</p> <p>P₂ yes</p> <p>P₁ he was the author of our National Anthem.</p> <p>pupil listen carefully.</p> <p>Pupil look attentively</p>	<p>checking the Previous Knowledge.</p> <p>Visual aid.</p>

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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : Aiswarya-N.K

Reg. No. : BAAQTEG1001

Optional Subject : English

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Reg. No. BAAQTEG1001 for the year 2016-2018

Lecturer in charge ^{Name}

Date: 13/7/17

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DISCUSSION**

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1	17/3/17	Aiswarya-NK	Listen to the Mountain	<u>IX</u>	1-8	NK
2	16/3/17	Aiswarya-NK	Song of a dream	<u>IX</u>	9-16	NK
3	17/3/17	Aiswarya-NK	Last Leaf	<u>IX</u>	17-22	NK
4	16/3/17	Aiswarya-NK	The village Blacksmith	<u>VIII</u>	23-29	NK
5	15/3/17	Aiswarya-NK	The Jungle Aircrash	<u>IX</u>	30-36	NK
6	17/3/17	Aiswarya-NK	A Day in the Country	<u>VIII</u>	37-45	NK
7	15/3/17	Aiswarya-NK	Marvellous Travel	<u>VIII</u>	46-51	NK
8	16/3/17	Aiswarya-NK	The School for Sympathy	<u>VIII</u>	52-58	NK
						##

TEACHER PLANNER - 1

Name of the Teacher trainee :	Aiswarya-Nk	Class :	<u>IX</u>
Name of the School :	BSSHSS, Alathur	Strength :	35
subject :	English	Duration :	40 minute
Unit :	<u>III</u>	Date :	17/3/17
Topic :	Listen to the Mountain	Division :	B
Subtopic :	Scene 1		

Theme

Subtheme

Learning Outcome

Concept / skill ✓

- Preservation of Nature
- Natural Calamities
- • Read and Comprehend Play
- • Enrich Vocabulary by referring dictionary
- • Speech with proper stress, intonation, Pause
- • Participate in debate
- • Participate in role play
- • child will understand the importance of ecological issues
- • Enable student to participate in debate

Language elements/Poetic device	Adverb
Discourses / activities	Debate, Writing of slogans
Values / Attitudes	<ul style="list-style-type: none"> • child learns the importance of nature • child learns the importance of conserving nature.
Learning aids	<ul style="list-style-type: none"> • Pictures of natural calamities • chart showing the methods of conserving nature.
Expected Products	<ul style="list-style-type: none"> • Making of pluckcards with slogans. • Write an essay on methods of conserving nature.



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Name : Aiswarya . N . K

Reg. No. : BAAQTEG001

Optional Subject : English

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..... Aiswarya . N . K

Reg. No. BAAQTEG001 for the year 2016-2018

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Lecturer in charge

Date 22/3/17.....
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13	Link Lesson Plan - 2	50-55	3/3/17

MICRO TEACHING LESSON PLAN ON THE SKILL OF EXPLAINING

Name of the Teacher Trainee : Aiswarya-N.K class : VIII
 Name of the School : BSS Duration : 5 minute
 Subject : English Strength : 5 to 10 minute
 Topic : Tajmahal Date : 23/2/17
 Teach / Reteach : Reteach

Objective : To expertise and practice the skill of Explaining

- Components :
- (i) Beginning statement
 - (ii) Explaining link
 - (iii) Mediators
 - (iv) Concluding statement
 - (v) Question to test pupil Understanding

Teachers Activity	Pupils Activity	Components
Teacher enters the class and create a good rapport with children.	wishes back	
Last class we discussed about Tajmahal so today we can learn more about Tajmahal by Rabindranath Tagore.	Listening carefully	Beginning statement
Open the text and reading the poem (first 5 lines)	Listening carefully	
shows the picture of shajahan emperor of India	looks attentively	Mediator
who is he?	P ₁ Akbar P ₂ shajahan	
yes, Good. shajahan	Thankyou teacher	Motivation

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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : Aiswarya-N.K
Reg. No. : BAAQTEG001
Optional Subject : English

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Reg. No. BAAQTEG001 for the year 2016-2018

Lecturer in charge ^{Name}
Date 13/7/17
Lecturer in English
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CRITICISM

Sl. No	Date	Name of the Teacher	Topic	Report on	Std	Page No	Initials
1	12/7/17	Aiswarya N.K	'The Light on the Hills'	Dhanya	VIII	72-81	NK
2	13/7/17	Aiswarya N.K	Nobility of Service	Thasleema	IX	82-92	NK
3	13/7/17	Aiswarya N.K	First showers	Rakhi	VIII	93-103	NK
4	13/7/17	Aiswarya N.K	Solitude	Shranya	VIII	104-114	NK
5	12/7/17	Aiswarya N.K	A ship Wrecked Sailor	Ashitha	VIII	115-124	NK
6	13/7/17	Aiswarya N.K	The Race	Irfana	IX	125-134	NK
7	13/7/17	Aiswarya N.K	Song of the flower	Jitty	VIII	135-144	NK
8	13/7/17	Aiswarya N.K	Another chance	Sneha	IX	145-154	NK
9	12/7/17	Aiswarya N.K	The Boy who drew cats	Aiswarya	VIII	155-163	NK

Lecturer
[Signature]

CRITICISM REPORT ON JITTY

Name of the teacher trainee :	Jitty	class : VIII
Name of the school :	B.S.S.H.S.S, Alathur	Division : B
Subject :	English	Strength : 35
Unit :	IV Flowers and showers	Duration : 40mt
Topic :	Song of the flowers	Date : 13/7/17
Subtopic :	First stanza	

Introduction :

The interaction between the teacher and the student was very less. The teacher introduced the topic through interesting and relevant questions. The pleasant approach of the teacher created a positive atmosphere in the class.

Presentation :

Teacher did not consider the students while introducing the author, neither she did repeat the things that was said once. This created a little confusion among learners. The voice of the

teacher was very less. Teacher language would have been improved to make the class better. The narration given by the teacher was effective and relevant.

She often pointed towards the students while asking the questions, which was not pleasing. Teacher made effective movement in between and the questions asked were also good. The session was really quick which interfered the learning.

Conclusion :

Since the whole poem was not taught, teacher would have given other activities instead of writing an appreciation. Teacher could have been more active in class, to make the session more interesting. To ensure the learning, the meaning of difficult words, she could have asked the students to construct sentence using those words. The class did not last upto 40 minutes. This could have been taken care of by proper planning.

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 and 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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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : Aiswarya - N k

Reg. No. : BAAQTEG001

Optional Subject : English

Certified that this is the bonafide record of

Aiswarya Nk

Reg. No. BAAQTEG001 for the year 2016-2018

Lecturer in charge ^{Name}

Date 13/7/17

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DEMONSTRATION

Sl No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	20.6.17	Jayasheelan	Solitary Reapers	VIII	59-60	NSD
2	19.6.17	Devika	Another chance	IX	63-64	NSD
3	20.6.17	Nimna	The Jungle Air Crash	IX	65-66	NSD
4	20.6.17	Anila	The Village Blacksmith	VIII	67-68	NSD
5	19.6.17	Mayadevi	A Letter from an Uncle	IX	61-62	NSD

VIDEO LESSON REPORT

Name of the Teacher	: Jayasheelan	class	: VIII
Name of the School	: B.S.S. H.S.S, Alathur	Division	: C
Name of the subject	: English	Strength	: 35
Unit	: III	Duration	: 40mnt
Topic	: Solitary Reaper	Date	: 20.6.17

Preparation: ✓

Teacher entered the class with a pleasant face and he established rapport among students. After observing and checking follow up activity given in the last class, Teacher asked are you ready to enjoy a poem now? Then he explained about the author - William Wordsworth, who is one of the famous romantic poet. Teacher checked previous knowledge of the students about the poet.

Presentation:

Sir P.R. Jayasheelan, had introduced the theme of the poem. He used a picture chart of a reaping girl for introducing the poem. Teacher then connected the content with the theme. Teacher showed a profile chart of William Wordsworth and explained it to students and asked the students to name the romantic poet in their mother tongue. Teacher then reads the poem with proper stress, pause and intonation. Teacher used gestures, facial expressions, body movements while explaining the poem. Teacher reads a few lines and explained the meaning of those lines.

Teacher then asked the students to read the poem silently without any lip movement. He then introduced some new words. Teacher used examples from classroom situation and from students' lives to explain the meaning of the words. Then he asked a few questions to check their understanding. Teacher gave positive verbal and nonverbal reinforcement.

Conclusion:

Sir concluded the class and gave students a follow-up activity to be submitted in the next class. Students said thank you to the teacher when he left 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, OHPete., 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		✓				

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RECORD OF PRACTICE TEACHING LESSONS

Name : Aiswarya-N.K

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3	The Light on the Hills	<u>VIII</u>	16/9/17	19-26	<u>Shah</u>	<u>Shah</u>
4	Song of the Rain	<u>IX</u>	16/9/17	27-35	<u>Shah</u>	<u>Shah</u>
5	Rosa Parks sat still	<u>VIII</u>	19/9/17	36-44	<u>Shah</u>	<u>Shah</u>
6	Listen to the Mountain	<u>IX</u>	19/9/17	45-53	<u>Shah</u>	<u>Shah</u>
7	Listen to the Mountain	<u>IX</u>	20/9/17	54-61	<u>Shah</u>	<u>Shah</u>
8	Listen to the Mountain	<u>IX</u>	23/9/17	62-69	<u>Shah</u>	<u>Shah</u>
9	Rosa Parks sat still	<u>VIII</u>	20/9/17	70-77	<u>Shah</u>	<u>Shah</u>
10	Rosa Parks sat still	<u>VIII</u>	23/9/17	78-86	<u>Shah</u>	<u>Shah</u>
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13	The Sowers	<u>VIII</u>	28/9/17	106-114	<u>Shah</u>	<u>Shah</u>
14	The Sowers	<u>VIII</u>	1/10/17	115-122	<u>Shah</u>	<u>Shah</u>
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17.	A Letter from an Uncle	<u>IX</u>	5/10/17	139-146	<u>Abdullah</u>	<u>Abdullah</u>
18.	The Village Blacksmith	<u>VIII</u>	28/10/17	147-154	<u>Abdullah</u>	<u>Abdullah</u>
19.	The Village Blacksmith	<u>VIII</u>	23/10/17	155-162	<u>Abdullah</u>	<u>Abdullah</u>
20.	The Jungle Air Crash	<u>IX</u>	19/10/17	163-170	<u>Abdullah</u>	<u>Abdullah</u>
21.	The Jungle Air Crash	<u>IX</u>	22/10/17	171-177	<u>Abdullah</u>	<u>Abdullah</u>
22.	The Jungle Air Crash	<u>IX</u>	23/10/17	178-185	<u>Abdullah</u>	<u>Abdullah</u>
23.	The Jungle Air Crash	<u>IX</u>	24/10/17	186-192	<u>Abdullah</u>	<u>Abdullah</u>
24.	" Song of the flower "	<u>VIII</u>	26/10/17	193-199	<u>Abdullah</u>	<u>Abdullah</u>
25.	Song of the flower	<u>VIII</u>	29/10/17	200-206	<u>Abdullah</u>	<u>Abdullah</u>
26.	The Jungle Air Crash	<u>IX</u>	25/10/17	207-213	<u>Abdullah</u>	<u>Abdullah</u>
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28.	The Jungle Air Crash	<u>IX</u>	26/10/17	220-226	<u>Abdullah</u>	<u>Abdullah</u>
29.	The Jungle Air Crash	<u>IX</u>	29/10/17	227-234	<u>Abdullah</u>	<u>Abdullah</u>
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TEACHING AIDS

Sl No	Teaching aids used	Serial No. of lesson for which the aids were used	Remarks	Lecturer in Charge
1.	charts, video	1	<u>Y. H. H.</u>	<u>Y. H. H.</u>
2.	charts, Still Model, Pluckcard	2	<u>Y. H. H.</u>	<u>Y. H. H.</u>
3.	charts, Pluckcard	3	<u>Y. H. H.</u>	<u>Y. H. H.</u>
4.	charts	4	<u>Y. H. H.</u>	<u>Y. H. H.</u>
5.	charts, Still Model, Pluckcard	5	<u>Y. H. H.</u>	<u>Y. H. H.</u>
6.	charts, Still Model, Pluckcard	6	<u>Y. H. H.</u>	<u>Y. H. H.</u>
7.	charts, Working Model	7	<u>Y. H. H.</u>	<u>Y. H. H.</u>
8.	charts	8	<u>Y. H. H.</u>	<u>Y. H. H.</u>
9.	charts, pluckcard	9	<u>Y. H. H.</u>	<u>Y. H. H.</u>
10.	charts	10	<u>Y. H. H.</u>	<u>Y. H. H.</u>
11.	charts	11	<u>Y. H. H.</u>	<u>Y. H. H.</u>
12.	charts	12	<u>Y. H. H.</u>	<u>Y. H. H.</u>
13.	charts, still Model, Pictures	13	<u>Y. H. H.</u>	<u>Y. H. H.</u>
14.	charts	14	<u>Y. H. H.</u>	<u>Y. H. H.</u>
15.	charts	15	<u>Y. H. H.</u>	<u>Y. H. H.</u>

TEACHING AIDS

Sl No	Teaching aids used	Serial No. of lesson for which the aids were used	Remarks	Lecturer in Charge
16	charts, Plurkcard	16	<u>ok</u>	<u>ok</u>
17	charts, Picture	17	<u>ok</u>	<u>ok</u>
18	charts, Working Model	18	<u>ok</u>	<u>ok</u>
19	charts	19	<u>ok</u>	<u>ok</u>
20	charts, still Model, Flashcard	20	<u>ok</u>	<u>ok</u>
21	charts	21	<u>ok</u>	<u>ok</u>
22	charts	22	<u>ok</u>	<u>ok</u>
23	charts	23	<u>ok</u>	<u>ok</u>
24	charts, Pictures	24	<u>ok</u>	<u>ok</u>
25	charts	25	<u>ok</u>	<u>ok</u>
26	charts	26	<u>ok</u>	<u>ok</u>
27	charts	27	<u>ok</u>	<u>ok</u>
28	charts	28	<u>ok</u>	<u>ok</u>
29	charts.	29	<u>ok</u>	<u>ok</u>

TEACHER PLANNER - 1

Name of the teacher trainee	: Aiswarya-N K	class	: 1x
Name of the school	: GG V H S S, Nemmara	Division	: F
Subject	: English	Strength	: 39
Unit	: III, care for Tomorrow	Duration	: 40 mnts
Topic	: Song of the Rain	Date	: 15/09/17
Subtopic	: I am dotted ----- ----- wings of death		

Theme	-	Preservation of nature.
Subtheme	-	Agriculture, Natural phenomena and Natural calamities
Learning outcomes	-	The Learner will be able to
		• Read and appreciate poem
		• Read and speak with proper stress, rhythm and intonation
		• get familiar with poetic devices.

concept / skill

poetic device
Discourses / Activities
values / Attitudes
Learning Aid

Expected products

- Develop awareness about nature and its importance
- Recognize the importance of nature
- Respond to issue related to the destruction of nature.

- Recognize the importance of natural phenomena
- Personification, Metaphor.
- Importance of nature, utility of trees
- Develop awareness about nature
- Profile chart, video showing about the importance of nature.
- The learner will be able to
 - Read with comprehension
 - Recite the poem with proper stress, pause
 - develop awareness about nature
 - know the utility of trees.
 - Identify personification

2

Process

Assessment

Activity 1. [Entry Activity]

Teacher enters the class, wishes the students and creates a good rapport between them.

Do you like rain?

Ok. Do you like to play in rain?

Good. Me too.

Do you know what are the main resources of water?

yes. what are the uses of water?

yes. can you imagine without water?

Good.

Today we are going to learn the beauty of rain.

wishes back

yes.

yes.

P₁: Dam, ponds, river

P₂: Cooking, washing

P₃: No.

3

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Name : Aiswarya - N.K
Reg. No. : BAAQTEG001
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3	Skill of Introducing a lesson (Reteach)	8-12	22/02/17
4	Skill of Explaining (Teach)	13-17	22/02/17
5	Skill of Explaining (Reteach)	18-22	23/2/17
6	Skill of Posing Probing Question (Teach)	23-25	23/2/17
7	Skill of Posing Probing Question (Reteach)	26-28	23/2/17
8	Skill of Using Blackboard (Teach)	29-32	27/2/17
9	Skill of Using Blackboard (Reteach)	34-36	27/2/17
10	Skill of Stimulus Variation (Teach)	37-39	28/2/17
11	Skill of Stimulus Variation (Reteach)	40-42	28/2/17
12	Link Lesson Plan - 1	44-49	3/03/17
13	Link Lesson Plan - 2	50-55	3/3/17

MICRO TEACHING LESSON PLAN ON THE SKILL OF INTRODUCTION

Name of the teacher trainee : Ariswarya N.K. class : VIII
Name of the school : BSS Duration : 5 minute
Subject : English strength : 5 to 10
Topic : Tajmahal Date : 21/02/17
Teach/Re-Teach : Teach

Objective : To expertise and practice the skill of introducing a lesson

Components :

- (i) Use of previous knowledge / Pre-requisite
- (ii) Use of appropriate device
- (iii) Motivation
- (iv) Continuity

Teachers Activity	Pupils Activity	Components
<p>Teacher enters the class and wishes the students and creates a good rapport with children</p> <p>Have you heard about Rabindranath Tagore? who is he?</p> <p>yes, he was the author of our National Anthem and the author of the book 'Gitanjali'.</p> <p>Shows the picture of 'Tajmahal'</p>	<p>pupil wishes back</p> <p>P₁ yes</p> <p>P₂ yes</p> <p>P₁ he was the author of our National Anthem.</p> <p>pupil listen carefully.</p> <p>Pupils look attentively</p>	<p>checking the Previous Knowledge.</p> <p>Visual aid.</p>

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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

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**INDEX
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2	16/3/17	Aiswarya-NK	Song of a dream	<u>IX</u>	9-16	NK
3	17/3/17	Aiswarya-NK	Last Leaf	<u>IX</u>	17-22	NK
4	16/3/17	Aiswarya-NK	The village Blacksmith	<u>VIII</u>	23-29	NK
5	15/3/17	Aiswarya-NK	The Jungle Aircrash	<u>IX</u>	30-36	NK
6	17/3/17	Aiswarya-NK	A Day in the Country	<u>VIII</u>	37-45	NK
7	15/3/17	Aiswarya-NK	Marvellous Travel	<u>VIII</u>	46-51	NK
8	16/3/17	Aiswarya-NK	The School for Sympathy	<u>VIII</u>	52-58	NK
						##

TEACHER PLANNER - 1

Name of the Teacher trainee :	Aiswarya-Nk	Class :	<u>IX</u>
Name of the School :	BSSHSS, Alathur	Strength :	35
subject :	English	Duration :	40 minute
Unit :	<u>III</u>	Date :	17/3/17
Topic :	Listen to the Mountain	Division :	B
Subtopic :	Scene 1		

Theme

Subtheme

Learning Outcome

Concept / skill ✓

- Preservation of Nature
- Natural Calamities
- • Read and Comprehend Play
- • Enrich Vocabulary by referring dictionary
- • Speech with proper stress, intonation, Pause
- • Participate in debate
- • Participate in role play
- • child will understand the importance of ecological issues
- • Enable student to participate in debate

Language elements/Poetic device	Adverb
Discourses / activities	Debate, Writing of slogans
Values / Attitudes	<ul style="list-style-type: none"> • child learns the importance of nature • child learns the importance of conserving nature.
Learning aids	<ul style="list-style-type: none"> • Pictures of natural calamities • chart showing the methods of conserving nature.
Expected Products	<ul style="list-style-type: none"> • Making of pluckcards with slogans. • Write an essay on methods of conserving nature.



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4	Skill of Explaining (Teach)	13-17	22/2/17
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8	Skill of Using Blackboard (Teach)	29-32	27/2/17
9	Skill of Using Blackboard (Reteach)	34-36	27/2/17
10	Skill of Stimulus Variation (Reach)	37-39	28/2/17
11	Skill of Stimulus Variation (Teteach)	40-42	28/2/17
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13	Link Lesson Plan - 2	50-55	3/3/17

MICRO TEACHING LESSON PLAN ON THE SKILL OF EXPLAINING

Name of the Teacher Trainee : Aiswarya-N.K class : VIII
 Name of the School : BSS Duration : 5 minute
 Subject : English Strength : 5 to 10 minute
 Topic : Tajmahal Date : 23/2/17
 Teach / Reteach : Reteach

Objective : To expertise and practice the skill of Explaining

- Components :
- (i) Beginning statement
 - (ii) Explaining link
 - (iii) Mediators
 - (iv) Concluding statement
 - (v) Question to test pupil Understanding

Teachers Activity	Pupils Activity	Components
Teacher enters the class and create a good rapport with children.	wishes back	
Last class we discussed about Tajmahal so today we can learn more about Tajmahal by Rabindranath Tagore.	Listening carefully	Beginning statement
Open the text and reading the poem (first 5 lines)	Listening carefully	
shows the picture of shajahan emperor of India	looks attentively	Mediator
who is he?	P ₁ Akbar P ₂ shajahan	
yes, Good. shajahan	Thankyou teacher	Motivation

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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : Aiswarya-N.K

Reg. No. : BAAQTEG001

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Lecturer in charge ^{Name}
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1	12/7/17	Aiswarya N K	'The Light on the Hills'	Dhanya	VIII	72-81	NK
2	13/7/17	Aiswarya N K	Nobility of Service	Thasleema	IX	82-92	NK
3	13/7/17	Aiswarya N K	First showers	Rakhi	VIII	93-103	NK
4	13/7/17	Aiswarya N K	Solitude	Shranya	VIII	104-114	NK
5	12/7/17	Aiswarya N K	A ship Wrecked Sailor	Ashitha	VIII	115-124	NK
6	13/7/17	Aiswarya N K	The Race	Irfana	IX	125-134	NK
7	13/7/17	Aiswarya N K	Song of the flower	Jitty	VIII	135-144	NK
8	13/7/17	Aiswarya N K	Another chance	Sneha	IX	145-154	NK
9	12/7/17	Aiswarya N K	The Boy who drew cats	Aiswarya	VIII	155-163	NK

Lecturer
[Signature]

CRITICISM REPORT ON JITTY

Name of the teacher trainee :	Jitty	class :	VIII
Name of the school :	B.S.S.H.S.S, Alathur	Division :	B
Subject :	English	Strength :	35
Unit :	IV Flowers and showers	Duration :	40mt
Topic :	Song of the flowers	Date :	13/7/17
Subtopic :	First stanza		

Introduction :

The interaction between the teacher and the student was very less. The teacher introduced the topic through interesting and relevant questions. The pleasant approach of the teacher created a positive atmosphere in the class.

Presentation :

Teacher did not consider the students while introducing the author, neither she did repeat the things that was said once. This created a little confusion among learners. The voice of the

teacher was very less. Teacher language would have been improved to make the class better. The narration given by the teacher was effective and relevant.

She often pointed towards the students while asking the questions, which was not pleasing. Teacher made effective movement in between and the questions asked were also good. The session was really quick which interfered the learning.

Conclusion :

Since the whole poem was not taught, teacher would have given other activities instead of writing an appreciation. Teacher could have been more active in class, to make the session more interesting. To ensure the learning, the meaning of difficult words, she could have asked the students to construct sentence using those words. The class did not last upto 40 minutes. This could have been taken care of by proper planning.

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 and 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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**RECORD OF DISCUSSION, DEMONSTRATION,
AND CRITICISM LESSON PLANS**

Name : Aiswarya - N k

Reg. No. : BAAQTEG001

Optional Subject : English

Certified that this is the bonafide record of

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Reg. No. BAAQTEG001 for the year 2016-2018

Lecturer in charge ^{Name}

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DEMONSTRATION

Sl No	Date	Name of the Teacher	Topic	Std	Page No.	Initials
1	20.6.17	Jayasheelan	Solitary Reapers	VIII	59-60	NSD
2	19.6.17	Devika	Another chance	IX	63-64	NSD
3	20.6.17	Nimna	The Jungle Air Crash	IX	65-66	NSD
4	20.6.17	Anila	The Village Blacksmith	VIII	67-68	NSD
5	19.6.17	Mayadevi	A Letter from an Uncle	IX	61-62	NSD

VIDEO LESSON REPORT

Name of the Teacher	: Jayasheelan	class	: VIII
Name of the School	: B.S.S. H.S.S, Alathur	Division	: C
Name of the subject	: English	Strength	: 35
Unit	: III	Duration	: 40mnt
Topic	: Solitary Reaper	Date	: 20.6.17

Preparation: ✓

Teacher entered the class with a pleasant face and he established rapport among students. After observing and checking follow up activity given in the last class, Teacher asked are you ready to enjoy a poem now? Then he explained about the author - William Wordsworth, who is one of the famous romantic poet. Teacher checked previous knowledge of the students about the poet.

Presentation:

Sir P.R. Jayasheelan, had introduced the theme of the poem. He used a picture chart of a reaping girl for introducing the poem. Teacher then connected the content with the theme. Teacher showed a profile chart of William Wordsworth and explained it to students and asked the students to name the romantic poet in their mother tongue. Teacher then reads the poem with proper stress, pause and intonation. Teacher used gestures, facial expressions, body movements while explaining the poem. Teacher reads a few lines and explained the meaning of those lines.

Teacher then asked the students to read the poem silently without any lip movement. He then introduced some new words. Teacher used examples from classroom situation and from students' lives to explain the meaning of the words. Then he asked a few questions to check their understanding. Teacher gave positive verbal and nonverbal reinforcement.

Conclusion:

Sir concluded the class and gave students a follow-up activity to be submitted in the next class. Students said thank you to the teacher when he left 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		✓				

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RECORD OF PRACTICE TEACHING LESSONS

Name : Aiswarya-N.K
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3	The Light on the Hills	<u>VIII</u>	16/9/17	19-26	<u>Shah</u>	<u>Shah</u>
4	Song of the Rain	<u>IX</u>	16/9/17	27-35	<u>Shah</u>	<u>Shah</u>
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6	Listen to the Mountain	<u>IX</u>	19/9/17	45-53	<u>Shah</u>	<u>Shah</u>
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13	The Sowers	<u>VIII</u>	28/9/17	106-114	<u>Shah</u>	<u>Shah</u>
14	The Sowers	<u>VIII</u>	1/10/17	115-122	<u>Shah</u>	<u>Shah</u>
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19.	The Village Blacksmith	<u>VIII</u>	23/10/17	155-162	<u>Abdullah</u>	<u>Abdullah</u>
20.	The Jungle Air Crash	<u>IX</u>	19/10/17	163-170	<u>Abdullah</u>	<u>Abdullah</u>
21.	The Jungle Air Crash	<u>IX</u>	22/10/17	171-177	<u>Abdullah</u>	<u>Abdullah</u>
22.	The Jungle Air Crash	<u>IX</u>	23/10/17	178-185	<u>Abdullah</u>	<u>Abdullah</u>
23.	The Jungle Air Crash	<u>IX</u>	24/10/17	186-192	<u>Abdullah</u>	<u>Abdullah</u>
24.	" Song of the flower "	<u>VIII</u>	26/10/17	193-199	<u>Abdullah</u>	<u>Abdullah</u>
25.	Song of the flower	<u>VIII</u>	29/10/17	200-206	<u>Abdullah</u>	<u>Abdullah</u>
26.	The Jungle Air Crash	<u>IX</u>	25/10/17	207-213	<u>Abdullah</u>	<u>Abdullah</u>
27.	Song of the Flower	<u>VIII</u>	30/10/17	214-219	<u>Abdullah</u>	<u>Abdullah</u>
28.	The Jungle Air Crash	<u>IX</u>	26/10/17	220-226	<u>Abdullah</u>	<u>Abdullah</u>
29.	The Jungle Air Crash	<u>IX</u>	29/10/17	227-234	<u>Abdullah</u>	<u>Abdullah</u>
-						

TEACHING AIDS

Sl No	Teaching aids used	Serial No. of lesson for which the aids were used	Remarks	Lecturer in Charge
1.	charts, video	1	<u>Y. H. H.</u>	<u>Y. H. H.</u>
2.	charts, Still Model, Pluckcard	2	<u>Y. H. H.</u>	<u>Y. H. H.</u>
3.	charts, Pluckcard	3	<u>Y. H. H.</u>	<u>Y. H. H.</u>
4.	charts	4	<u>Y. H. H.</u>	<u>Y. H. H.</u>
5.	charts, Still Model, Pluckcard	5	<u>Y. H. H.</u>	<u>Y. H. H.</u>
6.	charts, Still Model, Pluckcard	6	<u>Y. H. H.</u>	<u>Y. H. H.</u>
7.	charts, Working Model	7	<u>Y. H. H.</u>	<u>Y. H. H.</u>
8.	charts	8	<u>Y. H. H.</u>	<u>Y. H. H.</u>
9.	charts, pluckcard	9	<u>Y. H. H.</u>	<u>Y. H. H.</u>
10.	charts	10	<u>Y. H. H.</u>	<u>Y. H. H.</u>
11.	charts	11	<u>Y. H. H.</u>	<u>Y. H. H.</u>
12.	charts	12	<u>Y. H. H.</u>	<u>Y. H. H.</u>
13.	charts, still Model, Pictures	13	<u>Y. H. H.</u>	<u>Y. H. H.</u>
14.	charts	14	<u>Y. H. H.</u>	<u>Y. H. H.</u>
15.	charts	15	<u>Y. H. H.</u>	<u>Y. H. H.</u>

TEACHING AIDS

Sl No	Teaching aids used	Serial No. of lesson for which the aids were used	Remarks	Lecturer in Charge
16	charts, Plurkcard	16	<u>ok</u>	<u>ok</u>
17	charts, Picture	17	<u>ok</u>	<u>ok</u>
18	charts, Working Model	18	<u>ok</u>	<u>ok</u>
19	charts	19	<u>ok</u>	<u>ok</u>
20	charts, still Model, Flashcard	20	<u>ok</u>	<u>ok</u>
21	charts	21	<u>ok</u>	<u>ok</u>
22	charts	22	<u>ok</u>	<u>ok</u>
23	charts	23	<u>ok</u>	<u>ok</u>
24	charts, Pictures	24	<u>ok</u>	<u>ok</u>
25	charts	25	<u>ok</u>	<u>ok</u>
26	charts	26	<u>ok</u>	<u>ok</u>
27	charts	27	<u>ok</u>	<u>ok</u>
28	charts	28	<u>ok</u>	<u>ok</u>
29	charts.	29	<u>ok</u>	<u>ok</u>

TEACHER PLANNER - 1

Name of the teacher trainee	: Aiswarya-N K	class	: 1x
Name of the school	: GG VHSS, Nemmara	Division	: F
Subject	: English	Strength	: 39
Unit	: III, care for Morrow	Duration	: 40 mnts
Topic	: Song of the Rain	Date	: 15/09/17
Subtopic	: I am dotted ----- ----- wings of death		

Theme	-	Preservation of nature.
Subtheme	-	Agriculture, Natural phenomena and Natural calamities
Learning outcomes	-	The Learner will be able to
		• Read and appreciate poem
		• Read and speak with proper stress, rhythm and intonation
		• get familiar with poetic devices.

concept / skill

poetic device

Discourses / Activities

values / Attitudes

Learning Aid

Expected products

- Develop awareness about nature and its importance
- Recognize the importance of nature
- Respond to issue related to the destruction of nature.

Recognize the importance of natural phenomena

Personification, Metaphor.

Importance of nature, utility of trees

Develop awareness about nature

Profile chart, video showing about the importance of nature.

The learner will be able to

- Read with comprehension
- Recite the poem with proper stress, pause
- develop awareness about nature
- know the utility of trees.
- Identify personification

2

Process

Assessment

Activity 1. [Entry Activity]

Teacher enters the class, wishes the students and creates a good rapport between them.

Do you like rain?

Ok. Do you like to play in rain?

Good. Me too.

Do you know what are the main resources of water?

yes. what are the uses of water?

yes. can you imagine without water?

Good.

Today we are going to learn the beauty of rain.

wishes back

yes.

yes.

P₁: Dam, ponds, river

P₂: Cooking, washing

P₃: No.

3

B.S.S. B.Ed. TRAINING COLLEGE
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Reg. No. : BAAQTEG002

Optional Subject : ENGLISH

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Reg. No. BAAQTEG002 for the year 2017-2018

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Lecturer in charge

Date..... 4.1.18

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Diagnostic Test

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

Unlike an achievement test that measure 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. Several questions are framed from each teaching point from the area of focus in order to identify the real nature of difficulty.

Diagnostic test doesn't insist time limit. The students can take their own time. Mark is not a matter of concern in a diagnostic test. Here the errors are considered for future analysis and treatment. The test items are arranged in order of their difficulty level.

Importance of Diagnostic Test

- * It pinpoints students' learning difficulties in specific areas.
- * It clarifies the nature of errors.
- * It shows the seriousness of the errors.
- * It facilitates effective remediation of learning problems.
- * It makes teaching more effective.
- * It helps the teacher meet individual differences among learners.
- * It indicates the causal factors of error occurrence.

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ACHIEVEMENT

TEST

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INTRODUCTION

Any test designed to assess the achievement of the students in any subject with regards to a set of predetermined objectives is called an achievement test

It is the responsibility of a teacher to find out the progress made by his/her pupil in the subject he/she teaches. Achievement in the subject indicates the extend to which the learner has internalised the related learning material

As a part of the B.Ed training programme, I conducted achievement tests for classes VIII F and IX D

Steps involved in the construction :

1. Planning of the test
2. Preparation of a design for the test
3. Preparation of blue print
4. Writing of items
5. Preparation of scoring key and marking scheme
6. Preparation of Question-wise analysis

ACHIEVEMENT

TEST

1

DESIGN FOR AN ACHIEVEMENT TEST

Name of the teacher trainee : Shriya Menon
Name of the school : K.C.P.H.S.S
Subject : English
class : VIII
Unit : Flowers and showers
Duration : 1 hour
Date : 4/12/17

Learning outcomes

1. Read and comprehend various literary forms like poems, story.
 2. Construct linguistic discourses like diary, character sketch etc.
 3. Analyse poems on the basis of their theme and structure
 4. Identify and understand poetic devices
 5. Use adjectives
 6. Use past tense to various suitable contexts.
-

B.S.S. B.Ed. TRAINING COLLEGE
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CAMP
RECORD

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INTRODUCTION

As a part of our B.Ed curriculum our college conducted 4 days community living camp uplifting the theme "Inner Resource Development". 'Samanwaya' was the name of community living camp. 'Samanwaya' which means togetherness. The camp provided a great opportunity to develop the values like group loyalty, coordination, love and sacrifice.



Let Noble Thoughts Flow to Everyone from all Directions

BRAHMANANDA SWAMY SIVAYOGI B.Ed TRAINING COLLEGE

Affiliated to Calicut University and Recognised by NCTE
ALATHUR, (P.O.) PALAKKAD Dt. KERALA. PIN - 678 541.
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The outreach activities of the institution focuses on working with other institutions and bodies to raise aspirations and improve motivation among student teachers in order to widen participation in societal issues and concerns. To meet this objective the institution has organised varieties of programs as outreach activities to educate, help, uplift, and support those who are deprived of certain services and rights in the society. All the activities offered opportunities for the students to build mutual relationships and support community in knowledge sharing. The following are the most highlighted programs.

2017-2018

Visit to Sravanasamsara School

On 28/11/2017 the students and teachers visited Sravanasamsara School a special school in palakkad district. The institution functions for the educational upliftment of the deaf and dumb children. Mainly the visit was organised to acquaint student teachers to familiarise the curriculum practices in the special schools. Along with that the visit provided an opportunity for student teachers to contribute or do help for the empowerment of such students.

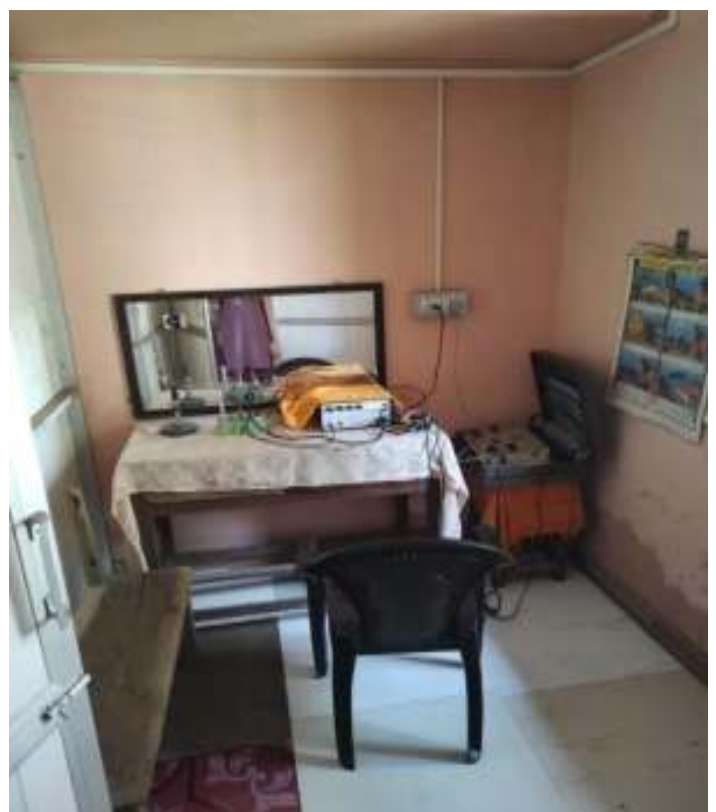
Objectives

- To socialize and get to know each other better outside the classroom.
- To impart the knowledge of inclusiveness.

Event Outcome

Through this visit student teachers gained real world exposure and practical experience in dealing special children. The visit offered an experience to the future teachers to identify, handle and teach students with special needs with confidence and to learn the skills needed

to handle special students. Moreover the institution decided to contribute hearing aids to schoolchildren.



Visit to Sravanasamsara School

Volunteering school youth festival

On 20/11/2017 and 21/11/2017 the student teachers of the institution volunteered palakkad district youth festival . the festival tries to propagate diverse artistic talents and creativity of school going students. The purposive engagement of students teachers of our institution offered a sense of community belongingness and understand the cultural diversity of the community.

Objectives

- To strengthen civic engagement
- To deepen social skills

Event Outcome

The two-day program was a coordinated effort of district education department. The volunteering offered new spaces of interaction between student teachers and the local community.



Volunteering school youth festival