



# Sree Narayana College of Education

(Affiliated to MG University, Approved by NCTE )

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## KEY INDICATOR

### 2.4 COMPETENCY AND SKILL DEVELOPMENT

#### METRIC:2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

**Documents showing the different activities for evolving indicated**



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**Teacher made written tests essentially based on subject  
Content**



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# ACHIEVEMENT TEST

## BASIC DETAILS

Name of the Teacher : Meera John

Name of the School : Ebenezer Higher Secondary School, Veeloor

Subject : English

Standard : VIII

Division : H

Strength : 38

Duration : 40 minutes

Maximum Marks : 20



  
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## CONTENT AND CURRICULAR OBJECTIVES

### 1. PROSE COMPREHENSION

The learner

- (a) reads and comprehends the passage
- (b) identifies the main events in the passage
- (c) writes appropriate answers in simple English
- (d) identifies the meaning of the expression given.

### 2. POEM COMPREHENSION

The learner

- (a) reads and comprehends the poem
- (b) writes appropriate answers in simple English.
- (c) identifies an instance of simile from the poem.

### 3. TEXTUAL QUESTIONS

The learner

- (a) reads and comprehends textual questions
- (b) writes appropriate answers in simple English

### 4. DISCOURSE WRITING

The learner

- (a) reads and understands the question
- (b) identifies the concept and format of the discourse
- (c) write appropriate answers in simple English

### 5. LANGUAGE / GRAMMATICAL ELEMENTS

The learner

- (a) reads and understands the structural items
- (b) uses appropriate prefixes / suffixes to complete the sentences.



## DESIGN OF THE QUESTION PAPER

### Weightage to Content and Curricular Objectives

SNo.	Content	Curricular Objectives	Marks	Percentage
1.	Prose Comprehension	1a, 1b, 1c, 1d	5	25%
2.	Poem Comprehension	2a, 2b, 2c	3	15%
3.	Textual Questions	3a, 3b	3	15%
4.	Discourse Writing	4a, 4b, 4c	4	20%
5.	Language / Grammatical elements	5a, 5b	5	25%
Total			20	100%

### Weightage to Form of Questions

SNo.	Form of Questions	Marks	Percentage
1.	Very short answers	10	50%
2.	Short answers	6	30%
3.	Long answers	4	20%
Total		20	100%



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## Weightage to difficulty level

SNo.	Difficulty level	Marks	Percentage
1.	Easy	5	25%.
2.	Average	11	55%.
3.	Difficult	4	20%.
Total		20	100%.

## Blue Print

SNo:	Content	Curricular objectives	Form of Questions			Total
			VSA	SA	LA	
1.	Prose comprehension	1a, 1b, 1c, 1d	(1) <sub>3</sub>	(2) <sub>1</sub>	-	5
2.	Poem comprehension	2a, 2b, 2c	(1) <sub>2</sub>	(1) <sub>1</sub>	-	3
3.	Textual Questions	3a, 3b	-	(3) <sub>1</sub>	-	3
4.	Discourse Writing	4a, 4b, 4c	-	-	(4) <sub>1</sub>	4
5.	Language and Grammatical	5a, 5b	(1) <sub>5</sub>	-	-	5
Total			10	6	4	20

\* Figure inside the bracket indicates marks

\* Figure outside the bracket indicates number of questions.



Name:.....

Roll No:.....

EBENEZER HIGHER SECONDARY SCHOOL, VEETTOOR  
ACHIEVEMENT TEST DECEMBER 2022

STD: VIII

ENGLISH

TIME: 40 min

Max mark: 20

**Instructions**

- Answer the questions based on the instructions and marks allotted.
- Answer the questions within the stipulated time

**I. Read the following passage from *The Nightingale and the Rose* and answer the following questions. (5 marks)**

'Death is a great price to pay for a red rose and life is very dear to all. It is pleasant to sit in the green wood, and to watch the Sun in his chariot of gold, and the Moon in her chariot of pearl. Sweet is the scent of the hawthorn, and sweet are the bluebells that hide in the valley, and the heather that blows on the hill. Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?'

- 1) Who is the speaker in the above extract? (1)
- 2) Why is the Nightingale's life dear to her according to this passage? (1)
- 3) What do you mean by the expression "Death is a great price to pay for a red rose and life is very dear to all."? (1)
- 4) Comment on the expression "Yet Love is better than Life, and what is the heart of a bird compared to the heart of a man?" (2)

**II. Read the following extract from the poem *First Showers* and answer the following questions. (3 marks)**

The weary lines did it promptly erase  
Of daylong heat and fatigue from my visage.  
Wet clothes clung to my body like an infant  
To its mother's bosom; unsteady my gait.  
The dusty trees stood bathed in an instant  
Dressed in washed green looked magnificent.  
The scented earth resplendent in damped glory  
Sucked in dust giving respite to the travellers weary.

- 5) Who is the speaker in the above lines? (1)



6) Pick out an instance of simile from the given extract. (1)

7) Comment on the visible changes on nature as a result of the 'first showers.' (1)

III. 8) Write a critical appreciation of the poem *First Showers*.

OR

Write a short description about the Nightingale's sacrifice. (3)

IV. 9) Prepare a poster on the topic "Book- Our Best Friends" for National Reading Day.

OR

Write an informal letter to your friend about your latest achievement in a competition. (4)

V. Fill in the blanks with the suitable forms of words. In some cases, you may have to use a prefix or suffix. (5 marks)

10) A \_\_\_\_\_(history) speech was delivered by the Prime Minister. (1)

11) I want to publish an \_\_\_\_\_ (education) magazine. (1)

12) The \_\_\_\_\_ (accident) discovery of radium has led to great advancement in the field of medicine. (1)

13) Pick out the adjectives from the following sentences.

- I met a homeless person in New York. (1)
- In the winter you must wear woolen clothes. (1)



13/12/22

English

12<sup>th</sup>  
20

Name: Liya Aneesh

Class: VIII H

Roll No: 31

I | 1. The Nightingale

2. Death is a great price to pay for a red rose and life is very dear to all.

3. Love is better than life X

4. X

II | 5. The Poetess

6. Like an infant to its mother's bosom.

7. The dusty trees stood bathed in an instant Dressed in washed green. Looked magnificent. The scented earth resplendent in damped glory. ~~Sacred~~

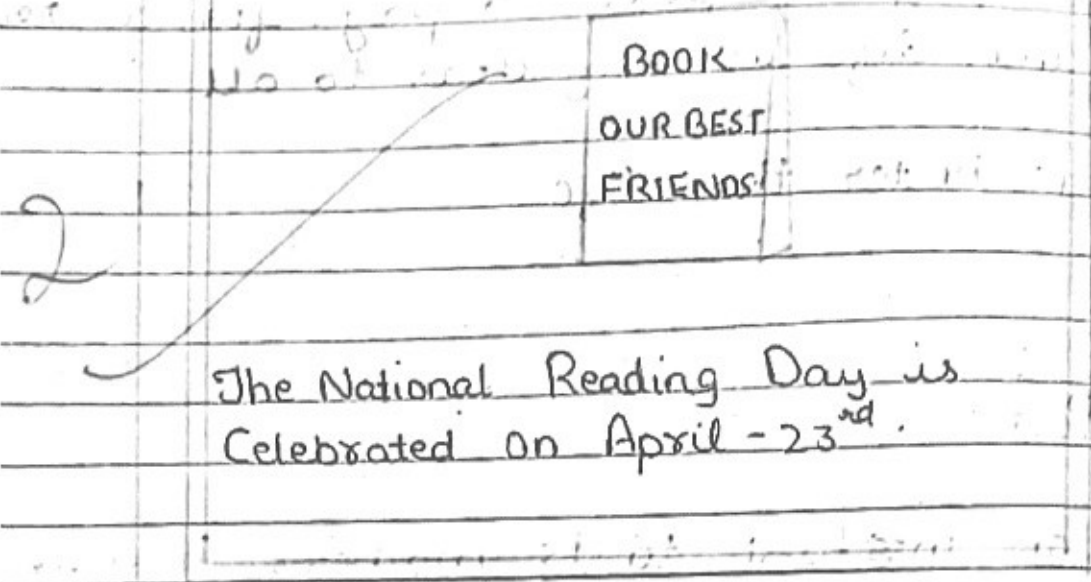
III | 8. The Boy in the Story have a girlfriend ~~and~~ and his girlfriend want to dance with ~~his~~ he ~~get~~ with a red rose. He didn't get red rose. ~~And~~ At last he met a bird nightingale. The Nightingale

2<sup>nd</sup> thought The bird's heart is ~~the~~ the life of a man is more valuable than a bird. So the bird is ~~dying~~ singing a song and at last the bird is beating the wings and the bird is dying. So the Nightingale Sacrifice.



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# POSTER



- 10. X
- 11. Educational
- 12. Accidentally X
- 13. Homeless
- 2. Woolen



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# SCORING KEY CUM SAMPLE ANSWER SHEET

No.	Content	Sample Answers	Marks	Time
(I)	Prose Comprehension	1. Nightingale is the speaker of the following lines.	1	5 min
		2. Heart of a bird is not more valuable than a man's heart	1	
		3. Life is very dear to the nightingale & death is too much a price to pay for a red rose.	1	
		4. Life and heart of a man is more precious than the heart of a nightingale.	2	
(II)	Poem Comprehension	5. The poetess, Nalini Sharma is the speaker.	1	4 min
		6. "Wet clothes clung to my body like an infant."	1	
		7. Trees bathed in the rain, earth was scented in the glory of the rain.	1	



(iii) Textual Questions	<p>8.(a) Weary poet - tired - rain soothes - earth scented - dampened gloomy - trees rejoiced</p> <p>8.(b) Man's heart more important than the nightingale - life is more pleasurable - death is a great price to pay for a red rose.</p>	3	15 min
(iv) Discourse Writing	<p>9.(a) National Reading Day - To read or not to read - caption - pictorial representation - taglines - catchy quotes</p> <p>9.(b) Explain your achievement - format - salutation - 'To' address - closing - name - signature.</p>	4	17 min
(v) Language / Grammatical Elements.	<p>10)(a) Historical</p> <p>11) Educational</p> <p>12) Accidental</p> <p>13) (a) Homeless</p> <p>13) (b) Woolen</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	4 min



## QUESTION WISE ANALYSIS

S. No	Content	Curricular Objectives	Form of Questions	Difficulty level	Score	Time
(1)	Prose comprehension	1a, 1b, 1c	Very short answer	Easy	1	5 min
		1a, 1b, 1c	Very short answer	Easy	1	
		1a, 1b, 1c, 1d	Short answer	Average	1	
		1a, 1b, 1c	Short answer	Average	2	
(2)	Poem Comprehension	2a, 2b	Very short answer	Easy	1	4 min
		2a, 2b, 2c	Very short answer	Easy	1	
		2a, 2b	Short answer	Average	1	
(3)	Textual Questions	3a, 3b	Long answer	Average	3	15 min
(4)	Discourse Writing	4a, 4b, 4c	Long answer	Average	4	17 min
(5)	Language / Grammatical Elements	5a, 5b	Very short answer	Easy	1	4 min
		5a, 5b	Very short answer	Difficult	1	
		5a, 5b	Very short answer	Difficult	1	
		5a, 5b	Very short answer	Difficult	1	
		5a, 5b	Very short answer	Difficult	1	



# SCORE LIST

SNb	Name of the Students	(20) Achievement Test	Project(s)	Total (25)	Percentage
1.	Abhinandh. K.S	7	3	10	40%.
2.	Abhinav J. Nair	16	4	20	80%.
3.	Abhicam Sathceesh	16	3	19	76%.
4.	Ashlin Paul	5	3	8	32%.
5.	Athul Keishna	5	3	8	32%.
6.	Basil Eldho	5	3	8	32%.
7.	Binsil Baby	13	3	16	64%.
8.	Ebrahim Dadusha	13	4	17	68%.
9.	Faiz Salim	7	3	10	40%.
10.	Hari Shankar	8	3	11	44%.
11.	Juan Paul Anil	13	5	18	72%.
12.	Kashinath. S	8	3	11	44%.
13.	Kevin John	13	5	18	72%.
14.	Keishnajith Lajju	12	5	17	68%.
15.	Muhammed Aman	10	3	13	52%.
16.	Muhammed Basith	13	5	18	72%.
17.	Muhammed Mahin	13	5	18	72%.
18.	Nakul Manoj	8	3	11	44%.
19.	Navneet P.V	13	5	18	72%.
20.	Vijay Shankar	5	3	8	32%.
21.	Vivekanand	4	3	7	28%.
22.	Ananjana A.A	15	5	20	80%.
23.	Ashlami Steelumar	16	5	21	84%.
24.	Emina Anr	8	3	11	44%.
25.	Fathana. M.A	10	5	15	60%.
26.	Fidha Fatluma	16	5	21	84%.
27.	Lalshmi Sajesh.	11	5	16	64%.



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28.	Liya Anesh	13	5	18	72.1.
29.	Salwa Sudheer	17	5	22	88.1.
30.	Sivapriya Davi	13	5	18	72.1.
31.	Sulfath Shajahan	4	3	7	28.1.



# STATISTICAL ANALYSIS



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A handwritten signature in green ink, appearing to be 'M. C. E.', written in a cursive style.

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## RAW DATA

Number of students = 38

Number of students attended the exam = 31

10	20	19	8	8	8	16
17	10	11	18	11	18	17
13	18	18	11	18	8	7
20	21	11	15	21	16	18
22	18	7				



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## GROUPED DATA

Class Interval	Tally Mark	Frequency
0-5	Nil	0
5-10		8
10-15		6
15-20		14
20-25		3
		N = 31



  
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## MEASURES OF CENTRAL TENDENCY

### 1) ARITHMETIC MEAN

Class Interval (score)	Frequency ( $f_i$ )	Mid value of the score ( $x_i$ )	$f_i x_i$
0-5	0	2.5	0
5-10	8	7.5	60
10-15	6	12.5	75
15-20	14	17.5	245
20-25	3	22.5	67.5
$N=31$			$\Sigma f_i x_i = 447.5$

$$\begin{aligned}\bar{x} &= \frac{\sum_{i=1}^n f_i x_i}{N} \\ &= \frac{447.5}{31} \\ &= \underline{\underline{15.00}}\end{aligned}$$



## 2) MEDIAN

Class Interval (score)	Frequency (f)	Less than cumulative frequency
0 - 5	0	0
5 - 10	8	8
10 - 15	6	14
15 - 20	14	28
20 - 25	3	31
N = 31		

$$\text{Median (M)} = l + \frac{(N/2 - m) \times C}{f}$$

Here,

$l$  = lower limit of the class interval

$N$  = sum of frequencies

$m$  = Cumulative frequency just before the median class

$C$  = class intervals

$f$  = Frequency of the median class.

So,

$$l = 15$$

$$N = 31$$

$$m = 14$$

$$C = 5$$

$$f = 14$$



$$\begin{aligned}
 M &= 15 + \frac{\left(\frac{31}{2} - 14\right) \times 5}{14} \\
 &= 15 + \frac{(15.5 - 14) \times 5}{14} \\
 &= 15 + \frac{2 \times 5}{14} \\
 &= 15 + \frac{10}{14} \\
 &= 15 + 0.71 \\
 &= \underline{\underline{15.71}}
 \end{aligned}$$

✓



3) MODE

$$\text{Mode} = 3 \text{ Median} - 2 \text{ Mean}$$

$$= 3 [15.71] - 2 [15]$$

$$= 45 - 30$$


$$= \underline{\underline{15.00}}$$

$$\text{Mean} = \underline{\underline{15.00}}$$

$$\text{Median} = \underline{\underline{15.71}}$$

$$\text{Mode} = \underline{\underline{15.00}}$$



  
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# GRAPHICAL

# REPRESENTATION



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# HISTOGRAM

Class Interval	Frequency
0-5	0
5-10	8
10-15	6
15-20	14
20-25	3



  
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# HISTOGRAM

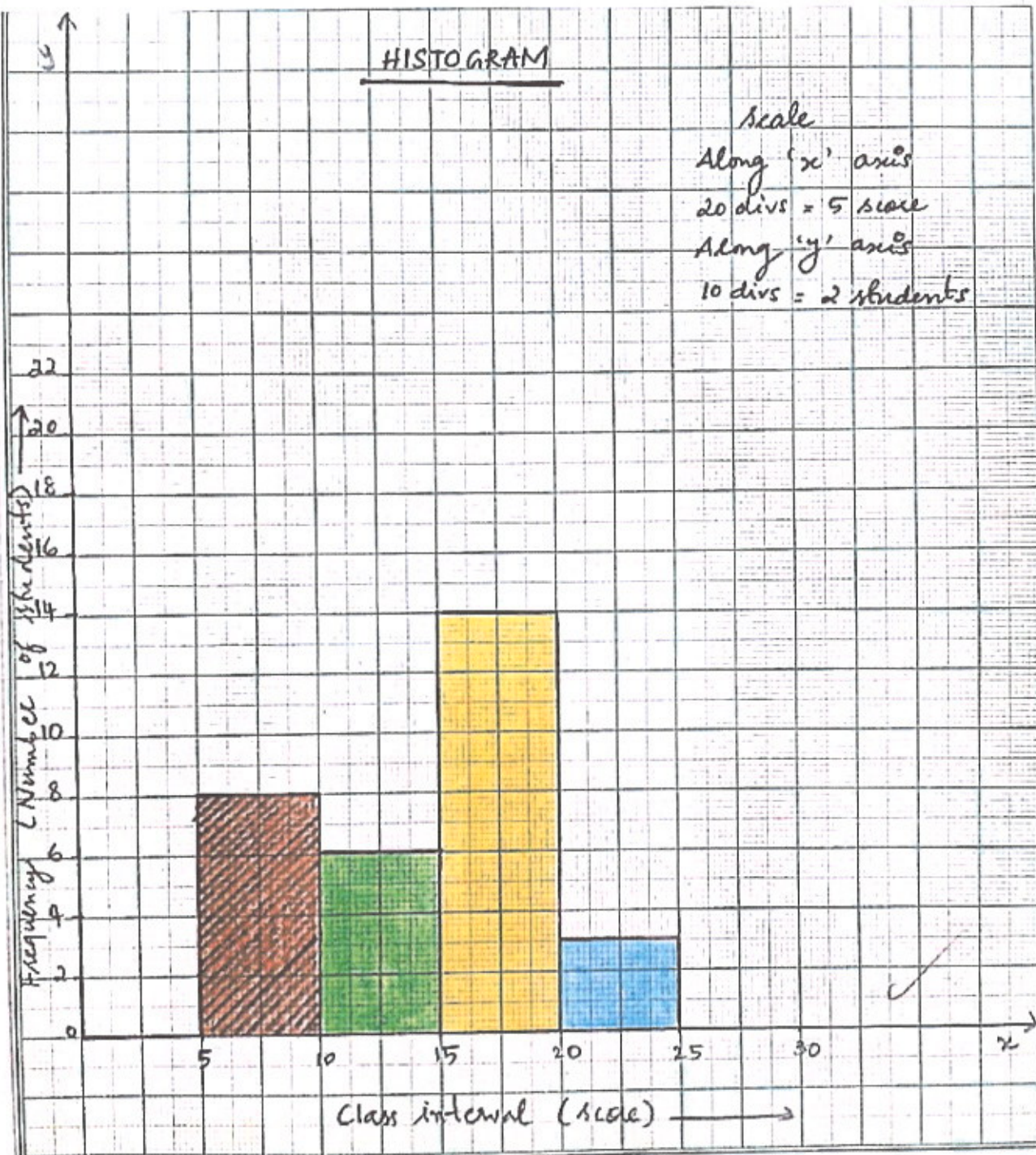
Scale

Along 'x' axis

20 divs = 5 score

Along 'y' axis

10 divs = 2 students



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# FREQUENCY POLYGON

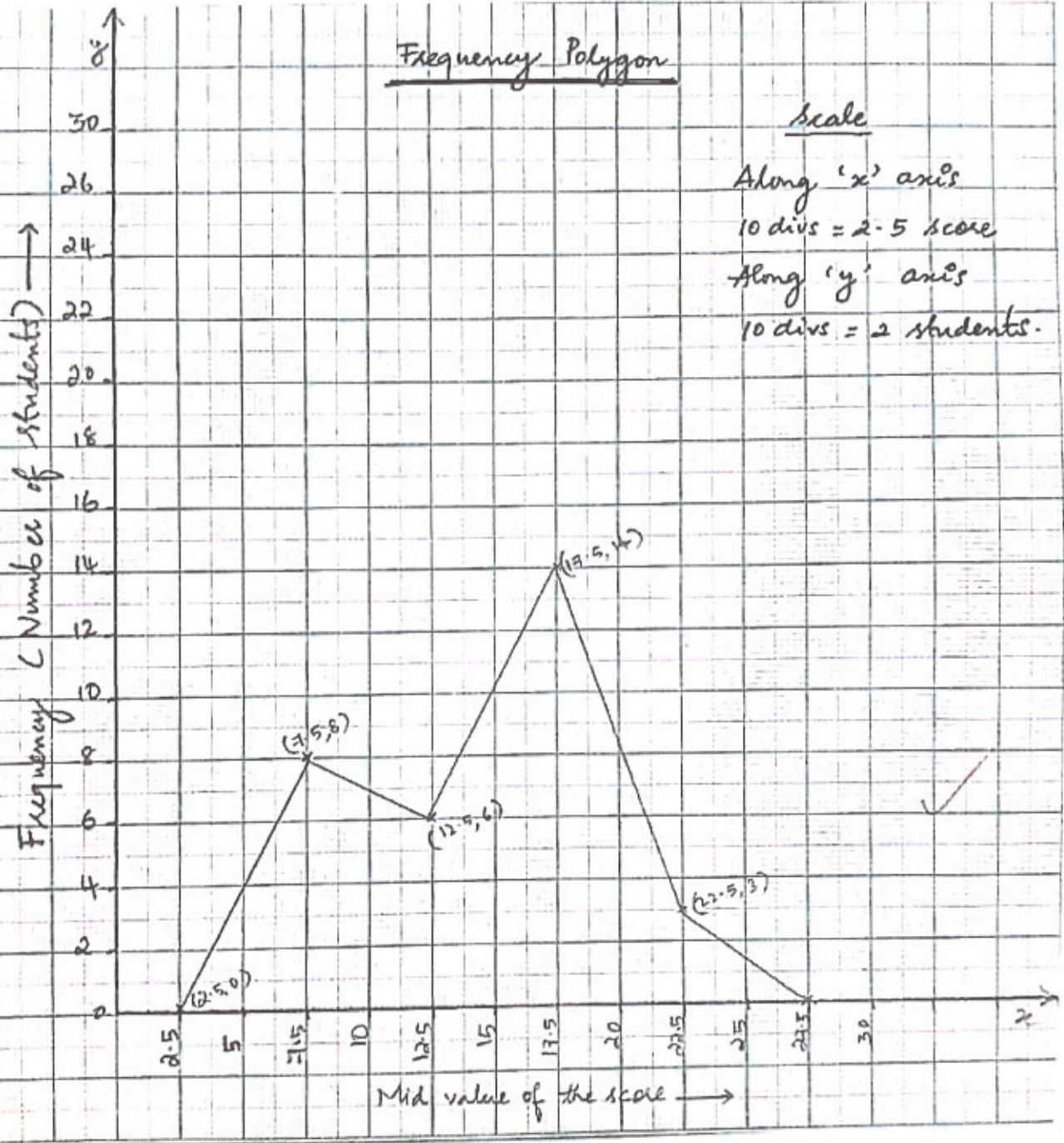
class interval	Mid value of class interval	Frequency
0-5	2.5	0
5-10	7.5	8
10-15	12.5	6
15-20	17.5	14
20-25	22.5	3
25-30	27.5	0



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# Frequency Polygon



## Scale

Along 'x' axis

10 divs = 2.5 score

Along 'y' axis

10 divs = 2 students.



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## Summary of the result of the achievement test

Number of students who attended the test	= 31
Number of students who passed the test	= 25
Number of students who scored above 90%.	= 0
Number of students who scored between 80% & 90%.	= 5
Number of students who scored between 70% & 80%.	= 8
Number of students who scored between 60% & 70%.	= 5
Number of students who scored between 50% & 60%.	= 1
Number of students who scored between 40% & 50%.	= 6
Number of students who scored below 40%.	= 6

✓  
31/6/23



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## DIAGNOSTIC TEST

Diagnostic assessments (also known as pre-assessments) provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity and also diagnose students' strengths and areas of need. These tests provide a baseline for understanding how much learning has taken place after the learning activity is completed. Instructors usually build concepts sequentially throughout a course. A diagnostic pre-assessment provides an opportunity to determine if students remember the concepts they need. If some students don't remember important concepts, then a refresher will make the current activity more meaningful and improve learning outcomes for students.

Educators may facilitate diagnostic assessments to gauge proficiency or comprehension levels before beginning a new learning unit. The purpose of diagnostic assessments is to help identify learning gaps and provide insights into comprehension that can be addressed in future instruction. Diagnostic tests are designed to measure students' strengths, weaknesses, knowledge level and skill sets. These assessments allow the instructor to adjust the curriculum to meet the needs of current - and future - students. Hence, these tests are used to gauge where students currently stand, that is intellectually, emotionally and ideologically.

### Steps of Diagnostic Test

- Purposeful planning
- Analysis of the learning material concerned
- Writing of test items



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- Division of items into small sections
- Provision of clear instructions.

### Diagnostic Test

S. No	Name of the Pupil	QUESTIONS												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1.	Abhinandh. K.S.	✓	✓	X	O	✓	✓	✓	P	P	X	X	X	O
2.	Abinav J. Nair	✓	✓	✓	P	✓	✓	✓	P	P	✓	✓	✓	✓
3.	Abhiram Satheesh	✓	✓	X	X	✓	✓	✓	X	P	X	O	X	O
4.	Ashlin Paul	✓	✓	O	X	✓	✓	✓	O	X	X	X	X	X
5.	Attul Krishna	✓	✓	O	O	✓	X	✓	O	O	✓	X	X	O
6.	Basil Eldho	P	✓	X	X	✓	✓	X	X	✓	X	X	X	X
7.	Binsid Baby	✓	✓	X	X	X	X	X	✓	O	O	O	O	O
8.	Ebrahim Badusha	P	✓	P	✓	✓	✓	P	P	P	X	X	X	✓
9.	Faris Salim	✓	✓	X	X	✓	✓	✓	O	P	X	X	X	X
10.	Harishankar	✓	✓	P	X	✓	X	✓	O	O	✓	X	X	P
11.	Juan Paul Anil	X	✓	P	X	✓	✓	✓	O	P	✓	✓	✓	✓
12.	Kashinath . S.	P	✓	P	X	X	✓	✓	X	P	X	X	X	X
13.	Kevin John	✓	✓	P	X	X	✓	P	P	P	✓	✓	✓	✓
14.	Krishnajiith Lajju	X	✓	✓	O	X	✓	✓	O	P	✓	✓	✓	✓
15.	Muhammed Aman	✓	✓	P	✓	X	✓	✓	P	O	✓	X	X	✓
16.	Muhammed Basith	✓	✓	O	✓	✓	✓	✓	P	P	✓	X	X	✓
17.	Muhammed Mahin	✓	✓	X	✓	X	✓	✓	P	P	✓	X	X	✓
18.	Nakul Manoj	✓	✓	O	O	✓	X	O	P	P	X	X	X	✓



19.	Navneet P.V.	✓	✓	P	O	✓	✓	✓	O	P	✓	✓	✓	✓
20.	Vijay Shankar	✓	✓	P	O	O	✓	✓	O	O	X	X	X	X
21.	Vivekanand	P	✓	O	O	✓	✓	X	O	O	X	X	X	X
22.	Ananjana A.A.	✓	✓	✓	✓	✓	✓	✓	P	P	X	X	X	✓
23.	Ashlami Sreeluma	✓	✓	P	✓	✓	✓	P	P	P	✓	X	X	X
24.	Emina Ann	✓	✓	P	✓	✓	✓	X	P	O	X	X	X	X
25.	Fahana M.A	✓	X	P	X	✓	✓	✓	P	P	X	X	X	✓
26.	Fidha Fathima	✓	✓	✓	✓	✓	✓	✓	P	P	X	✓	X	✓
27.	Lalshmi Sajesh	✓	✓	O	X	✓	✓	O	P	P	✓	X	X	✓
28.	Liya Anesh	✓	✓	X	O	✓	✓	✓	P	P	X	✓	X	✓
29.	Salwa Sudheer	✓	✓	✓	P	✓	✓	✓	P	P	✓	✓	✓	✓
30.	Sivapriya Devi	✓	✓	P	P	✓	✓	O	P	P	✓	X	X	✓
31.	Sulfath Shajahan	✓	✓	X	X	✓	✓	X	X	O	X	X	X	X

Correct answers

✓

Wrong answers

X

Partially correct answers

P

Omission

O



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## CONSOLIDATION OF RESPONSES

	Question Numbers												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Number of correct responses	25	30	5	8	24	27	20	1	1	14	8	6	17
Number of wrong responses	2	1	8	12	6	4	5	4	1	16	21	24	9
Number of partially correct responses	4	0	12	3	0	0	3	17	21	0	0	0	1
Number of omissions	0	0	6	8	1	0	3	9	8	1	2	1	4

## REMEDIAL MEASURES

Remedial teaching is the teaching or instructional work carried out to provide remedial measures to help the pupils to get rid of their common or specific weaknesses. Thus, depending upon the general or specific nature of the weaknesses or learning difficulties of the pupils, one has to take appropriate steps for the organization of remedial teaching for the needy pupils. Remedial teachers should design teaching activities and adopt various teaching methods to help pupils develop their potential and remove the obstacles in learning.

During the achievement test most of the students (24/31) got the answer wrong for the question related to prefix and suffix. The question demanded the students to add appropriate prefix/suffix to the given word to fill in the blanks. The achievement test was conducted for the students of class VIII and the chapters, 'First Showers,' a poem by Natini Sharma and the short story 'The Nightingale and the Rose' by Oscar Wilde from the unit titled, 'Flowers and Showers.' During this test it was



identified that the students had a difficulty with the prefix-suffix section. To solve this problem, proper guidance related to suffix-prefix was given to them. They were taught the right way to combine prefixes and suffixes with the root words. Hence, they were given ample practice questions to get acquainted with the concept of prefix-suffix.



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## TEACHING MANUAL

Name of the Teacher : Meera John  
Name of the School : Ebenezer HSS, Vettoor  
Subject : English  
Standard : VIII  
Strength : 38  
Duration : 40 minutes

Remedial Teaching

Correcting the errors  
using appropriate  
prefixes or suffixes.

### Ideational Content

The best way to get acquainted with prefix-suffix is to go through a passage and identify the prefixes/suffixes added to the root words in the given passage.

### Synthetic Content

Edit and add appropriate prefix/suffix to the given words in the extract.

### Learning Outcomes

The learner is able to:

- identify and distinguish different prefixes & suffixes.
- identify the wrong usages of such affixes in the given extract.
- get familiar with the effect of prefix/suffix in a word and its meaning
- identify the impact of a prefix/suffix in the size, degree, limit or extent of a word.
- identify how affixes denote time or sequence.

### Pre-requisites.

The learner is:

- familiar with the idea of affixation
- familiar with the different affixes.

### Learning Strategies

Individual work and group work.



## Learning Aids.

ICT and Blackboard

### PROCESS

### RESPONSE

#### (I) Presentation of Examples

- 1) His pilgrimage to Mecca gave him immense pleasure.
- 2) The argument won a momentous applause.
- 3) The accidental discovery of radium has led to great advancement in the field of medicine.
- 4) His references were sarcastic.
- 5) Ramon is an expert in radiology.
- 6) Anu did all the payment.
- 7) He made a historical speech.
- 8) They had high expectation about their son.
- 9) Raghav is a quarrelsome guy.
- 10) The judgement was in favour of the accused.

Pupils listened carefully to all the examples.

#### (II) Analysis of Examples.

The teacher asks the pupils to analyse the method of affixing prefix/suffix to the root word and asked them to identify the method of meaning change that happen to the root words.

Pupils analysed the examples carefully and observed the way of using prefixes/suffixes to the root word.



### (III) Generalisation.

The teacher asks the pupils to write some words by adding prefixes and suffixes on the blackboard. The teacher then asks the students to identify prefixes / suffixes from the words given by the teacher.

Pupils wrote some words like 'problematic', 'insanity' on the blackboard and identified the affixes from the examples given by the teacher.

### (IV) The Rules.

The teacher asks the students to present the rules of using prefixes & suffixes along with root words in the form of a chart.

Pupils presented the rules of using prefixes & suffixes in a chart.

### (V) Verification of the rules.

The teacher presents some more examples for the pupils.

- o This place has a meditative (meditate) atmosphere.
- o Tharun is so judgemental (judge)
- o They had very high expectation (expect) about their new car.
- o In his boyhood (boy) he was a terror.
- o I bought a wooden (wood) chair yesterday.

Pupils gave appropriate responses to the questions and clarified their problem area.

### Practice.

The teacher gives some sentences and asks the pupils to fill in the blanks with appropriate words with prefixes / suffixes.

The pupils gave correct responses to the questions.



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- 1) Vacuum \_\_\_\_\_ (spoil) the party.
- 2) The King wanted to \_\_\_\_\_ (fight) the city against the enemies
- 3) It was a \_\_\_\_\_ (product) day.
- 4) Shyam is a \_\_\_\_\_ (physics) by profession.
- 5) My mom is my favourite \_\_\_\_\_ (advice)

### Follow up Activity

The teacher asks the pupils to identify the patterns of forming compound words.



**Observation modes for individual and group activities**



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# MICROTEACHING



  
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## MICROTEACHING MANUAL-1

### GENERAL INFORMATION

Name of student teacher: Sarath Sasi

Topic : Ecological  
Interaction

Std : VIII

No. of students : 10

date : 25/11/21

Duration : 8-195

Name of Supervisor : Ms. Anupriya  
Rajan

### Skills of Stimulus Variations.

Component and subcomponents of the skill

- Gestures.
- Teacher's Movement.
- Change in Speech pattern.
- change in interaction style.
- Focusing.
- Pausing
- Shifting sensory focus.



  
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TEACHER ACTIVITY	PUPIL RESPONSE	COMPONENT OF SKILL
<p>Good morning Students            Hope you are doing well            what is this the desk and bench are not correct please            Orderly arrange it properly?</p>	<p>good morning Sir.            yes sir.            yes</p>	<p>gusturic            change in interaction style</p>
<p>Good, Can anyone tell the bench and desk are living or non living things            Correct yes, then what is living things</p>	<p>yes - non living            Answer - living things</p>	<p>Teacher movement</p>
<p>Very good, we live in the mid of every living and non living thing we interact with its surrounding what is its Means?</p>	<p>Ecology</p>	<p>Teacher movement</p>



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Yes Ecology - where part of Environment were living and non-living things interact with each other and with respects to the surroundings

Ecological Interaction (B.B)

Well, today we shall study about Ecological Interactions and its types.

ok, Basically the Ecological Interaction can be divided into two types any ideas?

Yes, It is positive interactions and Negative Interactions. Can you repeat? with me.

What is Positive Interactions  
The interaction in which both the Organism get benefits.

Ecological Interaction

Yes / No

Yes/No

Yes/No  
Negative & Positive Interactions

Change in speech pattern  
Teacher movement  
Focusing

Teacher movement  
Change in Speech pattern



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Is it clear	Yes/No	
now tell what is Negative interactions ?	Yes/No	Teacher movement
Goal, If some Organism get harm or not benefit It is negative interaction Is it clear students ?	Yes/No	Pausing
ok, now there are different type of interactions Occurs in Ecology do you have any idea!	No six	
Yes, They are i) Predation ii) Parasitism iii) Competition iv) Mutualism v) Commensalism	Predation Parasitism Competition Mutualism Commensalism	Focusing Teacher movement Change in Speech Pattern
The five, repeat with me,		



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OK, here mutualism & commensalism are a type of positive interaction  
what is positive interaction?

Good, then Predation, Parasitism and Competition are negative interaction. I mentioned about negative interaction earlier? what is its

Is it clear any doubts

OK students lets look the interaction in detail

D Mutualism : Have you ever heard of mutualism and the mutualism is. Both organisms getting benefit from the interaction  
eg : cow and crow

Both organisms getting benefit from the interaction.

Yes/No.

Ans - Negative Interaction  
Both get harmful / one get neither any benefit

No sir.

Yes/No

Yes for cow - crow cleaning the body  
for crow - Purpose of food

shifting sensory focus

Teacher movement-

Focusing  
Change in speech pattern



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Good ; Next is commensalism, mangrove and Vanda have you ever heard of it?

These relation is called commensalism One getting benefit and other neither benefit or harm repeat with me!

ok! students any doubts from this two type positive interaction

Move to negative interaction which are they

Good, 1<sup>st</sup> Predation. Here One Organism get harmful other get benefit. Prey.

Yes/No

One Organism getting benefit other neither harm nor benefits.

Teacher movement-  
Pausing  
shifting sensory focus

Yes/No

Predation, Parasitism and Competition

change in interaction style



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<p>Become the food of Predator eg: Lion and deer</p> <p>Is it clear, any one repeats the interaction.</p>	<p>Yes/No</p> <p>Predation - lion eat deer lion get benefit (food) deer harmful / death</p>	<p>Teacher movement Pausing</p>
<p>Any doubt</p> <p>ok next Parasitism, mango tree and Ixanthus here one harmed and other benefited</p>	<p>No</p> <p>Yes/No</p>	
<p>How?</p> <p>Anyone heard about it?</p> <p>Here Ixanthus is Parasite (depends on host (Mango) for nutrients if any another example for Parasitism</p> <p>If any another example for Parasitism</p> <p>Move to last interaction called Competition here Both the Organism get harm.</p>	<p>Yes - humans and leech</p>	<p>change in speech pattern shifting sensory focus</p>



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One beneficial to one who win

eg: paddy and weed

If weed grow it distroy Paddy

How? any one explain?

Good, Is it clear students?

ok today we discussed about ecological interaction positive & negative interaction and its type anyone repeats the type for all

Predation, Parasitism  
Competition, mutualism  
Commensalism

change in speech  
Pattern

Very good, It is important and I will ask questions for tomorrow ok

Pausing  
Change in interaction  
style

Thanky students

Thankyou sir



  
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OBSERVATION SCHEDULE - QUALITATIVE

Sl No	Components of the skill	Excellent	Very Good	Good	Average	Poor	Total
1	Gestures						
2	Teacher Movement						
3	Change in Speech Pattern						
4	Change in interaction style						
5	Focusing						
6	Pausing						
7	Shifting Sensory focus						

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10/10/20



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SKILLS OF STIMULUS VARIATION

OBSERVATION SCHEDULE - QUANTITATIVE

Sl NO	Components of Skill	1	2	3	4	5	6	7	8	9	10	Total
1.	gesture's	✓					✓			✓		
2.	Teacher moment		✓	✓	✓	✓	✓	✓	✓	✓	✓	
3.	change in speech pattern	✓	✓		✓	✓	✓	✓				
4.	change in interaction style					✓		✓			✓	
5.	Focusing		✓				✓	✓	✓			
6.	Pausing	✓			✓			✓	✓			
7.	shifting sensory focus.		✓	✓	✓							



  
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# INTRODUCTION

Peer evaluation is a process of collegial feedback on quality of teaching. It is a purposeful process of gathering information and evidence about the effectiveness of teaching processes and the educational environment with the view to subjecting it to constructive critical scrutiny.

Peer evaluation is the evaluation of work by one or more people of similar competence to the procedure of the work. It constitutes the form of self regulation by qualified members of a profession within the relevant field.

The purpose of an evaluation will influence the process output and outcomes from it. Evaluation for improvement requires feedback of good quality, such information sufficiently detailed and focused to enable the participants to benefit from it. Peer evaluation should set the basis for all other forms of evaluation and an integral part of professional reflective practice.



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## NEED AND IMPORTANCE

Peer evaluation is one of the numerous ways of evaluating teaching. Good teaching practice can be achieved through peer evaluation. It is a key influence on student learning. Key considerations in shaping good teaching practice include,

- \* Encourage good communication between teacher and learner
- \* Encouraging interaction among learners
- \* Providing active participation opportunities
- \* Timely and appropriate response and feedback.
- \* Motivating learning by communications by expectations.

Peers are a useful source of information about the whole learning and teaching cycle from curriculum design and development through planning, preparation, teaching, learning and instructions to critical review to improve and enhance teaching.

Peers are able to comment on:

- \* philosophy and approach to teaching
- \* Presentation skills.



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- \* Group work and facilitation skills
- \* assessment methods
- \* aims, objectives and content

## TOOLS USED FOR PEER EVALUATION

In educational evaluation, tool is defined as an instrument to collect evidences for achievement. In peer evaluation, tool is used for evaluating the criterias that the colleagues of similar competence used for teaching. Here we need used the tool, RATING SCALE for the process of collegial feedback on quality of teaching.

Here we used a four point rating scale in which we evaluate the rate of establishing the effectiveness in teaching. If one proceeds like an extraordinary or which is unexpectable then we will rate as 'good'; If it needs a bit of improvement but it is 'good' means the rate of 'above average'; For a person with the required and adequate quality will rate as 'average' and also if it does not give any development in students it will rate as 'needs improvement'.

To evaluate the competency of peer for establishing effectiveness in teaching



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we consider 10 major criterias to be assessed. and also each of these 10 criterias has sub components which are essential to provide a better feedback to peers.

### 1. Subject Competency

A teacher should be much competent to teach children. Especially in mathematics it is very essential to have enough resourcefulness like indepth knowledge of the content, ability to give additional informations and clarifications of doubts etc. The ability of consolidations, sequential arrangement of content and linking with life situations are also under the criteria of subject competency.

### 2. Communication

The teacher pupil relation has a bridge between them which is the communication. An effective communication needs stimulus variation, fluency of language, voice modulation, audibility etc. There are some important factors to be under consideration when we evaluate the process of teaching by means of communication.



  
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### 3. Instructional Strategies

Each of us are different in our ways of establishing an idea. The experiential learning will be more effective than normal learning that means the use of different strategies to inculcate the knowledge in students should consider on evaluating teaching of peers. Innovation, interaction, progress of lesson and originality are the components which measure here.

### 4. Use of Learning Materials

For establishing activity based learning, use of learning material plays an important role. The materials using should have qualities like novelty and variety, effectiveness etc and also the person who uses it should have a skill to handle it.

### 5. Class Management

A class becomes active when a teacher has an ability to manage the time, classroom climate etc. and also the capability to ensure the active participation of students and provision for guided activities will make a pleasant mood in a classroom. So, these abilities are considered here.



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## 6. Grouping Strategies

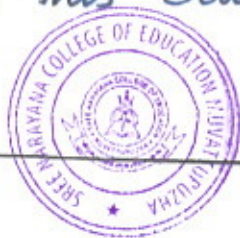
For an effective class, appropriate grouping of the students is necessary. Pupils working as team, will enhance better learning situation and understanding of the concept. Different group work helps the students to get a deeper understanding of the concept. We consider the grouping techniques effectiveness, development of social skills and realization of objectives under this criteria.


## 7. Scaffolding

By providing prompting, cues, tasks and explanation teacher can make the development in the knowledge level of the child. So we should assess the ability for scaffolding.

## 8. Motivation

For getting better effectiveness in teaching or learning, the motivation plays a very important role. The different ways to establish motivation like use of reinforcement, attempt to develop interest in the student, encouragement of student participation and individual assistance are considered under this criteria.



  
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## 9. Pupil Participation

To inculcate the knowledge in students, they should participate in all activities which takes place in the class. A teacher should ensure that h/she should provides such an accessibility. The sub components of this criteria are pupil activity, pupil sharing, exhibit of artifacts and pupils reflection.

## 10. Teacher

A teacher is not only a person who has knowledge of the content, but also h/she should act as a friend, guide, motivator to the students. The appearance, movements, teacher-pupil relationship, teacher as a facilitator are the sub components of this category. For an effective class, the role of the teacher is very important.



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## ANALYSIS AND INTERPRETATION

As a part of two year B Ed curriculum we had a practical work of EDU 302.2 Pedagogic, which is Peer evaluation of classes @ 2. For this, I observed the classes of two of my peers; Deepa Shaji (Mathematics) and Aji's George (Physical Science). The classes of my peers held on 16<sup>th</sup> and 17<sup>th</sup> november 2022.

Both of my peers took the class in a good manner and by observing their classes I was able to learn many things. The classes enable me to understand and analyze the changes that I have to during my teaching session. The class was evaluated on the basis of a four point rating scale, which include a set of 10 criterias and its sub components.

After observing the class, I used to provide feedback to my peers. and a detailed peer evaluation report was prepared on the basis of class observation.



  
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# PEER EVALUATION REPORT-1

Name of the teacher : Deepa Shaji

Name of the school : St. Mary's High School  
Pothanicaud.

Class : IX

Subject : Mathematics

Topic : Circle measures -  
Angle and Area.

Date : 16-11-2022

Time : 10.45 am - 11.30 am

The topic selected by Deepa Shaji was 'Angle and Area' of the chapter 'Circle measure' of class IX. It deals with circles, its angles, area and sector of circle. This topic consist of ideas that,

- Central angle of a sector.
- Sector.
- Relation between central angle and sector.
- Formula for finding the central angle of sector :  $\pi r^2 \times \frac{x}{360^\circ}$



  
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# OBSERVATION REPORT

## 1 SUBJECT COMPETENCY

### (a) Resourcefulness

She was much resourceful about the topic that she dealt with. She collected all the available informations outside the textbook also to enhance the idea in students. That resourcefulness helped her to teach effectively with appropriate ways of communications. The performance was above average.

### (b) Ability for Consolidation

Deepa tried to consolidate the concept that she tried to convey. She had much ability to consolidate the idea that she wish to convey. The ability for consolidation was good.

### (c) Sequential Arrangement

She started the class by showing the model of a circle and explain the concept of sector, central angle and thus reached the concept of relation between sector and central angle thereby reach the formula of central angle. The ideas and concepts are well arranged and organized.



  
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### (d) Linking with real life situation

The introductory activity was like showing different fractions marked or cut out using ICT so that students would be able to understand the concept of more effectively. This helped students to relate the concept with their real life situation like a cut portion of a pizza etc. The component is graded as Above average.

## 2. COMMUNICATION

### (a) Stimulus variation

She had the ability to seek the attention of students throughout the class. She kept the attention drawing behaviours always in order to secure and sustain student's attention to what being taught. This component is graded above average.

### (b) Fluency of Language

The use of language is proper and effective. Deepa had enough fluency in language and this helped to convey the concept in a proper manner. The medium of language selected by Deepa is Malayalam, which also helped her to gain the attention of the pupil towards the topic. ✓



  
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### (c) Voice modulation

Voice modulation was very good, ups and down were very effective to seek the attention of students and to convey the important concepts. The effect of the voice modulation was clear.

### (d) Audibility

The teacher has enough sound. It was audible enough, as it is clear to the whole class. Audibility component is graded as Good.

## 3. INSTRUCTIONAL STRATEGIES

### (a) Innovation

The strategy adopted to identify and convey the concept of sector and central angle was effective and appropriate. But however I felt a missing of this creative and appropriate strategy while coming to the formula of central angle.

### (b) Interaction

The teacher pupil, pupil-teacher and pupil-pupil interaction during the class was very strong. The teacher maintain a warm interaction with the students and thereby enhance a pleasant classroom atmosphere.



  
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### (c) Progress of the lesson

The content was neatly arranged and organized. So that the teacher could absolutely progress the lesson in the right way. The students are also able progress according to the improvement of the lesson.

### (d) Originality

The classroom atmosphere has its own originality and warmth. The teacher tried to keep up the originality of the class through out the session.

## 4. USE OF LEARNING MATERIALS

### (a) Skillful handling

The teacher is able to handle the learning materials for activities in a good manner. Appropriate means of handling geometric instruments and ordinary classroom equipments was done by the teacher in a neatly systematic manner.

### (b) Novelty and Variety

I felt that it could be possible to a use a little more creative and innovative learning materials to establish the concept.

Thus this component is graded as  
Average.



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### (c) Effectiveness and Appropriateness

The materials used by the teacher was effective. It was simple but effective to the content. The materials selected were appropriate to the content.

### (d) Proper use of ICT

Use of ICT enabled the class more lively and active. But I felt that ICT can be used to present the subject matter in an interesting manner apt to the content.

## 5. CLASS MANAGEMENT

### (a) Time Management

The duration of the class was 45 minutes. The teacher is able to complete all the activities within the time without any lag. Systematic management of time was managed during the class.

### (b) Active participation of all members

The teacher ensured the maximum participation of all students. Group activities are provided in order to make the students more active in the class. Random questioning techniques were adopted by the teacher to ensure active participation of all the students ✓



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### (c) Guided Activity

Varieties of activities both group and individual were given to the students for an indepth understanding of the concept. The students actively participated and responded to all these activities.

### (d) Classroom Climate

Classroom was very cool and quite. The teacher was able to handle the class in a smooth and good manner.

## 6. GROUPING STRATEGIES

### (a) Grouping Techniques

The grouping technique strategy adopted by the teacher was good. The teacher adopted a bench wise grouping of the students. This enables the active participation of the students within the groups.

### (b) Effectiveness

The grouping strategies was really effective. When students work within a group, it helps to develop a mutal exchange or understanding of the concept.

### (c) Development of Social skills

Classroom as a group, helps to develop social skills like team spirit, common group goals etc. The grouping strategies



adopted by the teacher helps to inculcate such values among the students.

#### (d) Realization of objectives

The teacher has succeeded in grouping the class in order for the proper realization of the objectives. The grouping strategies were purely objective based.

### 7 SCAFFOLDING

#### (a) Prompting

She prompted the students in a positive manner. So that the students were free to convey their findings, ideas and their doubts. Prompting makes the students to construct their own knowledge.

#### (b) Giving cues

Even though the answer given by the students were incorrect, she gave appropriate cues to obtain the correct answer. The cues given by the teacher was simple and helps the students to obtain the right answer.

#### (c) Modifying Task

The class lacks modifying task. The teacher needs an improvement on providing appropriate modifying task. Although the teacher modified the task smoothly and beautifully.



  
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#### (d) Teacher explanation

The teacher explanation was good. The teacher explained the ideas wherever it is needed. The teacher also give the students the freedom to think individually and explain the concepts.

### 3 MOTIVATION

#### (a) Use of Reinforcement

The use of reinforcement was properly used in the class. She provided adequate reinforcement to the students. It helped the students to respond frequently.

#### (b) Attempts to develop interest in students

She tried to develop an interest among students by providing appropriate examples, creative learning materials. These factors helped to arouse curiosity among the learners.

#### (c) Encouragement of student participation

The teacher tried in all her best ways to ensure the maximum participation of the students. Use of proper reinforcement, cues leads to maximum student participation.

#### (d) Individual Assistance

Even if the class strength was high, the teacher tried to reach her focus on each



and every individual of the class. The teacher by her every action and words provides assistance to each and every students.

## 9 PUPIL PARTICIPATION

### (a) Pupil Activity

Pupil activity was good. Students gave apt responses whenever asked by the teacher. Active participation of students was there.

### (b) Pupil sharing

Students shared their ideas to the whole class. Teacher provided the opportunity and freedom to the students to share their ideas.

### (c) Exhibit of Artifacts

There was an exhibition of artifacts in the form of real life examples and other models made by the teacher. The performance was above average.

### (d) Pupils Reflection

Pupils reflection was good. Pupil gave correct responses in almost all the situations. The teacher provide necessary cues and hints to evoke a positive responses from the students.



  
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## 10 TEACHER

### (a) Appearance

The teacher appearance was perfect and apt for the class. She was dressed very well and neatly.

### (b) Movements

The teacher movements through the class was good. She succeeded in catching the attention of the students throughout the class by random movements. The movements were effective.

### (c) Teacher - pupil relationship

The teacher pupil relationship was good. A friendly relationship was maintained throughout the class. It helped the students to give their responses without any fear or hesitation due to the behaviour of the teacher.

### (d) Teacher as a facilitator

She performed well as a facilitator, throughout the class. The teacher gave full support to the students and prompted them well to give responses.



  
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## RATING SCALE TO ASSESS THE TEACHING COMPETENCY OF PEERS

Name of the student teacher **Deepa Shaji**

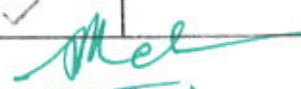
Class and division **IX A**

Subject **Mathematics**

Directions: this scale is meant for assessing the teaching competency of peers, please go through this and indicate your assessment by a tick mark in the appropriate Column against each item

No	ASPECT	COMPONENT	EVALUATION			
			Good	Above average	Average	Needs Improvement
1	Subject competency	a Resourcefulness ( in depth knowledge of the content, ability to give additional information, clarification of doubts)	✓			
		b Ability for consolidation		✓		
		c Sequential arrangement of the content	✓			
		d Linking with life situations.	✓			
2	Communication	a Stimulus Variation		✓		
		b Fluency of language	✓			
		c Voice modulation	✓			
		d Audibility	✓			
3	Instructional Strategies	a Innovation( appropriate, effective, creative)		✓		
		b Interaction(Teacher-pupil, Pupil-teacher, Pupil-Pupil)	✓			
		c Progress of lesson	✓			
		d Originality	✓			
4	Use of learning materials	a Skillful handling( Board, other A/V aids)		✓		
		b Novelty and variety	✓			
		c Effectiveness and appropriateness				
		d Proper use of ICT				✓



  
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5	Class Management	a	Time Management	✓			
		b	Active participation of all members	✓			
		c	Guided activity (Individual/ group)		✓		
		d	Classroom climate		✓		
6	Grouping Strategies	a	Grouping Techniques	✓			
		b	Effectiveness	✓			
		c	Development of social skills	✓			
		d	Realization of objectives		✓		
7	Scaffolding	a	Prompting	✓			
		b	Giving Cues	✓			
		c	Modifying task			✓	
		d	Teacher expiation	✓			
8	Motivation	a	Use of reinforcement	✓			
		b	Attempts to develop interest in the student		✓		
		c	Encouragement of student participation	✓			
		d	Individual assistance	✓			
9	Pupil Participation	a	Pupil activity	✓			
		b	Pupil sharing		✓		
		c	Exhibit of artifacts	✓			
		d	Pupils reflection	✓			
10	Teacher	a	Appearance		✓		
		b	Movements	✓			
		c	Teacher-Pupil Relationship	✓			
		d	Teacher as a facilitator	✓			

Name of the supervising student teacher: *Amala Abraham*

Optional subject *Mathematics*

Signature *Amala*



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## Performance tests



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# INTRODUCTION

ART

Art is a diverse range of human activities in creating visual, auditory or performing artifacts (art works), expressing the authors. Imaginative, conceptual ideas or technical skills, intended to be appreciated for their beauty or emotional power.

The creative arts often divided into more specific categories, typically along perpetually distinguishable categories such as media, genre, styles and forms. Art form refers to the elementary of art that are independent of its interpretation or significance. It covers the method of its art work adopted by artist and the physical composition of the art works, primarily non semantic aspects of the works. Such as contour, dimensions, medium, space, texture and values.

Art can not be sense of trained ability or mastery of medium. Art can be defined as an act of expressing feelings, thoughts and observations.



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# MUSIC

Music is an art form and cultural activity whose medium is sound and silence. The common elements of music are pitch, rhythm, dynamics and style. A type of music may emphasise one or more of these elements. Music is performed with a vast range of instrumental pieces, solely vocal pieces and pieces that combine singing and those are closely instrumental pieces.

In its most general form, the activities describing music as an art form include the production of works of music. Music is composed and performed for many purposes ranging from aesthetic or as an entertainment product for market place.

Music has many different fundamentals depending on the definition of elements being used. The criteria should be strictly followed for the proper evaluation of music. These are around nine criteria in music, which are sruthi, thalam, layam, Ragalaya shudhi, synchronisation, vikaram, ucharanam, presentation and overall impression.



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NO	CRITERIA	Total marks (100)
1.	Sruthi	20
2.	Thalam	20
3.	Layam (Bavam)	20
4.	Ragalaya shudhi	10
5.	Synchronisation	10
6.	Vikaram (Indulgence)	5
7.	Ucharanam	5
8.	Presentation	5
9.	Overall Impression	5

## DRAWING

Drawing, the art of producing images on a surface, usually paper by means of marks, usually of ink, graphite, chalk, crayons etc.. Drawing plays a big role in our cognitive development. It can help us to learn, to write and think creatively. develop hand-eye coordination, hone analytic skill and conceptualize ideas.

Evaluation criteria for drawing is as follows:



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Sl No:	Total Time : one hour	Total Marks (100)
1.	Theme - choosing with theme	20
2.	Composition	20
3.	Creativity - originality	20
4.	colours scheme - melt design elements.	20
5.	Neatness - finishing details.	20

## REPORT

As part of the two year B.Ed programme, we had to prepare criterias for evaluating different art forms as a practical of the course EDU 206.4 - Drama and Art in Education.

As part of my work, I searched about the details of arts and I chose music and drawing for my work. Each of the art form is evaluated on the basis of certain criteria. I did a detailed study on different art forms regarding the specific criteria for evaluation. Details was collected from different sources like books,



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websites and resource persons like books, websites and resources persons.

The Gal. forms are evaluated on the basis of time, costume, expressions, originality and so on. After doing the work, I understood the meaning and evaluation criteria for drawing and music. I was very enthusiastic to do this work because such works can enhance the aesthetic sense.

## Conclusion

Performances are typically open ended and therefore, teachers must use their judgement. When evaluating, the resulting product and performance by using a set of criteria aligned with targeted students outcomes. It is possible to consistently and defensibly make judgement based evaluation of students product and performance.

Criteria are guidance or rules for judging students response. Products or performance is essence, they describe what is most important in students work *of the* relation to identified learning goals.



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## Oral assessment



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A teacher has an important place not only in student life but also in every phase of life. They have all qualities which they distribute in their students. They know that not everyone has the same ability to receive, so as teacher observes all the abilities of each of their students and in the same way, they teach children. A teacher is a great listener of knowledge, prosperity, and light from which we can benefit greatly throughout our life.

#### INTERVIEW SCHEDULE

As a part of our two year BEd curriculum we were asked to do a practical to interview an eminent teacher and for that I chose to interview a teacher near to my place.

Name of the Teacher : Beena Paul  
Name of the School : Bethlehem Dayara High School  
Place : Njaralloor  
Date : 12<sup>th</sup> April 2023  
Time : 3:30 pm.



  
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## INTERVIEW

Question 1: Good afternoon ma'am, so shall we begin with our interview?

Answer: Yes, of course. I am ready.

Question 2: Most of the people around us had a different opinion about this profession. And still why did you choose this profession?

Answer: Since childhood I always wanted to help people and I was good at explaining difficult topics to my friends. This made me choose this as my profession. I was a great student during my childhood.

Question 3: So Ma'am you have how many years of teaching experience?

Answer: I have been working here since 1994, and I



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have 29 years of teaching experience.

Question 4 : How much do you want to know about your students in order to be most helpful to them?

Answer : I need to know a student's learning styles, passions and challenges. I should be able to administer my lessons using different strategies that suit the comprehension level of my students. It is definitely a tedious task, but only this method can be effective in my class.

Question 5 : Why do you want to work for this school?

Answer : I respect this school's belief in teaching. Their focus on academics, sports, arts, character, community and nature fit perfectly with my own philosophy. It's easier to teach well-rounded students. The best lesson plan in the world can't help a child who's struggling in all other areas of life.

Question 6 : How can you help your school and students?

Answer : I've talked to several of our teachers if heard



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about their challenges with classroom management. My own classroom management skills are highly developed. I used a mix of nonverbal cues, transition cues, timeouts and several other strategies. I believe I was effective and efficient in my role.

Question 7 : What do you find most frustrating about teaching?

Answer : I get very frustrated with bright kids who become overconfident and don't apply themselves. There's nothing sadder than wasted potential. Also, messed up, untidy classroom environment also made me frustrated occasionally.

Question 8 : How would you get your classroom ready for a new student as an experienced teacher?

Answer : I want my classroom to be welcoming and nurturing. I also make the ground rules obvious. Engaging charts, activities, and other visual aids help create a sense of excitement in children. So, these are my strategies.



Question 9 : How do you evaluate your students?

Answer : I evaluate students with formal & informal methods, including quizzes and tests. By working close to the students, <sup>has</sup> helped me a lot to uncover their undiagnosed problems. And mostly I try not to intimidate my students in front of their peers.

Question 10 : What's your biggest weakness as a teacher?

Answer : For me it's my temper. I am short-tempered and this has affected my classroom environment at times.

Question 11 : What is your teaching style?

Answer : I believe when students are challenged with realistic goals and given the support they need not to just get the answers right but to be able to use those lessons to solve future problems on their own, everyone comes out on top. I think, that as a teacher, it's my job to support my students through the lesson I give, but also through the various challenges they may face at school, and to partner



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with them as well as other support systems to help them feel motivated, comfortable & happy in the classroom.

Question 12: How would you handle a student you found difficult to teach?

Answer : For me, the first step is always to pull them aside and talk about their status & problem privately. I'll analyse my student's attitude and behaviour through this and then I'll try to work with them to come up with a solution.

Question 13: What is your greatest professional accomplishment?

Answer : For me the greatest accomplishment as a teacher is the love and respect from our students. The tearful goodbyes that they give to us once they leave the school. It makes me proud and happy to know that I was absolutely successful as a teacher and as a person.

Question 14 : What is your valuable suggestion to the budding teachers?



  
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Answer : I would definitely like to tell them to be compassionate to their students. The people sitting before you are not passive listeners rather they are active creators who are capable of many great things. Believe in them and their talents.

"Thank You Ma'am for your valuable time."

## REPORT

The two year B.Ed programme had prescribed the student teachers to conduct an interview with an eminent teacher. This is part of the paper EDU 404-1. For the same I got in touch with a teacher of Bethlehem Dayara High School, Njikalloor. She is Beena Paul, a teacher with 29 years of teaching experience. She was a totally different teacher with wider perspectives about life, and professionally sound. Her words helped me to inculcate new ideas about teaching-learning and throughout our conversation she was trying to prove that a teacher is always a persistent learner.

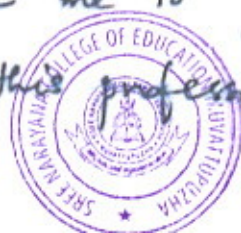


  
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Her words made it clear that, a teacher is never an authoritarian figure rather should be democratic in her deeds. The importance of time, actions and words were made clear by Beena Ma'am. She was a jovial person and it is evident that she is also a jovial teacher who is approachable to all of her students. She was thoroughly enjoying this profession as a teacher and her words say it all.

## CONCLUSION

The entire interview process had actually helped me to know more about this profession and how difficult it is this profession. It is never an easy task to teach students and grow along with them. It needs great effort from within. No job is easy and likewise, teaching is also tedious and needs both physical and emotional energy. But how we take this process matters a lot. The interview helped me to get a clear insight about the necessity of good teachers in our society. Moreover, it has also helped me to get a beautiful & wholesome image about this profession.



  
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Approved by the NCTE, Affiliated to Mahatma Gandhi University, Kottayam and  
accredited by the NAAC with grade B.

**EDU 404.5 Communicative English**

**Internal Test - Oral - March 2023**

**SCORE SHEET**

Name: *Ajith kumar*

Permanent Registration Number (PRN): *213240111909*

Sl. No.	Evaluation Criteria	Score
1.	Pronunciation	<i>B</i>
2.	Presentation of Idea	<i>A</i>
3.	Arrangement of Content	<i>B</i>
4.	Stress, Pause	<i>A</i>
5.	Voice Modulation	<i>A</i>
6.	Fluency	<i>B</i>

Remarks: *9/10*



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*[Signature]*  
01/03/23  
Professor/Lecturer



**Communicative English Oral Assessment image No.1**



**Communicative English Oral Assessment image No.2**



A handwritten signature in green ink, appearing to read "M. S. S.", written over a horizontal line.

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## Rating Scales



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## INTRODUCTION

Self-assessment provides students with an opportunity to self-evaluate, or make judgements about their learning process and products of learning, based on criteria that they have agreed on with their instructor. A self-assessment tool helps students judge their own abilities and performance, and become self-regulated learners. Self-assessment skills will help them in their professional careers after they graduate, by teaching them to regulate their own performance. As they learn, most students are already informally evaluating their own work and giving themselves feedback. For example, by proof-reading an assignment before handing it in, and making changes to improve it, students are assessing their work. Despite its importance in the learning process, self-assessment is not a skill that is explicitly taught in the classroom. However, by building self-assessment components more intentionally into the classroom, instructors can encourage and empower students to assess themselves more effectively.

Self-assessment can play a dual role for the student, to both assess the end product, or outcomes of their learning and also the process of learning. Here, the self-assessment procedure also helps to assess the effectiveness of teaching and the teacher can make necessary changes in his teaching strategies. Scope for improvement in the field of teaching is also an important objective of self-assessment. Self-assessment is definitely a way of encouraging children to evaluate and assess their own learning. It is similar to peer-assessment but instead of giving feedback to a partner, pupils give feedback to



themselves. The advantage of teaching children to self-assess their work is that they have to think about what they've done well and what they could do better next time. It's extremely important for children because it allows them to reflect on their own work in order to improve and develop it further. Self-assessment encourages pupils to reflect and look at where they went wrong in order to help them improve for the future. Not only that, it's a fantastic way to encourage children to improve their own efforts and empower them to take control of their own learning. Hence, self-assessment promotes learner autonomy and confidence.

#### NEED AND SIGNIFICANCE

Using self-assessment as an additional form of assessment for learning is a great way of promoting reflection and responsibility for learning. Get it right and self-assessment can help young people to develop into independent learners. There are several advantages of using self-assessment in our classroom. It helps us to check the understanding of our students. It helps the students to get an insight into their actual comprehension. It promotes independence; no matter what level, subject/topic, encourage pupils to identify improvements whilst recognizing what they've done well. Self-assessment consolidates learning hence this helps to remove misconceptions and demonstrate new learning. Self-assessment promotes evaluative skills. This is a higher order thinking skill which will help them make evaluative judgements. It will also increase engagement. By giving pupils ownership of their learning you're giving them the opportunity to become more engaged with their learning.





process. And by actively engaging with what's good/bad about a particular response pupils will have to think much deeper about the criteria used to assess them for that task. In doing so, this can help them to understand much better how to make progress in a specific area.

Self-assessment also plays an important role in teaching; how to teach and what to teach and what we can do to improve our teaching outcomes. It gives us an opportunity to reflect on our work, processes and teaching style. We get an opportunity to identify gaps in our knowledge, skill and achieve deeper understanding about the effectiveness of our teaching.

#### SELF ASSESSMENT TOOLS

A self-assessment tool is a test, method or activity that can help individuals gather information for self-evaluation. People often design these materials using psychological and sociological research on an individual's teaching / learning process. Individuals can take different tests at the same time to better understand themselves from several alternative perspectives. Equipping yourself with this information allows you to incorporate your learning into future situations, whether that be groups in classes, externships, internships, sports teams, future / current jobs, or social situations. Some most common self-assessment tools include checklist, rubrics, reflections, open-ended questions etc. help the teachers to analyse the pitfalls in their teaching style and in their students' learning style.



# PREPARATION AND ADMINISTRATION OF SELF ASSESSMENT

## TOOL

As a part of our two year BEd curriculum, the student-teachers are to undergo an internship programme for sixteen weeks. During this period, the student-teachers are asked to conduct a self-assessment session using a preplanned tool. Here, they are asked to prepare a tool of fifteen test items and have to prepare a five point rating scale. Initially, the educator gave us ample instructions about the preparation of the tool and its administration among school children. With the help of the educators, we prepared a five point scale of fifteen statements as test items to assess the performance of our students as well as our <sup>own</sup> teaching competency.

The self assessment tool was administered among the students of VIII<sup>th</sup> grade in Ebenezer HSS, Veetoor and the assessment was carried out based on a particular poem, titled as 'First Showers' which is a part of Unit IV in the second volume of their English textbook. As the title of the unit was 'Flowers and Showers', the entire tool was based on the themes and predominant ideas related to nature and its elements. The tool comprised of fifteen statements covering various aspects of the poem like themes, rhythm, pronunciation by the teacher, purpose of the poem, rhyme scheme, poetic devices, vocabulary and author etc. We made use of a five point rating scale, denoting the rating as, strongly agree, agree, neutral, disagree and strongly disagree respectively.

The self assessment tool was administered to students



of class VIII and the tool was provided to each student to mark their subjective responses. The tool was distributed to all the students who were present and then I asked them to put a rating to each test item. In between, I helped them with the meaning and intention behind each test item / statement to make the response more accurate and valid. Then they are asked to put a tick mark (✓) against their rating on the appropriate columns provided against each statement. All of my <sup>students</sup> responded to the statements in a straightforward and genuine manner and hence, the data was collected from my students for further explanation and interpretation.

#### ANALYSIS AND INTERPRETATION

After the administration of the given self assessment tool, all the responses were collected and each of the respondent was awarded a score respective to their response. Based on these scores they can be divided into three different categories; namely, above average, average and below average.

S. No	Range	Position
1.	66 - 75	Above average
2.	56 - 65	Average
3.	46 - 55	Below average



According to the three different categories formulated, the entire group of 30 respondents can be categorized as follows :-

Below average	Average	Above average
Muhammed Basith	Basil Eldho	Abhinandh K.R
Navneet P.V	Ebrahim Badusha	Abhinav .J.
Ananjana	Faris Salim	Abhiram Sathesh
Andriya Biju	Jofin Johnson	Ashlin Paul
Ashtami	Juan Paul Anil	Devakrishnan
Lakshmi Sajesh	Krishnajiith Laiju	Kashinath .S
Sivapriyadevi	Muhammed Aman	Nakul Manoj
	Vivek Mathu	Vijay Shankar
	Emina Ann	Fathana M-A
	Liya Aneesh	Fidha Fathima
	Sulfath Shajahan	Salwa Sudheer
		Swetha Susan
7	11	12

From the above table it is evident that the range, 'above average' is higher than the other two ranges. Now, the percentage of students belonging to each category was calculated using the formulae:

$$\% = \frac{\text{Number of pupils in the category}}{\text{Total number of pupils responded}} \times 100$$

The percentage of students belonging to each category is as follows :-



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$$\text{Below average} = \frac{7}{30} \times 100 = \underline{\underline{23.33\%}}$$

$$\text{Average} = \frac{11}{30} \times 100 = \underline{\underline{36.66\%}}$$

$$\text{Above average} = \frac{12}{30} \times 100 = \underline{\underline{40\%}}$$

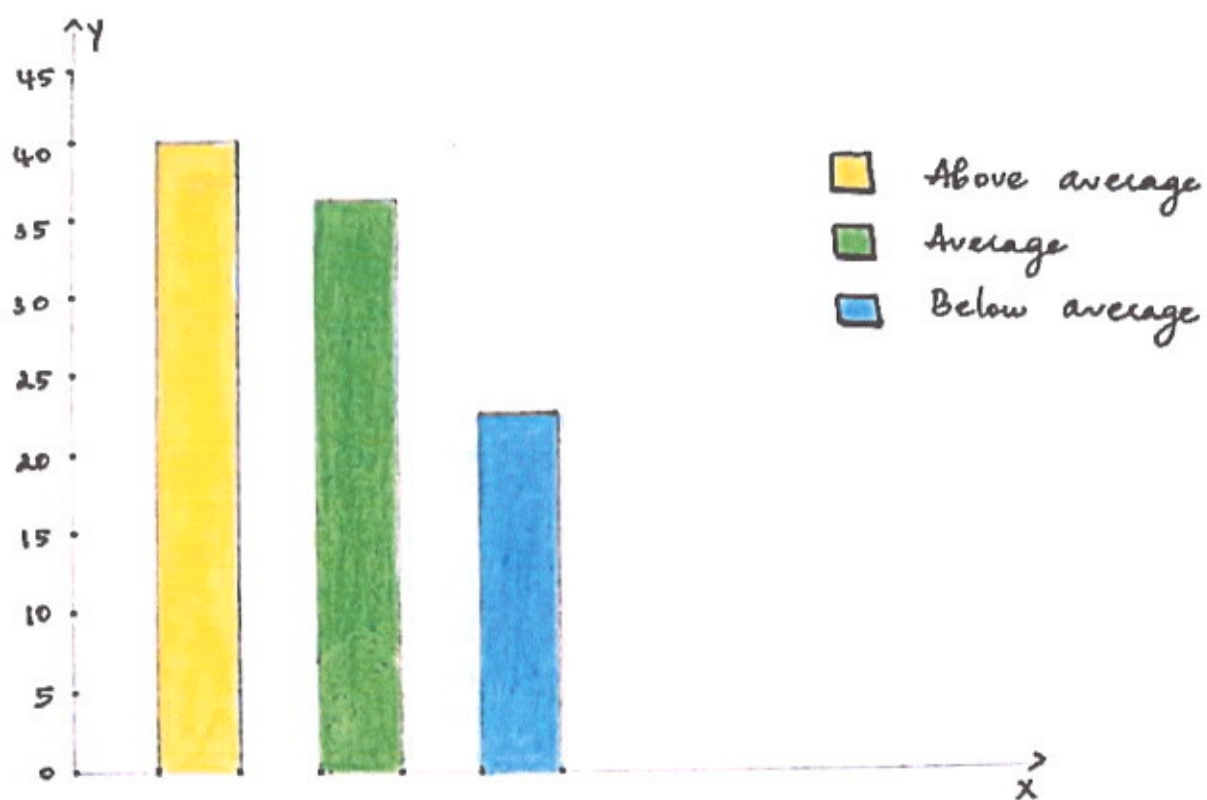
The calculations can be represented in the form of a table as given below:

Range	Category	No. of Pupils	Percentage
66-75	Above average	12	40%
56-65	Average	11	36.66%
46-55	Below average	7	23.33%

From the above table it is evident that 40% of the respondents belong to the category 'above average', and 36.66% of the respondents belong to the second category 'average.' While, 23.33% of the respondents belong to the third category 'below average.'

The following data can be graphically represented in the form of a bar diagram as given below:-





### INTERPRETATION OF THE STATEMENTS

This self assessment procedure gave the students an opportunity to assess, evaluate and make judgements about their own performance. The entire self assessment procedure was administered to a whole class at the same time and the test items or statements in the tool were based on the poem, 'First Showers' written by Nalini Sharma. The fifteen statements in the tool were solely based on the various aspects of this particular poem. Most of the statements tested the comprehension of the respondents.

Majority of the students responded to the first test item as they are able to read the poem with proper pronunciation and rhythm. They were able to identify the key ideas and themes in the poem. With others, who were not able to do that by themselves were able to do that with the help of the teacher and their peers.



Most of the respondents were able to identify the narrative voice in the poem and for others a brief summarization of the poem would once again reinstate the idea of narrative voice and who is the poetic persona. When it comes to the feel and thought of the respondents, only a very few were able to think out of the box and see the subject in a different way. A majority of the respondents were able to identify the themes that are central to the poem. For some the idea wasn't clear, so for them a projection of a video or the use of any alternate teaching aids can improve their understanding about the poem. Many of the students exhibited some sort of reluctance to show their stance and make their opinion and ideas; this can be eliminated by exposing the students with such brainstorming and engaging discussion sessions. Followed by this, their expression of creative and critical thinking was also limited, this can be reduced by making them think out of the box. The teacher can facilitate situations that prompt the students to think differently. But when it comes to the rhyme scheme and rhythm, most of them were able to grasp the idea of rhyming words. Though they got the idea of poetic devices, they were not able to identify the poetic devices properly. The teacher can provide the students with ample activities to make them thorough with the idea of poetic devices and its examples. The discourse writing was really great for them, but it lacked proper structure and accuracy. But, the vocabulary games and other language games made them really attentive in the class. But some of them found it a bit difficult to follow the pronunciation and meaning



of the unfamiliar and new words. This can be improved by engaging the students in more vocabulary and language games. The preparation of the profile of the author was also a bit tedious for them and this can be improved by making them aware of the format of writing an author profile.

### CONCLUSION

As a part of our two year BED curriculum, the student + teacher's need to prepare a self-evaluation tool and I prepared the tool to be administered among the students of standard VIII of Ebenezer Higher Secondary School, Veetoor and the test was based on the lesson 'First Showers' by Nalini Sharma prescribed in the second volume of the English textbook of class VIII.

The entire self evaluation was based on the preplanned self evaluation tool and hence it gave me a structured and systematic idea about the whole procedure. It gave me an engaging experience to evaluate my students as well as my own performance. It also gave me an idea about the competencies of my students and also gave me an opportunity assess the weaker students and their judgement about my teaching. I thoroughly enjoyed the whole process.

### SUGGESTIONS

- Try to use different teaching aids to instill in-depth ideas about the chapter
- Try to improve scaffolding techniques according to the context.
- Try to include more language games.



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# APPENDIX

S.No.	Name of the Student	Marks
1.	Abhinandh K.R	66
2.	Abhinav . J. Nair	67
3.	Abhiram Sathesh	66
4.	Ashlin Paul	70
5.	Basil Eldho	56
6.	Devakeethnan A.S	67
7.	Ebrahim Badusha	62
8.	Faci's Salim	62
9.	Jofin Johnson	61
10.	Juan Paul Anil	54
11.	Kashinath . S	66
12.	Krishnajiith Laiju	60
13.	Muhammed Aman	58
14.	Muhammed Basith	55
15.	Nakul Manoj	66
16.	Navneet P.V	54
17.	Vijay Shankar	71
18.	Vivek Madhu	62
19.	Ananjana	55
20.	Andeeya Biju	55
21.	Ashlami Sreekumar	50
22.	Emina Ann	64
23.	Fathana M.A	69
24.	Fidha Fathima	72
25.	Lakshmi Sajesh	52
26.	Liya Aneesh	63
27.	Sivapriyadevi N.S	55



28.	Salwa Sudheer	67
29.	Sulfath Shajahan	63
30.	Lwetha Susan	71



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Self-Assessment ToolVIII 1+

Name of the student:

Class:

SNo.	I am able to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	Read the poem with correct pronunciation and rhythm.		✓			
2)	Identify the key ideas in the poem.	✓				
3)	Identify the purpose of the poem.			✓		
4)	Identify the narrative voice in the poem.	✓				
5)	Think, feel and see the subject in a new way.		✓			
6)	Identify the themes in the poem.			✓		
7)	Express my opinion and ideas with my friends.	✓				
8)	Connect the ideas with nature and man.		✓			
9)	Enhance my creative and critical thinking.	✓				
10)	Identify the rhyming scheme.			✓		
11)	Gather ideas on poetic craft and poetic devices.		✓			
12)	Write a poem of the same theme.	✓				
13)	Engage in language games with confidence.	✓				
14)	Enrich the vocabulary.			✓		
15)	Prepare a profile of the author.	✓				



## Self-Assessment Tool

Abhinandh kr

8-14

Name of the student:

Class:

SNo.	I am able to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	Read the poem with correct pronunciation and rhythm.		✓			
2)	Identify the key ideas in the poem.	✓				
3)	Identify the purpose of the poem.		✓			
4)	Identify the narrative voice in the poem.	✓				
5)	Think, feel and see the subject in a new way.	✓				
6)	Identify the themes in the poem.		✓			
7)	Express my opinion and ideas with my friends.		✓			
8)	Connect the ideas with nature and man.	✓				
9)	Enhance my creative and critical thinking.			✓		
10)	Identify the rhyming scheme.	✓				
11)	Gather ideas on poetic craft and poetic devices.		✓			
12)	Write a poem of the same theme.		✓			
13)	Engage in language games with confidence.	✓				
14)	Enrich the vocabulary.	✓				
15)	Prepare a profile of the author.		✓			



  
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# PEER EVALUATION REPORT-1

Name of the teacher : Deepa Shaji

Name of the school : St. Mary's High School  
Pothaniced.

Class : IX

Subject : Mathematics

Topic : Circle measures -  
Angle and Area.

Date : 16-11-2022

Time : 10.45 am - 11.30 am

The topic selected by Deepa Shaji was 'Angle and Area' of the chapter 'Circle measures' of class IX. It deals with circles, its angles, area and sector of circle. This topic consist of ideas that,


- Central angle of a sector.

- Sector.

- Relation between central angle and sector.

- Formula for finding the central angle of sector :  $\pi r^2 \times \frac{x}{360^\circ}$



  
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# OBSERVATION REPORT

## 1. SUBJECT COMPETENCY

### (a) Resourcefulness

She was much resourceful about the topic that she dealt with. She collected all the available informations outside the textbook also to enhance the idea in students. That resourcefulness helped her to teach effectively with appropriate ways of communications. The performance was above average.

### (b) Ability for Consolidation

Deepa tried to consolidate the concept that she tried to convey. She had much ability to consolidate the idea that she wish to convey. The ability for consolidation was good.

### (c) Sequential Arrangement

She started the class by showing the model of a circle and explain the concept of sector, central angle and thus reached the concept of relation between sector and central angle thereby reach the formula of central angle. The ideas and concepts are well arranged and organized.



  
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#### (d) Linking with real life situation .

The introductory activity was like showing different fractions marked or cut out using ICT so that students would be able to understand the concept of more effectively. This helped students to relate the concept with their real life situation like a cut portion of a pizza etc. The component is graded as Above average .

## 2. COMMUNICATION


#### (a) Stimulus variation .

She had the ability to seek the attention of students throughout the class. She kept the attention drawing behaviour always in order to secure and sustain student's attention to what being taught. This component is graded above average .

#### (b) Fluency of Language .

The use of language is proper and effective. Deepa had enough fluency in language and this helped to convey the concept in a proper manner. The medium of language selected by Deepa is Malayalam, which also helped her to gain the attention of the pupil towards the topic . ✓



  
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### (c) Voice modulation

Voice modulation was very good, ups and down were very effective to seek the attention of students and to convey the important concepts. The effect of the voice modulation was clear.

### (d) Audibility

The teacher has enough sound. It was audible enough, as it is clear to the whole class. Audibility component is graded as Good.

## 3. INSTRUCTIONAL STRATEGIES

### (a) Innovation

The strategy adopted to identify and convey the concept of sector and central angle was effective and appropriate. But however I felt a missing of this creative and appropriate strategy while coming to the formula of central angle.

### (b) Interaction

The teacher pupil, pupil-teacher and pupil-pupil interaction during the class was very strong. The teacher maintain a warm interaction with the students and thereby enhance a pleasant classroom atmosphere.



  
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### (c) Progress of the lesson

The content was neatly arranged and organized. So that the teacher could absolutely progress the lesson in the right way. The students are also able progress according to the improvement of the lesson.

### (d) Originality

The classroom atmosphere has its own originality and warmth. The teacher tried to keep up the originality of the class through out the session.

## 4. USE OF LEARNING MATERIALS

### (a) Skillful handling

The teacher is able to handle the learning materials for activities in a good manner. Appropriate means of handling geometric instruments and ordinary classroom equipments was done by the teacher in a neatly systematic manner.

### (b) Novelty and Variety

I felt that it could be possible to a use a little more creative and innovative learning materials to establish the concept.

Thus this component is graded as  
Average



  
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### (c) Effectiveness and Appropriateness

The materials used by the teacher was effective. It was simple but effective to the content. The materials selected were appropriate to the content.

### (d) Proper use of ICT

Use of ICT enabled the class more lively and active. But I felt that ICT can be used to present the subject matter in an interesting manner apt to the content.

## 5. CLASS MANAGEMENT

### (a) Time Management

The duration of the class was 45 minutes. The teacher is able to complete all the activities within the time without any lag. Systematic management of time was managed during the class.

### (b) Active participation of all members

The teacher ensured the maximum participation of all students. Group activities are provided in order to make the students more active in the class. Random questioning techniques were adopted by the teacher to ensure active participation of all the students ✓



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### (c) Guided Activity

Varieties of activities both group and individual were given to the students for an indepth understanding of the concept. The students actively participated and responded to all these activities.

### (d) Classroom Climate

Classroom was very cool and quite. The teacher was able to handle the class in a smooth and good manner.

## 6. GROUPING STRATEGIES

### (a) Grouping Techniques

The grouping technique strategy adopted by the teacher was good. The teacher adopted a bench wise grouping of the students. This enables the active participation of the students within the groups.

### (b) Effectiveness

The grouping strategies was really effective. When students work within a group, it helps to develop a mutual exchange or understanding of the concept.

### (c) Development of Social skills

Classroom as a group, helps to develop social skills like team spirit, common group goal etc. The grouping strategies



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## RATING SCALE TO ASSESS THE TEACHING COMPETENCY OF PEERS

Name of the student teacher Ajis George

Class and division IX B

Subject Physical Science

Directions: this scale is meant for assessing the teaching competency of peers, please go through this and indicate your assessment by a tick mark in the appropriate Column against each item

No	ASPECT	COMPONENT	EVALUATION			
			Good	Above average	Average	Needs Improvement
1	Subject competency	a Resourcefulness ( in depth knowledge of the content, ability to give additional information, clarification of doubts)	✓			
		b Ability for consolidation	✓			
		c Sequential arrangement of the content		✓		
		d Linking with life situations.		✓		
2	Communication	a Stimulus Variation		✓		
		b Fluency of language	✓			
		c Voice modulation	✓			
		d Audibility	✓			
3	Instructional Strategies	a Innovation( appropriate, effective, creative)		✓		
		b Interaction(Teacher-pupil, Pupil-teacher, Pupil-Pupil)		✓		
		c Progress of lesson	✓			
		d Originality	✓			
4	Use of learning materials	a Skillful handling( Board, other A/V aids)	✓			
		b Novelty and variety		✓		
		c Effectiveness and appropriateness		✓		
		d Proper use of ICT			✓	



  
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5	Class Management	a	Time Management	✓			
		b	Active participation of all members	✓			
		c	Guided activity (Individual/ group)	✓			
		d	Classroom climate		✓		
6	Grouping Strategies	a	Grouping Techniques		✓		
		b	Effectiveness	✓			
		c	Development of social skills		✓		
		d	Realization of objectives		✓		
7	Scaffolding	a	Prompting	✓			
		b	Giving Cues	✓			
		c	Modifying task			✓	
		d	Teacher expiation	✓			
8	Motivation	a	Use of reinforcement	✓			
		b	Attempts to develop interest in the student		✓		
		c	Encouragement of student participation		✓		
		d	Individual assistance	✓			
9	Pupil Participation	a	Pupil activity	✓			
		b	Pupil sharing		✓		
		c	Exhibit of artifacts			✓	
		d	Pupils reflection	✓			
10	Teacher	a	Appearance	✓			
		b	Movements	✓			
		c	Teacher-Pupil Relationship	✓			
		d	Teacher as a facilitator	✓			

Name of the supervising student teacher: Amalu Abraham

Optional subject Mathematics

Signature *Amalu*



*M. C. I.*  
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## Self-Assessment Tool

Abhinav K V


8-14

Name of the student:

Class:

SNo.	I am able to:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1)	Read the poem with correct pronunciation and rhythm.		✓			
2)	Identify the key ideas in the poem.	✓				
3)	Identify the purpose of the poem.		✓			
4)	Identify the narrative voice in the poem.	✓				
5)	Think, feel and see the subject in a new way.	✓				
6)	Identify the themes in the poem.		✓			
7)	Express my opinion and ideas with my friends.		✓			
8)	Connect the ideas with nature and man.	✓				
9)	Enhance my creative and critical thinking.			✓		
10)	Identify the rhyming scheme.	✓				
11)	Gather ideas on poetic craft and poetic devices.		✓			
12)	Write a poem of the same theme.		✓			
13)	Engage in language games with confidence.	✓				
14)	Enrich the vocabulary.	✓				
15)	Prepare a profile of the author.		✓			



  
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