



Estd. 1953

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004
(Recognised by NCTE, Affiliated to Mahatma Gandhi University)

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4: Competency and Skill Development

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

Samples prepared by students for each indicated assessment tool

ST. JOSEPH'S CONVENT GIRLS HIGH SCHOOL

CHEMISTRY

ACHEIVEMENT TEST

STANDARD:IX.

MARKS:25

TIME: 40 minutes

INSTRUCTIONS

1. Answer all questions
2. Answer the questions according to the score .

Part A

(Each question carries 1mark)

1. Find out the relationship and fill in
Laws of electrolysis: Michael Faraday
Laws of conservation of mass:
2. According to Mendeleev's periodic law, what is the basis of properties of elements?
3. Which is the reducing agent in the following chemical reaction?
 $\text{Mg} + \text{Cl}_2 \longrightarrow \text{MgCl}_2$
4. The catalyst used in the industrial preparation of ammonia is.....
5. The scientist known as the father of periodic table is.....

Part B

(Each question carries 2marks)

6. Analyse the equations given below and answer the following questions.
 $2\text{Na} + \text{Cl}_2 \longrightarrow 2\text{NaCl}$
(Electronic configuration of Na- 2,8,1 & Cl-2,8,7)
 - a) Which atom gets oxidised here?
 - b) Write the equation for reduction in this reaction.
7. What is the reason for the increase in the rate of reaction if solid substances are used in the powdered form?
8. State Modern periodic law.

9. Match the details in column A,B,C suitably

A Scientist	B Attempts of classification	C Major disadvantages
Dobereiner	Metals and non metals.	Not able to classify metalloids
Mendeleev	Triads	Not able to classify all elements
	Periodic table	Not able to keep the actual increasing order of atomic mass.

10. Balance the chemical equation

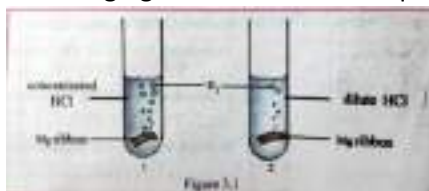


11. Mendeleev Newlands, Dobereiner, Moseley, Lavoisier.

The names of some scientists related to the classification are given in the box. Identify the matching name for each of the following.

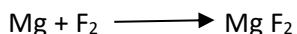
- Formed small groups of three elements showing similar properties.
- Classified the elements into metals and non- metals.

12. Analyse the following figure and answer the questions.



- In which test tube is the rate of reaction faster?
- Which is the factor that influenced the rate of reaction here?

13. The equation of a chemical reaction is given.



(Hint: Electronic configuration of Mg- 2,8,2 & F-2,7)

- Which atom loses electron in this reaction?
- Which atom acts as oxidising agent here?

Part C

(Each question carries 4marks)

14. Equal amounts of sodium thiosulphate solutions are taken in two test tubes and one of them is heated. Then equal amounts of dil.HCl are added to both the test tubes.

- In which test tube does the precipitate forms faster?
- Which is the substance precipitated?
- What is the reason for the increase in the rate of reaction here? Explain on the basis of Threshold energy.

ST. ANNE'S GHSS, KOTTAYAM

DIAGNOSTIC TEST

Standard: VIII

Subject: Basic Science

Areas of difficulty: Electrochemical reaction,

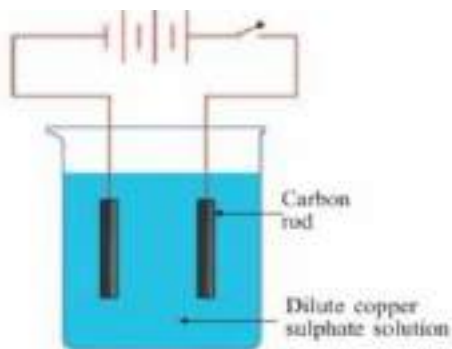
Reaction of metals with acids, Corrosion of metals

Date:

Instructions

This test has nothing to do with your success or failure in the examinations. This is only to find what your difficulties are so that, your teacher can help you to solve them. There is no time limit, but try to complete as fast as possible. Work out the items one by one, but if you feel you can not do one, do not waste time, proceed to the next.

Observe the following figure.



- 1) When electricity is passed through the circuit, what happens to the colour of the copper sulphate solution?
 - a) Increases
 - b) Decreases
 - c) Remains the same
- 2) What is deposited at the carbon electrode?
 - a) Copper
 - b) Sulphur
 - c) Both (a) and (b)
- 3) Which form of energy is responsible for this chemical change?
 - a) Thermal energy
 - b) Light energy
 - c) Electrical energy
- 4) Is the energy liberated or absorbed?
 - a) Liberated
 - b) Absorbed

- 5) What can we call the above process?
- a) Electrolyte b) Electrolysis c) Both (a) and (b)
- 6) In an electrochemical cell, electrical energy is
- a) Consumed b) Produced c) Both (a) and (b)
- 7) In an electrochemical reaction, electrical energy is
- a) Consumed b) Produced c) Both (a) and (b)
- 8) When we have to plate iron ring with copper, the electrolyte used is,
- a) Copper sulphate solution b) Silver cyanide solution c) Both (a) and (b)
- 9) Which among the following metals has the highest reactivity with dilute hydrochloric acid?
- a) Zinc b) Iron c) Magnesium d) Aluminium
- 10) Which gas is liberated when a metal reacts with hydrochloric acid?
- a) Nitrogen b) Hydrogen c) Oxygen
- 11) Instead of hydrochloric acid, if we use sulphuric acid, which gas will be liberated when it reacts with a metal?
- a) Nitrogen b) Oxygen c) Hydrogen
- 12) When zinc reacts with HCl, what will be formed other than the gas?
- a) ZnCl b) ZnCl₂ c) Zn₂Cl
- 13) Find out the correct statement.
- a) Stainless steel knife is preferred to an iron knife to cut lemons.
- b) Buttermilk is not stored in aluminium vessels.
- c) Both (a) and (b)

There are four iron nails kept in four different test tubes.



- 1- Moist Cotton
- 2- Quick lime
- 3- NaCl solution
- 4- Dil.HCl/ Vinegar

14) Which test tubes have their nails rusted?

- a) 1, 2 and 3 b) 1, 3 and 4 c) 2, 3 and 4

15) Which test tubes have the maximum amount of rust in the iron nails kept in them?

- a) 1 and 2 b) 2 and 3 c) 3 and 4

16) What are the factors that favour the corrosion of an iron article kept exposed to the atmosphere?

- a) Air/ Oxygen b) Moisture c) Both (a) and (b)

17) Which of the following metals undergo corrosion?

- a) Sodium b) Iron c) Potassium d) All of the above

18) Which of the following metals is stored in kerosene?

- a) Sodium b) Potassium c) Both (a) and (b)

19) The metal that does not undergo corrosion is

- a) Gold b) Sodium c) Potassium

20) The method used to prevent corrosion is

- a) Alloying b) Apply oil and grease c) Painting d) All of the above

SELF ASSESSMENT TASK

Name of the Student :

Standard:

Roll No:

Subject :

Topic :

Date:

1. കാന്തങ്ങളുടെ പേരുകൾ കണ്ടെത്തുക?

കാന്തത്തിന്റെ ആകൃതി	കാന്തത്തിന്റെ പേര്
	
	
	
	
	

2. ഒരു ബാർ കാന്തം, U കാന്തം എന്നിവയിൽ രണ്ട് ഇരുമ്പാണികൾ വീതം തൂക്കിയിട്ടിരിക്കുന്ന ചിത്രങ്ങളാണ് തന്നിട്ടുള്ളത് (A,B). ഇവയിൽ ഓരോന്നിലും ശരിയായ ചിത്രം കണ്ടെത്തുക? ഉത്തരം സർക്കിൾ ചെയ്യുക? ഇരുമ്പാണികളുടെ ധ്രുവങ്ങൾ അടയാളപ്പെടുത്തുക?

A.



ചിത്രം 1



ചിത്രം 2



ചിത്രം 3

ചിത്രം 1

ചിത്രം 2

ചിത്രം 3

B.



ചിത്രം 1



ചിത്രം 2



ചിത്രം 3

ചിത്രം 1

ചിത്രം 2

ചിത്രം 3


SELF ASSESSMENT ANSWER KEY

1. കാന്തങ്ങളുടെ പേരുകൾ കണ്ടെത്തുക?


കാന്തത്തിന്റെ ആകൃതി	കാന്തത്തിന്റെ പേര്
	ബാർ കാന്തം
	കാന്തസൂചി
	U കാന്തം
	റിംഗ് കാന്തം
	ഡിസ്ക് കാന്തം

2. ഒരു ബാർ കാന്തം, U കാന്തം എന്നിവയിൽ രണ്ട് ഇരുമ്പാണികൾ വീതം തൂക്കിയിട്ടിരിക്കുന്ന ചിത്രങ്ങളാണ് തന്നിട്ടുള്ളത് (A,B). ഇവയിൽ ഓരോന്നിലും ശരിയായ ചിത്രം കണ്ടെത്തുക? ഉത്തരം സർക്കിൾ ചെയ്യുക? ഇരുമ്പാണികളുടെ ധ്രുവങ്ങൾ അടയാളപ്പെടുത്തുക?


A.



ചിത്രം 1



ചിത്രം 2




ചിത്രം 3

ചിത്രം 1

ചിത്രം 2

ചിത്രം 3


B.



ചിത്രം 1



ചിത്രം 2



ചിത്രം 3

ചിത്രം 1

ചിത്രം 2

ചിത്രം 3

SELF ASSESSMENT RUBRICS

Name of the student:

Standard:

Roll No:

Subject :

Topic :

Date :

<u>Criteria</u>	<u>Level of Performance</u>		
	<u>Good</u>	<u>Average</u>	<u>Need Improvement</u>
വ്യത്യസ്ത കാന്തങ്ങളുടെ പേരുകൾ തിരിച്ചറിയുക	4-5 കാന്തങ്ങൾ ശരിയായി തിരിച്ചറിഞ്ഞു	2-3 കാന്തങ്ങൾ ശരിയായി തിരിച്ചറിഞ്ഞു	2 കാന്തങ്ങളിൽ കുറവ് തിരിച്ചറിഞ്ഞു
കാന്തങ്ങളുടെ ധ്രുവങ്ങൾ എന്ന ആശയം മനസ്സിലാക്കുക	5-6 ഇരുമ്പാണികളുടെ ധ്രുവങ്ങൾ അടയാളപ്പെടുത്തി	2-4 ഇരുമ്പാണികളുടെ ധ്രുവങ്ങൾ അടയാളപ്പെടുത്തി	2 ഇൽ കുറവ് ഇരുമ്പാണികളുടെ ധ്രുവങ്ങൾ അടയാളപ്പെടുത്തി
ആകർഷണത്തിന്റെയും വികർഷണത്തിന്റെയും കാന്തിക ഗുണത്തിന്റെയും ആശയം മനസ്സിലാക്കുക	2 ഉത്തരങ്ങൾ പൂർണ്ണമായി ശരിയാക്കി	2 ഉത്തരങ്ങൾ ഭാഗികമായി ശരിയാക്കി	2 ഉത്തരങ്ങളും ശരിയാക്കിയില്ല
Remarks:-			

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

Teacher Skills	Components	Quantitative Analysis (coding at 30 seconds)															Qualitative Analysis					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	A	B	C	D	E
SKILL OF STIMULUS VARIATION	Teacher movement															14						
	Teacher gestures															10						
	Change in speech pattern															10						
	Change in interaction style															10						
	Focusing															8						
	Oral-visual switching																6					
	Pausing																13					

OBSERVATION SCHEDULE FOR SKILL OF STIMULUS VARIATION (ReTeach)

Teaching skill	Components	Quantitative Analysis (coding in 30 sec)															Qualitative Analysis					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total	A	B	C	D	E
Skill of Stimulus Variation	Teacher movements	11	1	1	11	1	1	1	1	1	11	1	1	1	11	1	19					
	Teacher gestures	11	1	1	11	11	1	1	1	1	11	1	1	1	1	11	20					
	Change in speech pattern	1	1	1	1		11	1		1	1	11	1	1	1		14					
	Change in interaction style	1	1	1	11	1	1	1	1	1	1		1	1		1	14					
	Focusing				1		1		1	1		1	1	1		1	8					
	Oral-visual switching			1			1			1	1	1	1	1	1		8					
	Pausing					1	1			1			1	1	1		6					

OBSERVATION SCHEDULE FOR LINK PRACTICE

S.No	COMPONENT OF SKILL	QUANTITATIVE ANALYSIS IN EACH MINUTE																			TOTAL	QUALITATIVE ANALYSIS				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		A	B	C	D	E
STIMULUS VARIATION	1. Teacher Movement																			26	✓					
	2. Gestures																			17		✓				
	3. change in speech pattern																			31	✓					
	4. Focusing																			29	✓					
	5. change in interaction style																			30	✓					
	6. pausing																			32	✓					
	7. oral-visual switching																			28	✓					
QUESTIONING	8. Prompting																		25	✓						
	9. Seeking further information																		27	✓						
	10. Refocussing																		19		✓					
	11. Redirecting																		27	✓						

45

SET INDUCTION	12	Increasing Critical Awareness																26	✓
	13	Use of previous knowledge																32	✓
	14	Attention Training																33	✓
	15	Use of appropriate devices																30	✓
	16	Arousing Motivation																30	✓
	17	Structuring																30	✓
18	Topic Declaration																27	✓	

A - Excellent B - Very good C - Good D - Average E - poor.

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN KOTTAYAM

TEACHING COMPETENCY EVALUATION PROFORMA

Name of Student Teacher : Vrindha I.R Date : 24.06.2023
Name of School : Mount Carmel G.H.S Period : 6th period
Subject : English Class : VIII
Unit : Wings and Wheels Division : B
Topic : The Little Round Red House

INSTRUCTIONS: Grades for each category should be provided in the given box:

I. Aspect : Introductory Activity

Components:

1. Rapport Creation
2. Relevant introduction
3. Originality / Novelty
4. Effectiveness

Comments/ Suggestions:-

The teacher created good rapport with the students.

Grade:

A	B	C	D	E
---	---	---	---	---

II. Group Activity

1. Proper distribution of group members
2. Interaction within (between) the group/
Developing team spirit
3. Budgeting of time
4. Analysis/Consolidation of information

Comments/ Suggestions:-

The group activity was very effective.

Grade:

A	B	C	D	E
---	---	---	---	---

III Learning Strategies

1. Appropriateness
2. Activity oriented
3. Innovative techniques / Novelty
4. Effective implementation of the strategy

Comments/ Suggestions:-

The learning strategies were activity oriented and planned.

Grade:

A	B	C	D	E
---	---	---	---	---

IV. Learning Materials

1. Appropriateness
2. Novelty/ Originality
3. Timely and effective handling
4. Student participation in using learning materials

Comments/ Suggestions:-

The learning materials were used appropriately.

Grade:

A	B	C	D	E
---	---	---	---	---

V. Subject Competency

1. In-depth knowledge of the content
2. Linking with life situation
3. Clarification of doubts
4. Resourcefulness

Comments/ Suggestions:-

The teacher had great in-depth subject knowledge.

Grade:

A	B	C	D	E
---	---	---	---	---

VI. Questioning

1. Appropriate and well structured
2. Thought-provoking
3. Distribution of questions
4. Increasing critical awareness

Comments/ Suggestions:-

The questions were appropriate and properly distributed.

Grade:

✓A	B	C	D	E
----	---	---	---	---

VII. Communication

1. Change in interaction style
2. Appropriate reinforcement
3. Proper use of expressions/ Gestures/ Voice modulation
4. Clarity

Comments/ Suggestions:-

The teacher's communication skill was commentable.

Grade:

✓A	B	C	D	E
----	---	---	---	---

VIII. Class Management

1. Creating democratic atmosphere
2. Maintenance of discipline
3. Effective dealing of student responses
4. Budgeting of time

Comments/ Suggestions:-

The teacher maintained the class discipline really well

Grade:

✓A	B	C	D	E
----	---	---	---	---

IX. Teacher

1. Appearance and manners
2. Facilitator/ co-learner / team leader
3. Ability to capture the attention of students
4. Confidence

Comments/ Suggestions:-

The teacher's appearance was outstanding and she had great confidence.

Grade:

<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> E
---------------------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Each aspect carries 1 weight

GPA = $\frac{\text{Total weighted grade points}}{\text{Total weight}}$

Overall Grade : A

Letter Grade	Performance (a)	Grade Point	Grade Range
A	Excellent	4	3.5 - 4.0
B	Very Good	3	2.5 - 3.49
C	Good	2	1.5 - 2.49
D	Average	1	0.5 - 1.49
E	Poor	0	0.00 - 0.49

CRITERIA FOR EVALUATING DRAWINGS

Sl. No.	CRITERIA FOR EVALUATION	MARKS
1	Clarity of Theme	15
2	Quality of the Art Piece	10
3	Creativity	10
4	Originality	5
5	Presentation	5
6	Overall Neatness	5
7	Neatness	5
8	Composition	15
9	Appropriate use of Materials	5
10	Image Quality	10
11	Overall Impression	5
12	Finishing	10
	Total	100

CRITERIA FOR EVALUATING DANCE

Sl. No.	CRITERIA FOR EVALUATION	MARKS
1	Theme	10
2	Costume	10
3	Musicality.	10
4	Body Movements	12
5	Synchronisation	10
6	Timing	10
7	Communication	5
8	Foundation.	8
9	Personality of dancer while dancing.	5
10	Style	5
11	Execution ✓	5
12	Creativity	5
13	Originality	5
	Total	100

PEER EVALUATION PROFORMA

(For Student Teacher)

Name of the Student Teacher : Tharagamol . MP
 Name of the School : St Josephs Convent Girls High School
 Standard IX B Period 6th Date 29/11/2022
 Subject Chemistry Topic Arrhenius Theory

No.	Aspect	Component	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1	Orientation to the lesson	a Effective orientation to the situation/Problem/activity.	1	2	3	4	5 ✓
2	Learning Strategies	a Appropriateness of the strategy(Selection)	1	2	3	4 ✓	5
		b Effective implementation of the strategy	1	2	3	4	5 ✓
3	Learning Materials	a Originality, appropriateness, Timely and skilful handling	1	2	3	4 ✓	5
4	Learning Activities	a Relevance of the activity and time- budgeting	1	2	3	4	5 ✓
		b Novelty and variety	1	2	3	4 ✓	5
		c Structuring student responses and consolidation	1	2	3	4 ✓	5
5	Questioning	a Appropriate, well-structured, adequate in number	1	2	3	4	5 ✓
		b Proper distribution of questions, increase in critical awareness	1	2	3	4	5 ✓
6	Management/ Classroom climate	a Creating democratic atmosphere, Ensuring student participation	1	2	3	4	5 ✓
		b Effective dealing of student responses (reinforcement)	1	2	3	4	5 ✓
7	Subject competence	a Resourcefulness (in-depth knowledge of the content, ability to give additional information, clarification of doubts, etc.)	1	2	3	4 ✓	5

		b	Linking with life situation	1	2	3	4 ✓	5
		c	Sequential arrangement of the content	1	2	3	4	5 ✓
8	Closure	a	Link with similar/daily life situations (application)	1	2	3	4 ✓	5
		b	Gives suitable follow up	1	2	3	4	5 ✓
9	Teacher	a	Appearance and manners	1	2	3	4	5 ✓
		b	Ability to capture the attention of students	1	2	3	4 ✓	5
		c	Communicative skills	1	2	3	4	5 ✓
10	ICT integration	a	Expertise in handling technology, Innovativeness, Interactive	1	2	3	4	5 ✓

Total score: 92

Suggestions if any:

It is advisable to check the previous knowledge before starting the class.

GRADING SCHEME

90 - 100	A+	Outstanding
80 - 89	A	Excellent
70 - 79	B+	Very good
60 - 69	B	Good
50 - 59	C+	Above Average
40 - 49	C	Average
30 - 39	D+	Below Average
Below	D	Needs Improvement

Name of the Peer Teacher

Optional Subject

Signature

: HARISHMA DESAI

: PHYSICAL SCIENCE

: 



PEER EVALUATION PROFORMA

(For Student Teacher)

Name of the Student Teacher : Maria T.M
 Name of the School : St. Joseph's Convent- Girls High School.
 Standard : VII B Period : 7th Date : 29/11/2022
 Subject : Biology Topic : Brain and Blood of life

No.	Aspect	Component	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1	Orientation to the lesson	a Effective orientation to the situation/Problem/activity.	1	2	3	4	5 ✓
2	Learning Strategies	a Appropriateness of the strategy(Selection)	1	2	3	4 ✓	5
		b Effective implementation of the strategy	1	2	3	4 ✓	5
3	Learning Materials	a Originality, appropriateness, Timely and skilful handling	1	2	3	4	5 ✓
4	Learning Activities	a Relevance of the activity and time- budgeting	1	2	3	4 ✓	5
		b Novelty and variety	1	2	3	4 ✓	5
		c Structuring student responses and consolidation	1	2	3	4 ✓	5
5	Questioning	a Appropriate, well-structured, adequate in number	1	2	3 ✓	4	5
		b Proper distribution of questions, increase in critical awareness	1	2	3	4 ✓	5
6	Management/ Classroom climate	a Creating democratic atmosphere, Ensuring student participation	1	2	3	4 ✓	5
		b Effective dealing of student responses (reinforcement)	1	2	3	4 ✓	5
7	Subject competence	a Resourcefulness (in-depth knowledge of the content, ability to give additional information, clarification of doubts, etc.)	1	2	3	4 ✓	5

		b	Linking with life situation	1	2	3	4 ✓	5
		c	Sequential arrangement of the content	1	2	3	4	5 ✓
8	Closure	a	Link with similar/daily life situations (application)	1	2	3	4 ✓	5
		b	Gives suitable follow up	1	2	3	4	5 ✓
9	Teacher	a	Appearance and manners	1	2	3	4 ✓	5
		b	Ability to capture the attention of students	1	2	3	4	5 ✓
		c	Communicative skills	1	2	3	4 ✓	5
10	ICT integration	a	Expertise in handling technology, Innovativeness, Interactive	1	2	3	4 ✓	5

Total score: 84

Suggestions if any: Try to integrate ICT in the lesson.

GRADING SCHEME

90 - 100	A+	Outstanding
80 - 89	A	Excellent
70 - 79	B+	Very good
60 - 69	B	Good
50 - 59	C+	Above Average
40 - 49	C	Average
30 - 39	D+	Below Average
Below	D	Needs Improvement

Name of the Peer Teacher

Optional Subject

Signature

: HARISHMA DESAI
: PHYSICAL SCIENCE

Harishma

TEACHING COMPETENCY EVALUATION PROFORMA

Name of Student Teacher	: <u>Asha Rose Mathew</u>	Date	: <u>24/06/22</u>
Name of School	: <u>Mount Carmel G.H.S.S</u>	Period	: <u>1</u>
Subject	: <u>Basic Science</u>	Class	: <u>VI</u>
Unit	: <u>Solutions</u>	Division	: <u>E</u>
Topic	: <u>Fine solutions - colloids and suspensions</u>		

INSTRUCTIONS: Grades for each category should be provided in the given box:

I. Aspect : Introductory Activity

Components:

1. Rapport Creation
2. Relevant introduction
3. Originality / Novelty
4. Effectiveness

Comments/ Suggestions:- The rapport creation was good. The class started actively with an interesting story. The teacher was able to provide relevant introduction characterized by the originality and effectiveness in presentation.

Grade:

✓ A	B	C	D	E
-----	---	---	---	---

II. Group Activity

1. Proper distribution of group members
2. Interaction within (between) the group/
Developing team spirit
3. Budgeting of time
4. Analysis/Consolidation of information

Comments/ Suggestions:- The teacher was very effective in the proper distribution of group members and tried to promote team spirit. She was careful about time budgeting and she could consolidate the findings of the students.

Grade:

✓ A	B	C	D	E
-----	---	---	---	---

259

III Learning Strategies

1. Appropriateness
2. Activity oriented
3. Innovative techniques / Novelty
4. Effective implementation of the strategy

Comments/ Suggestions:-

The teacher used appropriate learning strategies and the class was actively oriented. She used the innovative techniques.

Grade:

✓	B	C	D	E
---	---	---	---	---

IV. Learning Materials

1. Appropriateness
2. Novelty/ Originality
3. Timely and effective handling
4. Student participation in using learning materials

Comments/ Suggestions:-

The students participated actively in using learning materials. There was effective handling of time. The teacher used activity cards, chart to make the students understand the topic better.

Grade:

✓	B	C	D	E
---	---	---	---	---

V. Subject Competency

1. In-depth knowledge of the content
2. Linking with life situation
3. Clarification of doubts
4. Resourcefulness

Comments/ Suggestions:-

The teacher was well prepared. She had a good knowledge of the content. She also tried to link the content with life situations.

Grade:

✓	B	C	D	E
---	---	---	---	---

VI. Questioning

1. Appropriate and well structured
2. Thought-provoking
3. Distribution of questions
4. Increasing critical awareness

Comments/ Suggestions:-

The teacher well structured and thought + provoking questions asked. She divided the students into groups for discussing the questions.

Grade:

✓	B	C	D	E
---	---	---	---	---

VII. Communication

1. Change in interaction style
2. Appropriate reinforcement
3. Proper use of expressions/ Gestures/ Voice modulation
4. Clarity

Comments/ Suggestions:-

The teacher was expressive and used appropriate gestures. The teacher also used appropriate reinforcement. She was clear and audible.

Grade:

✓	B	C	D	E
---	---	---	---	---

VIII. Class Management

1. Creating democratic atmosphere
2. Maintenance of discipline
3. Effective dealing of student responses
4. Budgeting of time

Comments/ Suggestions:-

The students were given equal opportunity to sharing their ideas. She was able to maintain the discipline of the class. She was able to finish the class on time.

Grade:

✓	B	C	D	E
---	---	---	---	---

261

IX. Teacher

- 1. Appearance and manners
- 2. Facilitator/ co-learner / team leader
- 3. Ability to capture the attention of students
- 4. Confidence

Comments/ Suggestions:- The teacher was confident and was able to capture the attention of students through different activities. The teacher was successful in being a facilitator of knowledge.

Grade:

A	B	C	D	E
---	---	---	---	---

Each aspect carries 1 weight

$$GPA = \frac{\text{Total weighted grade points}}{\text{Total weight}}$$

JK

Overall Grade : A

Letter Grade	Performance (a)	Grade Point	Grade Range
A	Excellent	4	3.5 – 4.0
B	Very Good	3	2.5 – 3.49
C	Good	2	1.5 – 2.49
D	Average	1	0.5 – 1.49
E	Poor	0	0.00 – 0.49

ORAL TEST

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR
WOMEN, KOTTAYAM.

B.ED DEGREE EXAMINATION, JUNE 2023
SCORE SHEET FOR ORAL EXAMINATION IN
COMMUNICATIVE ENGLISH (EDU 404.5)

Name of Student Teacher : Anjumol Jaji Thomas
Optional : Natural Science
Topic : Self - Introduction

Criteria	Scores (Out of 10)
Fluency in speech	2
Arrangement of ideas	2
Body language / Gestures	2
Voice / Intonation	2
Level of confidence / Eye contact	2
TOTAL	10

85
12/06/2023

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR
WOMEN, KOTTAYAM.

B.ED DEGREE EXAMINATION, JUNE 2023
SCORE SHEET FOR ORAL EXAMINATION IN
COMMUNICATIVE ENGLISH (EDU 404.5)

Name of Student Teacher : *Aparna Antony*
Optional : *Natural Science*
Topic : *Self - Introduction*

Criteria	Scores (Out of 10)
Fluency in speech	2
Arrangement of ideas	2
Body language / Gestures	2
Voice / Intonation	2
Level of confidence / Eye contact	2
TOTAL	10

ST
12/06/2023

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR
WOMEN, KOTTAYAM.

B.ED DEGREE EXAMINATION, JUNE 2023
SCORE SHEET FOR ORAL EXAMINATION IN
COMMUNICATIVE ENGLISH (EDU 404.5)

Name of Student Teacher : Namitha Suresh
Optional : Natural Science
Topic : Self- Introduction

Criteria	Scores (Out of 10)
Fluency in speech	2
Arrangement of ideas	2
Body language / Gestures	2
Voice / Intonation	2
Level of confidence / Eye contact	2
TOTAL	10

85
12/06/2023



SELF-EVALUATION OF SCHOOL INTERNSHIP

Name of the Student Teacher: *Anmatha Alex*

Name & Address of the School: *St Anne's Girls Kottayam*

Optional Subject: *Physical Science*

Duration of the Internship: From.. *08-08-2023*... to ...*25-11-2023*.....

A. School Experiences

Kindly mark your responses to the following statements related to the school internship programme.

Sl. No.	Statement	Strongly agree	Agree	Un decided	Dis agree	Strongly disagree
1	I plan and prepare the lessons thoroughly		✓			
2	I am confident in my subject	✓				
3	I have in-depth knowledge of the content		✓			
4	I take maximum effort to make each class effective	✓				
5	I connect my lessons with real life situations	✓				
6	I explain the concepts very clearly with suitable examples	✓				
7	I complete each lesson with in the class period			✓		
8	I use variety of teaching methods and strategies			✓		
9	I effectively integrate ICT in to my classroom teaching.		✓			
10	I ask appropriate, well-structured questions in the classroom		✓			
11	I provide opportunities for developing critical thinking, creative thinking and problem-solving skills among students			✓		
12	I give additional information/ materials related to the lesson		✓			
13	I use relevant and innovative teaching aids in my classroom			✓		
14	I ensure the attainment of learning objectives of each lesson		✓			
15	I have effective classroom management skills		✓			
16	I can communicate effectively with my students		✓			
17	I establish good rapport with my students		✓			
18	I encourage active student participation in the classroom		✓			
19	I pay attention to the diverse learning needs of the students				✓	
20	I prepare and administer various evaluation tools to assess the learners			✓		
21	I provide constructive and timely feedback to my students		✓			
22	I conduct remedial classes for the students		✓			
23	I have cordial relationship with the staff of the school		✓			
24	I seek advice and suggestions from the mentor teacher	✓				


25	I make use of the available resources/ facilities in the school	✓				
26	I actively participate in the activities and programmes of the school	✓				
27	I do all the school based practical works sincerely.	✓				
28	I revise my teaching practices based on the constructive feedback from the teacher educator	✓				

B. Personal attainments

Kindly mark your responses in relation to the skills/ competencies attained/ improved during the school internship programme.

Sl. No.	Statement	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent
1	Communication skills		✓			
2	Classroom management skills		✓			
3	Time Management			✓		
4	Confidence		✓			
5	Interpersonal relationship		✓			
6	Presence of mind	✓				
7	Leadership & Initiation		✓			
8	Positive thinking and outlook	✓				
9	Completion of tasks with limited resources	✓				
10	Empathy	✓				
11	Patience	✓				
12	Decision making			✓		
13	Creativity & Critical thinking		✓			
14	Organizational & execution skills		✓			
15	Capacity for team work		✓			
16	Technological skills	✓				
17	Conflict resolution skills		✓			
18	Self-assessment practices	✓				
19	Enthusiasm	✓				
20	Dedication	✓				
21	Adaptability	✓				
22	Self-discipline	✓				
23	Resilience	✓				
24	Accepting criticism	✓				
25	Problem solving	✓				
26	Sense of satisfaction	✓				
27	Self-awareness	✓				
28	Subject competence		✓			
29	Appreciating diversity	✓				
30	Self-learning	✓				

Date : 25-11-23


Signature of the Student Teacher

SELF-EVALUATION OF SCHOOL INTERNSHIP

Name of the Student Teacher: *Rinika Rajan*

Name & Address of the School: *Mount Carmel GHS, Kanjikutzhy, Kottayam*

Optional Subject: *Physical Science*

Duration of the Internship: From *07-08-2023* to *25-11-2023*

A. School Experiences

Kindly mark your responses to the following statements related to the school internship programme.

Sl. No.	Statement	Strongly agree	Agree	Un decided	Dis agree	Strongly disagree
1	I plan and prepare the lessons thoroughly	✓				
2	I am confident in my subject		✓			
3	I have in-depth knowledge of the content			✓		
4	I take maximum effort to make each class effective	✓				
5	I connect my lessons with real life situations		✓			
6	I explain the concepts very clearly with suitable examples		✓			
7	I complete each lesson with in the class period	✓				
8	I use variety of teaching methods and strategies	✓				
9	I effectively integrate ICT in to my classroom teaching.	✓				
10	I ask appropriate, well-structured questions in the classroom		✓			
11	I provide opportunities for developing critical thinking, creative thinking and problem-solving skills among students		✓			
12	I give additional information/ materials related to the lesson		✓			
13	I use relevant and innovative teaching aids in my classroom		✓			
14	I ensure the attainment of learning objectives of each lesson		✓			
15	I have effective classroom management skills		✓			
16	I can communicate effectively with my students		✓			
17	I establish good rapport with my students	✓				
18	I encourage active student participation in the classroom	✓				
19	I pay attention to the diverse learning needs of the students		✓			
20	I prepare and administer various evaluation tools to assess the learners		✓			
21	I provide constructive and timely feedback to my students			✓		
22	I conduct remedial classes for the students		✓			
23	I have cordial relationship with the staff of the school		✓			
24	I seek advice and suggestions from the mentor teacher		✓			

25	I make use of the available resources/ facilities in the school		✓			
26	I actively participate in the activities and programmes of the school		✓			
27	I do all the school based practical works sincerely.		✓			
28	I revise my teaching practices based on the constructive feedback from the teacher educator		✓			

Personal attainments

Kindly mark your responses in relation to the skills/ competencies attained/ improved during the school internship programme.

Sl. No.	Statement	To a very large extent	To a large extent	To a moderate extent	To a small extent	To a very small extent
1	Communication skills		✓			
2	Classroom management skills		✓			
3	Time Management		✓			
4	Confidence		✓			
5	Interpersonal relationship		✓			
6	Presence of mind	✓				
7	Leadership & Initiation		✓			
8	Positive thinking and outlook	✓				
9	Completion of tasks with limited resources	✓				
10	Empathy		✓			
11	Patience	✓				
12	Decision making		✓			
13	Creativity & Critical thinking		✓			
14	Organizational & execution skills		✓			
15	Capacity for team work		✓			
16	Technological skills		✓			
17	Conflict resolution skills		✓			
18	Self-assessment practices		✓			
19	Enthusiasm		✓			
20	Dedication		✓			
21	Adaptability		✓			
22	Self-discipline	✓				
23	Resilience		✓			
24	Accepting criticism		✓			
25	Problem solving		✓			
26	Sense of satisfaction		✓			
27	Self-awareness		✓			
28	Subject competence		✓			
29	Appreciating diversity		✓			
30	Self-learning	✓				

Date : 25-11-2023


Signature of the Student Teacher

**EFFECTIVENESS OF STAD TECHNIQUE FOR
ENHANCING SELF-EFFICACY AND
ACHIEVEMENT IN ENGLISH AMONG
SECONDARY SCHOOL STUDENTS**

*Dissertation Submitted to
Mahatma Gandhi University in partial fulfilment
of the requirements for the Degree of
Master of Education*

CHIPPY BABU

Reg.No. 193140610811



**MOUNT CARMEL COLLEGE OF TEACHER EDUCATION
FOR WOMEN, KOTTAYAM**

2021

APENDIX-C

ENGLISH SELF-EFFICACY SCALE

English Self-Efficacy Scale

Self-Efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-Efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

In the present study the investigator selected and modified the Self-Efficacy Scale developed by Mishra & Manasee (2018). The investigator reworded certain items, deleted certain other items and added some items into the original scale to make it meaningful for the present study.

BASIC INFORMATION TO BE FURNISHED

Name of the Respondent :

Age :

Gender :

School :

SL NO	STATEMENTS	Please tick the box under which you feel best describes you.			
		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	I am nervous to talk in English in front of other people.				
2	I am not good at sharing my ideas in English during class/group discussions.				
3	I am confident to talk in English.				
4	I am good at speaking in English				
5	I feel comfortable reading an English newspaper/any other text.				
6	I am good at taking notes in English during class.				
7	I can easily understand English Language.				
8	I need assistance while writing in English..				
9	I am inattentive in the English class				
10	I listen to what other people say and ask questions				
11	I'm afraid that others will make fun of me when I talk in English..				
12	I do not know how I could speak in English correctly and fluently.				
13	After reading an English text, I am sure I can summarize.				
14	I find it easy to write an English essay.				

Scoring of the English Self-Efficacy Scale:

	SA	A	SD	D
Positive statements	4	3	2	1
Negative Statement	1	2	3	4

**ACADEMIC ACHIEVEMENT IN RELATION TO
SELF-EFFICACY AND CAREER ASPIRATION
AMONG B.Ed. STUDENTS**

Dissertation Submitted to
Mahatma Gandhi University in Partial fulfillment
of the requirements for the degree of
Master of Education

JOICY MARTIN, B.A., B.Ed.

Reg.No.203140610770



**MOUNT CARMEL COLLEGE OF TEACHER EDUCATION
FOR WOMEN, KOTTAYAM**

2022

SELF-EFFICACY SCALE (FINAL)

Name: _____ Locale of College: _____
 Type of Management: _____ Year: _____
 Name of Institution: _____ Subject: _____
 Educational Qualification: _____ Gender: _____
 Age: _____

INSTRUCTIONS

Read the following statements carefully and mark your responses on the answer sheets. Each statement has 5 responses such as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD). Your responses will be kept confidential and will be used only for research purposes.

NO	STATEMENTS	SA	A	UD	D	SD
	General Self-Efficacy					
1	I am able to rise up to the expectations of my friends					
2	I can easily adjust with new situations					
3	I am able to take the right decision at the right time.					
4	I have no difficulty in facing a crowd					
5	I am confident					
6	I am able to control myself in provoking situations.					
7	I am able to control my emotions.					

8	I am confused when I face unexpected emergencies in life.					
9	I can perform my responsibilities to the best.					
10	I help others without expecting any rewards.					
11	I behave according to the need of a situation.					
12	I think twice before doing anything.					
13	I am able to handle difficult situation.					
14	I can stay calm in tough situations.					
15	I try to learn lessons from my failures.					
16	I alter my decisions constantly.					
17	I am an open- minded person.					
18	I can admit my mistakes.					
19	I believe that I will attain my goal in life.					
20	I am ready to face the consequences of my actions.					
21	I seek the advice of others whenever I need to take important decisions.					
22	I believe that I can easily mingle with other people.					
	Educational Self-Efficacy					
23	I utilize my leisure time fruitfully.					
24	Parental encouragement has helped me to excel in studies					
25	I complete all my assignments sincerely.					
26	I am good at team work.					

27	I perform well at the extracurricular activities held at the college.					
28	I maintain good relationships with the family members and teachers.					
29	I think I perform better in this course.					
30	I spent a stipulated time for studies.					
31	I do not feel sad when I get scolded by teachers.					
32	I believe that I can complete this course with high score.					
33	I think I have good leadership quality.					
	Computer Self-Efficacy					
34	I feel confident to use new ICT tools.					
35	I am able to download programs on the internet.					
36	I feel confident to solve technical problems on the computer.					
37	I am able to find a useful ICT application on the internet if I need to find one.					
38	I feel confident that I can integrate ICT as a meaningful part of my teaching.					
39	I feel confident that I can find new ways to apply ICT in my teaching					
40	I feel confident to use ICT in learning process to motivate students					

**PSYCHO-SOCIAL WELL-BEING IN RELATION
TO LOCUS OF CONTROL AMONG STUDENT
TEACHERS AT SECONDARY LEVEL**

NIMMY KURIAN, M.A., B.Ed.

Reg. No. 213140610744

Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of
MASTER OF EDUCATION

**MAHATMA GANDHI UNIVERSITY
KOTTAYAM**



**MOUNT CARMEL COLLEGE OF TEACHER EDUCATION
FOR WOMEN, KOTTAYAM**

2023

Appendix A3

Scale on Social Well-Being (Final)

GENERAL DATA

Name of the student :
Age :
Subject/ Educational Qualification :
Year of Study :
Name of the institution :
Type of institution :

GENERAL INSTRUCTIONS

- The questions are expected to be answered in the perspective of an aspiring teacher. Feel free to reach out with any questions, comments, or concerns related to this study.
- Your answers will be recorded anonymously and will remain confidential.
- Estimated time of completion is 30 minutes.
- Please answer all the questions honestly and with your first instinct. Thank you for your time.
- Read the following statements carefully. Please indicate the degree to which you agree or disagree with each statement by ticking the appropriate box aside.

Sl. No.	Statement
1.	I get irritated to be in a different cultural situation.
2.	While making friendships cultural or financial background is not a matter of concern for me.
3.	I am confident enough to interact with people of different culture/country.
4.	I always try to stay away from people who I am not friendly with.
5.	I tend to maintain friendships only with people in my gang.
6.	I get hesitant to converse with someone from abroad.
7.	I always try to be kind with those who are needy.
8.	I am not capable enough to raise voice against injustice that happens to me.
9.	Due to fear of personal safety I don't usually step out for any activity.
10.	I know when to ask for help.
11.	I'm capable enough to question the existing social evils.

12.	I'm confident enough to deal with social challenges.
13.	I feel insecure to stay alone in an unknown gathering.
14.	I don't like to be in any voluntary organizations.
15.	I feel accepted among my classmates.
16.	I feel lonely in my college.
17.	I am active in all the activities of my college.
18.	People accept me the way I'm.
19.	I have very good relationship with all my fellow teacher-trainees.
20.	I often feel rejected.
21.	I get sufficient help from my friends/family in need.
22.	I feel like I'm not always included by my circle of friends.
23.	I don't like to be part of any charitable organizations.
24.	I don't often get invited to do things with others.
25.	I feel hesitant to help someone in need.
26.	I feel that there is no one to share my most private worries and fears.
27.	I have support from my friends when things go wrong.
28.	I help those who are needy, with a warm heart.
29.	I always have family/friends support at times of emotional breakdown.
30.	During the time of flood, I was part of a voluntary organization.

Response Sheet - Final

Sl. No.	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					