



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN

Muttambalam P.O., Kanjikuzhy, Kottayam- 686004

(Recognised by NCTE, Affiliated to Mahatma Gandhi University)

CRITERION II

2.2 Honoring Student Diversity

METRIC: 2.2.2

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

- **Peer Feedback/Tutoring**
 - Peer Evaluation Proforma
 - Teaching Competency Evaluation Proforma
 - Micro Teaching Lessons
 - Link Practice Lessons
 - Criticism Lessons



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

Peer Evaluation



Prof. (Dr.) Suma Joseph
Principal

Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



INTRODUCTION

In peer evaluation [also called peer review or peer feedback or peer instruction] gives feedback on each others work, another group's work or if working in a group, other group members contribution to a project. This allows students to build confidence in understanding and applying criteria, or even negotiating their own peers to the evaluation activity.

A peer evaluation format emphasizes skills, encourage involvement, focuses on learning, establishes a reference, promotes excellence, provides increased feedback, fosters attendance and teaches responsibility. Peer evaluation of teaching consists of the review of the teaching performance by the colleagues, usually in the same or a similar discipline with the purpose of assessing and improving the quality of teaching. Peer collaboration and review enables instructors to actively improve the quality of teaching in their own classrooms and in their department. As part of the B.Ed curriculum, a teacher pedagogical practical to observe peer classes and evaluate it.



Suma Joseph
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Education
Education for Women
Kottayam-686 004

STEPS INVOLVED IN PEER EVALUATION

1. Description of the peer evaluation proforma

The peer evaluation proforma is based on ten aspects and each aspect has certain components. The performance was rated using a 5-point scale. They were rated using a 1, 2, 3, 4 and 5 for unsatisfactory, satisfactory, good, very good and excellent respectively. The aspects for peer evaluation are as follows.

- (i) Orientation of the lesson
- (ii) Learning strategies
- (iii) Learning materials
- (iv) Learning activities
- (v) Questioning
- (vi) Management/classroom climate
- (vii) Subject competency
- (viii) Closure
- (ix) Teacher
- (x) Innovation

The scores obtained by the peers for each component of the aspect is calculated and the total score obtained is compa-



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal

Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

ared with the grading scheme given in the probo-
ma so as to understand the grade secured by the peer.

2) Observation of the class

The details of the classes observed are as follows.

- (a) Name of the student teacher - Akhela v. Appukuttani
Name of the school - MD Seminary HSS
Standard - VIII C
Subject - Physics
Topic - Magnetic induction
Unit - Magnetism
Date - 28-11-2022
Duration - 40 min
Mode of execution - Offline
- (b) Name of the student teacher - Akhil P
Name of the school - MD Seminary HSS
Standard - VIII A
Subject - Basic Science
Topic - True solutions, colloids and suspensions.
Date - 28-11-2022
Duration - 40 min



Prof. (Dr.) Smita
Principal
Mount Carmel College of Teachers Education
Kottayam - 686 004
28-11-2022
40 min

Mode of execution - Offline

3) Analysis and Interpretation

a) Class taken by Akhila V. Appukuttan.

As a part of the peer evaluation programme, I observed the class taken by Akhila V. Appukuttan on the topic 'Salts' and its formation by neutralisation reactions. She began the topic with an interesting introductory session that created a recalling of the pupils knowledge on the properties of acids and bases. She used a variety of teaching aids that involves powerpoint presentation, charts and a variety of examples to convey the nature and properties of salts. The learning activities arranged evoked curiosity in learners to reach conclusions on the neutral nature of salts. Questions were well arranged in the activity card so that the student could sequentially arrive at consolidation of idea that is presented. She was very careful in the classroom management and she succeeded in gaining the attention of students throughout the class. She has very deep content knowledge and the class proved that she had prepared very well for the class. She was successful in providing additional knowledge apart from the content in textbooks that is



Dr. Suma Joseph
Principal
Mount Carmel College of Teacher Education
Kottayam - 686 054

very much related and relevant to the content taught. She kept the appearance and manners that a teacher should possess while taking a class to a group of energetic and enthusiastic children. Her teaching gestures was too appreciable. She was very confident in handling the powerpoint along with delivering content without any loss of time.

b) Class taken by Akhil. P

I observed the basic science class taken by Akhil. P as a part of the peer evaluation programme. He took the class on the topic 'true solution, suspension and colloids from the unit 'solutions' during my observation. The topic was effectively oriented to the activities and way by which teaching-learning process conducted is really appreciable. The adopted strategies were successfully implemented throughout the class. Learning materials are all arranged effectively and the skillfull handling of the same made the class more effective. Pupils enjoyed the learning activities presented as it included novelty and variety. Adequate number of questions were arranged for the topic that could help the pupils to reach the consolidation of ideas sequentially by answering the questions. He was very careful in



Prof. (Dr.) Suma Joseph
Mount Carmel College for Women
Bangalore

creating democratic atmosphere in classroom and ensuring the participation of all students. He has in-depth knowledge of the content and successfully clarified all doubts raised by students. Linking of the topic with life situation made it more easy to students to understand the topic. The class ended up efficiently by giving suitable follow-up activities to the pupils. The manners and communication skills that the teacher possessed and the ability to hold the attention of pupils were really appreciable.

4) Findings and Suggestions

I got a very exciting opportunity to observe the class taken by my peers. It was a very good experience for me. It really helped me to evaluate myself and find out the strengths and weaknesses of mine in comparison with others. I felt that, the use of effective teaching strategies will reduce the burden of learning in pupils. Based on my observations, a few suggestions were noted down;

- The teachers should be careful in reducing the mass answering of pupil. Mass answering will reduce the chance of identifying the children who are slow learners.



Suma
Prof. (Dr.) Suma Joseph
Principal
Saint Carmel College
Education for Women
Kottayam - 686004

- More reinforcement should be given to students who are performing well in the classroom.
- View more teaching aids should be used so that attention span of children can be increased.
- Teacher should ensure the active participation of all students in the class.
- Summarization of the content taught can be done at the end of the class so that whole class can recollect what they learned.
- Follow-up activities given in the previous classes should be checked regularly, so that children become vigilant in completing the tasks regularly.

5) Conclusion

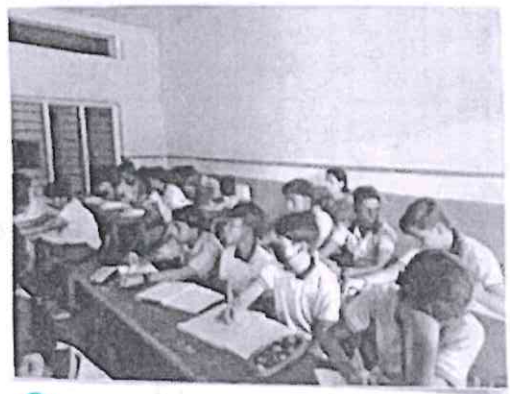
Peer evaluation of teaching consists of the review of teaching performance by colleagues, usually in the same or a similar discipline, with the purpose of assessing and improving the quality of teaching. As a teacher trainee, this evaluation helped to evaluate the teaching strategies of my peers and thereby to improve my own teaching methods. It was ~~really~~ helpful for me. It helped me to get an idea about how my peers manage and deliver lessons in a different way. I realised the effect of good communication skills in

gaining the attention of pupils.

Thus peer evaluation is highly useful for teacher trainee to get constructive feedback as well as to develop or modify oneself in a better way.

⑤ References

- 1) www.wikipedia.com
- 2) <https://teaching.cornel.edu>
- 3) https://www.ncbi.nlm.nih.gov/peer_evaluation



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN, KOTTAYAM

PEER EVALUATION PROFORMA

(For Student Teacher)

Name of the Student Teacher : AKHILA V. APPUKUTTAN

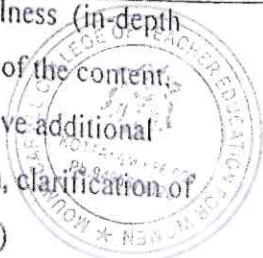
Name of the School : MD SEMINARY HSS KOTTAYAM

StandardIX..... Period Date 28-11-2022

Subject ...CHEMISTRY..... Topic...SALTS.....

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

(Signature)
 Prof. (2.) Sums Joseph
 Principal
 Mount Carmel College of Teacher Education for Women
 Kottayam-686 004



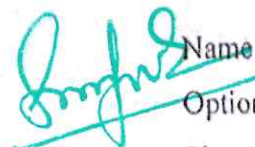

		b	Linking with life situation	1	2	3	4 ✓	5
		c	Sequential arrangement of the content	1	2	3	4	5 ✓
8	Closure	a	Link with similar/daily life situations (application)	1	2	3	4	5 ✓
		b	Gives suitable follow up	1	2	3	4	5 ✓
9	Teacher	a	Appearance and manners	1	2	3	4	5 ✓
		b	Ability to capture the attention of 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: 94
GRADE: A+

Suggestions if any: Should be careful with classroom management.

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 : ANN MARIA MATHEW
 Optional Subject : PHYSICAL SCIENCE
 Signature : 
 Prof. (Dr.) Suma
 Principal
 Mount Carmel College of Teacher
 Education for Women
 Kottayam-666 004



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN, KOTTAYAM

PEER EVALUATION PROFORMA

(For Student Teacher)

Name of the Student Teacher : AKHILA P

Name of the School : M.D SEMINARY HSS KOTTAYAM

StandardVIII...A..... Period ...2nd period..... Date.28-11-2022

Subject : BASIC SCIENCE..... Topic..TRUE SOLUTIONS,..COLLOIDS..AND SUSPENSIONS

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.)		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: 91
GRADE: A+

Suggestions if any: Use of learning aids should be encouraged to facilitate easy learning.

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

Ann Maria Mathew

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College
Education for Women
Kottayam-686 004

Name of the Peer Teacher

Optional Subject

Signature

: ANN MARIA MATHEW

: PHYSICAL SCIENCE

: *Ann Maria Mathew*



MOUNT CARMEL COLLEGE OF TEACHER EDUCATION FOR WOMEN KOTTAYAM

TEACHING COMPETENCY EVALUATION PROFORMA

Name of Student Teacher : Urindha 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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Urindha

II. Group Activity

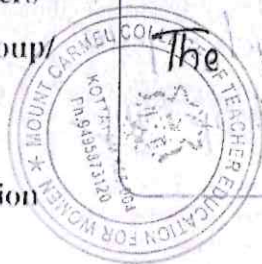
1. Proper distribution of group members
2. Interaction within (between) the group/
Developing team spirit
3. Budgeting of time
4. Analysis/Consolidation of information

Comments/ Suggestions:-

The group activity was very effective.

Grade:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education, Kottayam
Kottayam- 686 014

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------

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:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------	--------------------------	--------------------------	--------------------------	--------------------------



Suma

Prof. (Dr.) Suma Joseph

Mount Carmel College of Teacher Education for Women
Kottayam, Kerala

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:

<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	<input type="checkbox"/> 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 commendable.

Grade:

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

Impfud

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:

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



Prof. (Dr.) Suppal Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

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



Prof. (Dr.) Suneetha Joseph
 Principal
 Mount Carmel College of Teacher Education for Women,
 Kottayam - 686 004

PEER FEEDBACK/TUTORING

Microteaching
lessons



Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

MICROTEACHING LESSON PLAN ON SKILL OF SET INDUCTION

Name of student teacher : Ann Maria Mathew

Date : 26-11-2021

Subject : Basic Science

Duration :



Standard : VIII

No. of students :

Topic : Surface tension of water

No. of observers :

Session :

	<u>Teacher Activity</u>	<u>Pupil Response</u>	<u>Components</u>
1.	Good morning all	Good morning teacher	
2.	You are all looking smart today	Thank you teacher	Attention seeking
3.	Are you all interested to learn a new topic today?	Yes teacher	Attention seeking
4.	Good, I am going to tell a small story. Are you ready to listen that?	Yes 	Attention seeking
5.	Once a young boy named Rahul was drawing water from	 <p>Prof. (Dr.) Suma Joseph Principal Mount Carmel College of Teacher Education for Women Kottayam- 686 004</p>	

<p>6. a well, are you all familiar with wells?</p>	<p>Yes teacher</p>	<p>Attention seeking</p>
<p>6. The boy collected it into a bucket. How many of you draw the water from well?</p>	<p>Pupils respond</p>	<p>Use of previous knowledge.</p>
<p>7. Ok. Suddenly Rahul noticed something floating over the water. what may be that?</p>	<p>No response</p>	<p>Attention seeking</p>
<p>8. Yes, It was a small insect. Have you noticed small insects? Do they float on the surface of water bodies near your home?</p>	<p>Yes</p>	<p>Attention seeking</p>
<p>9. Rahul started thinking! why the insect is not sinking down the water? Have you ever thought about that?</p>	<p>Pupil respond</p>	<p>Attention seeking</p>
<p>10. Where does the insects float?</p>	<p>Surface of water</p>	<p>Use of previous knowledge.</p>



Joseph

Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

11. OK. Lets do an experiment, are you all ready?

12. I am taking some water in a beaker and going to place a blade carefully on the surface of water. what do you observe?

[Teacher taking a beaker containing water and placing a blade on surface]

13. Very good, Lets do another experiment, are you ready?

14. I am going to pour some drops of water on the surface of coin?

[Teacher pour some drops of water on the surface of coin] what do you observe?

Yes teacher

Blade is floating

Yes

Spherical shape



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam - 686 004

Arousing Motivation

Use of appropriate devices

Arousing motivation

Use of previous knowledge.

15. Good, Have you ever noticed colocasia leaves after rain?

Yes

Attention gaining

16. [Teacher takes a colocasia leaves and pour few drops of water] what is the shape of water on surface of coat

Spherical shape

Use of previous knowledge

17. So, what can you observe from above experiments?

Some objects are floating over the surface of water and water attain spherical shape at some surfaces

structuring

18. What may be the reason?

No response

Attention gaining

19. So, water have some properties, isn't it?

Yes

Arousing motivation

20. So, today we are going to study one of the property of water. This is surface tension

ok Teacher Suma

Topic declaration



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

MICROTEACHING LESSON PLAN ON THE SKILL OF PROBING QUESTIONS

Name of the student teacher : Ann Maria Mathew

Date : 01-12-2021

Subject : Basic Science

Duration :

Standard : VIII


No. of students :

Topic : Type of solutions

Name of observers :

Session :

	<u>Teacher Activity</u>	<u>Pupil response</u>	<u>Components</u>
1.	Good morning students	Good morning teacher	
2.	How are you all?	Fine teacher	
3.	You are all eagerly waiting to learn a new topic today. am I correct?	Yes	
4.	Do you know any solutions? Give me examples.	Salt solution, Sugar solution etc.	Seeking further information


 Suma Joseph
 Principal
 Mount Carmel College of Teacher
 Education for Women
 Kottayam-686 004



5. OK. I am taking a beaker containing water and another beaker containing mixture of salt and water. Which is the solute here?

Second beaker

Prompting

6. Very good. Can you tell me the two components of salt solution?

water and salt

Increasing critical awareness

7. Which component is present in larger amount in salt solution?

water

Increasing critical awareness

8. Which one is present in lesser amount in this solution?

Salt

Increasing critical awareness.

9. Can you name the component that is present in the salt solution in larger amount?

No response

Prompting

10. The component that is present in larger amount in a solution is called solvent. Am I clear?

Yes teacher

Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



11. And the component that is present in smaller amount is called the solute. Now can you identify the components of a solution?

Yes
No

12. Which is the solvent in the salt solution?

water

13. Which is the solute in the salt solution?

salt

14. Very good. Let's do an experiment. Are you all ready?

[Teacher takes a beaker with water, added salt and stirred it]

- Did the salt dissolve in it?

15. Now I am adding little more salt to it and stir. Did the salt get dissolved in water?

Yes

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

Prompting

Redirecting

Redirecting

Increasing critical awareness



Increasing critical awareness

16. If I am adding more and more salt, did they fully get dissolved in it?

No

Increasing critical awareness

17. How can you say that the salt is not dissolved completely?

Salt can be seen at the bottom of the beaker

Seeking further information

18. Very good. So, the maximum amount of solute is dissolved in it. Is it?

Yes

Redirecting

19. Can you name such solution?

No response

Prompting

20. The solution in which maximum amount of solute is dissolved at a given temperature is called saturated solution.

Yes

Prompting

21. Then what can we call that solution before saturation?

No response

Seeking further information



Suma

Prin. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam- 686 004

22. It can be called as unsaturated solution.

Yes

Prompting

23. Do you like tea, coffee, lime juice etc?

Yes

Redirecting

24. Have you ever noticed your mother adding sugar to coffee and lime juice?

Yes

Redirecting

25. In which solution, sugar get dissolved soon, in hot coffee or lemon juice?

Coffee

Redirecting

26. So can we use heat as method for dissolving more solute in a saturated solution?

~~Yes~~

Increasing critical awareness

27. Very good. The solution which contain more amount of solute than that is required to saturate it, is known as supersaturated solution. Do you get it?

Yes

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004



Increasing critical awareness

28. Now. What are the type of solutions that we learned today?

29. OK. Thank you all

Saturated, unsaturated and unsaturated solution

Thank you teacher

Re-directing




Suma

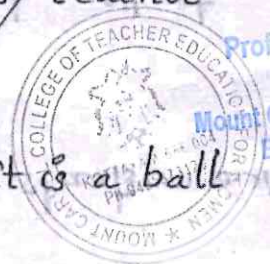
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

MICROTEACHING LESSON PLAN ON THE SKILL OF STIMULUS VARIATION

Name of the student teacher: Ann Maria Mathew Date : 9/12-2021
 Subject : Basic Science Duration : 9 min
 Class : VIII No. of students : 5
 Topic : Friction Name of observers : Asha Rose, Srutha Raju
 Session : Teach

<u>Teacher Activity</u>	<u>Pupil Response</u>	<u>Components</u>
1. Good morning students	Good morning teacher	
2. How are you all?	Fine teacher	
3. Are you all ready to learn a new topic today?	Yes teacher	Teacher gestures
4. Lets start it with an activity. Are you interested?	Yes teacher	Teacher gestures
5. See, I have bought something beautiful with me. what's this? [Teacher shows a ball]	It is a ball	Change in interaction style


 Prof. (Dr.) Suma Joseph
 Principal
 Mount Carmel College of Teacher Education for Women
 Kottayam-686 004



6. What happens if I kick this ball?

It starts moving

Oral-visual switching

7. Will the ball continue to move always or will it stop anytime?

It will stop

Change in speech pattern

8. Is there any force responsible for this stopping?

Yes

Change in interaction style

9. Where does this force come from?

From the ground

Teacher gesture.

10. Let us do another activity
[Teacher calls a student]
- Can you please come forward and pull this table.

Yes

Change in interaction style

11. Do you feel any force is acting on the table other than the force that you have given?

Yes

Amjad

Teacher gesture

12. How can you say that?

It is difficult to pull a table



Change in speech pattern.

Prof. (Dr.) Susha Joseph
Principal
Mount Carmel College of Teacher Education
Phone: 686 004

13. Where does that force comes from?

From the ground

Teacher gestures

14. Do that force oppose or favour the motion of table?

Opposes

Change in speech pattern.

15. Good, Is this force is same as that of the force in previous example which caused the ball to stop?

Yes

Focusing.

16. Then can you name this particular force?

No response

Pausing.

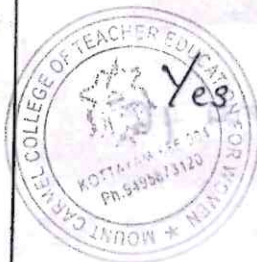
17. The force that opposes the relative motion of objects at any surfaces is termed as frictional force or simply friction.

ok teacher

Focusing

18. Now, look at the picture shown here

[Teacher shows a picture]



Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

Oral-visual switching

19. What happens to the log in 1st picture?

[Teacher shows a picture in which the people are pushing a log]

It moves

Oral-visual switching

20. How is the movement of log here?

[Teacher shows the movement of log by hand]

It rolls

Teacher gestures

21. Now look at the second figure. The people are pulling a log with a rope. How does the log move here? will it roll or slide over the ground?

It slides

Oral-visual switching

22. Both of the above cases, are characterized by the existence of frictional force from the ground. Isn't it?

Yes

Suma

Focusing

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004



29. Can you identify the type of friction existing between the matchbox and matchstick then?

30. Very good. Look at the images here. Can you guess the type of friction involved here?

[Teacher shows few images]

31. So, you have studied the concept of friction. Is everything clear?

32. Ok. Thank you all.

Sliding friction

Yes

Pupil responds

Yes

Thank you teacher

Change in speech pattern

Oral-visual switching

Teacher gestures

Teacher gestures.



Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

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	1	1	1	1	1	1	1			1	1	11	11		1	14					
	Teacher gestures	1	11	1		1		1	1	1			1	1			10					
	Change in speech pattern	1			1	1	1	1		1		1	1	11			10					
	Change in interaction style		1	11	1	1		1	1	1			1	1			10					
	Focusing			1	1	1	1	1	1	1	1						8					
	Oral-visual switching	1		1						1												
	Pausing		1		1	1		11	11		1	1		11		1	13					



Prof. Dr. Suma Joseph
 Principal
 Mount Carmel College of Teacher Education for Women
 Kottayam-686 004

Feedback

The students were all very cooperative therefore I could take the class very efficiently. The content was conveyed efficiently with proper activities and reinforcement.

[Handwritten signature]



[Handwritten signature]
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

JOURNAL NO 1

REFLECTIVE JOURNAL ON MICROTEACHING

EVENT : Microteaching class on the skill of stimulus Variation

DATE : 09-12-2021

Levels of Reflection

Journal Entry

Description

My first microteaching session in the first semester of B.Ed programme was conducted on 2nd december 2021 on the skill of stimulus variation. In order to select a topic that is suitable for this skill, I referred the basic science textbooks of standards VIII and IX and I found the topic 'Frictional force' from the basic science textbook of class VIII. From that I prepared a microteaching lesson plan for a time span of 5 minutes. It was then submitted to my teacher and corrected the mistakes in that. On the light of her guidance, I took my microteaching session on 2nd dec 2021 at 3 pm. It was done in the presence of my friends and teachers. There were 3 observers & 6 students.



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education
Kottayam - 686004

Feelings

I was very much tensed when I heard about the microteaching session and my tension increased when I came to know that it will be recorded too. I was very anxious a day before the teaching session and the day of my session too. I was the fifth person to take the class. My tension was reduced when I heard the class to my friends who took classes before me. With a highly excited and anxious mind, I took my first ever microteaching session. When I started my class, there was nothing to worry about, because, my students were very much cooperative and their face made me more confident. After my session, I felt very happy, because it was executed successfully.

Evaluation



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam - 004

I took the class effectively and my students got the concept, that I conveyed to them. But, I could not keep my time limit and it executed upto 9 minutes. Since I became confident after starting my session, I could not follow exactly the sentences that I had written in my lesson plan. Even though I was a little

bit tensed, it does not reflected on my face and I was successful in maintaining a pleasant face throughout the session. From the responses from my students and teacher, I realised that, I should be more planned to keep the time. All the components of the skill of stimulus variation was done successfully.

Analysis

The microteaching session helped me to find out my weaknesses and the areas where I have to concentrate more to improve my teaching skill. It give me more self-confidence that I could teach the students well. By watching the video of my classes, I understood that, improvements are needed in many aspects, because the components like oral-visual switching, pausing, change in interaction style were less and I was satisfied with other components.

Conclusion



Suma Joseph

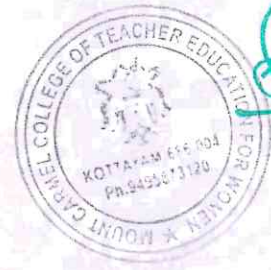
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam-686 032

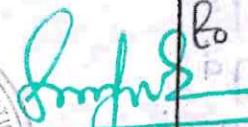
Through my microteaching lesson, I understood that planning and time management is very important in teaching. Also, the topics must be very studied and it

must be explained well in interesting means to gain the attention of the students. To increase the curiosity and confidence of the students, a teacher must be very active, pleasant and confident. The feedbacks given by the teacher, my observers and students helped me to realise my strengths and also the areas which needed improvements. I have to focus on every components of skill rather than focusing on any three or four components only.

I will focus on all the components efficiently in my next session. I will include more examples and experiments that may convey the concepts of the topics that I teach the students. I will not be tensed about my teaching and will be more confident in order to make the students more attentive. I will plan my session according to the given time limit and will execute it very efficiently.

Action Plan




Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

MODIFIED MICROTEACHING LESSON PLAN ON THE SKILL OF STIMULUS VARIATION

Name of student teacher : Ann Maria Mathew

Date : 03/12/21

Subject : Basic Science

Duration : 7 min 40 sec

Class : VIII

No. of observers : Harishma, Alphonsa

Topic : Friction

Session : Reteach

No. of students : 6

	<u>Teacher Activity</u>	<u>Pupil Response</u>	<u>Component</u>
1.	Good morning students	Good morning teacher	Teacher gestures
2.	How are you all	Fine	Teacher gesture
3.	Are you all ready to learn a new topic today?	Yes teacher	Teacher gesture
4.	See, I have bought something beautiful with me. (Teacher shows a ball) what is this?	Ball	Oral-visual switching
5.	What happens if I kick this ball?	It moves	Teacher gestures.



Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 001

6. Will the ball move always or will it stop at any time?

It stops

Change in speech pattern

7. Is there any force responsible for this?

Yes

Change in speech pattern

8. Are you all familiar with forces?

Yes

Focusing

9. Good. Where does the force come from in this case?

From ground

Change in interaction style

10. Do you know which is this force?

No response

Teacher gestures

11. Lets do another activity
(Teacher calls a student)
Can you please come forward and hold your bottle in your hand?

Yes teacher

Change in interaction style

12. Will this bottle fall down from your hand when you hold it?

No

Teacher gesture

13. Is there any force existing there to fix the bottle to the hand?

Yes

Focusing

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam - 686 004

14. Where does that particular force come from?

From hand

Change in speech pattern

15. Is this the same force as that of the force in the previous example of ball?

Yes

Focusing

16. Very good. These forces opposes the relative motion of objects and the surface with which the object is in contact. Is it?

Yes

Change in interaction style

17. Can you name this force?

No response

Teacher gesture

18. This opposing force is known as frictional force or simply friction. Is that clear?

Yes

Change in speech pattern

19. Now look at the picture shown here.

Yes

Oral-visual switching

[Teacher shows a picture]



Suma Joseph

Prin. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

20. What happens to the log in the 1st picture?

[On this picture, people are pushing the log]

21. How is the movement of log here?

[Teacher shows the movement by hand]

22. Now look at the second figure. [The people are pulling the log with a rope]. How is the movement of log here?

23. Both the above cases are characterised by the existence of frictional force from ground. Is it?

24. When the log rolls, what will be that particular friction called?

[Teacher shows rolling movement with hand]

It moves

It rolls

It slides

Yes

Rolling Friction



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 001

Oral-visual
switching

Teacher gesture

Oral-visual
switching

Focusing

Teacher gesture

25. Very good. Now can you tell me the type of friction in second figure?

Sliding friction

Oral-visual switching

26. Let us look at certain instances. See, I am going to roll a ball here. What is the force acting between ground and ball?

Frictional force

Focusing

27. Very good. Since the ball is rolling, what type of friction will be that?

Rolling Friction

Change in interaction style

28. Good. Have you all used matchsticks to make fire?

Yes

Teacher gestures

29. How does the matchsticks give fire?

It is rubbed on matchstick

Focusing

30. Yes, then can you identify the type of friction existing here?

Sliding friction

Change in speech pattern



Suma

Prof. (Dr.) Suma
Principal
Mount Carmel College
Education for Women
Kottayam-686004

31. Very good. Look at the images here. (Teacher shows certain images). Can you guess the types of friction existing here?

32. So have you all studied the concept of friction? Is it clear?

33. OK. Thank you all.

[Handwritten mark]

Pupils respond

Yes

Thank you teacher

Oral-visual switching

Teacher gestures

Teacher gestures



[Handwritten signature]

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 003

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					
Skill of Stimulus Variation	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		6					



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam 686 004

LINK PRACTICE LESSON PLAN

Name of the teacher : Aleena Benny

subject : Mathematics

class : Peer Group

unit : III

Time : 17 min

Topic : Polygons

Date : 10/11/2022

35


TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENTS OF SKILL		
		STIMULUS	QUESTIONING	SET INDUCTION
<p>Good Morning</p> <p>1. students, when you come to school you might have been seen sign boards. Isn't it?</p> <p>2. Can you name some of them?</p>	<p>Good morning</p> <p>Yes</p> <p>stop board, warning signs</p>	<p>Teacher movement</p> <p>Gestures</p>	<p>Prompting</p> <p>Prompting, seeking further information.</p>	<p>Attention gaining, structuring.</p> <p>Use of previous knowledge, Attention gaining</p>

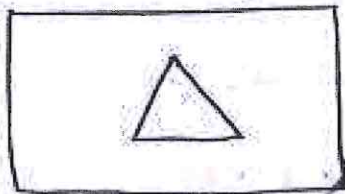


Suman Joseph

Prof. (Dr.) Suman Joseph
Principal

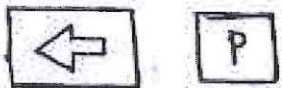
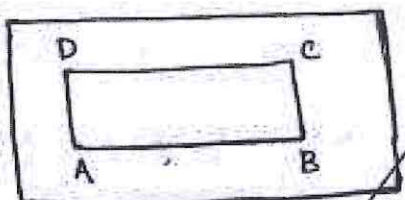
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENTS OF THE SKILL		
		STIMULUS	QUESTIONING	SET INDUCTION
3. Can you name the shape of the signboard that you see?	circle, triangle, rectangle	gesture	Prompting, seeking further information.	use of previous knowledge, Attention gaining
4. Teacher shows a signboard  and asked the students to name it.	Triangle	oral to visual switching, Pausing, Focusing	Prompting, seeking further information.	use of appropriate cues, use of previous knowledge.
5. Teacher draws a triangle on the blackboard and asked number of sides and angles it has	3 sides and 3 angles	visual to oral, Focusing, change in interaction style.	Critical awareness, seeking further information	use of previous knowledge, structuring.
6. Can you tell the sum of interior angle of a triangle	180°	change in speech pattern, change in interaction style.	Seeking further information, prompting	use of previous knowledge, structuring.



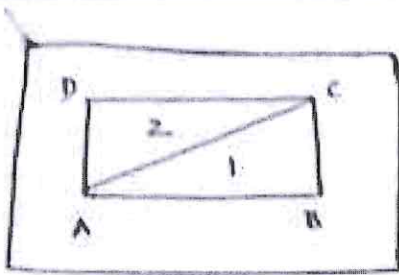
Suma
 Prof. (Dr.) Suma Joseph
 Principal

Mount Carmel College of Teacher Education for Women
 Kottayam-686 004

TEACHER ACTIVITY	PUPIL ACTIVITY	COMPONENTS OF THE SKILL		
		STIMULUS	QUESTIONING	SET INDUCTION
<p>7. Teacher shows a sign board</p>  <p>and asked to identify the geometrical figure.</p> <p>8. Can you give a common name for the figures</p> <p>9. Teacher draws a rectangle on the blackboard and asked to tell number of sides and number of angles</p>  <p>10. Teacher asked students to fix a vertex and join to the non-adjacent vertices and count the number of triangles obtained.</p>	<p>Rectangle, square</p> <p>quadrilateral</p> <p>4 sides, 4 angles</p>	<p>oral-visual switching change in interaction style</p> <p>gesture, change in speech pattern.</p> <p>visual oral switching, focusing, change in interaction style</p>	<p>Prompting, Developing critical awareness.</p> <p>seeking further information, Refocussing.</p> <p>Critical awareness, seeking further information</p>	<p>use of appropriate devices, Arousing motivation</p> <p>structuring, use of previous knowledge.</p> <p>use of previous knowledge, structuring</p>

Suma
 Prof. (Dr.) Suma Joseph
 Principal
 Mount Carmel College of Teacher
 Education for Women
 Kottayam- 686 004





11. Can anybody tell, what is the sum of the interior angles of a rectangle?

12. So it is obtained by adding sum of interior angles of two triangles
i.e. $2 \times 180 = 360^\circ$

3. Teacher shows the sign board



and asked to name

the geometrical figure.

4. She asked students to tell the number of sides and number of

2 triangles

360°

Pentagon

5 sides

oral visual switching,
Pausing

Focusing,
Pausing

Gesture,
change in speech pattern.

oral visual switching,
change in speech pattern.

Suma

visual to oral switching
Prof. (Dr.) Suma Joseph
Principal
Mount St. Joseph's College of Teacher Education
Education for Women
Kottayam - 686 004

Seeking further information,
Refocussing

Prompting,
Refocussing

Prompting,
Developing critical awareness.

Seeking further information,
Refocussing

Use of appropriate devices,
structuring.

Use of previous knowledge,
structuring.

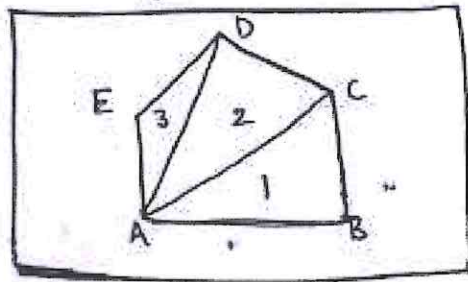
Structuring,
Use of previous knowledge.

Use of appropriate devices,
Arousing motivation


Use of previous knowledge

angles.

15. Teacher asked students to fix a vertex and join to the non-adjacent vertices and count the number of triangles obtained.



16. From the above observations can anybody tell what will be the sum of angles of a pentagon.

17. Teacher show the sign board  and asked to count the number of sides & angles and name it.

5 angles.

3 triangles

$$3 \times 180 = 540$$

6 sides and 6 angles, Hexagon

Focusing

oral-visual switching,
Pausing

Focusing,
Pausing

Visual-oral switching,
change in interaction style.

seeking further information

Seeking further information,
Retocussing

Prompting,
Retocussing

Prompting,
Developing critical awareness.

structuring.

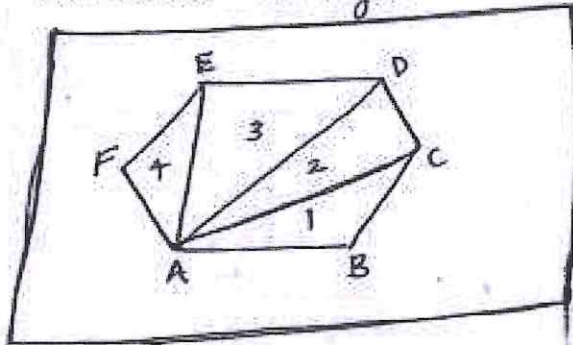
Use of appropriate devices,
structuring.

Use of previous knowledge,
structuring.

Use of appropriate devices,
Assessing motivation.

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher Education for Women
Kottayam - 686 004

18. Teacher asked the students to fix a vertex and join the non adjacent vertices and count the number of triangles obtained.



Then what will be the sum of angles of a hexagon

when divided the class into groups and gives an activity

4 triangles

$$4 \times 180 = 720$$

oral-visual switching,
Pausing

focusing,
Pausing

seeking further information,
Refocussing

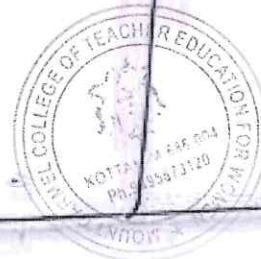
Prompting
Refocussing

use of appropriate devices,
structuring.

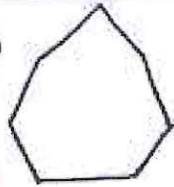
use of previous knowledge,
structuring

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686004



1)



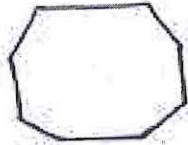
No of sides/angles =

Identify the figure =

No of triangles =

Sum of angles =

2)



No of sides/angles =

Identify the figure =

No of triangles =

sum of angles =

21. What is the name of n-sided geometrical figure?

22. Teacher gives a common definition to polygons.

n-gon or polygon

Impuls

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam, 686 004

Oral to visual
switching,
change in
interaction style

Prompting,
seeking further
information.

use of appropriate
devices,
structuring.

change in
interaction style
change in speech
pattern

seeking further
information,
prompting


structuring,
use of previous
knowledge.

Movement,
change in speech
pattern.

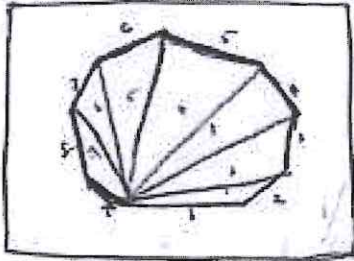
Reprocessing

use of appropriate
devices.



<p>23. Can anybody tell what will be the sum of interior angles of a n-sided figure</p>		<p>- pausing, Gesture</p>	<p>Redirecting</p>	<p>Attention gaining.</p>
<p>24. Teacher explained that sum of angles of a polygon = (No of triangles into which the figure is divided) x 180</p>		<p>change in speech patterns, change in interaction style</p>	<p>Developing critical awareness, Refocussing</p>	<p>structuring Arousing motivation.</p>
<p>5. Can you please try to identify the relationship between the number of triangles obtained and the number of sides of a polygon</p>		<p>Pausing, Gesture</p>	<p>Redirecting</p>	<p>Attention gaining.</p>
<p>Teacher explained, No of triangles into which the figure is divided = no of sides of a given figure - 2 = n - 2</p>	<p><i>Prof. Dr. S. Joseph</i> Principal Mount Carmel College of Teacher Education for Women Kottayam 686 004</p> 	<p>Change in speech patterns, change in interaction style</p>	<p>Developing critical awareness, Refocussing</p>	<p>structuring Arousing motivation</p>

27. Teacher draws



asked a

student to find the sum of interior angles. Thus the teacher summarizes the topic.

$$\begin{aligned} &7 \text{ triangles} \\ \text{Sum of angle} &= 7 \times 180 \\ &= \underline{\underline{1260}} \end{aligned}$$

$$\begin{aligned} \text{No of triangles} &= 9 - 2 \\ &= 7 \text{ sides} \end{aligned}$$

Teacher movement,
change in
interaction style

re-directing,
prompting

structuring,
attention
gaining

43

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004



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
QUESTIONING	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	✓					
	8. Prompting																			25	✓					
	9. seeking further information																			27	✓					
	10. Rehearsing																			19		✓				
	11. Redirecting																			27	✓					

Suma

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004



SET INDUCTION	12	Increasing Critical Awareness	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	26	✓
	13	Use of previous knowledge		"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	32	✓
	14	Attention Gaining	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	"	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.

Suma



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

CRITICISM TEACHING MANUAL - 5

Name of the teacher : Vrindha I. R

Unit II : 'Wings and Wheels'

Name of the school : Mount Carmel GHSS

Subunit : 'The Little Round Red House'.

Subject : English

Strength : 11

Duration : 40 minutes

Date : 24.06.2022

CONTENT ANALYSIS

Theme : A little boy who is complaining about his boredom.

Ideational Content

On a cold rainy day, a little boy complains to his mother that he is bored and she suggests some activities to overcome his boredom.



Suma

Prof. (Dr.) Suma Joseph

Mount Carmel College of Teacher Education for Women
Chennai - 600 004

But the boy had already done those activities.

Linguistic Content

Vocabulary Items

windy /wɪndɪ/ - characterised by strong winds.

bored /bɔ:d/ - feeling [weary] because one is unoccupied.

suggested /sədʒɪst/ - put forward for consideration.

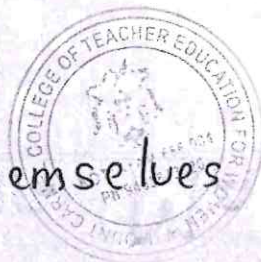
Aesthetic Items

Setting : Kitchen

Visual Images: Kitchen, little boy, newspapers, toys

Synthetic Content

Write the diary by assuming themselves as the little boy.



Suma
Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 001

Learning Outcomes

The learner will be able to,

- Get an overall idea about the passage.
- Read the passage with fluency and accuracy.
- Develop a creative attitude towards the phrase 'boredom'.
- Get an idea about the new words and its meaning.
- Locate the visual images in the passage.

Pre-requisites

The learner,

- will have an idea about what the story is about.
- Should be aware about the concept of boredom.
- Might have the imagination to visualise the events of the story.

Suma

(Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004



Instructional Strategies

Diary writing as an individual work and finding the best one from the group.

Learning Aids

Power Point

Chart

Blackboard

Flashcards

Activity Cards



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

Learning Outcomes

PROCESS / ACTIVITY

ENTRY ACTIVITY

The teacher enters the class, greets and creates a rapport with the students. The teacher then asks some questions to introduce the lesson.

- Did you ever feel bored in your life?
- Can you share anyone of the boring experiences in your life?

The teacher gives the summary of the passage.

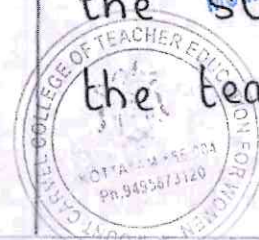
The story takes place on a cold rainy windy day in the month of October. The major characters are the mother and the little boy. The little boy complains to his

ASSESSMENT

The students happily greeted the teacher.

The students gave answers to the questions.

Sophia
The students listened to the summary given by the teacher.



mother that he is bored and she suggests various activities. She asks him to read his library books, play with toys or to draw pictures with his new crayons. But the little boy was not ready because he had already done all these activities.

The teacher gives the details about the author Carolyn Sherwin Bailey was an American writer of children literature. Her stories include 'Boys and Girls of Colonial Days', 'Broad Straps' and 'Bright Stars'.

The students listened to the details about the author.

Suma



Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam- 686 004

READING

Model Reading

The teacher reads the passage loudly to the students.

The teacher read the passage loudly and the students listened.

Individual Reading

The students are asked to read the passage silently.

The students carefully read the passage, silently.

Collaborative Reading

The students are asked to discuss in groups and find out difficult words.

The students discussed in the groups and found out the difficult words.

Loud Reading

A few students are selected to read the passage loudly.

A few students read the passage loudly.



Joseph

Prof. Dr. Irma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 686 004

Scaffolded Reading

The teacher asks some textual questions to the students.

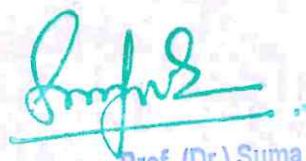
- What was the setting of the story?
- What did the little boy always complain about?
- What activities did the mother suggest for the little boy to engage himself?

Preparation of Individual task

The students are asked to write the diary entry by assuming themselves as the little boy.

The students gave correct answers to the questions.

The students gave correct answers to the questions.



Prof. (Dr.) Suma Joseph

Principal
M. S. S. School of Teacher
Education for Women
Kollayam, 688 004

The students individually prepared the diary entry.



Preparation of group task

The teacher asks the students to find out the best diary from their group and present it.

Teacher's Version

The teacher presents her version of the discourse

21st March, 2005

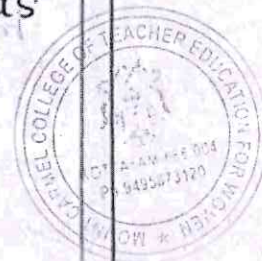
Friday

Dear Diary,

Today was a boring day for me because I had nothing to do. My mother suggested me to engage in other activities like drawing, reading books, playing etc. But I had already done all those activities. So it was not a good day for me.

The students presented the best prepared discourse from their respective groups and presented it in the class.

The teacher presented her own version of the discourse in the class.



Suma Joseph

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam-686 004

Follow Up

Prepare a short paragraph on an activity that you would like to do when bored.

Dear David,

Yours truly,

Suma Joseph



Suma Joseph

16/12/2022

Prof. (Dr.) Suma Joseph
Principal
Mount Carmel College of Teacher
Education for Women
Kottayam - 706 004