



St. Gregorios Teachers' Training College

Meenangadi P.O, Wayanad, Kerala, India- 673591

(Managed by The Jacobite Educational & Charitable Society Reg. No: 22/1988)

Affiliated to the University of Calicut and Recognized by NCTE

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Manager / Principal

The following documents are updated and uploaded as per the DVV clarification by NAAC

- Samples prepared by students for each indicated assessment tools
- Document showing the different activities for evolving indicated assessment tools




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Name :.....

Reg.No :.....

St. GREGORIOS TEACHERS' TRAINING COLLEGE MEENANGADI
B.Ed. DEGREE MODEL EXAMINATION (FIRST SEMESTER) DECEMBER 2023
EDU 05-13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCE

Time: 3 Hours

Maximum: 80 Marks

PART - A

Answer all the questions. Each question carries 2 Marks

1. What is Link Practice?
2. Write any two objectives of Curriculum.
3. Point out the merits of Discussion Method
4. Differentiate between History and Geography
5. What is meant by learning through Reflection?
6. Distinguish between Curriculum and Syllabus
7. Mention two characteristics of teacher behaviour
8. Find out any two metacognitive learning strategies.
9. Explain the types of curriculum prepared for school subjects
10. What are the objectives of teaching economics in the secondary stage?

(10X2= 20 Marks)

PART - B

Answer any ten questions. Each question carries 4 Marks

11. Explain Maxims of teaching.
12. Discuss the advantages of Social Science Textbook.
13. What are the different Phases of teaching? Explain
14. Explain the steps and procedures in Micro teaching.
15. What is meant by Topical Organization of Curriculum?
16. Differentiate between Social Science and Social Studies.
17. Analyze the modern trends in Social Science curriculum.
18. How do you organize dialogical method in Social Science curriculum?
19. What are the different types of values acquired through Social Science Education
20. Explain briefly the steps involved in the Problem-Solving method of teaching Social Science
21. As a Social Science teacher how will you ensure higher order thinking skills among the students?
22. How can you make lecture method more effective in the class room while teaching social science?

(10x4 = 40 Marks)

PART - C

Answer any two questions. Each question carries 10 Marks

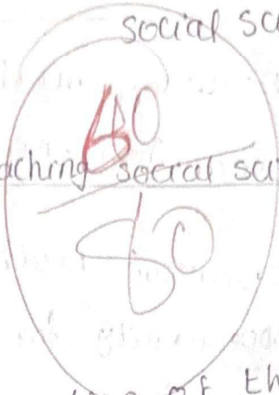
23. Explain briefly the Revised Blooms Taxonomy of educational objectives
24. Write an essay on Brain Storming and Concept Mapping as learning strategies
25. Discuss the relevance of social science as a core subject and explain the correlation of Social Science with General Science, Language and Mathematics.

(2X10=20 Marks)



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Theoretical bases of Teaching social science



PART-A

1, Link practice

Link practice, The integration of the skills developed in micro teaching plan situation to real situation it is called link practice. After completing the micro teaching then practiced link lesson.

2, Objectives of curriculum

- stimulate the intellectual curiosity and development of student interest in learning.
- to stimulate clear and critical thinking and inform decision making.

• The main purpose of the curriculum is overall development of the child

• It is the totality of all activities.

• curriculum is itself.

• To develop cognitive and affective and psychomotor abilities.



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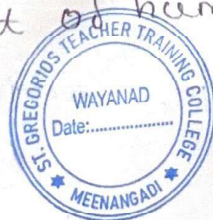
merits of Discussion method

- Discussion method helped to clarify and sharpening the issues
- Discussion method helped to provide opportunity for active interaction
- To avoid old ideas and values get replaced new ones
- To formed new ground that is agreement and disagreement
- Discussion method engendered tolerance the view point
- It is requires in spiritual and social constructivism
- It provide more opportunity for involving the students to present their ideas.

4, History and geography

History views the experience of perspective on time and the geography is perspective on space. The history views the temporal

dominant of human experience (Chronological time)



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• Geography consider understanding the dominant of spatial. (space and place)

These are difference between history and geography. In history we are studied about humans ancient life and changes. Geography we are studied about the space and human environment.

5 Learning through reflection

Learning through reflection is taking time to reflect on our experience. Through reflection we can step back and consider what we learn, how we learn, and how to apply the knowledge in future human experience. It is called learning through reflection.

6 Distinguish between curriculum and syllabus

Curriculum

- It is a wide concept
- It gave more importance to cognitive, affective and psychomotor developments
- Curriculum

Syllabus

- It is a narrow concept
- It gave more importance to cognitive and psychomotor developments specify in each subjects
- Syllabus is the part of curriculum



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Curriculum include both formal and informal activities

In syllabus include only formal activities

• It is the totality of all activities

It is related to study material.

• It aims to all round development of the student.

It aims to the cognitive and intellectual development of the student.

7 characteristics of teacher behaviour

• creativity

creativity is the generation of new ideas and values; these are the main character of the teacher behaviour.

• patience

patience is the important factor of every teachers life. The teachers create friendly attachment of their students

• discipline

discipline is very must in every one life.

The teachers should follow well discipline. Their students are follow their teachers discipline, behaviour etc.

• good organization

it is the great ability of a teacher.



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St. GREGORIOS TEACHERS' TRAINING COLLEGE MEENANGADI
B. Ed DEGREE MODEL EXAMINATION (FIRST SEMESTER) APRIL 2022
EDU 01- EDUCATION IN CONTEMPORARY INDIA

Time: 3 Hours

Maximum: 80 Marks

PART - A

Answer all the questions. Each question carries 2 marks

1. What is UEE?
2. What are 'Kalaris'?
3. What is Upasmapada Ceremony?
4. Mention major objectives of SSA.
5. Explain the term Marginalization.
6. What is the knowledge aim of education?
7. Write a brief note on Social Stratification.
8. Distinguish between Wastage and Stagnation.
9. What is meant by Oriental- Occidental Controversy?
10. Mention any two major recommendations of Kothari Commission.

(10X2= 20 Marks)

PART - B

Answer any ten questions. Each question carries 4 marks

11. Briefly describe the RTE Act 2009
12. Explain the salient features NPE 1986.
13. What is meant by Child Centered Education?
14. Briefly discuss the principles of Basic Education.
15. Explain the impact of Globalization on Education.
16. Explain the role of education in respecting diversities.
17. How can education contribute to National Integration?
18. Briefly explain the role of Christian Missionaries in Education.
19. What do you understand by Equalization of Educational Opportunities?
20. Critically examine the role of education improving the status of women.
21. Discuss the role of Shree Narayana Guru in the development of education in Kerala.
22. Discuss the various issues and challenges faced by Dalits and Tribal groups of India.

(10X4 = 40 Marks)

PART - C

Answer any two questions. Each question carries 10 marks

23. Discuss the major Constitutional Provisions on Education.
24. Compare and contrast between Vedic and Buddhist system of Education.
25. Explain the different types of Education. What are the agencies involved in Education?

(2X10 = 20 Marks)



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EDU 01 - Education in Contemporary India.

1. UEE - Universalisation of Elementary Education
 UEE is the first few years of elementary education; which gives prime importance for primary education. The three major components of UEE are.

* Universal Provision: Easy access of education for all students.

* Universal Entitlement: Ensure the admission of all students of the age group 6-14.

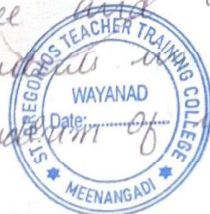
* Universal Retention: It means the reducing dropout rate of students. Once joined, we should ensure the attendance of students till the primary education lasts.

2. Nai Palim

'Nai Palim' is a national programme on Basic Education which was introduced by Gandhiji in the year 1938. The word Nai Palim means 'New Education'. The major objectives of this scheme are,

* Free and compulsory education for all students in the age group of 6-14.

* Medium of instruction should be mother



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tongue.

- * Self centred / self promoting educational system.
- * Craft centred and productive education.

3.

Othupallies

Othupallies are traditional religious educational institutions of Muslims attached to the mosque. The functions of mosque is leaded by the Mullas, Musleas, Mollakka. The whole institution is controlled and managed by a single teacher. The method of teaching was, teacher write the quran for the students. The learning tool of children was a wooden slate. It is one of the speciality of education existed in Kerala.

4.

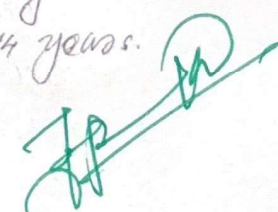
R.T.E. Act - 2009

R.T.E means the Right to Education Act. which was passed in the year 2009. The R.T.E Act is included in the Article 21-A of Indian Constitution. The main objective of this act is to provide free and compulsory education for all students of the age group 6-14 years. Other major objectives are,

① Education should be free of cost.

② Adequate facilities is provided for the person




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discriminating and distinguishing the students of any caste.

③ Teachers should avoid physical punishment.

5. Operation Blackboard

Operation Blackboard (O.B) is one of the educational policy started in India. The particular objectives of O.B are to ensure all infrastructural or physical facilities in all educational institutions and schools; Provide quality of education by appointing qualified teachers; Provide useful and quality based learning aids for students.

6. Secularism

"India is neither religious nor irreligious, nor non-religious". That is termed as secularism. India is not adhering any particular religion. But also the citizens of India have the right to follow and practice any religion in which he believe in. This right of people is included in Indian Constitution that is known as secularism.

7. Marginalisation

Marginalisation is a social phenomenon. It means a particular group of people, or any group of people are excluded from the society and they are denied of their



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rights. So the people is marginalised by any other means in the society.

8. S.S.A

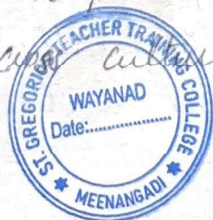
Sarva Shiksha Abhiyan is one of the educational policy started by government with the objectives of

- Free and compulsory education for all.
- Provide good infrastructural facilities for students.
- It is a student centred policy.

9. L.P.G. in Education

L.P.G stands for Liberalisation, Privatisation and Globalisation. L.P.G is a new economic policy emerged during 1990s. Though it is an economy policy in India it has much influence on education too. They are,

- It provides more freedom on education.
- It increases wide variety of chances/opportunities in educational field.
- Increases the interference of private management schools.
- Free in decision making.
- It provides world wide education through cultural contacts between nations.



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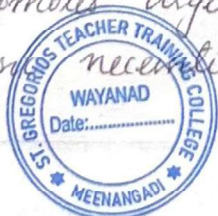
10. Article 51-A deals with the 'Fundamental Duties'

11. Concept of basic education

Grandhiji's Wardha scheme of education was against the sterile, unproductive, teacher-centred, bookish, exam oriented educational system adopted by the British rule in India. He wanted to put forward a life centred education in India. Therefore he published an article in the Magazine 'Harijan' during 1937. All India Conference held in Wardha discussed the new concept "life centred education" by Grandhiji. They formed a committee to discuss the matter under the leadership of Dr. Zakir Husain. Then the committee approved that concept, later it is termed as basic education. The main agendas of that policy was.

- ① Free and compulsory education for all
- ② Medium of instruction should be mother tongue
- ③ Self promoting education
- ④ Craft centred and productive in nature.

This scheme is called basic, because it provides basic needs, and necessities of life. It promotes urges of students, It should teach basic necessities of life. Grandhiji wants to



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Observation schedule cum rating scale

Name of the observer : Jubita
 Name of the teacher educator: Sarathkumar
 Name of the student teacher: Krishnudu A G
 Subject : ഉപജ്ഞാതന്മാരും
 Unit : ഗണിതശാസ്ത്രം
 Topic : ദ്വയാങ്കിതങ്ങൾ

Standard : 9
 Strength : 5-6
 Duration : 5 min
 Date : 11/01/2023

Component of the skill	Yes/ No	Rating from very poor to very good				
		Very poor	Poor	Average	Good	Very good
1) Legibility of hand writing	Yes				✓	
2) Neatness in blackboard work	Yes					✓
3) Organisation of blackboard work	Yes					✓
4) Appropriateness of blackboard	Yes					✓

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Observation schedule cum rating scale

Standard : 9
 Strength : 5-6
 Duration : 5 min
 Date : 12/01/2023

Name of the observer : Anun
 Name of the teacher education : Sanathkuman
 Name of the student teacher : Kouishrindu A G
 Subject : സംസ്കൃതം
 Unit : ഓരോന്നിന്റെ പ്രാധാന്യം
 Topic : ഓരോന്നിന്റെ പ്രാധാന്യം

Component of the skill	Yes/ No	Rating from very poor to very good			
		Very poor	Average	Good	Very good
Desirable and undesirable					
1) Use of beginning statement	Yes				✓
2) Use of explaining links	Yes		✓		✓
3) Use of mediators	Yes				✓
4) Use of concluding statement	Yes				✓
5) Use of questions to test pupils understanding	Yes			✓	
6) Use of irrelevant statements	No				
7) Lack of continuity	No				
8) Lack of fluency	No				
9) Using inappropriate vocabulary	No				
10) Use of vague words and phrases	No				
11) Deviating from main points	No				

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OBSERVATION SCHEDULE CUM RATING SCALE

Standard : IX
 Strength : 9-6
 Duration : 15-6min
 Date : 18-03-22

Name of Observer : Rosin Thomas
 Name of student teacher : Nimisha Abraham
 Subject : Chemistry
 Unit : Chemical bonding
 Topic : Chemical formula

Components of the Skill	Yes/No	Veygood	good	Average	Poor
Desirable Behaviour					
1) Legibility of handwriting	Yes	✓			
2) Neatness in blackboard work	Yes	✓			
3) Organization of blackboard work	Yes		✓		
4) Appropriateness of blackboard work	Yes		✓		

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MICROTEACHING - OBSERVATION SCHEDULE COM RATING SCALE

Name of Observer : Rosin Thomas
 Name of Student teacher : Nimisha Abraham
 Subject : Chemistry
 Unit : Atoms and molecules
 Topic : Periodic table

Standard : IX
 Strength : 14
 Duration : 5-6 min
 Date : 28-04-22

Components of Skill	Yes	No	Very good	Good	Average	Poor
Desirable behaviours:						
1. Use of beginning statements	Yes		✓			
2. Use of explaining links	Yes			✓		
3. Use of mediators	Yes			✓		
4. Use of concluding statements	Yes			✓		
5. Questions to test pupils' understanding	Yes		✓			

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11/11/2020

OBSERVATION SCHEDULE CUM RATING SCALE
MICROTEACHING

Name of Observer : Vrinda
 Name of Student teacher : Nimisha Abraham
 Subject : English
 Unit : My Mother
 Topic : My Mother

Standard: IX
 Avength : 14
 Duration: 4-5 mnts
 Date : 05.05.22

Components of Skill	Yes/No	Very Good	Good	Average	Poor
Desirable behaviours:					
1. Positive verbal reinforcement	Yes	✓			
2. Positive non-verbal reinforcement	Yes	✓			
3. Negative verbal reinforcement	Yes		✓		
4. Negative non-verbal reinforcement	Yes	✓			



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Observation schedule cum rating scale

Microteaching

Standard: X
 Strengths: 5-6
 Duration: 5min
 Date: 9/11/2022

Name of the observer: Niby Baresh
 Name of the teacher educator: Sarathkumar
 Name of the student teacher: Telra Simon
 Subject: reconstruction
 Unit: embryology
 Topic: reproduction

Component of the skill	Yes/No	Rating from very poor to very good				
		Very poor	Poor	Average	Good	Very good
a) Structure of the question.	Yes					✓
b) Process of asking question.	Yes				✓	
c) Product of the question.	Yes					✓



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Observation cum rating Scale

Microteaching

Name of the observer: Jussala N.A

Name of the

teacher educator: Sarathkumar

Name of the

student teacher: Felna Simon

Subject: communication

Unit: എല്ലാവിധ ശബ്ദങ്ങളും ഉപയോഗിക്കുന്നു

Topic: ഉപയോഗിക്കുന്ന ശബ്ദങ്ങളെക്കുറിച്ചുള്ള

Standard: IX
 Strength: 5-6
 Duration: 5min
 Date: 11/01/2023

Components of the skill	Yes/No		Rating from very poor to very good				
	Yes	No	Very poor	Poor	Average	Good	Very good
1) Positive verbal reinforcement	Yes	No					✓
2) Positive non-verbal reinforcement	Yes	No				✓	✓
3) Negative verbal reinforcement	Yes	No				✓	✓
4) Negative non-verbal reinforcement	Yes	No				✓	✓
5) Denial of reinforcement	No	Yes					
6) Inappropriate use of reinforcement	No	Yes					

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ACHIEVEMENT TEST-1




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PLANNING OF THE TEST

Standard	IX
Subject	Social Science
Unit	ചന്ദ്രൻ്റെ ചന്ദ്രനുള്ളിലൂടെ: നാലു ഭാഗങ്ങളും ഉൾക്കൊള്ളുന്നതും
Subunit	<p>നാലു ഭാഗങ്ങളിലെ നാലാമത്തെ ഭാഗം: നാലു ഭാഗം</p> <p>മുൻപത്തെ ഭാഗങ്ങളും</p> <p>സമയക്രമീകരണം നോക്കുക</p> <p>സംഗ്രഹം/പുസ്തകം നോക്കുക</p> <p>മുൻപത്തെ ഭാഗങ്ങളും നോക്കുക</p> <p>മുൻപത്തെ ഭാഗങ്ങളും നോക്കുക</p> <p>നാലു ഭാഗങ്ങളിലെ മൂന്നാമത്തെ ഭാഗം നോക്കുക</p> <p>നാലു ഭാഗങ്ങളിലെ രണ്ടാമത്തെ ഭാഗം നോക്കുക</p> <p>നാലു ഭാഗങ്ങളിലെ ഒന്നാമത്തെ ഭാഗം നോക്കുക</p> <p>നിർദ്ദേശം നോക്കുക</p> <p>മുൻപത്തെ ഭാഗങ്ങളും</p>

Maximum time
 Maximum mark
 Nature of the test


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PREPARATION OF THE DESIGN OF THE TEST

① Weightage to the content and Learning Outcomes

S.No	Content	Learning Outcomes	Scores	Percentage
1	അന്യൻ്റെ അനുഭവങ്ങൾ	1	1	4%
2	അന്യൻ്റെ അനുഭവങ്ങൾ അനുഭവിക്കുക	2	2	8%
3	അന്യൻ്റെ അനുഭവങ്ങൾ അനുഭവിക്കാൻ്റെ വിവിധ അനുഭവങ്ങൾ ഉപയോഗിക്കുക	2	3	12%
4	അനുഭവങ്ങൾ അനുഭവിക്കുക	3	5	20%
5	അനുഭവങ്ങൾ അനുഭവിക്കുക	4	4	16%
6	അനുഭവങ്ങൾ അനുഭവിക്കുക	5	5	20%
7	അനുഭവങ്ങൾ അനുഭവിക്കുക അനുഭവിക്കുക	6	5	20%

25 100



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② Weightage to form of Questions

Sl No	Form of Questions	Number of Questions	Scores	Percentage
	One Mark	6	6	24
	Two Mark	7	14	56
	Five Mark	1	5	20
	Total	14	25	100

③ Weightage to thinking Skills

Sl No	Thinking Skills	Scores	Percentage
1	Lower order thinking Skills	19	76
2	Higher order thinking Skills	6	24



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④ Weightage to difficulty level

Sl No	Difficulty level	Scores	Percentage
1	= Easy	4	16
2	Average	17	68
3	Difficult	7	28
	Total	25	100



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Thinking Skills

SL NO	Content	Unit	Learning Outcomes	1 Marks	2 Marks	3 Marks	Application	Assimilation	Skills	1 Marks	2 Marks	3 Marks	Total Items	Total Marks	
				E	A	D	E	A	D	E	A	D	E	A	D
1	ബന്ധിത ബന്ധങ്ങൾ		1										1	1	
2	ബന്ധിത ബന്ധങ്ങൾ അറ്റാക്കുക		2	1	1								2	2	
3	അറ്റാക്കുക അറ്റാക്കുക		2				1						2	3	
4	മൂല്യനിർണ്ണയം		3		1								3	5	
5	മൂല്യനിർണ്ണയം		4		2								2	4	
6	മൂല്യനിർണ്ണയം		5		1	1				1			3	5	
7	മൂല്യനിർണ്ണയം		6								1		1	5	
				4	5		2			2			14	40.25	
				4	10		2			4					

Total Items: 14
Total Marks: 40.25

Prepared by: [Signature]
Training College, Meerangood
Wayanad-673591

SKMJ HSS KALPETTA UNIT TEST

QUESTION PAPER

SECTION -A

(ഓരോ ചോദ്യത്തിനും ഓരോ മാർക്ക് വീതം)

(6X1=6)

1. ഇന്ത്യൻ ഭരണഘടന നിലവിൽ വന്ന വർഷം എന്ത്
2. ഇന്ത്യൻ ഭരണഘടനയുടെ ശില്പി ആര്
3. ഇന്ത്യയിൽ നിലവിൽ ഏതുതരത്തിലുള്ള ഭരണരീതിയാണ് നിലനിൽക്കുന്നത്
4. മാലികഅവകാശങ്ങൾ ഇന്ത്യൻ ഭരണഘടനയുടെ എന്ത് ഭാഗത്താണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്
5. എത്ര തരത്തിലുള്ള മാലിക അവകാശങ്ങളാണ് ഇന്ത്യൻ ഭരണഘടന ഉറപ്പു നൽകുന്നത്
6. മാലിക കർത്തവ്യങ്ങൾ ഇന്ത്യൻ ഭരണഘടനയുടെ എന്ത് ഭാഗത്താണ് ഉൾപ്പെടുത്തിയിരിക്കുന്നത്

SECTION -B

(ഓരോ ചോദ്യത്തിനും 2 മാർക്ക് വീതം)

(7X2=14)

7. ഇന്ത്യൻ ഭരണഘടനയുടെ ഹൃദയവും ആത്മാവും എന്നറിയപ്പെടുന്ന മാലിക അവകാശം എന്ത് എന്തുകൊണ്ട്
8. ഇന്ത്യൻ ഭരണഘടനയിൽ വിഭാവനം ചെയ്തിട്ടുള്ള ലക്ഷ്യങ്ങൾ കൈവരിക്കുന്നതിനുള്ള ഏതെങ്കിലും രണ്ട് വ്യവസ്ഥകളുടെ പേര് എഴുതുക
9. സമതന്ത്രിയുള്ള അവകാശത്തിൽ ഉൾക്കൊള്ളിച്ചിട്ടുള്ള രണ്ട് ആശയങ്ങൾ എഴുതുക
10. നിർദ്ദേശക തത്വങ്ങളിൽ ഉൾപ്പെടുത്തിയിട്ടുള്ള മഹാത്മാഗാന്ധിയുടെ രണ്ട് ആശയങ്ങൾ എഴുതുക
11. ഏതെങ്കിലും രണ്ട് മാലിക കർത്തവ്യങ്ങൾ എഴുതുക
12. എന്താണ് ക്ഷേമ രാഷ്ട്രം
13. മാലിക കർത്തവ്യങ്ങളുടെ ലക്ഷ്യങ്ങൾ എഴുതുക

SECTION -C

(ഓരോ ചോദ്യത്തിനും 5 മാർക്ക് വീതം)

(5x1=5)

14. ജനാധിപത്യവും മാലികാവകാശങ്ങളും വിശകലനക്കുറിപ്പ് തയ്യാറാക്കുക



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SCORING KEY AND MARKING SCHEME

Q No	Answers	Score	Total
1	1950	1	1
2	ഒന്നാമി നാൾ നാലാമിനാൾ	1	1
3	ജനാധിപത്യം	1	1
4	11-20 നാൾ	1	1
5	ആദ്യ നാൾ മുഖ്യ / മുഖ്യ നാൾ	1	1
6	N-A ലിസ്റ്റ്	1	1
7	<ul style="list-style-type: none"> • അന്ത്യമായിട്ടുള്ള പരിഹാര കമ്മീഷൻ • നാലാമിനാൾ നാലാമിനാൾ മുഖ്യ നാൾ 	1	2
8	<ul style="list-style-type: none"> • മുഖ്യ നാൾ • നിർവ്വഹണ കമ്മീഷൻ 	1	2



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9	* Գրականության պատմության մասին ընդհանուր տեղեկություններ	1	
	* Գրականության, գրականության, գրականության պատմության մասին տեղեկությունները ընդհանուր տեղեկություններ	1	2
10	* Ազգային գրականության ստեղծումը	1	
	* Գրականության պատմության մասին	1	2
11	* Ազգային գրականության ստեղծումը	1	
	* Գրականության պատմության մասին տեղեկությունները	1	2
12	Գրականության պատմության մասին տեղեկությունները ընդհանուր տեղեկությունները	1	
	Գրականության պատմության մասին տեղեկությունները ընդհանուր տեղեկությունները	1	2
	Գրականության պատմության մասին տեղեկությունները ընդհանուր տեղեկությունները	1	
	Գրականության պատմության մասին տեղեկությունները ընդհանուր տեղեկությունները	1	2
13	* Ազգային գրականության ստեղծումը	1	
	* Գրականության պատմության մասին տեղեկությունները	1	2
14	Գրականության պատմության մասին տեղեկությունները	5	5
	Գրականության պատմության մասին տեղեկությունները		



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ദൃഢീകരണങ്ങൾ

- * മനോധർമ്മ പരീക്ഷകൾ 11-20 തുടങ്ങാൻ
- * അനുബന്ധം 25 ലെ
- * നിയമ ദൃഢീകരണങ്ങൾ
- * സമയ/നിയമങ്ങൾ മാർച്ച 2000
- * സുപ്രസംഗ/നിയമങ്ങൾ മാർച്ച 2000
- * മേൽസുപ്രസംഗ/നിയമങ്ങൾ മാർച്ച 2000
- * മേൽസുപ്രസംഗ/നിയമങ്ങൾ മാർച്ച 2000
- * മിനിസ്റ്റർമാർക്ക് സെമിനാർ 2000 മാർച്ച 2000
- * അനുബന്ധം 2 ലെ അനുബന്ധം
മാർച്ച 2000

- * 5 നിയമങ്ങൾ
- * അനുബന്ധം 2000
- * ഇന്റർനെറ്റ്
- * അനുബന്ധം 2000
- * അനുബന്ധം 2000



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QUESTION WISE ANALYSIS

Question Number	Unit Content	Learning Outcomes	Thinking Skills	Form of Questions	Series	Time
1	അന്ധത്വ മരുന്നുകൾ	1	LOTS	one mark	1	1 minutes
2	അന്ധത്വ മരുന്നുകൾ അറ്റാക്	2	LOTS	one mark	1	1 minutes
3	അന്ധത്വ മരുന്നുകൾ അറ്റാക്	2	LOTS	one mark	1	1 minutes
4	അന്ധത്വ മരുന്നുകൾ അറ്റാക്	2	HOTS	one mark	1	1 minutes
5	അന്ധത്വ മരുന്നുകൾ	3	LOTS	one mark	1	1 minutes
6	അന്ധത്വ മരുന്നുകൾ	5	HOTS	one mark	1	1 minute



അന്ധത്വ മരുന്നുകൾ

3

HOTS

Two marks

2

3

3 minutes

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8	മിഥ്യത മനോരസമാർഗ്ഗം അനുഭവം	2	HOTS	Two marks	2	3 minutes
9	മിഥ്യത മനോരസമാർഗ്ഗം	3	LOTS	Two marks	2	3 minutes
10	മിഥ്യത മനോരസമാർഗ്ഗം	4	LOTS	Two marks	2	3 minutes
11	മിഥ്യത മനോരസമാർഗ്ഗം	5	LOTS	Two marks	2	3 minutes
12	മിഥ്യത മനോരസമാർഗ്ഗം	4	LOTS	Two marks	2	3 minutes
13	മിഥ്യത മനോരസമാർഗ്ഗം	5	LOTS	Two marks	2	3 minutes
14	മിഥ്യത മനോരസമാർഗ്ഗം അനുഭവം	6	LOTS	Five marks	5	20 minutes



8	അന്ത്യം അനുഭവിക്കേണ്ട അനുഭവം	2	HOTS	Two marks	2	3 minutes
9	മുഖ്യമായ അനുഭവങ്ങൾ	3	LOTS	Two marks	2	3 minutes
10	നിർവ്വഹണ മാതൃകകൾ	4	LOTS	Two marks	2	3 minutes
11	മുഖ്യമായ അനുഭവങ്ങൾ	5	LOTS	Two marks	2	3 minutes
12	നിർവ്വഹണ മാതൃകകൾ	4	LOTS	Two marks	2	3 minutes
13	മുഖ്യമായ അനുഭവങ്ങൾ	5	LOTS	Two marks	2	3 minutes
14	അന്ത്യം അനുഭവിക്കേണ്ട അനുഭവം	6	LOTS	Five marks	5	20 minutes



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MARK LIST

Sl No	Name	Mark	Grade
1	Saba Minsa k k	11	C
2	Sreegy S	10	C
3	Ansu Mol DR	6	D
4	Thammaga	9	D
5	Rana Balhima T	4	E
6	Keerthika M M	4	E
7	Sabail Thanveer	12	C
8	Muhammed Rishal	10	C
9	Muhammed Ansil	14	C
10	Muhammed Sman	14	C
11	Muhammed Asmal	8	D
12	Muhammed Shamuel k M	12	C
13	Kim Lal B	1	E
14	Harinasaayomom	2	E
15	Kandhu	8	D
16	Bagath P B	4	E
17	Suyed T A		D
18	Akshay P Sunil		E



TOD

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MARK LIST

Sl No	Name	Mark	Grade
1	Saba Mirsa k k	11	C
2	Aneegya S	10	C
3	Ansa Mol DR	6	D
4	Thanmaga	9	D
5	Rana Fathima T	4	E
6	Keerthika M M	4	E
7	Subail Thanveer	12	C
8	Mohammed Kishal	10	C
9	Mohammed Ansil	14	C
10	Mohammed Siman	14	C
11	Mohammed Amal	8	D
12	Mohammed Shameel k M	12	C
13	Ajmal B	1	E
14	Haminasagemam	2	E
15	Nandha	8	D
16	Bagath P B	4	E
17	Siyad T A		D
18	Akshay P Sunil		E



A.P.

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MARK LIST

Sl No	Name	Mark	Grade
1	Safa Mirsa k k	11	C
2	Sreecya S	10	C
3	Arzu Mol DR	6	D
4	Thanmaga	9	D
5	Rama Fathima I	4	E
6	Keerthika M M	4	E
7	Sohail Thanveer	12	C
8	Muhammed Kishal	10	C
9	Muhammed Ansil	14	C
10	Muhammed Sman	14	C
11	Muhammed Arsal	8	D
12	Muhammed Shamuel k M	12	C
13	Kam Lal B	1	E
14	Harinayagomam	2	E
15	Nandha	8	D
16	Bagath P B	4	E
17	Syed T A		D
18	Abshay P Sunil		E



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19	Jishnu JM	1	E
20	Akash TR	4	E
21	Muhammed Ziyar	13	C
22	Sree Sreeja	1	E
23	Sreeja kashik	2	E
24	Binayak Bisu	4	E
25	Abin binu	10	C
26	Noorath kb	13	C
27	Zakiyga k	20	A
28	Dena Shiber	14	C
29	Anandher	13	C
30	Angarith VP	11	C
31	Muhammed Hanan	12	C
32	Thejus krishna	1	E
33	Muhammed Siman kT	15	B
34	Niranjana N	15	B
35	Shika EV	10	C
36	Vinaya	10	C

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19	Jithnu JM	1	E
20	Akash TR	4	E
21	Mohammed Ziyun	13	C
22	Sree Surya	1	E
23	Surya kashik	2	E
24	Binayak Biju	4	E
25	Abin binu	10	C
26	Naveeth kb	13	C
27	Zakiyga k	20	A
28	Dema Shibu	14	C
29	Anandhu	13	C
30	Angathil VP	11	C
31	Mohammed Hanan	12	C
32	Thejus krishna	1	E
33	Mohammed Siman KT	15	B
34	Niranjana N	15	B
35	Shika EV	10	C
36	Vinaya	10	C



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19	Jishnu JM	1	E
20	Akash TR	4	E
21	Muhammed Zayan	13	C
22	Sree Seraga	1	E
23	Seraga kasthik	2	E
24	Binagat Binu	4	E
25	Abin binu	10	C
26	Narveeth kb	13	C
27	Zakiyga k	20	A
28	Deena Shuber	14	C
29	Anandher	13	C
30	Angasithi VP	11	C
31	Muhammed Heman	12	C
32	Thejus krishna	1	E
33	Muhammed Siman KT	15	B
34	Niranzan N	15	B
35	Shika EV	10	C
36	Vinasya	10	C

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19	Jidnu JM	1	E
20	Akash TR	4	E
21	Muhammed Ziyon	13	C
22	Sree Sreega	1	E
23	Sreega kashik	2	E
24	Binayak Bisu	4	E
25	Abin binu	10	C
26	Narman k S	13	C
27	Zakiyga k	20	A
28	Dena Shibu	14	C
29	Anandhu	13	C
30	Angarith VP	11	C
31	Muhammed Haman	12	C
32	Thejus Krishna	1	E
33	Muhammed Sinan KT	15	B
34	Niransan N	15	B
35	Shika EV	10	C
36	Vinaya	10	C

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19

Zakyya - K
IX - A
(Answer sheet)

Dr. Ar. Ambedkar

ഭാരത സാമ്രാജ്യം

വിഭാഗം IV

ഭാരതസാമ്രാജ്യം ഉദ്ദേശിക്കുന്നതിനുള്ള
വിഭാഗം IV - A

Grade

1941

20

സംസ്കാരത്തിനുള്ള അവസരം

കുറയാതെ, ഉയർന്ന പാഠ്യപുസ്തകങ്ങൾ ഉപയോഗിച്ച്

അറിവ് ഉണ്ടാക്കുന്നതിനുള്ള അവസരം ഉണ്ടാക്കി തന്നിരിക്കുന്നു.

നിർദ്ദേശിച്ചിട്ടുള്ള വിഷയങ്ങൾക്കായി -

ഇതിൽ ചില വിഷയങ്ങൾക്കുള്ള അവസരം ഉണ്ട്

ഉദാഹരണം -

- ഭാരതീയ സാഹിത്യം
- സാമൂഹിക ചരിത്രം
- സാമൂഹിക പഠനം

ഇതിൽ, ഏതെങ്കിലും ഒരു വിഷയം തിരഞ്ഞെടുക്കുകയും അതിന്റെ പറ്റി പഠനം നടത്തുകയും ചെയ്യുകയും ചെയ്യേണ്ടതാണ്.

- (a) സാമൂഹിക ചരിത്രം നിർമ്മാണം, ചരിത്രം
- (b) സാമൂഹിക പഠനം നിർമ്മാണം തിരഞ്ഞെടുക്കുന്നതിനുള്ള അവസരം ഉണ്ട്

- (c) ഇതിൽ ചില വിഷയങ്ങൾ ഉൾപ്പെടുത്തിയിരിക്കുന്നു
- (d) ഇതിൽ ചില വിഷയങ്ങൾ ഉൾപ്പെടുത്തിയിരിക്കുന്നു
- (e) ഇതിൽ ചില വിഷയങ്ങൾ ഉൾപ്പെടുത്തിയിരിക്കുന്നു

Dr. Ar. Ambedkar ന്റെ സ്മരണയ്ക്കായി സ്ഥാപിച്ചിട്ടുള്ള



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Mark	Grade	Number of Students
25 - 20	A	1
20 - 15	B	2
15 - 10	C	16
10 - 5	D	5
5 - 0	E	12
Total		36

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class	Mid Point	frequency	fx
0-5	2.5	12	30
5-10	7.5	5	37.5
10-15	12.5	16	200
15-20	17.5	2	35
20-25	22.5	1	22.5
Total		<u>36</u>	<u>325</u>

$$= \frac{\sum fx}{N}$$

$$= \frac{325}{36}$$

$$= \underline{\underline{9.027}}$$

$$\sum fx = 325$$

$$N = 36$$

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HISTOGRAM

Class Interval	Frequency
0-5	12
5-10	5
10-15	16
15-20	2
20-25	1
Total	36

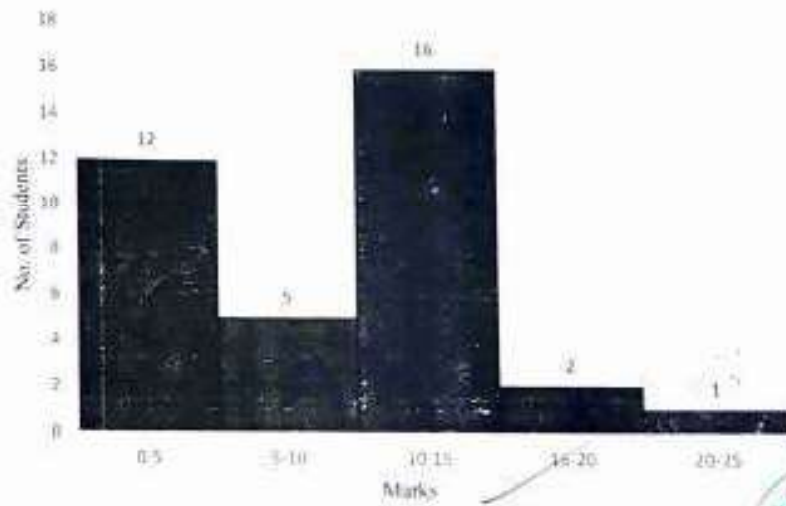


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Class Interval	Frequency
0-5	12
5-10	5
10-15	16
15-20	2
20-25	1

HISTOGRAM



AKR

Dr. Tomy K.O.
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 St. Gregorios Teacher
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 Wayanad - 671501



FREQUENCY POLYGON

class interval	frequency
0-5	12
5-10	5
10-15	16
15-20	2
20-25	1
25-30	0

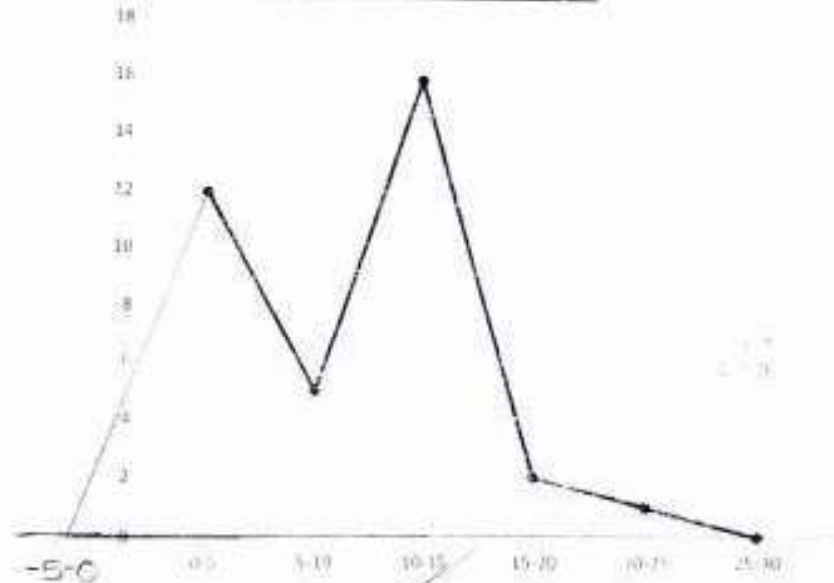
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Class Interval	Frequency	Mid Point
0-5	12	2.5
5-10	5	7.5
10-15	16	12.5
15-20	2	17.5
20-25	1	22.5
25-30	0	27.5
average		

FREQUENCY POLYGON



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OGIVE

Class	Frequency	Upper limit	LCF	Lower Limit	GCF
0-5	12	5	12	0	36
5-10	5	10	17	5	24
10-15	16	15	33	10	19
15-20	2	20	35	15	3
20-25	1	25	36	20	1

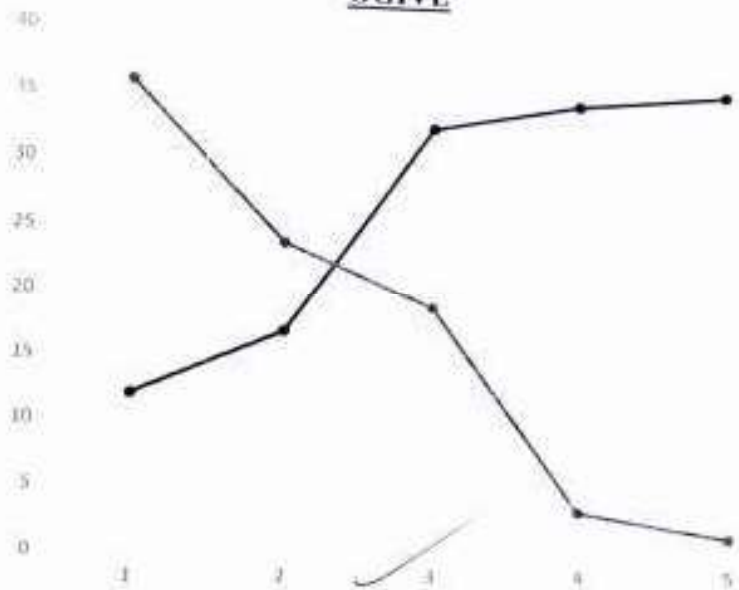
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Class Interval	Frequency	Upper Limit	LCF	Lower Limit	GCF
0-5	12	5	12	0	36
5-10	5	10	17	5	24
10-15	16	15	33	10	19
15-20	2	20	35	15	3
20-25	1	25	36	20	1

OGIVE



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ANALYSIS AND INTERPRETATION

രണ്ട് ഉൾപ്പെടുന്ന ഒരു ഹോം കോമ്പിൾഡ് നോട്ടാർ
 AKMT 'H 45' കൗൺസിലിലെ 9A ഘട്ടത്തിൽ ഒരു നാല്പ്പീപ്പിൾ
 ഡിപ്പി നോട്ടാർ. ഭാരതം 26 കർഷിതാർക്ക് 2 റീലിസ്റ്റ് റെഗുലേഷൻ
 50 ഉൾക്കൊള്ളിക്കുന്നു 2 റീലിസ്റ്റ് നോട്ടാർ 14 ലേക്ക്/നോട്ടാർ
 ഉൾക്കൊള്ളുന്നു. നോട്ടാർ ട്രെയിനിങ്ങ് 20 20 റെഗുലേഷൻ
 ഉൾക്കൊള്ളുന്നു 1 20 നോട്ടാർ. 2 റെഗുലേഷൻ/നോട്ടാർ
 20 നോട്ടാർ നിലവിലുള്ള നോട്ടാർ നോട്ടാർ നോട്ടാർ
 നോട്ടാർ ഡിപ്രെൻഡൻസി കൗൺസിൽ കൗൺസിൽ
 ഡിപ്രെൻഡൻസി.

Mean = 9.027

Median = 23.5

Mode = 52446





DIAGNOSTIC TEST




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PLANNING OF THE TEST

Standard : IX
Subject : Social Science
Unit : *Subject name: ragam abhivya bhavanam*
Maximum mark : 15
School : SKMJ HBS Kalpetta
Nature of the test : Written test



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IDENTIFICATION OF THE PROBLEM

9-ാം ക്ലാസ്സിലെ നവോത്ഥാന/പാഠ്യപുസ്തക വിഷയത്തിലെ മൂല്യങ്ങൾ
പ്രതി സ്വീകരിക്കാൻ പഠിക്കുന്നവർക്ക് കഴിയാതെ പോകുന്നതിനുള്ള കാരണങ്ങൾ
അന്വേഷിക്കാൻ ശ്രമിക്കുന്നതിനുള്ള മാർഗ്ഗരേഖകൾ തയ്യാറാക്കുന്നതിൽ
പ്രാധാന്യം. മതം, ഭാഷ, ചരിത്രം, ഭൂമിശാസ്ത്രം, ജീവശാസ്ത്രം, സാമൂഹിക
ശാസ്ത്രം, കലാകലനം, വിദ്യാഭ്യാസം, സാമൂഹിക സൗഹൃദം
എന്നിവയുടെ കൂടെയും വിദ്യാഭ്യാസത്തിൽ ഉൾക്കൊള്ളിക്കുന്നതിൽ
ശ്രദ്ധിക്കേണ്ടതാണ്. ഇതിനുള്ള മാർഗ്ഗരേഖകൾ തയ്യാറാക്കുന്നതിൽ
സഹായം നൽകുന്നതിനായി എ.പി. - സർവ്വീസുകളിൽ അംഗീകൃതമായി
പ്രവർത്തിക്കുന്നു.




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PRE DIAGNOSTIC TEST

സുബ്ബരത്ന / വാസുദേവ്

ക്ലാസ് : 15

നിർദ്ദേശങ്ങൾ

- * നിരന്തരമായി ഉറപ്പുള്ളിയിലും അല്ലെങ്കിൽ മറ്റേതെങ്കിലും ഉറപ്പുള്ളിയിലും എഴുതേണ്ടതാണ്. എഴുതുന്നതിനുള്ള സമയം കൃത്യമായി നോക്കേണ്ടതാണ്.
- * ഭാഗ്യം കിട്ടാതെ പോകാതെ എഴുതേണ്ടതാണ്.
- * എല്ലാ ഭാഗ്യങ്ങളും കൃത്യമായി എഴുതേണ്ടതാണ്.
- * എല്ലാ ഭാഗ്യങ്ങളും കൃത്യമായി എഴുതേണ്ടതാണ്.




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മുൻപായി ഉൾക്കൊള്ളിക്കണമെന്നാണ്?

10. എല്ലാ കുട്ടികൾക്കും ഉപയോഗിക്കാൻ സൗകര്യമുണ്ടാകണം എല്ലാ ?

11. തിന്മ - ഉ - ഉപയോഗിക്കാൻ സൗകര്യമുണ്ടാകണം എല്ലാ ?

12. ഉപയോഗിക്കാൻ സൗകര്യമുണ്ടാകണം എല്ലാ കുട്ടികൾക്കും ഉപയോഗിക്കാൻ സൗകര്യമുണ്ടാകണം?

13. എല്ലാ കുട്ടികൾക്കും ഉപയോഗിക്കാൻ സൗകര്യമുണ്ടാകണം എല്ലാ ?



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ANSWER KEY

Q No	Answers	Mark	Total
1	മുൻപത്തനാതി	1	1
2	നാലാലക്ഷിൻ അർത്ഥ്	1	1
3	അല്ല	1	1
4	അർത്ഥ്	1	1
5	CE 9-20 നമ്പർ അർത്ഥ് 14-20 നമ്പർ അർത്ഥ്	1	1
6	ഉത്തര മരണം	1	1
7	അർത്ഥ്	1	1
8	പ്രശ്നങ്ങൾ സി.ടി	1	1
9	എല്ലാ അർത്ഥ്	1	1
10	ഉത്തര മരണം	1	1
11	അർത്ഥ് ഉത്തര	1	1
12	അർത്ഥ്	1	1
13	അല്ല	1	1
14	അല്ല	1	1
15	അർത്ഥ്	1	1




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Number of Questions

Name of the Student

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	X	X	X	✓	X	X	X	X	X	X	X	✓	X	X	X
2	✓	X	X	✓	X	X	X	X	X	X	X	✓	X	X	X
3	X	X	X	✓	X	X	X	X	X	X	X	✓	X	X	X
4	X	X	X	✓	X	X	X	X	X	X	X	✓	X	X	X
5	X	X	X	✓	X	X	✓	X	X	X	X	✓	X	X	X
6	X	X	X	X	X	X	X	X	X	X	✓	✓	X	X	X
7	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8	X	X	X	X	X	X	✓	X	X	X	✓	✓	X	X	✓
9	✓	X	X	X	X	X	X	X	X	X	X	X	X	X	X
10	X	X	X	✓	X	X	✓	X	X	X	✓	✓	X	X	✓
11	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
12	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
13	✓	X	X	X	X	X	X	X	X	X	X	✓	X	X	✓
14	✓	X	X	X	X	X	X	X	X	X	X	✓	X	X	✓
15	✓	X	X	X	X	X	X	X	X	X	X	✓	X	X	✓
16	✓	X	X	X	X	X	X	X	X	X	X	✓	X	X	✓

Abin Binu

Anyarith VP

Naxnueth K S

Mohammed Hanan

Ahamed Sigad

Jabin

Bagath P B

Adhinath K Prabesh

Akshay

Anandha P

Naxnueth P

Asin Lal B

Dandha V S

Zakiyya K

Prinayak Biju

Harsha

N. S. Minna KK

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RUBRIC FOR CONSTRUCTIVIST TEACHING

	Expert (A)	Competent (B)	Need improvement (C)	Does not meet standards (D)
INTRODUCTION PHASE/ACTIVITY				
1 Interesting	Connecting with previous knowledge & using puzzling situation, improvised apparatus, role play, interesting demonstrations etc.	Using story or questions for introducing a lesson.	Using plain narration or explanation	Dull introduction, not interesting
2 Motivating	High	Sufficient	Average.	Low
DEVELOPMENTAL PHASE/ACTIVITY				
1 Clarity of instruction	Instructions were clear and specific in nature.	Instructions were clear but were not specific.	Instructions were given casually.	Instructions were not proper
2 Proper analysis of the content	Relevant and proper analysis of content.	Adequate analysis of the content	Limited analysis of the content	Inadequate and irrelevant analysis of the content
3 Creativity and novelty in learning process	Highly creative and novel learning process	average creative learning process	average creative and novel learning process	not at all creativity and novel
4 Sequencing	done properly	moderate sequencing	tried to sequence but failed miserably	no sequencing
5 Black board work	Excellent	Good	Average	Poor
6 structuring of Teacher and pupil Activity	The activity was structured properly to ensure smooth progression without any doubt or ambiguity.	The activity was structured moderately and the activity was performed without much problems	The activity was low structured and the activity was just performed.	The activity was not structured and broken the smooth progression of class.




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7	Learning aid used	Variety of learning aid or improvised apparatus, visual cards & charts used	Normal learning aids & charts used	Only charts are used	No learning aid used
8	Student participation in learning process	Students were encouraged to participate in learning process throughout the class	Students were encouraged to participate in learning process	Student participation in learning process is average	Not ensured student participation
9	Class control	High	Good	Average	No class control
GROUP ACTIVITY					
1	Grouping	Grouping was done with minimum dislocation and gives proper instructions about group formation, group name and leader selection.	Grouping was done with complicated technique and not mentioned about group formation, group name and leader selection.	Grouping was done carelessly.	Grouping made a lot of disorder and chaos or No grouping was done.
2	Clarity of instruction	Instructions for group activity were clearly given and they were specific in nature.	Instructions for group activity were clear but were not specific.	Instructions for group activity were given casually.	Instructions for group activity were not proper or not given.
3	learning materials & Task familiarizing for group activity	The task is made unambiguous and familiar to all students by solving examples/ detailing/ explaining & learning materials are properly familiarized to all students by detailing its parts and procedure of using it	The task was explained to students & learning materials are properly familiarized to all students by explanation	The task was presented as a whole by oral explanation only & learning materials are just shown to all students before distributing in groups.	The task was just mentioned without clarity & learning materials are not mentioned upon before distributing in groups.
4	Instructional cards or Worksheets	Instructional cards or worksheets are neat and self explanatory & sufficient.	Instructional cards or worksheets are prepared with only essential points.	Instructional cards or worksheets prepared carelessly. And limited in number.	No instructional cards or worksheets given.



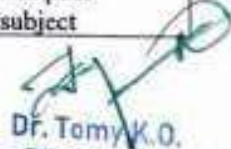

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5	Student participation in group activity	All the students were encouraged to participate by assigning roles like writing report, reading it, doing the activity etc.	All the students were encouraged to participate by asking them to show group cohesiveness.	Only few among each group really participated in the activity.	Participation of students was not ensured within the group.
6	Scaffolding	Scaffolding was done properly so that all the groups completed the task with proper learning outcomes.	Moderate scaffolding and teacher could not interact with pupils effectively	Scaffolding was average. Teacher could not attend to all the groups properly & not develop anticipated learning outcomes.	No scaffolding was given.
7	Group work consolidation	Group work was consolidated by presentation of group wise reports endorsed by teacher statement or black board work or chart etc.	Group work was consolidated by asking groups to present their reports.	Group work was consolidated by teacher pupil interactions without being endorsed by teacher statement.	Group work was consolidated by teacher statement without considering group reports.

CLASS MANAGEMENT

1	Time management	Excellent	Good	Average	Poor
2	Taking notes	All students recorded required notes in their notebook with teacher support	Most of the students recorded notes.	Very few students recorded notes.	No Notes given.
3	Voice of student teacher.	Student teacher had an impressive voice with proper modulation.	Student teacher had an audible voice even though there was no proper modulation in sound.	Voice of the student teacher was audible but was less than the student noise.	Student teacher had a very low voice and no modulation in sound
4	Confidence and energy level of student teacher	Student teacher was confident, pleasant and energetic. And radiate this confidence to the students.	Student teacher was confident and energetic but could not radiate the confidence to the students.	Student teacher lacked enthusiasm.	Student teacher had a tiresome look and no confidence
5	Subject competency	Student teacher had a high level of subject competency evident	Student teacher had good subject competency to	Student teacher had average subject	Student teacher had poor subject




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of student teacher.	by clarity, authenticity in instructions and arguments.	explain and illustrate the content with examples.	competency and explained the content moderately well.	competency. The student teacher went through the lesson with minimum student interaction.
CONSOLIDATION PHASE/ACTIVITY				
1 Questioning	Thought provoking questions were asked to ensure that the pupils have learnt the content or concept.	Few thought-provoking questions were asked to ensure that the pupils have learnt the content or concept.	Questions were asked to only recall or recognize the learnt facts.	Very few lower order questions were asked.
2 Consolidation & Follow up	Good consolidation & suitable follow up activity was given and monitored properly	Average consolidation & follow up activity was just.	Poor consolidation & follow up activity was not proper	No consolidation & no follow up activity were given.




 Dr. Tony K.O.

ASSESSMENT SHEET

INTRODUCTION PHASE	
1	Interesting
2	Motivating
DEVELOPMENTAL PHASE	
1	Clarity of instruction
2	Proper analysis of the content
3	Creativity and novelty in learning process
4	Sequencing
5	Black board work
6	structuring of Teacher and pupil Activity
7	Learning aid used
8	Student participation in learning process
9	Class control
GROUP ACTIVITY	
1	Grouping
2	Clarity of instruction
3	learning materials & Task familiarizing for group activity
4	Instructional cards or Worksheets
5	Student participation in group activity
6	Scaffolding
7	Group work Consolidation
CLASS MANAGEMENT	
1	Time management
2	Taking notes
3	Voice of student teacher
4	Student teacher confidence and energy level
5	Subject competency
CONSOLIDATION PHASE	
1	Questioning
2	Consolidation & Follow up




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ASSESSMENT SHEET

INTRODUCTION PHASE	
1	Interesting
2	Motivating
DEVELOPMENTAL PHASE	
1	Clarity of instruction
2	Proper analysis of the content
3	Creativity and novelty in learning process
4	Sequencing
5	Black board work
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GROUP ACTIVITY	
1	Grouping
2	Clarity of instruction
3	learning materials & Task familiarizing for group activity
4	Instructional cards or Worksheets
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7	Group work Consolidation
CLASS MANAGEMENT	
1	Time management
2	Taking notes
3	Voice of student teacher
4	Student teacher confidence and energy level
5	Subject competency
CONSOLIDATION PHASE	
1	Questioning
2	Consolidation & Follow up




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PRINCIPAL

ATTITUDE TOWARDS SCHOOL ATMOSPHERE
RATING SCALE

നിർദ്ദേശങ്ങൾ

- ചോദ്യങ്ങൾ വ്യക്തമായി വായിച്ചുനിന്നുശേഷം ഉത്തരങ്ങൾ അടയ്ക്കേണ്ടതുക
- എല്ലാ ചോദ്യങ്ങൾക്കും ഉത്തരം അടയ്ക്കേണ്ടതാണ്.
- ഒരു ചോദ്യത്തിന് ഒരു ഉത്തരം മാത്രമേ അടയ്ക്കേണ്ടൂവാൻ പറയട്ടെ.
- നിങ്ങളുടെ അഭിപ്രായങ്ങൾ (അറിവ്) അടയാളപ്പെടുത്തി അടയ്ക്കേണ്ടതുക.

പേര് : _____ വയസ്സ് : _____
 ലിംഗം : _____ സ്കൂൾ : _____
 ക്ലാസ്സ് : _____

Sl. No.	Questions	SA	A	CS	DA	SD
1	നിങ്ങളുടെ സ്കൂളിലെ ലാബിൽ എല്ലാവിധ സംവിധാനങ്ങളും ഉണ്ട്.					
2	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാസമയവും ലൈബ്രറിയന്മാർക്ക് സാന്നിധ്യം ഉണ്ടാകാറില്ല.					
3	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയൽ എല്ലാവിധ സുരക്ഷാകർമ്മങ്ങളും സജ്ജമാക്കിയിട്ടുണ്ട്.					
4	നിങ്ങളുടെ സ്കൂളിൽ ഡിജിറ്റൽ ക്ലാസ് മുറികൾ അധ്യാപകർ ആവശ്യതയ്ക്ക് ഉപയോഗിക്കാറില്ല.					
5	നിങ്ങളുടെ സ്കൂളിലെ കെട്ടിട സൗകര്യങ്ങൾ തീരുമാനങ്ങൾ അന്തർദ്ദേശികമായി ഉണ്ടാകാറില്ല.					
6	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ ക്ലാസ് മുറികളിലും വളരെ നല്ല തീതിയിൽ വൈദ്യുത സംവിധാനങ്ങൾ ഉണ്ട്.					
7	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ സമയവും ലൈബ്രറിയൻ ലൈബ്രറിയിൽ വരുന്ന കുട്ടികളുടെ പേരുകൾ രേഖപ്പെടുത്താറില്ല.					
8	നിങ്ങളുടെ സ്കൂളിൽ ഓരോ വിഷയങ്ങളെയും വ്യത്യസ്ത ഭാഷകളെയും പ്രാധാന്യമേറിയ തീതിയിൽ ലൈബ്രറിയിൽ ക്രമീകരിച്ചിട്ടുണ്ട്.					
9	നിങ്ങളുടെ സ്കൂളിൽ സയൻസ് ലാബുകളിൽ എല്ലാ കുട്ടികളും പരീക്ഷണം പൂർത്തിയാക്കുന്നുണ്ട് എന്ന് അധ്യാപകർ ഉറപ്പുവരുത്താറില്ല.					
10	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ വിവരവും ക്ലാസ് മുറികൾ വൃത്തിയാക്കാറില്ല എന്ന് പൊതു അധ്യാപിക ശ്രദ്ധ ചെലുത്തുന്നുണ്ട്.					
11	നിങ്ങളുടെ സ്കൂളിൽ കുട്ടികളുടെ നല്ല പെരുമാറ്റങ്ങൾക്ക് അധ്യാപകർ അഭിനന്ദനങ്ങൾ നൽകാറില്ല.					
12	നിങ്ങളുടെ സ്കൂളിൽ ക്ലാസ് മുറികളിലുള്ള സംഘ ചർച്ചയിൽ എല്ലാ കുട്ടികളും പങ്കാളി കളാകാറില്ല.					
13	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാ സമയവും കുട്ടികൾ നിശബ്ദത പാലിക്കുന്നുമേന്മ എന്ന് ലൈബ്രറിയൻ ശ്രദ്ധിക്കാറില്ല.					




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14	നിങ്ങളുടെ സ്കൂളിൽ പാഠ്യ പഠനർത്ഥനങ്ങൾക്ക് ഉപരിയായി കൂട്ടികളുടെ കഴിവുകളെ ഉണർത്തുന്ന പഠനർത്ഥനങ്ങൾ നടത്താറുണ്ട്.			
15	നിങ്ങളുടെ സ്കൂളിലെ റെക്കോർഡിൽ ശാസ്ത്രസംബന്ധമായ പുസ്തകങ്ങൾ വളരെ കുറവാണ്.			
16	നിങ്ങളുടെ സ്കൂളിൽ ഏറ്റവും അതിശയ്യ കൃത്യകളും നല്ല രീതിയിൽ പ്രവർത്തിക്കുന്നുണ്ട്.			
17	നിങ്ങളുടെ സ്കൂളിൽ ഏറ്റവും നന്നായും അധ്യാപകർ വിദ്യാർത്ഥികളുടെ അത്ഭുതങ്ങളെ പരിശോധിക്കാറില്ല.			
18	നിങ്ങളുടെ സ്കൂളിലെ വിവിധ കൃത്യകളിൽ കൂട്ടികൾക്ക് നല്ല പങ്കാളിത്തം നൽകാറുണ്ട്.			
19	നിങ്ങളുടെ സ്കൂളിലെ റെക്കോർഡിൽ നിന്ന് കൂട്ടികൾ ഏടുക്കുന്ന പുസ്തകങ്ങളുടെ വിവരങ്ങൾ കൃത്യമായി രേഖപ്പെടുത്താറില്ല.			
20	നിങ്ങളുടെ സ്കൂളിലെ ലാബോറട്ടറിയെ പരിഷ്കരണങ്ങൾ കൃത്യമായ പ്രവർത്തിക്കുന്നുണ്ടെന്ന് അധ്യാപകർ ഉറപ്പുവരുത്താറുണ്ട്.			
21	നിങ്ങളുടെ സ്കൂളിലെ അധ്യാപകർ കൂട്ടികളുടെ അഭിപ്രായങ്ങൾ പരിഗണിക്കാറില്ല.			
22	നിങ്ങളുടെ സ്കൂളിലെ അധ്യാപകർ കൂട്ടികൾക്ക് വീട്ടിൽ പോയി ചെയ്യാൻ കൂടുതൽ വർഷങ്ങൾ നൽകാറുണ്ട്.			
23	നിങ്ങളുടെ സ്കൂളിലെ കൃത്യകളിൽ നടത്തുന്ന പരിപാടികളിൽ കുറച്ചു കൂട്ടികൾക്ക് മാത്രമേ പങ്കാളിത്തം നൽകാറുള്ളൂ.			
24	നിങ്ങളുടെ സ്കൂളിൽ അധ്യാപകരും വിദ്യാർത്ഥികളും തമ്മിൽ നല്ലൊരു ബന്ധം എന്നും പുലർത്താറുണ്ട്.			
25	നിങ്ങളുടെ സ്കൂളിലെ ലാബുകളിൽ ഏറ്റവും വിദ്യാർത്ഥികൾക്കും നല്ല രീതിയിൽ നിന്ന് ചെയ്യാനുള്ള സൗകര്യങ്ങൾ കുറവാണ്.			
26	നിങ്ങളുടെ ക്ലാസ്സുകളിൽ നടത്തുന്ന teacher പരിഷ്കരിച്ചിട്ടുള്ള പാഠഭാഗങ്ങൾ വളരെ ഏല്പുത്തിൽ പഠിക്കാൻ സാധിക്കുന്നുണ്ട്.			
27	നിങ്ങളുടെ സ്കൂളിൽ ആവശ്യമായ ഹാൻ സൗകര്യങ്ങൾ ഇല്ല.			
28	നിങ്ങളുടെ സ്കൂളിലെ ലാബോറട്ടറിയിൽ കേടുപാടുകൾ സംഭവിക്കുന്ന ഉപകരണങ്ങളുടെ വിവരങ്ങൾ കൃത്യമായി രേഖപ്പെടുത്താറുണ്ട്.			
29	നിങ്ങളുടെ ക്ലാസിലെ ഗ്രൂപ്പ് പ്രവർത്തനങ്ങൾക്കായി അധ്യാപകർ കൂടുതൽ സമയം അനുവദിച്ചു തരാറില്ല.			
30	നിങ്ങളുടെ സ്കൂളിൽ ഏറ്റവും വിദ്യാർത്ഥികളുടെയും ആരോഗ്യപരമായ കാര്യങ്ങളിൽ കൂടുതൽ ശ്രദ്ധ ചെലുത്താറുണ്ട്.			

SA	Strongly Agree
A	Agree
CS	Cannot Say
DA	Dis Agree
SD	Strongly Disagree



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**OBSERVATION SCHEDULE FOR CONSTRUCTIVIST
TEACHING - INTERNSHIP**

SL. NO.	FACTORS	GRADE (A, B, C, D)
1.	Lesson plan	
2.	Introduction	
3.	Learning aids used (Charts, models, experiments, others)	
4.	Black board work	
5.	Involvement of students in learning process	
6.	Group discussion	
7.	Voice of student teacher	
8.	Confidence level of student teacher	
9.	Clarity of teaching. (Clear and specific, included all points related to content.)	
10.	Class control	
11.	Questioning in class	
12.	Class consolidation	
13.	Given Notes	
14.	Follow up activity or homework	
15.	Time management	

DATE:

NAME & SIGNATURE

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OBSERVATION SCHEDULE FOR THE SKILL OF USING BLACKBOARD.

Name of the teacher trainee : Subala J

Class : Pigeon group

Name of the school :

Date : 28-10-19

Subject :

Duration : 6 minutes

Topic :

Shength : 12

Skill Practiced :

Skill of Using Blackboard

Teach / Reteach :

Teach

Name of Teacher Educator : Bravha mas

Components	Yes/No	Rating from v-poor to v-good			Tally
		v-poor	poor	average good	
1- The letters not distinct	No				✓ III
2 Inadequate spacing between two letters	No				✓ III
3 Inadequate spacing between two words	No				✓ III
4 The objt of Capital letters not appropriate	No				✓ III

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Way...





ST. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

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1. Teacher made written tests essentially based on Optional subject

"Assessment for learning" is one of the core paper in the B ed curriculum, students made a through theoretical knowledge about various assessment tools and technique, besides this all the teachers in their Pedagogy classes discuss in detail how to develop an achievement test in the subject. In the subject Assessment of learning, they are told about all different types of tests - Written, Verbal, Subjective, Objective based and objective type The students are then told to prepare some of these. So, they get a good practice of preparing Achievement Tests in their subject.

2. Observation modes for individual and group activities

In the second semester students' teachers have the opportunity of observing the classes of senior teachers in the school. The students are preparing and practice and using observation schedules and observation check lists for observing lesson plans. In the third semester (school internship) also students observe the teaching of their peers in the school They also use observation schedules for observing peer lessons in Micro as well as Macro lessons.

3. Performance tests

The students are given practice in developing various performance tests A performance test is an assessment that requires an examinee to perform a task or activity, rather than simply answering questions referring to specific parts. The purpose is to ensure greater fidelity to what is being tested

4. Oral assessment

Students in that kind of test are required to use conversation skills that they have learned throughout the course. It is an open-ended test where the students lead an discussion with the teacher or dialogue speaking (oral interview).

5. Rating Scales

Developing or adapting- a good rating scale can improve evaluation of learners by providing clear and consistent criteria. These can also be communicated to the learners themselves and form part of a syllabus structure or portfolio. Learners can rate their own or a classmate's work against a rating scale to help them become more aware of what is important to work on.



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ST. GREGORIOS TEACHER TRAINING COLLEGE, MEENANGADI

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ACHIEVEMENT TEST

CONSTRUCTION OF LEARNING OUTCOME BASED ACHIEVEMENT TEST

<p>Learning Outcome Able to prepare Learning outcome based Achievement test.</p> <p>Major points to be Discussed</p> <ul style="list-style-type: none"> • Assessment of learning • Summative assessment • Test • Achievement test • Design of the Achievement test • Thinking Skills • Revised Bloom's Taxonomy • Language skills <p>Product</p> <ul style="list-style-type: none"> • Achievement test design and questionpaper

DESIGN OF THE ACHIEVEMENT TEST (Format)

Preliminary details	
Name of the student/Teacher	
Name of the school	
Standard and Division	
Subject	
Unit	
Duration	
Date	

I. Learning outcomes

Name of the Unit 1:

1.

2.

Name of the Unit 2:

3.

4.

II. Design

a. Weightage to Unit and Learning Outcome:

Sl No	Units	Learning Outcome	Marks	%



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Unit	Learning Outcome	OB	VSA	SA	E	OB	VSA	SA	E	OB	VSA	SA	E
Total													

Note: OB-Objective type questions, VSA - very short answer, SA - short answer, E - essay/Long Answer

f. Option
g. System

h. Question Paper

i. Question-wise Analysis

Question No.	Unit	Learning Outcome	Thinking Skills/ Language Skills	Form of Questions	Marks	Time
1						
2						
3						
4						
5						
Total						

j. Scoring Key

Question No.	Scoring Indicator	Marks	Total marks

1				
2				
3				
Total				

k. Weightage in Thinking Skills

Sl No.	Thinking Skills	Marks	%
1	Conceptual Assimilation	60	
2	Application	40	
Total			

Or

l. Weightage in Language Skills

Sl No.	Language Skills	Marks	%
1	Comprehension		
2	Discussions		
3	Language Elements		
Total			

m. Weightage in form of Questions

Sl No.	Form of Questions	No. of Questions	marks	%
1	Objective			
2	Very Short Answer			
3	Short Answer			
4	Essay/Long Answer			
Total				

n. Blue Print (Subjects)

Date	Learning Outcome	THINKING SKILLS								
		Conceptual Assimilation				Application				
		OB	VSA	SA	E	OB	VSA	SA	E	
River valley (SB)	1-5									
MAP	6-10									
READING										
Total										

Note: OB-Objective type questions, VSA - very short answer, SA- short answer, E - essay/Long Answer

Blue Print (Language)

LANGUAGE SKILLS				
	Comprehension	Discussions	Language Elements	Total



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RUBRIC FOR CONSTRUCTIVIST TEACHING

	Expert (A)	Competent (B)	Need improvement (C)	Does not meet standards (D)
INTRODUCTION PHASE/ACTIVITY				
1 Interesting	Connecting with previous knowledge & using puzzling situation, improvised apparatus, role play, interesting demonstrations etc.	Using story or questions for introducing a lesson	Using plain narration or explanation	Trivial introduction and introducing
2 Motivating	High	Sufficient	Average	Low
DEVELOPMENTAL PHASE/ACTIVITY				
1 Clarity of instruction	Instructions were clear and specific in nature.	Instructions were clear but were not specific.	Instructions were given casually.	Instructions were not proper.
2 Proper analysis of the content	Relevant and proper analysis of content.	Adequate analysis of the content	Limited analysis of the content	Inadequate and irrelevant analysis of the content.
3 Creativity and novelty in learning process	Highly creative and novel learning process	average creative learning process	average creative and novel learning process	not at all creativity and novel
4 Sequencing	done properly	moderate sequencing	tried to sequence but failed miserably	no sequencing
5 Black board work	Excellent	Good	Average	Poor
6 structuring of Teacher and pupil Activity	The activity was structured properly to ensure smooth progression without any doubt or ambiguity.	The activity was structured moderately and the activity was performed without much problems	The activity was low structured and the activity was just performed.	The activity was not structured and broken the smooth progression of class.




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7	Learning aid used	Variety of learning aid or improvised apparatus, visual cards & charts used	Normal learning aids & charts used	Only charts are used	No learning aid used
8	Student participation in learning process	Students were encouraged to participate in learning process throughout the class	Students were encouraged to participate in learning process	Student participation in learning process is average	Not ensured student participation
9	Class control	High	Good	Average	No class control

GROUP ACTIVITY

1	Grouping	Grouping was done with minimum dislocation and gives proper instructions about group formation, group name and leader selection.	Grouping was done with complicated technique and not mentioned about group formation, group name and leader selection.	Grouping was done carelessly.	Grouping made a lot of disorder and chaos or No grouping was done.
2	Clarity of instruction	Instructions for group activity were clearly given and they were specific in nature.	Instructions for group activity were clear but were not specific.	Instructions for group activity were given casually.	Instructions for group activity were not proper or not given.
3	Learning materials & Task familiarizing for group activity	The task is made unambiguous and familiar to all students by solving examples/ detailing/ explaining & learning materials are properly familiarized to all students by detailing its parts and procedure of using it	The task was explained to students & learning materials are properly familiarized to all students by explanation	The task was presented as a whole by oral explanation only & learning materials are just shown to all students before distributing in groups.	The task was just mentioned without clarity & learning materials are not mentioned upon before distributing in groups.
4	Instructional cards or Worksheets	Instructional cards or worksheets are neat and self explanatory & sufficient.	Instructional cards or worksheets are prepared with only essential points.	Instructional cards or worksheets prepared carelessly. And limited in number.	No instructional cards or worksheets given.




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5	Student participation in group activity	All the students were encouraged to participate by assigning roles like writing report, reading it, doing the activity etc.	All the students were encouraged to participate by asking them to show group cohesiveness.	Only few among each group really participated in the activity.	Participation of students was not ensured within the group.
6	Scaffolding	Scaffolding was done properly so that all the groups completed the task with proper learning outcomes.	Moderate scaffolding and teacher could not interact with pupils effectively.	Scaffolding was average. Teacher could not attend to all the groups properly & not develop anticipated learning outcomes.	No scaffolding was given.
7	Group work consolidation	Group work was consolidated by presentation of group wise reports endorsed by teacher statement or black board work or chart etc.	Group work was consolidated by asking groups to present their reports.	Group work was consolidated by teacher pupil interactions without being endorsed by teacher statement.	Group work was consolidated by teacher statement without considering group reports.

CLASS MANAGEMENT

1	Time management	Excellent	Good	Average	Poor
2	Taking notes	All students recorded required notes in their notebook with teacher support.	Most of the students recorded notes.	Very few students recorded notes.	No Notes given.
3	Voice of student teacher.	Student teacher had an impressive voice with proper modulation.	Student teacher had an audible voice even though there was no proper modulation in sound.	Voice of the student teacher was audible but was less than the student noise.	Student teacher had a very low voice and no modulation in sound.
4	Confidence and energy level of student teacher	Student teacher was confident, pleasant and energetic. And radiate this confidence to the students.	Student teacher was confident and energetic; but could not radiate the confidence to the students.	Student teacher lacked enthusiasm.	Student teacher had a tiresome look and no confidence.
5	Subject competency	Student teacher had a high level of subject competency evident.	Student teacher had good subject competency to	Student teacher had average subject	Student teacher had poor subject




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of student teacher.	by clarity, authenticity in instructions and arguments.	explain and illustrate the content with examples.	competency and explained the content moderately well.	competency. The student teacher went through the lesson with minimum student interaction.	
CONSOLIDATION PHASE/ACTIVITY					
1	Questioning	Thought provoking questions were asked to ensure that the pupils have learnt the content or concept.	Few thought-provoking questions were asked to ensure that the pupils have learnt the content or concept.	Questions were asked to only recall or recognize the learnt facts.	Very few lower order questions were asked.
2	Consolidation & Follow up	Good consolidation & suitable follow up activity was given and monitored properly	Average consolidation & follow up activity was just.	Poor consolidation & follow up activity was not proper	No consolidation & no follow up activity were given.




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ASSESSMENT SHEET

INTRODUCTION PHASE	
1	Interesting
2	Motivating
DEVELOPMENTAL PHASE	
1	Clarity of instruction
2	Proper analysis of the content
3	Creativity and novelty in learning process
4	Sequencing
5	Black board work
6	structuring of Teacher and pupil Activity
7	Learning aid used
8	Student participation in learning process
9	Class control
GROUP ACTIVITY	
1	Grouping
2	Clarity of instruction
3	learning materials & Task familiarizing for group activity
4	Instructional cards or Worksheets
5	Student participation in group activity
6	Scaffolding
7	Group work Consolidation
CLASS MANAGEMENT	
1	Time management
2	Taking notes
3	Voice of student teacher
4	Student teacher confidence and energy level
5	Subject competency
CONSOLIDATION PHASE	
1	Questioning
2	Consolidation & Follow up



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ATTITUDE TOWARDS SCHOOL ATMOSPHERE

ചിത്രം 1.1

നിരീക്ഷണങ്ങൾ

- ✧ ചിത്രങ്ങളുടെ വ്യക്തതയെക്കുറിച്ചും ചിത്രങ്ങളുടെ അളവുകളെക്കുറിച്ചും ശ്രദ്ധിക്കുക.
- ✧ ചിത്രങ്ങൾ കണ്ടെത്താനും വായിക്കാനും സൗകര്യം ഉണ്ടെന്ന് ഉറപ്പാക്കുക.
- ✧ ചിത്രങ്ങളുടെ അളവുകളെക്കുറിച്ചും ചിത്രങ്ങളുടെ അളവുകളെക്കുറിച്ചും ശ്രദ്ധിക്കുക.

കാലം: _____
 തീയതി: _____
 ഇടം: _____

Sl No	Questions	SA	A	CS	DA	SS
1	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാവിധ സാഹിത്യങ്ങളും ഉണ്ട്.					
2	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാ സമയവും ലൈബ്രറിയൻമാരുടെ സാന്നിധ്യം ഉണ്ടാകാറില്ല.					
3	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാവിധ സൂര്യദീപികകൾക്കുമുള്ള സൗകര്യം ഉണ്ട്.					
4	നിങ്ങളുടെ സ്കൂളിൽ സ്വീകൃത-കൃതികൾ അല്ലെങ്കിൽ അധ്യാപകർ അവസ്യത്തിന് ഉപയോഗിക്കാറില്ല.					
5	നിങ്ങളുടെ സ്കൂളിലെ ടെക്സ്റ്റ് ബുക്കിൽ തെറ്റായ അക്ഷരങ്ങൾ ഉണ്ടാകാറില്ല.					
6	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ കൃതികളിലും വളരെ നല്ല രീതിയിൽ വൈകല്യ സാഹിത്യങ്ങളും ഉണ്ട്.					
7	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ സമയവും ലൈബ്രറിയിൽ ലൈബ്രറിയിൽ വരുന്ന കുട്ടികളുടെ ചോദ്യങ്ങൾക്ക് ഉത്തരം നൽകാറില്ല.					
8	നിങ്ങളുടെ സ്കൂളിൽ ഓരോ വിഷയത്തെയും വ്യത്യസ്ത ഭാഷകളെയും പ്രയോജനപ്പെടുത്തിയിട്ടുള്ള ലൈബ്രറിയിൽ ക്രമീകരിച്ചിട്ടുണ്ട്.					
9	നിങ്ങളുടെ സ്കൂളിൽ സമയക്രമം ലാഭിക്കാൻ എല്ലാ കുട്ടികളും പരീക്ഷണം പൂർത്തിയാക്കുന്നു എന്ന് അധ്യാപകർ ഉറപ്പുവരുത്താറില്ല.					
10	നിങ്ങളുടെ സ്കൂളിൽ എല്ലാ വിഷയവും കൃതികൾ വ്യക്തമാക്കുന്നു എന്ന് പഠന-അധ്യാപകർ ഉറപ്പുവരുത്തുന്നു.					
11	നിങ്ങളുടെ സ്കൂളിൽ കുട്ടികൾക്ക് സ്കൂളിലെ ലൈബ്രറിയിൽ അധ്യാപകർ അനുസ്മരണങ്ങൾ നൽകാറില്ല.					
12	നിങ്ങളുടെ സ്കൂളിൽ കൃതികൾക്കുള്ള സൗകര്യങ്ങൾ എല്ലാ കുട്ടികൾക്കും പങ്കാളികളാകാറുണ്ട്.					
13	നിങ്ങളുടെ സ്കൂളിലെ ലൈബ്രറിയിൽ എല്ലാ സമയവും കുട്ടികൾ നിങ്ങളുടെ ചോദ്യങ്ങൾക്ക് ഉത്തരം നൽകാറില്ല.					



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**OBSERVATION SCHEDULE FOR CONSTRUCTIVIST
TEACHING - INTERNSHIP**

SL. NO.	FACTORS	GRADE (A, B, C, D)
1.	Lesson plan	
2.	Introduction	
3.	Learning aids used (Charts, models, experiments, others)	
4.	Black board work	
5.	Involvement of students in learning process	
6.	Group discussion	
7.	Voice of student teacher	
8.	Confidence level of student teacher	
9.	Clarity of teaching. (Clear and specific, included all points related to content.)	
10.	Class control	
11.	Questioning in class	
12.	Class consolidation	
13.	Given Notes	
14.	Follow up activity or homework	
15.	Time management	

DATE:

NAME & SIGNATURE

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CLASSROOM SKILLS FOR THE SKILL OF USING BLACK BOARD.

Name of the teacher: Ms. S. S. S. S.

Name of the subject: English

Topic: My Mother

Skill: Skill of Using Blackboard

Task: Task

Name of the students: Pratik, Pratik

Class: Page group

Date: 22-10-19

Duration: 6 minutes

Strength: 12

Comments	Rating from 1 to 5				Total
	Very No	Worst	Good	Very good	
1. The letter was written	No				Nil
2. Interchange of position between two letters	No				Nil
3. Interchange of position between two words	No				Nil
4. The type of Capital letter and small letter was appropriate	No				Nil

