



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.3 Competency of effective communication is developed in students through several activities

(Other Relevant Information)

Submitted to
National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment



2.4.3 Other Relevant Information

Sl.No	Activities Organised	Details of Activities	Page.No
1	Workshop sessions for effective communication	Workshop on communicative English (B.Ed)	1-4
		Workshop on communicative English (M.Ed)	5
2	Simulated sessions for practicing communication in different situations	Language games for vocabulary enhancement	6
		What a wonderful world”activity for enhancing listening skill	7
		Speech competitions for enhancing speaking skill	8
		Writing skill development through KWL chart and activity card	9
		Preparing reviews	11
		Preparation of covering letter for resume	12
3	Participating in institutional activities as anchor, discussant, rapporteur	Anchor	13-14
		Discussant	14-16
		Rapporteur	17-18
4	Classroom teaching learning situations along with teacher and peer feedback	Training on stimulus variation	19-20
		Orientation of theory and practice on Language Across Curriculum	21
		Practice Sessions on Classroom Situations (Criticism Classes)	21-24



ST JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

Kovilvattom Road, Ernakulam, Kochi, Pin – 682035, Kerala
(Affiliated to Mahatma Gandhi University, Kottayam)

Workshop on Communicative English

Name of the Event	Workshop on Communicative English
Objective	<ul style="list-style-type: none">• To develop proficiency in Communication Skill and Expository writing.• To develop proficiency in academic writing and research skills.
Details of Course	Common Core Course (Tool Course), Taught Course & Practicum <ul style="list-style-type: none">• (Internal Assessment Only)• Teaching hours per week: 5• Credit: 2
Details of Resource Person	Dr. Marin Jose Assistant Professor St. Joseph College of Teacher Education for Women Ernakulam
Date	01-06-2022 to 28-6-2022
Time	3.00PM to 4.00 PM
Duration	40 Hours
Beneficiaries	Teacher Trainees
Venue	Multi-purpose Hall, St. Joseph College of Teacher Education for women, Ernakulam

Programme Report

The college organized a workshop focusing on the refinement of Communicative English skills. This event took place within the college premises on 1st June, 2021, commencing at 9:30 am and concluding at 3:30 pm. The resource person for the workshop was Dr. Marin Jose, faculty member in the field of English. The proceedings were initiated with a serene rendition of a prayer song, invoking a sense of unity and purpose.





A warm welcome to Dr. Marin Jose and all participants was extended by Mariatta D Kappen, a second-year B.Ed. student. Following this, Dr. Sr. Alice Joseph, the respected Principal of the college, delivered the presidential address, underlining the significance of the workshop in honing Communicative English skills.

The workshop was formally inaugurated by Dr. Marin Jose, who further expounded on the objectives and expectations. Subsequently, the students from the B.Ed. 2020-22 delved into five meticulously crafted modules, each addressing various facets of Communicative English. After each presentation, an interactive session opened up, enabling participants to engage in open discussions. Dr. Marin Jose, the resource person, generously shared her opinions and offered constructive suggestions on each of the topics presented, fostering an environment of learning and growth.

The workshops provided a valuable platform for students to voice their doubts and seek clarification, nurturing a spirit of inquiry and curiosity. It facilitated their journey towards enhancing their proficiency in the English language, a critical skill in the realm of education and beyond.

The event was wrapped up with a heartfelt vote of thanks delivered by Mrs. Arya Rajendran, a second-year B.Ed. student, expressing gratitude to all involved and acknowledging the importance of enhancing language proficiency, not only in academic pursuits but also in the broader spectrum of life's interactions.

The B.Ed students participated in the following modules:

Module 1 –Orientation to English language (8 hrs.)

- 1.1. Understanding the spirit of English Language 4hrs (1hour Theory +3hrsPractical)
- 1.2. Remedial Grammar and Applied Phonetics 4hrs (4hrs Practical)

Module 2 - Oral Communication (8 hrs.)

- 2.1. Listening Skill: Listening Comprehension of discourses like Conversation 4hrs (4hrs Practical)
- 2.2. Speaking Skill: Oral Training for classroom communication 4hrs (4hrs Practical)





Module 3- Written Communication (8hrs)

- 3.1. Reading Skill: Reading Comprehension of discourses Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech, graph, notice. 4hrs (4hrs Practical)
- 3.2. Writing skill: Mechanics of writing, Copy writing, Creative Writing: Paragraph, Letter Writing, Essay writing, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech, graph writing, notice writing. 4hrs (4hrs Practical)

Module 4 - Functional Writing (8 hrs.)

- 4.1. English For Teachers: Reflective journal writing, reporting, writing reviews, logs, 2hrs (2hrs Practical)
- 4.2. For Placement: Preparation of resumes, job applications, Self- introduction, Facing an interview, Telephonic conversations, e-mail transactions. 2 hrs. (2hrs Practical)
- 4.3. At Work: Preparation of projects reports, thesis and research papers and presentations: text organization, point of view, register and style, editing skills, paraphrasing, summarizing, descriptive composition and argumentative composition 4 hrs. (4 hrs. Practical)

Module 5 - Soft Skills and Social Skills (8hrs)

- 5.1. Interpersonal skills: Exposure to Public Speaking, Event Management and Language related Computer Skills, Print Media, Advertisements, Translations, Mass Communication and Broadcasts (Radio, T.V. & Cinema,) web materials, telecasts, blogs podcasts and vodcasts. 4hrs (4 hrs. Practical)
- 5.2. Travel English Language Skills: Communication in a variety of social situations like restaurant, at the airport, In the market etc. (2 hrs. Practical)
- 5.3. Public Relations: Business Communication, Office Communication for business, dealing with Clients and Customers, Public Interaction and Business reports. 2hrs (2 hrs. Practical) Skill portfolio was submitted by each participant at the end of the session and Internal Assessment was conducted based on the following Criteria for





Evaluation: i) Attendance 10%, ii) Practicum 20%, iii) Portfolio (Include a minimum of four materials from dossier: Writing Assignments, Multimedia, Contributions to forums and blogs, and any other additional material.) 20%, iv) Practical Examination (Listening , Speaking , Reading and Writing) 50% out of the Total 100% score.





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Workshop on Communicative English

Name of the event	Workshop on communicative English
objectives	To develop proficiency in Communication Skill and Expository writing. To develop proficiency in academic writing and research skills.
Details of the course	(Internal Assessment Only)
Details of resource person	Dr. Marin Jose Assistant Professor St. Joseph College of Teacher Education for Women Ernakulam
Date	19.11.2022 to 27.11.2022
Time	10 am to 3 pm
Beneficiaries	M.Ed Educands
Venue	M.Ed classroom

St. Joseph's College of Teacher Education for Women, Ernakulam organized a workshop on Communicative English from 19.11.2022 to 27.11.2022 as part of M.Ed.curriculum obligation. Dr. Marin Jose was resource Person. The teacher started this year's workshop by making us understand more about the origins of English and pointing out the need to learn English. The teacher was also careful to point out the importance of English in daily use. The practical section of Communicative English started with self-introduction. Then the teacher had prepared the situation for communication and sharing of different experiences and the opportunity to display and record them in the form of a work book. It has been a very useful workshop for us. We were able to overcome our fear of English and approach it happily.





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Simulated sessions for practising communication in different situations

Student teachers were exposed to different situations for practicing effective communication.

a) For practicing vocabulary in English student teachers were exposed to language games

2. GAMES REPORT

A language game is a system of manipulating spoken words to render them incomprehensible to the untrained ear. Language games are used primarily by groups attempting to conceal their conversations from others.

As part of B.Ed curriculum, under the Communicative English subject, the student teachers have to organise two different language games in the class under the supervision of Maria Mam. The games were organised by English optional students. The first game was 'HANGMAN'. The whole group was divided into 4 groups and each group should have to guess the words on the board. It was really interesting and all students participated actively.

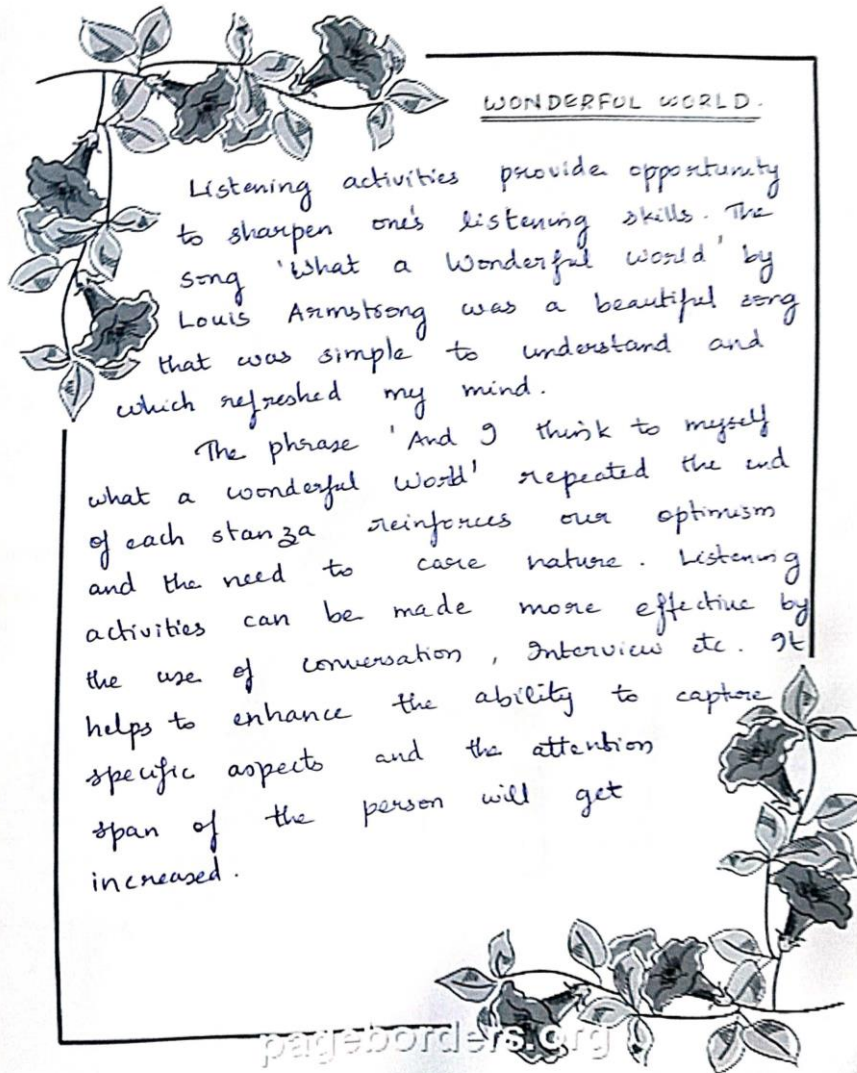
The next game was dumbcharades. For this one student was called randomly from each group. The word will be told to them and they have to act accordingly and make their group members guess the word correctly. I was a representative from my group and I made my friends guess the sentence correctly. The game session was interesting and it cultivated team spirit in us.





b) For developing listening skill the institution provides “What a wonderful world” activity

3. REFLECTIONS/TRANSCRIPT



WONDERFUL WORLD.

Listening activities provide opportunity to sharpen one's listening skills. The song 'What a Wonderful World' by Louis Armstrong was a beautiful song that was simple to understand and which refreshed my mind.

The phrase 'And I think to myself what a wonderful world' repeated the end of each stanza reinforces our optimism and the need to care nature. Listening activities can be made more effective by the use of conversation, interview etc. It helps to enhance the ability to capture specific aspects and the attention span of the person will get increased.

pageborders.org





c) For enhancing speaking skill speech competitions are organized for student teachers

4. SPEECH

Good Morning,

My name is Sumayya. H.E. I'm from Kochi. Currently, I'm pursuing B.Ed at St. Joseph College of Teacher Education for Women, Ernakulam. I've completed my Post graduation from St. Albert's College, Ernakulam and my graduation from St. Teresa's College, Ernakulam. I have qualified KTET category III. I'm an enthusiastic learner and a hardworking person.

My hobbies are listening to music, reading books and watching T.V. I'm an enthusiastic learner and a good communicator.

EVALUATING SPEAKING SKILL				
Sl.No	Criteria	Scores on	Scores on:	Remarks
1	Content	4/5	4/5	
2	Language	5/5	5/5	
3	Organization	5/5	5/5	
4	Performance	5/5	5/5	
Total Scores		19/20	19/20	





d) For developing writing skill KWL chart and activity card practice were given to student teachers

5. KWL: CHARTS

Name Sumayya. H.E

Directions: Fill out the KWL chart below with the information you have heard, discussed, and learned in class.

K What do you know about this topic?	W What do you want to know about this topic?	L What have you learned about this topic?
<ul style="list-style-type: none">• Sustainable development is meeting the needs of present generation without compromising the needs of future generation.• Effective use of both natural and human resources.• Development along with the preservation of resources.	<ul style="list-style-type: none">• Goals of sustainable development• Its characteristics• Definition of sustainability• How to attain or ensure sustainable development.• which are the basic foundations of sustainability?	<ul style="list-style-type: none">• Sustainability is preserving and maintaining resources.• 'Sustainable' is the capacity to endure or continue• The three pillars of sustainability are social, economic and environmental.

www.HaveFunTeaching.com





6. ACTIVITY CARDS

Name Sumayya. H.E Period _____ Date 26/07/2022

Sandwich Chart

Topic: Climate Change.

Write the main idea on the top bun. Add the supporting details in the middle sections and the conclusion on the bottom bun. Complete the document with a summary sentence.

Main Idea: Reducing Carbon Footprints.

Detail: The level of greenhouse gases is increasing in the atmosphere. The carbon foot is also increasing tremendously.

The rise in carbon footprint is a big concern. Detail: Food processing, wastage, increase, air travel, use of vehicles even for small rides, heating home, use of non-bio degradable resources etc have led to this rise.

Each person is responsible to reduce the carbon footprint which will greatly impact the present climate change. Buy local plants, switch to general modes of transportation like cycling and carpooling is a great option.

Conclusion: climate change is a major concern and its high time that we address this issue. If we don't want appropriate remedial action, things will go out of control and it will be a great threat to our existence.

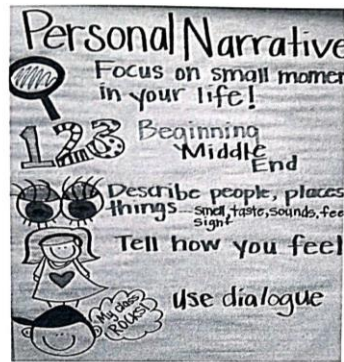
Summary Sentence: Control carbon footprint and then climate change.

Other activities provided for practicing communication are (a) preparing reviews, preparation of covering letter for resume, preparation of debate reports, role playing for interview practice





REVIEWS



HICHKI

Hichki is an Indian Hindi language comedy drama film directed by Siddharth Malhotra. It is based on the Autobiography of the American Motivational speaker Brad Cohen. The film is a female oriented one with the central character 'Naina Mathur' which was played by Rani Mukerji. Naina Mathur, an aspiring teacher was assigned to teach students from a nearby slum in the class 9F.

She was a teacher who had Tourette Syndrome.

The film focuses on Educational problems of India, also promotes the sacred mission of the teacher to teach and solve problems.

It is a very valuable film.





8. COVERING LETTER FOR RESUME

Sumayya. H.E
Calcutta House
V/1163, M.M.K Trust Building
Star Junction, Mattancherry
Kochi - 682002.
sumayyasumi2513@gmail.com.

Respected Principal,

I'm writing this letter to apply for the post of High School Mathematics teacher in your school. I'm a fresh B.Ed graduate who is seeking a opportunity to use my knowledge and skills to teach students and thus develop my teaching skills. I had done my internship at Our Lady's CGHSS, Thoppumpady for a period of four months as High school mathematics Teacher.

I enjoy helping teenagers to reach their academic goals and gain an understanding of mathematical concepts. My lesson plans employ fun and creativity along with the concepts that are to be taught. I'm sure that I'll be able to use my teaching skills for the students of this institution. Thankyou for your time and consideration, and I look forward to hearing from you soon. Please find the attached resume.

Sincerely,
Sumayya. H.E
Enclosure.

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REPORT ON PARTICIPATION IN INSTITUTIONAL ACTIVITIES

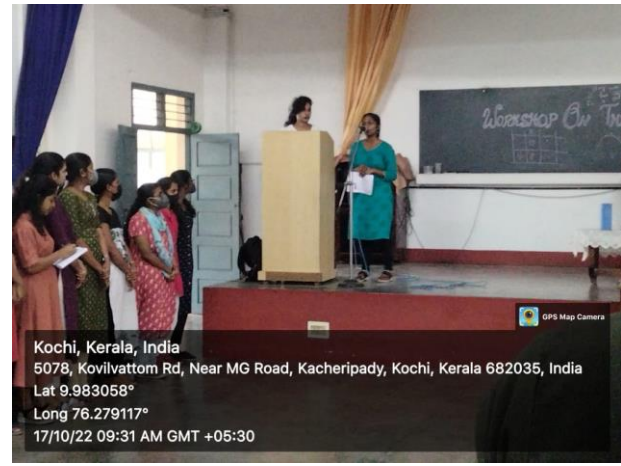
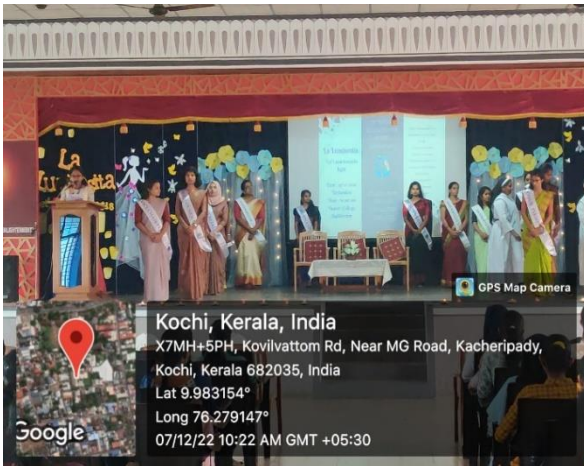
ANCHORING- PROGRAMME REPORT

The success and progress of an educational institution is enrooted in the academic and co- curricular activities organised in the institution. St Joseph College of Teacher Education for Women, Ernakulam is an institution giving immense importance to such activities that aid the holistic development of students. The planning and organisation of co- curricular and extra- curricular activities are done by the Educators and student teachers. Every student teacher is given opportunity in one or another way to participate in events organised in the institution. Anchoring is one such opportunity, which is also an inevitable part of the programmes occurring. Students for anchoring the programmes are selected according to the type of programme and compatibility of students for anchoring the particular event. Among the Hundred B.Ed. student teachers, above forty student teachers were given opportunity to comper the events within the academic year 2022- 23, that were organised either by the college or clubs and organisations of the college. The events organised by optional departments will be compered by student teachers of same optional subject, whereas events organised by the college, clubs or organisations like NSS will be anchored by student teachers of various optional or from optional that are in- charge of the event. Both formal and informal compering are approached differently. In informal events, students were given freedom in scripting and presenting the anchoring. During formal events the students are screened and trained in anchoring the event. The scripts will be mostly prepared by the students and edited by concerned educators and students will also be given needed guidance and training through practice sessions ahead of the events. Every optional department students use to get equal opportunity in anchoring the events. Through providing such opportunities, the college is aiming to develop student teacher who are proficient in organising and handling events or programmes in schools during their tenure as teachers. These opportunities also aim to enhance individual qualities like communication, leadership, organising ability and self- discipline among student teachers.





EVIDENCE OF ACTIVITY



DISCUSSANT- PROGRAMME REPORT

Discussion is an inevitable part of every programme. The objectives of activity, types of activity, ways to implement activity are all developed through effective discussions. The success and failure of the event is also based on cooperation and collaboration among participants and organisers of the programme. Inorder to develop a proper planning, appropriate discussion should be conducted. At St. Joseph College of Teacher Education for Women, Ernakulam, all the programmes organised are effectively discussed and properly planned based on those discussions. The optional level activities are discussed among the educators and student teachers of the respective and the college level programmes are discussed among administrators and staff of the college and thus implemented successfully. The type and topic of discussion vary according to the programme to be organised. For optional- wise events, initial discussions will be conducted among the student teachers and





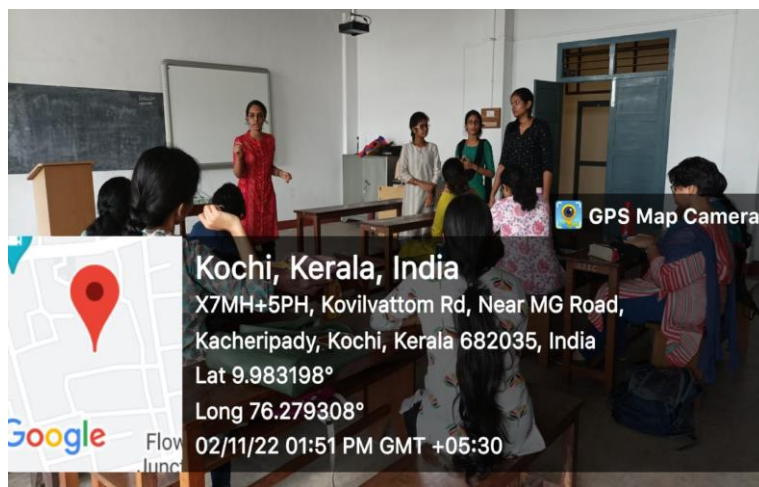
the minutes of discussion will be presented to the concerned educator. Whereas for the programmes that are organised by the college, initial discussions will be taking place among the staff coordinators and then the minutes will be discussed with students. The practice of discussion on events and activities beforehand is helpful in inculcating proper discipline in the conduction of events and activities. It also aid in evaluating each aspects of programmes and bringing necessary changes and modifications for the events and activities.

It is through effective discussions happening prior to the events, coordinators are able to gather variety of opinions and choose best among them for the implementation of programme. In specific optional departments, discussions were conducted prior to department specific academic programmes like microteaching classes, link practice classes, demonstration classes, discussion classes, criticism classes, SUPW sessions etc. and events like regular assembly, talents day, department specific national or international day celebrations, field trips, food fest etc. In the college level major discussions were conducted on topics of academic importance like topic organisation, lesson planning, teacher allocation, examination etc. and also on conduction of other college events such as, observation of days having national and international importance, college day, annual day, felicitation of retiring faculties etc. Discussion holds a major role in the smooth functioning of college. It is through proper implementation of discussed programmes college is able to take necessary and successful steps.





EVIDENCE OF ACTIVITY





RAPPORTEUR- PROGRAMME REPORT

Reporting is one of the most effective technique that puts out a direct impact on the academic as well as non- academic activities occurring in an educational institution. A report is an overall analytical document prepared on a particular event, programme or an activity happening in an institution. A good report enables the institution to understand their shortcomings and strengths and enable them to work on their weakness thus to excel further more. At St. Joseph College of Teacher Education for Women, Ernakulam, each and every event, programme or activity undertaken by college, different optional, clubs or organisations are timely and properly recorded and reported along with evidence for the same. The student teachers prepare reports on various class activities, club activities and organisation events under the guidance of concerned educators. The staff also keep proper record of specific events under their in- charge. The rapporteur for an event is selected prior to the programme and is also given proper guidance on what all factors should be included in the report. In optional wise activities, reports are mainly prepared by student teachers from the same optional in a rotating manner, thus every student teacher from the optional had got opportunity to be a rapporteur in one or another event. The reports submitted by the student teachers will be properly scrutinized by educators before accepting it as the final draft. In the academic year 2022-23 more than fifty student teachers were given opportunity to be a rapporteur in college organised events. The rapporteur were chosen based on their knowledge of event, proficiency in analysing and organising observations and efficiency in language. This in- charge thus aid the student teachers in developing their skills like observation, analysis, organising ability and writing. Report on events act as a self -evaluation tool for the college. The short comings of a programme could be identified from a report and further improvement could be brought about in the identified areas. Thus report preparation is an inevitable part of a programme conducted in every institution. An efficient institution will have proper record on each and every minute activities happening in the institution. It is only through those records, identification of chances for improvement is possible and the institution can implement programmes to bring about those improvements.

REPORTERS OF MAIN EVENTS

1) LIST OF REPORTS:

1. Sreelakshmi Sudhakaran - National Education Day Report.
2. Aswathy K S - Swatch Bhart





3. Geethu Sivan-Cyber Hygiene
4. Devika PS - Yoga workshop
5. Sukritha S Shenoy - Teaching Aid Exhibition
6. Reshma George- Field trip
7. Anitta Johnson- Anti Narcotics Rally Report
8. Nair K M Sumalakshmi- Flashmob report And criticism lesson plan
9. Sneha M- National Constitution day
10. Raseena Naseer - world legal service day
11. Sreelakshmi Sudhakaran - SUPW exhibition
12. Liyanta Izabel- demonstration class
13. Sarah Maria- Report on ICT in education
14. Sneha M- Report on National Constitution day and report on Food Festival
15. ARYA TK- mental health day





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Classroom Teaching learning situations along with teacher and peer feedback

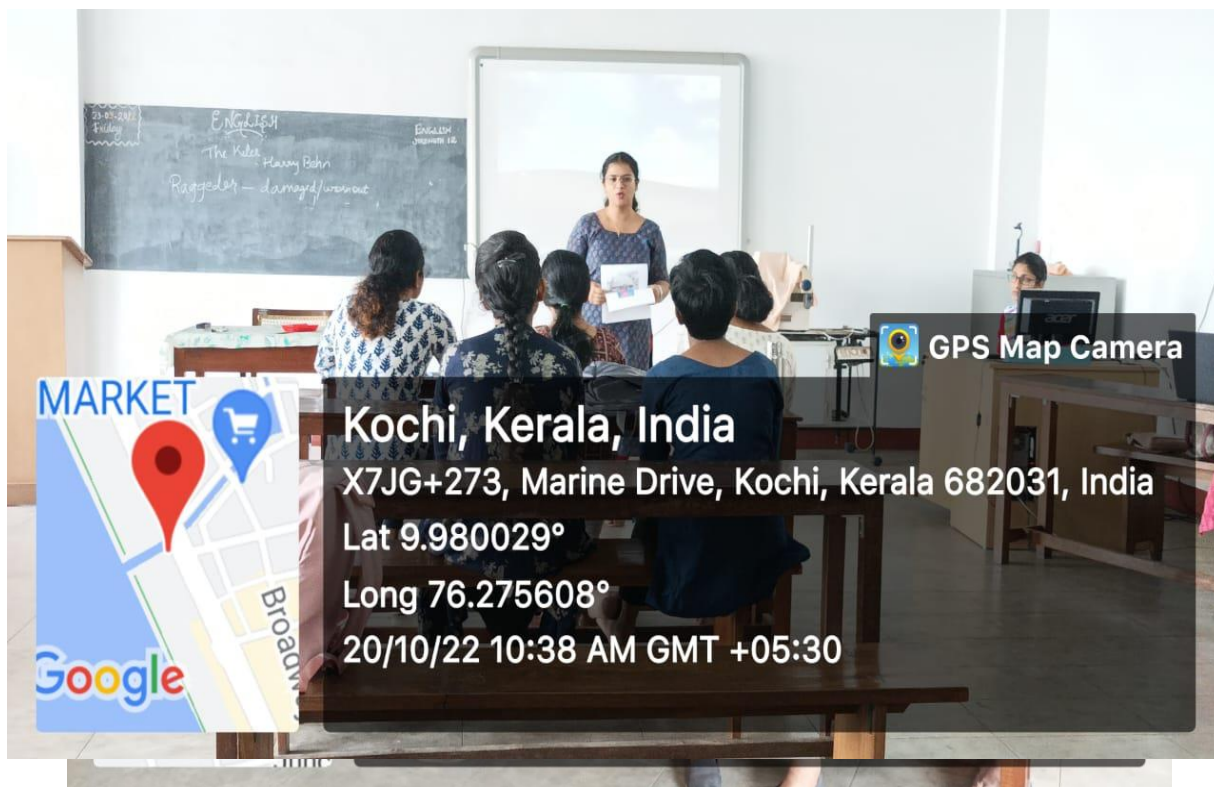
(a) TRAINING ON STIMULUS VARIATION

St. Joseph College of Teacher Education for Women, Ernakulam offered a Training on Stimulus Variation for the first year B.Ed. students. It was an opportunity to build themselves in language efficiency and teaching aptitude. Training on Stimulus Variation was given in two sessions - teach and reteach session during 20th and 21st of October 2022.

A simulated classroom environment was arranged for the same. The students were divided into teachers, students and observers among themselves. They were free to choose any topic to teach. An observation criterion was formed in which teacher movements, gestures, interactive style, focus, speech patterns, pausing, aural-visual switching and student involvements were considered to be the major elements of evaluation. Before the teach session, teacher trainees were given demonstrations by the optional tutors. All the teacher trainees prepared their lesson plans incorporating interesting ICT integrated learning aids.

By Training on Stimulus Variation, the institution intended to provide our trainees with self-confidence and efficiency in understanding the effective management of classroom situations. Apart from a single tutor evaluation, St. Joseph College designed the training by adding peer evaluation to the process. It helped the teacher trainees to learn on observation and critical analysis of the classroom climate. Peer evaluation also helped them to share necessary tips for improvements.





OBSERVATION SCHEDULE OF STIMULUS VARIATION

Sl. No	COMPONENTS	REMARKS				
		Poor (0-2)	Satisfact-ory (3-4)	Good (5-6)	Very Good (7-8)	Excellent (9-above)
1.	Teacher Movements				✓	
2.	Gestures					✓
3.	Change in Interac-tive style			✓		
4.	Focusing			✓		
5.	Change in speech pattern		✓			
6.	Pausing		✓			
7.	Aural Visual Switching			✓		
8.	Physical involvement of students				✓	





(b) ORIENTATION OF THEORY AND PRACTICE ON LANGUAGE ACROSS CURRICULUM

Language is an integral part of effective communication. In a teaching-learning environment language plays a major role in comprehension of the subject matter. LAC focuses the development of language proficiency through the curriculum transaction. Language Across Curriculum emphasizes the fact that every subject contributes to the development of language among students. Language teaching is not limited to the language related subjects like English, Malayalam, Hindi, etc. Instead, Language Across Curriculum brings up the idea of developing efficient use of language through the coordination of all subjects.

St. Joseph College of Teacher Education for Women, Ernakulam provided an orientation on theory and practice of Language Across Curriculum. This was done through brainstorming sessions, classroom group discussions and optional wise preparation of lesson plans. Through this orientation, our institution could give a better understanding on the various academic writing styles in real teaching learning situations. Subjects apart from languages could get more benefit out of the orientation. The focus on both subject and language through the subject helped the students to polish their own skills.

Each optional prepared two lesson plans each based on the guidance provided from the tutors. Language proficiency in a real classroom environment was not as easy as it seems. The orientation in LAC from the institution helped our students to understand various strategies that can be used in their classrooms during internship programmes. The programme is provided for the trainees during the third semester. LAC provided from the institution was beneficial to all students, It evidently helped each one of them to incorporate language learning through their respective subjects. The various exercises like essay writing, long answer questions, formulation of inferences and steps for the mathematics, etc., are some of the examples.

(c) PRACTICE SESSIONS ON CLASSROOM SITUATIONS (Criticism classes)

St. Joseph College of Teacher Education for Women, Ernakulam conducted a Criticism class as a practice of classroom teaching for all first year B.Ed. students prior to their induction period. The programme was scheduled on 18th and 19th of January 2023.





Criticism programme was organized as a practice session for their induction and internship programmes. Apart from a simulated classroom, High School students of St. Mary's CGHSS, Ernakulam were given the chance to be apart of this criticism classes. The institution arranged the session well, where each teacher trainee gets enough feedbacks and needful corrections.

Teachers trainees were given demonstrations prior to their criticism classes. Observation schedules were created and a peer evaluation along with tutor evaluation was made after each criticism class. The class not only enhanced the pedagogic skills but also, enabled the teacher trainee to develop effective classroom management strategies. The institute provided this as a preparation for their induction programme. The college organized criticism classes for all optional subjects giving two days of duration and a deeper individualized evaluation.

The classes were taken using ICT and other teaching aids. The use of multiple teaching aids and effective classroom management were core skills focused through criticism classes. The tutor evaluation was helpful and supportive for the trainees. Through this programme, our institution tried to give an awareness about diverse students and different classroom situations.





PROFORMA FOR CLASS EVALUATION

Name of Student Teacher:

Date:

Name of the School:

Period:

Subject:

Standard:

Topic:

Sl. No.	Components	Criteria	A+ (Excellent)	A (V. Good)	B (Good)	C (Average)	D (Poor)
1.	Introduction	Building of rapport					
		Introducing the topic					
		Relevance					
		Novelty					
		Effectiveness					
2.	Subject Competency	Linking with life situations					
		Providing additional information					
		Depth of the content and its sequential arrangement					
		Thought provoking ideas					
		Resourcefulness					
3.	Instructional Strategies and Techniques	Learner centered					
		Practicability					
		Originality					
		Innovation					
		Effectiveness					
4.	Learning Materials	Advanced Technology					
		Appropriate					
		Improvisation					
		Novelty and variety					
		Skilful handling					
5.	Learning Activities	Appropriate					
		Originality					
		Student involvement					
		Discipline					
		Progress of activity					
6.	Communicati	Appropriate					





	on	Fluency/ Clarity					
		Stimulus Variation					
		Reinforcement					
		Effectiveness					
7.	Class Management	Ensuring cooperation					
		Friendliness					
		Handling pupils					
		Discipline					
		Effectiveness					
8.	Closure	Ability to summarize					
		Evaluation					
		Promoting values					
		Depth of assignments					
		Budgeting of time					
9.	Teacher	Appearance and manners					
		Confidence level					
		Guide and facilitator					
		Social agent					
		Effectiveness					

Comments:

