

MICRO LESSON PLAN - 3

Name of the teacher trainee : Abhisha Prabheesh.M.
Subject : ENGLISH
Unit : WINGS AND WHEELS.
Topic : FROM A RAILWAY CARRIAGE
Subtopic : Poem.

Std : VIII
Division : B
Age level : 13
Date : 12/11/19
Time :
Teach/Reteach : Teach

Skill : Skill of stimulus variation.

Components : 1) Teacher movement.

2) Teacher Gesture.

3) change in interaction style.

a) Teacher - group interaction.

b) Teacher - pupil interaction.

c) Pupil - pupil interaction.

4) Change in speech pattern.

- a) Pausing
- b) Low pitch.
- c) High pitch.

5) Oral - visual switching

- a) oral to visual
- b) oral to verbal - visual
- c) visual to oral - visual

6) Pausing

7) Focusing.

- a) Verbal focusing
- b) Gestural focusing
- c) Verbal - Gestural focusing.

Device used : 1) Picture of witches and Fairies.
2) Picture of Robert Louis Stevenson.

Previous knowledge of learner: The learner has experienced a train journey.

Activity	Components
Teacher enters the class and greets the students	
Teacher : Good Morning.	
Pupil : Good Morning, Miss.	
Teacher : How are you all ?	
Pupil : Fine. Thank you.	
Teacher : You all are looking very energetic. Shall we begin ?	
Pupil : Yes.	
Teacher : Listen carefully, today we will discuss a poem 'From the Railway Carriage' written by a Scotland Novelist Robert Louis Stevenson.	verbal focusing.

Activity	Components.
(Teacher moves and writes the name of the poem and writer on blackboard)	Teacher movement.
Teacher : Have you ever been on a train? (teacher calls out a student)	Teacher - pupil interaction.
Pupil : Yes.	
Teacher : What were the scenes you saw from the window of a train?	
Pupil ₁ : River.	
Pupil ₂ : Mountains.	Pupil - Pupil interaction
Pupil ₃ : Paddy Fields.	
Teacher : Have you seen the compartments of train? This is the compartment of the train. what do you call	

Activity	Components
<p>the compartments? (Teacher shows the picture of compartments)</p>	
<p>Pupil : No response.</p>	
<p>Teacher : It is called the Railway Carriage.</p>	
<p>Pupil : OK.</p>	
<p>Teacher : (Pointing to the blackboard teacher says) Now look, Have you heard about Robert Louis Stevenson?</p>	<p>verbal - Gestural focusing.</p>
<p>Pupil : NO</p>	
<p>Teacher : This is the picture of Stevenson. Can everybody see?</p>	<p>Oral - visual switching.</p>
<p>Pupil : Yes. Miss.</p>	
<p>Teacher : He was a scotish <u>novelist</u>, <u>poet</u>,</p>	<p>Teacher gestures.</p>

Activity	Components.
<p>essayist, and travel writes (pauses). He is known for his teacher classics.</p> <p>(Going towards the blackboard and writing and asking the students to read it)</p>	<p>Pausing.</p> <p>oral-visual switching.</p>
<p>Pupil : OK.</p> <p>Teacher : The poet shares his experience of a railway journey. He describes the amazing speed (pause). He talks about the scenes as seen from the window of a railway carriage</p>	<p>Pausing.</p>
<p>Pupil : OK.</p> <p>Teacher : The poet says that the speed of train is faster (teacher shows the</p>	

Activity	Components.
<p>movement) than the speed of fairies and witches. Do you know about fairies and witches?</p>	<p>Teacher gesture.</p>
<p>Pupil : NO.</p> <p>Teacher : This is the picture of a fairy and a witch (showing the picture) (Teacher moves around and shows the picture)</p>	<p>oral to visual. Teacher movement.</p>
<p>Pupil : Fairy looks beautiful.</p> <p>Teacher : Fairies are the woman with good magic powers as the witches are also woman but with the bad magic powers. Look at this picture. Here you can see fairy smiling and witch with a scary face.</p>	<p>Low pitch. High pitch. visual to oral-visual</p>

Activity	Components
Pupil : witch looks scary.	
Teacher : Have you read any fairy stories?	Teacher-group interaction.
Pupil : Yes.	
Teacher : which are they?	
Pupil ₁ : Cinderella	Pupil-pupil interaction.
Pupil ₂ : Snow white.	
Pupil ₃ : Sleeping beauty.	
Teacher : OK, let's come back to the poem. The Fairies and witches have magic power and they can move so fastly. But here the poet says that the train is moving faster than them.	
Pupil : OK.	

	Activity	Components
Teacher	<p>: It runs so fast that bridges, houses, hedges (small bushes), ditches (tunnel)</p> <p>(Teacher moves and writes the meaning of the words on the blackboard).</p> <p>pass by in a moment. It goes forward as quickly as army (teacher shows the action) Soldiers attack the enemy in the battle field. Have you guys seen soldiers attacking enemies in movies?</p>	<p>Components.</p> <p>Gestural Focusing.</p> <p>Teacher movement.</p> <p>Teacher gesture.</p>
Pupil	<p>: NO</p>	
Teacher	<p>: Have you guys seen the movie Keethichakra?</p>	

	Activity	Components.
Pupil	: Yes.	verbal focusing.
Teacher	: In that movie you can see how the enemies are getting killed by the soldiers. Listen, Now let's get back to the poem.	
Pupil	: Yes.	
Teacher	: The train runs through common grassy lands where horses and cattle are grazing (Eating grass) (Teacher moves and writes the meaning on the board) Many colorful buildings of stations appear and disappear in a glance due to the speed of the train. So, Let's stop today's class here.	

Activity		Components.
Pupil	: OK.	
Teacher	: what all things did the poet see? (Teacher moves towards a student and ask her)	Teacher - pupil interaction. Teacher movement.
Pupil	: Bridges, houses, hedges, ditches, horses and cattles grazing.	
Teacher	: (Teacher claps). Good. There more things that the poet saw. We will discuss it in the next class. Thank you.	Teacher gesture.
Pupil	: Thank you. Miss.	

OBSERVATION SCHEDULE

Name of the teacher trainee : Abhisha Prabheesh.m.
 Name of the observer : Bineesha.
 Skill used : Skill of stimulus variation.
 Topic : From A Railway carriage.

Components		Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
		0	1	2	3	4	5	6
Teacher movement.							✓	
Teacher gesture.						✓		
Change in interaction style.	Teacher - group interaction.							✓
	Teacher - pupil interaction.						✓	
	Pupil - pupil interaction.							✓

Components	Performance Levels						
	Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
Change in Speech Pattern.	Pausing				✓		
	Low pitch				✓		
	High pitch.					✓	
oral-visual	oral-visual					✓	
	Switching oral to verbal-visual					✓	
Pausing	visual to oral-visual.					✓	
	Pausing				✓		
Focusing.	Verbal focusing					✓	
	Gestural focusing						✓
	Verbal-gestural focusing.					✓	✓

Name of the observer: Binresha
 Date and signature: *Bin*

OBSERVATION SCHEDULE.

Name of the teacher trainee : Abhisha Prabheesh. M

Name of the observer : Deepthi

Skill used : Skill of Stimulus variation.

Topic : From A Railway Carriage.

Components.		Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
		0	1	2	3	4	5	6
Teacher movement							✓	
Teacher Gesture.						✓		
Change in interaction style.	Teacher-group interaction.					✓		
	Teacher-pupil interaction						✓	
	Pupil-pupil interaction.					✓		

Components		Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
		0	1	2	3	4	5	6
Change in Speech Patterns	Pausing					✓		
	Low pitch					✓		
	High pitch					✓		
oral and visual switching	oral-visual						✓	
	oral to verbal-visual					✓		
	visual to oral-visual						✓	
Pausing						✓		
Focusing	verbal focusing						✓	
	gestural focusing						✓	
	verbal-gestural focusing					✓		

Name of the Observer : Deepthi
 Date and Signature : Deepthi

OBSERVATION SCHEDULE

Name of the teacher trainee : Abhisha Prabhush.M
 Name of the Observer : Hameeda Miss
 Skill used : Skill of Stimulus variation.
 Topic : From A Railway Carriage.

Components	Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
	0	1	2	3	4	5	6
Teacher Movement							✓
Teacher Gesture.						✓	
Change in interaction style.	Teacher-group interaction.						✓
	Teacher → Pupil interaction.						✓
	Pupil - Pupil interaction.						✓

Components		Not at all	Poor	Below Average	Average	Above Average	Good	Excellent
		0	1	2	3	4	5	6
Change in Speech pattern	Pausing						✓	
	Low pitch					✓		
	High pitch						✓	
oral and visual switching	oral - visual							✓
	oral to verbal-visual						✓	
	visual to oral-visual						✓	
Pausing								
Focusing	verbal focusing						✓	
	Gestural focusing					✓		
	verbal-gestural focusing						✓	

Name of the observer : Hameeda. Miss

Date and Signature :

✓
Hameeda.

INTRODUCTION

Society establishes some institutions to maintain its continuity of life. For the continuity and development of its life, society counts upon education. Education not only shapes the behaviour of the individuals, but also helps in transformation of rich cultural heritage to the rising generation. Therefore, society establishes and develops certain institutions, which are otherwise called agencies of education.

Sociology views education as a process of socialisation. Educational aims clearly indicates its affinity to social system. Agencies of education aid in the socialization of an individual.

There are various agencies of education in the socialization of an individual. This is a report on these various agencies of education.

AGENCIES OF EDUCATION IN SOCIALIZATION OF AN INDIVIDUAL

Education transforms infants into human asset. Education not only helps to develop individual, but also shapes the society by transmitting its culture to the future generation. For the continuity and development of its life, society counts upon education. Education cannot be gained on its own. Various institutions and bodies help in the dissemination of education. As such, society develops various institutions to impart education, namely the agents of education.

AGENCY OF EDUCATION

Society has created a number of specialized institutions to carry out the functions of education. These institutions are known as 'agencies of education'. Sources through which the child directly or indirectly receives education - formal and informal - are called agencies of education.

Agencies of education are broadly divided into different categories on the basis of different criteria.

They are :-

- ① Formal and Informal agencies
- ② Active and Passive agencies.
- ③ Commercial and Non-commercial agencies

Formal & Informal Agencies :-

Formal agencies include institutions deliberately set up by the society with specific objective of carrying out various functions of education. Informal agencies perform educational functions incidentally and indirectly.

Active & Passive Agencies :-

In active agencies, there is personal interaction between educator and educand. Passive agencies affect the individual, but they are not affected by them.

Commercial & Non-Commercial Agencies :-

Commercial agencies have their objective of business in view but they provide different kinds of education. Non-commercial agencies are non-profit service oriented agencies created for social welfare.

All these agencies complement each other and contribute towards development of an individual. Through these agencies, a child gets awareness of the world.

INTRODUCTION

Education is aimed at all-round development of children. Keeping this in mind, the Central Board of Secondary Education (CBSE) introduced the Continuous and Comprehensive Evaluation (CCE) pattern for secondary classes in 2009-2010. This was introduced under the Right to Education Act of 2009, to provide quality education to students aged 6-14 years.

CCE aims to evaluate every aspect of the child during their presence in school. It was assumed to bring tremendous change in the traditional 'chalk and talk' method of teaching, if implemented correctly.

'Continuous' indicates that the assessment needs to be done every day, while teaching in class, and even after teaching, so that difficulties faced by students can be diagnosed regularly. 'Comprehensive'

indicates that the evaluation is to cover all aspects - cognitive, emotional and functional.

The objectives behind creating CCE pattern are:-

- ① Making the learning process student-friendly.
- ② Reducing the difficulty of learning.
- ③ Diagnosing learning difficulties.
- ④ Promoting Remedial learning.
- ⑤ Emphasizing student self-evaluation.

The role of continuous and comprehensive evaluation becomes very important when our aim is to improve learners' quality in all domains. It would be reasonable to regard CCE in the context of school as a continuous updating of teachers' judgements about learners that permit cumulative judgements about their performances to be made. Teachers thus have the crucial role in CCE's implementation and its effectiveness.

This task is to visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report.

ASSESSMENT & CCE

Continuous and Comprehensive Evaluation

refers to a student assessment system which covers all facets of education. According to a CBSE Concept Note on Conceptual Framework of CCE, "it is a developmental process of assessment which emphasises on two fold objectives: continuity in evaluation and assessment of broad based learning and behavioural outcomes."

Assessment Processes:-

The CCE process is made up of formative and summative assessment components.

Formative Assessment

It is used by teachers to continuously monitor student progress in a non-threatening, supportive environment. It involves regular descriptive feedback, a chance for the student to reflect on the performance, take advice and improve

INTRODUCTION

Case study is a research method that involves an up-close, in-depth and detailed investigation of a subject of study and its related contextual position. It helps in the bringing of understanding of a complex issue or object. The case study has been used by researchers for a long time and has been applied in different disciplines.

Case study in psychology refers to the use of a descriptive research approach to obtain an in-depth analysis of a person, group, or phenomenon. A variety of techniques may be employed including personal interviews, direct observation, psychometric tests, and archival records. The main advantages of case study are that it provides detailed information, insight for further research and permit investigation of otherwise impractical situations. The method is important for psychologists who adopt a holistic point of view.

This is the case study of a child who shows problem behaviour. Both observation and interview are used for this case study. By observing the child and collecting family details through interview, this case study was carried out.

NEED AND SIGNIFICANCE

The method of case study is applied to study special behavioural problems of an individual by specially trained teachers, psychologists and psychiatrists. Generally, with case studies, the researcher gets a concrete and unbiased understanding of a given complex situation. With a real-life view, the research can give leeway for the recommendation of practical solutions to challenges.

This case study of a child is needed to understand his/her behavioural problem and suggest solutions for the problems. This case study is significant in various ways:-

- * It helps the child adjust better with the environment and gain self-confidence to attain higher levels of achievement.
- * Since it considers all aspects of a child, it is highly reliable and can be used as a tool of evaluation.
- * It helps to understand the root causes of maladjustment and helps to suggest remedial measures for rehabilitation of maladjusted cases.
- * It helps the teacher to gain better concept of normal behaviour.
- * It yields data that other methods cannot provide.

GENERAL DATA

1. Name of Pupil : Syamak. A. Nair
2. ~~Sex~~ Gender : Male
3. Name of School : Carmel CMI Higher Secondary School, Shornun
4. Class in which pupil studying : VII
5. Age & Date of Birth : 12. 01-01-2009
6. Religion and Caste : Hindu - Nair
7. Ordinal position of the child in the family : 2nd
8. Mother tongue : Malayalam
9. Name of Father : Aravind Nair
10. Name of Mother : Sreeja. A.V.
11. Guardian of the child : Aravind Nair
12. Number of other members in the family : 3
 - (a) Brothers : 1
 - (b) Sisters : 0
 - (c) Others : 2
13. Permanent Address : Neelambari House
Pattambi
Palakkad.

INTRODUCTION

Education is a life-long process intended to bring about positive changes in an individual.

Assessment, as a procedure, can be used to determine the educational needs and aspirations of students, to ensure that they have essential attitudes with them to improve in the course of teaching and learning process.

Assessment is an integral component of learning, and an ongoing process inherent in day-to-day teaching learning activities. As a teacher, it is essential to understand the changing perspective of assessment which evolved over the years. Only then the teacher can integrate them in their activities in an effective manner.

The shift of focus from behaviourist to constructivist approach had major impacts on the multifarious utility of assessment in educational practices. In this paper, behaviourist and constructivist approach to assessment is studied. Both these practices are compared to understand subsequent changes in assessment process.

ASSESSMENT IN BEHAVIOURIST APPROACH v/s ASSESSMENT IN CONSTRUCTIVIST APPROACH

Assessment in education is associated with the growth of learning and teaching. A teacher has to continuously engage in assessment of the performance of learners. If educational system sets its target for students to be able to think critically, be creative, instructional and assessment processes must undergo a paradigm shift as suggested by National Curriculum Framework 2005. The shift to constructivist mode of assessment from behaviourist approach is due to a number of reasons. Both the approaches have its own strengths and weaknesses. These approaches are discussed in this paper.

Assessment in Behaviourist Approach

According to theories advocated by behaviourism, learning can be defined as the mechanical process of relating stimulus with response, which further give rise to novel behaviour. Behaviourists like Watson,

Thorndike, Skinner and Pavlov being the major proponents suggests that "learning is a change in observable behaviour caused by external stimuli in environment." According to their viewpoint, the learner being a passive person responds to the stimuli. They considered learner's mind as tabula rasa and the behaviour is the result of reinforcement.

Learning could be viewed simply remembering and restating what is said. Reinforcement is central to behaviourist approach and it focused on the objective ~~of~~ measurement of ability and achievement. Learner's personal experiences and socio-cultural context had very little significance in such type of learning perspective. Learning is conceived as an incidental event as a result of stimulus response establishment. It emphasises associative learning which consists of learning that two events are connected.

Educational systems influenced with behaviourist perspectives follow the typical transmission mode of teaching learning process to fill the minds of young learners with heaps of information and then assess the learner's ability to recall this information through