



# National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

## KEY INDICATOR

### CRITERION 1-CURRICULAR ASPECTS

#### 1.3 CURRICULUM ENRICHMENT

#### METRIC: 1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective

### DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM

#### Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.

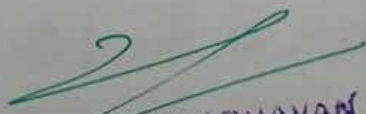
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# SCHOOL PROFILE AND PRACTICES



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# INTRODUCTION

A school is an educational institution designed to provide learning spaces and learning environment for the teaching of students under the direction of teachers. Most of the countries in our world have a system of formal education. It generally includes primary schools for small children and secondary school for teenagers who had completed the primary school education. An institution where higher education is provided is commonly called universities or college.

In addition to this core schools students attends some schools before and after the formal education. kindergarden or pre-schools provides some schooling to the small children. University, vocational schools or colleg or seminary may be available to the students after the completion of the secondary school education.

Alternative schools may provide non-traditional curriculum and methods. The non government schools or private schools may be required when the government does not supply or specific educational needs.



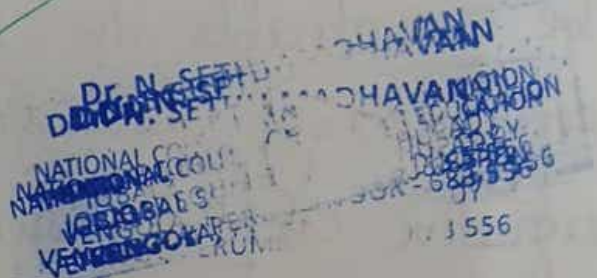
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A school profile can support as student demonstration or overseas application, it must include.

- \* Demographic information
- \* Curriculum and special requirements
- \* Class rank calculation.
- \* Extracurricular activities. etc.

As a part of two year BEd curriculum a practical work has been prepared on "School profiles and practices". The school selected for the Induction programme was subjected for this purpose.

For this practical work of EDU 201 knowledge and curriculum, the school profile and practices of Government Girls Higher Secondary School Perumbavoor was prepared.





# About the School

G.G. HSS PERUMBAVOOR was established in 1910 and it is managed by the Department of Education. It is located in Urban area. It is located in PERUMBAVOOR block of ERNAKULAM district of Kerala. The school consists of Grades from 5 to 12. The school is Girls and it doesn't have an attached free primary section. The school is not applicable in nature and is not using school buildings as a shift-school. Malayalam is the medium of instruction of this school. This school is approachable by all weather roads. In this school academic session starts in April.

The school has ~~two~~ government building. It has got 20 classrooms for instructional purposes. All the classrooms are good in condition. It has two other rooms was used for teaching activities. The school has a separate room for head master. The school has a Pucca But Broken boundary wall. The school has have electric connection. The source of drinking water in school is well and it is functional. The school has girls total of 46 in number. The school has a playground.

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There is a school library and has 12988 books in the library. The school does not need ramp for disabled children to access classrooms. The school has 30 computers for teaching and learning purpose and all are functional. The school is having a computer aided learning lab. The school is provided and prepared in school premises providing mid-day meal.

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Name of the School	Govt. Girls Higher Secondary School Perumbavoor.
Address	Govt. Girls Higher Secondary School Perumbavoor, Erarakulam, Kerala
Established	1910
School code	27007
First Principal	Annie George
School Board Management	State Government of Kerala Government.
School Medium	English and Malayalam
Educational District	Kothamangalam
District/Panchayat/Division Municipality	Perumbavoor Municipality
Taluk	Kondamunad



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Perumbavoor 27007 @yahoo.in

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# History

Govt. Girls Higher Secondary School Perumbavoor located near private bus stand of Perumbavoor. Perumbavoor is an historical place. It lies in the north eastern tip of the greater Cochin area and also the headquarters of Kunnathurad Taluk. Perumbavoor is a town that come under Municipality Kunnathurad Taluk of Ernakulam district of Kerala. The pincode is 688542.

Govt. Girls Higher Secondary School Perumbavoor was established 1910 and it is managed by department of education. The school consists of class 5 to 12.

The first principal of the school was Mrs Annie George.

The school is situated in the head of the Perumbavoor.

and every students comes and make the dream of attaining good knowledge.



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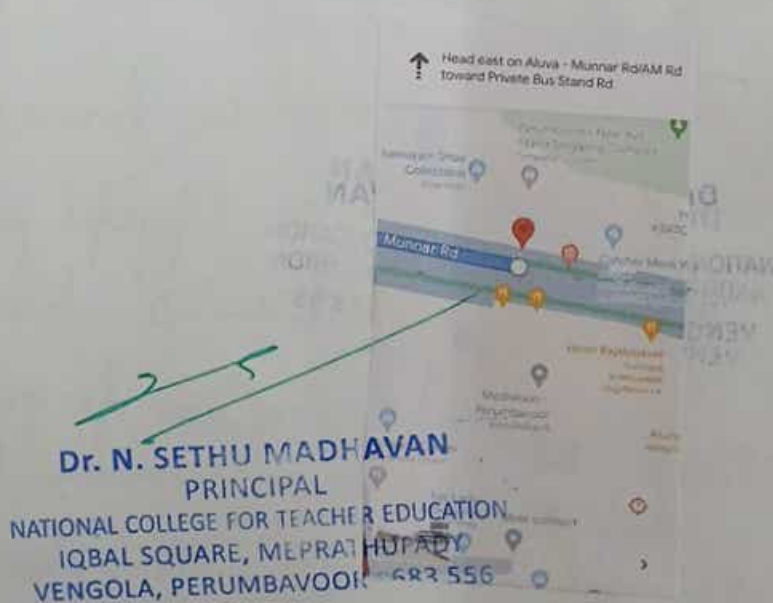


# School logo

Logo represents a visual image, can be easily understand and recognized. A logo generally involve symbols, stylized text or both. It is attached to the uniforms of every student.



# Location of the School



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Perumbavoor is a historical place. It lies in the north-eastern tip of the greater cochin area and is also the head quarters of kunnathurad taluk. Perumbavoor lies 30 km South west of Ernakulam. The town lies between Angamaly and Muvattupuzha on the main central Road (MC). Govt. Girls High Secondary School is located near Private Busstand of Perumbavoor [main junction] a town comes under Perumbavoor Municipality, kunnathurad taluk and in Ernakulam district of Kerala. The pincode is 683542.

Since the school is located in an urban area 90% of the students are from nearby place. Majority of the students are from the locality itself and so that they can reach the school easily by bus, Autos or by foot.



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KERALA  
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## VISION

"To be the light of the world lighten the children with self esteem by developing, physical, mental, Aesthetic, Social and spiritual dimensions. To lighten the world through quality and value based education."  
"To enlighten and empowers through education."

## MISSION

"To become a centre of excellence providing value based education aimed at integrated development of individual into responsible citizen without social commitment."

## OBJECTIVES

To develop students as the future leaders of the society with appropriate orientation

All round achiever by encouraging them in teamwork.  
Morally upright individuals to have the respect towards self and others.

To keep up with the times and to take impact a need based education.

To set and achieve high academic standard.

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# Facilities of the School

## School Building

G. G. H. S. S. Perumbavoor consist of classes from 5 to 10. The school has a compound wall around its boundary. The school is located in the heart of Perumbavoor junction. There are total 20 classrooms. The small classrooms are also included. The higher secondary wing is at the new near building. The school building comprises of office room, Principal room, Staff rooms, labs, library etc.



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## Classroom

Classroom helps students and teachers to organize assignments, boosts collaboration and fosters better communication in traditional educational method, teaching was limited to the wall of classroom but nowadays the teachers uses lots of classrooms that are smart and it helps the teacher to communicate and it helps the teacher to communicate their knowledge using wide power point presentation etc. makes the classroom more effective.



## Library

G.G. H.S.S Perumbavoor has consist of a library include stories, poems, novels, non fiction, auto-biographies etc. The teacher incharge of library is

The librarian provides all the needed books for students based on the purpose and in records in the book only. about the

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## Toilet Facilities

School has a proper toilet facilities for the student. It is a girls school so they have provided the proper facility for food disposal and sufficient water. Other than these facilities school is providing drinking water for students and also a well maintained garden which give a positive environment for students.



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# Laboratories

Today high school science education aims at providing scientific literacy for all as a part of liberal education and prepare students for further.

Laboratory provides teaching a first hand experience and laboratory training is required to develop skill which is necessary for study and research. It will help the students to understand concept with real experience.

In G.G.H.S.S Perumbavoor teachers, students and peer to peer interaction contribute to develop learning experience from laboratory exercise. In school campus following laboratories are provided.

- Physics lab
- Chemistry lab
- Zoology lab
- Botany lab
- Computer lab

In computer lab there are more than computers. Systems are provided by school students. In addition to that



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Internet also provided for each class. Laptop services can be used by the students. Every class have the opportunity to visit the computer lab twice a week. Science lab such as physics, chemistry, zoology and botany labs are used by the science students.

## Play ground

Play ground facilities are available in G.G.H.S.S School. There is an open playground which is spacious enough for the students to play. There is also a basketball court in the school compound. These facilities provide enough opportunities for students who have talent to excel in sports.



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## School Auditorium



Govt. G.H.S.S perumbavoor consists of a huge auditorium which can be seen from the entrance. The capacity of the auditorium is about 1000 students at a time. The auditorium helps the students to conduct programmes such as annual day programme, arts day, seminars and extracurricular activities.

## School Bus

The school bus facilities are fully provided by the school to the students. So that they can reach the school safely. The school have 3 school buses and the students are using it very effectively.



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## School kitchen and Mid day meal

School kitchen means the kitchen used during the course of the regular school day to prepare lunch to students. The school provide with mid-day meals to all students from grade 5 to 12, mostly. All the students can take the meals from the school. School provides with a standard meals to every students every day. They provides egg and milk on wednesday and thursday.



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## Acomodation facilities

The students belonging to Scheduled community are provided with hostel facilities at Kadalaval

## Drinking water

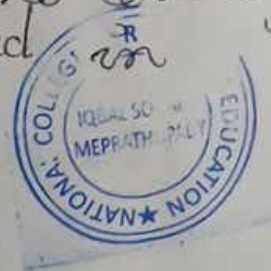
Rainwater harvesting system is present in the school. School is also providing good drinking water facilities for all children in the school.



## Haritha Sen

Haritha Kerala Sen collect non biodegradable waste from houses and establishment to shedding unit for recycling. The waste is segregated in different sections based on its features.

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# School Time Table

## Morning Assembly

- 9:25 am - First bell
- 9:35 am - Second bell - Prayers / Assembly
- 9:35 - 10:25 am - 1<sup>st</sup> period
- 10:25 - 11:10 am - 2<sup>nd</sup> period
- 11:10 - 11:20 am - Interval
- 11:20 - 11:55 am - 3<sup>rd</sup> period
- 11:55 - 12:40 pm - 4<sup>th</sup> period
- 12:40 - 1:20 pm - Lunch Break
- 1:30 - 2:10 pm - 5<sup>th</sup> period
- 2:10 - 2:45 pm - 6<sup>th</sup> period
- 2:45 - 2:50 pm - Interval
- 2:50 - 3:25 pm - 7<sup>th</sup> period
- 3:25 - 3:30 pm - National Anthem (long bell)



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# School Activities

## Morning Assembly

In the school assembly the whole school assembly is conducted in the school ground. It begins with morning prayers followed by pledge and then news reading, through of the day. School assembly is conducted on Monday, Wednesday and Friday. There are 5 different languages which includes Malayalam, Hindi, English, Sanskrit & Arabic.



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## Sports

Physical education in the school has a major role in the functioning of the school. It includes aerobic exercise, playing games and practicing discipline. Sports of the school is conducted under the physical



education teachers in the school. Students actively participate in sports in every year.

## Career Guidance

Career Guidance is a process of providing support, information and advice to individuals to help them to make informed decisions about their career paths. In G.G. H.S.S Perumbavoor Career guidance is given to all students. The teacher in charge of the session is Mrs. Anubily. Every year the cell conducts career guidance programmes for students and organises friendship clubs.



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# Herbal Garden

Herbal Garden is a cultivated area specifically designed for the purpose of growing variety of plants known for their medicinal, culinary, aromatic or cosmetic property. It includes plants like, neem, thulasi, curry leaves, hibiscus, jasmine etc.



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# Co-Curricular activities

## Club activity

A club is an association of two or more limited by a common interest. Clubs can supplement the curriculum through informal meetings and professional mentoring.

### 1) Souhrida Club

Souhrida club is an assured platform for the student to express their problems privately for the club which enable self development and empowerment of adolescents. Also spreads awareness about health hygien, nutrition with certain activities.

### 2) Science club

The science club in the school stimulates science activities among students. It provide opportunities for students to develop knowledge activities. It includes seminars, organization, workshop, research, project, science, exhibition.

### 3) Mathematics club

Mathematics club stimulates mathematics among children and provide holistic development of students through games and puzzles. The maths club conduct various quiz competitions, riddles, logical reasoning games et.



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#### 4) Language club

The language club in the school help the students to develop their language, reading and expressing skills. It conducts various competitions to develop creative talents in students. Such as essay writing, poem writing, magazine making etc.

#### 5 Environmental club

Environmental club empowers students to participate and take up meaningful environment activities like plantation drive, awareness class, waste management, essay writing competition etc.



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## National Service Scheme (NSS)

For G.G.H.SS perumbavoor NSS team conducts 50 students from the school. It includes 7 days camp in december and various other daily programmes and services. Services such as cleaning environment, gardening, wall painting etc are conducted by N.S.S



## Student Police Cadet (SPC)

This is to develop the youth initiative that trains high school students to evolve as future leadership democratic society



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## Junior Red Cross (JRC)

JRC is a group activity organized within the school. It consists of programmes like first aid training, Health services and awareness campaign.



## Parent Teacher Association.

Parent teacher association (PTA) is a formal organization comprised of parents, teachers, and staff that is intended to facilitate parental participation in school.



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## Strength of the School.

- \* One of the main strength of the School is the cooperation between teaching and non teaching staff and students.
- \* School maintain scientific beauty and nature friendly with various trees and plants.
- \* School is in the heart of the city it's really hard to maintain the traffic. But BPC and police officials work in hands to make the transportation safe and easier.
- \* School have a student health corner making them aware of personal hygiene and first aid.

## Weakness of the School

- \* There no well organized playground.
- \* Classrooms in the old block are not utilized even though they are good enough.
- \* Students are not utilizing the classroom facilities well



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## opportunities

opportunities are a set of circumstances that make it possible to do something in school  
the opportunities are:

- Small classrooms facilities
- Parental community engagement
- Healthy school culture
- Extended classroom facilities.

## Challenges of school

- Lack of funding
- Rapid growth of technology and culture may affect students thought a process and learning
- Poor planning
- Helpless attitude of staff.



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## Conclusion.

The students and teachers of G.G.H.S.S Perumbavoor are working sincerely for the success of the school. Their major aim is the holistic development of the whole child. Smart classrooms are arranged in the school. In addition yoga and physical education classes are also offered. The school also emphasizes extra curricular activities in addition to learning. There is a well maintained herbal garden. A strong PTA, MPTA and all other committees provides all support to the school.

School education gives students new knowledge and also makes students a better human being. G.G.H.S.S Perumbavoor is one of the famous and best school in Perumbavoor junction. It provides quality and effective education for students.

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# Reflective Journal

## Description of the event

As part of B. Ed curriculum, I have prepared a school profile of the School G.G. H.S.S perumbavoor during my school induction programme.

## Feelings

I came to know more in details about the school where I have done my school-internship and was a new and good experience.

## Evaluation

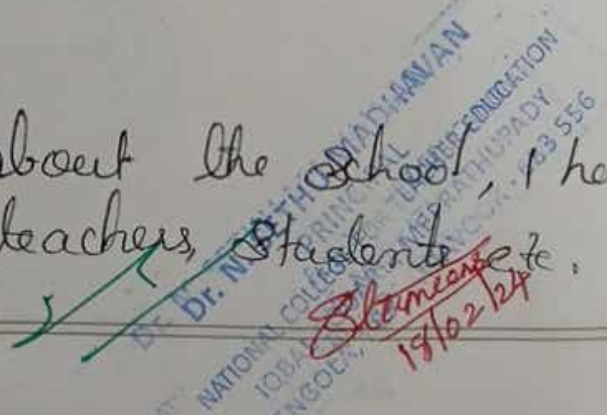
Throughout this period, I have realised the various strengths and weaknesses of the school and improve my teaching skill.

## Analysis

The school <sup>head</sup> gives ~~me~~ more importance to co-curricular activities along with academic activities.

## Action plan

To get clear information about the school, I have collected details from HM, teachers, students etc.





# NATIONAL COLLEGE FOR TEACHER EDUCATION

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ERNAKULAM DIST., PIN 683 554

(AFFILIATED TO MAHATMA GANDHI UNIVERSITY & RECOGNISED BY THE NCTE)

NAAC ACCREDITED




## PRACTICUM ON EDU 203.: ASSESSMENT AND LEARNING B.Ed. COURSE 2023- 2025

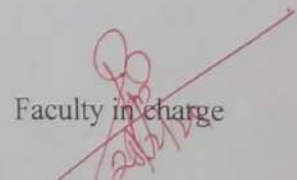
NAME... Fathima KH .....

OPTIONAL SUBJECT ... English .....

REG. NO: 23324.0114.375 ..... YEAR.. 2024 .....

*Certified that this is a Bonafide record of practical  
Work done by the trainee during the year 2023- 2025*

  
Principal

  
Faculty in charge

SETHU MADHAVAN  
Principal  
Submitted for the Practical held on.....  
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Compare and contrast the  
Evaluation system in the  
School leaving Examinations of  
State, CBSE and ICSE boards.



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# Introduction

Education and evaluation are intricately connected, serving complementary roles in the learning process. Education is a process of acquiring knowledge, skills and values, while evaluation involves assessing the effectiveness of the educational process and the outcomes achieved.

Education is a changing process that requires to be continuously evaluated. Evaluation is an element of education that is based upon the educational objectives and the learning experiences. Evaluation ensures learning takes place. According to Kruti Kapur "Evaluation is the systematic determination of merit, worth and significance.

Evaluation focus on grading and might reflect classroom components other than course content and mastery level. It provide educators with insights into students strengths and areas needing improvement, helping tailor instructional methods to meet diverse learning needs.

Continuous assessment helps identify areas where curriculum adjustment may be necessary to enhance the overall learning experience. It plays a role in assessing the overall performance of educational institutions and systems.

# Objectives

- ❑ To analyse the evaluation systems in the school leaving examinations of State, CBSE and ICSE Boards.
- ❑ To understand the importance of evaluation system in school.
- ❑ To compare and contrast the evaluation systems in the school leaving examinations of state, CBSE, ICSE boards.

# Need and significance

The evaluation system in school leaving examinations holds significance as it serves multiple purpose. Firstly it provides a standardized and objective measure of students knowledge and skills and offering a fair basis for comparison among candidates. Then it helps institutions to assess their effectiveness of their teaching methods, curriculum and guiding improvements. Additionally, school leaving exams play a crucial role in the selection process for higher education and job opportunities, acting as a key credential for students.

Overall, the system contributes to maintain educational standards, fostering accountability, and facilitating the transition of students to further stages of their academic or professional journey.

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# Report

As a part of B.Ed curriculum, under Edu 203, 'Assessment for learning' of second semester, I have prepared a practicum on the topic 'compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards. By doing this practicum I have come to know about the various evaluation systems practiced in state, CBSE and ICSE boards. As a future teacher, this practicum helped me to know about the various evaluation practices and their importance.

## Kerala Secondary Education Examination Board

All states have their own recognised board of education. State government imparts education to the students of the respective state in accordance with the norms of the state board. All the state board conduct two important exams, Secondary School Certificate - 10<sup>th</sup> board exam (SSC) and Higher School Certificate 12<sup>th</sup> board exam (HSC). The syllabus is easy compared to CBSE. From 2005, grading system which is being introduced to replace the mark and rank system.

The school board evaluation is based on a point grading system with the highest grading being A and the lowest being E. The grading assess the students on a point scale ranging from



A<sup>+</sup> then followed by A, B<sup>+</sup>, B upto E. The grades secured by the students in the examination refers performance. Who fail to obtain atleast a D<sup>+</sup> grade which is minimum passing grade.

## Kerala SSLC Grading System

Kerala SSLC grading system has been shown below in the tabular form.

Grade	Grade Point	Range of marks	Remarks
A <sup>+</sup>	9	90-100	Outstanding
A	8	80-89	Excellent
B <sup>+</sup>	7	70-79	Very good
B	6	60-69	Above average
C <sup>+</sup>	5	50-59	Average
C	4	40-49	Marginal
D <sup>+</sup>	3	30-39	Improvement required
D	2	20-29	Improvement required
E	1	<20	Improvement required.

## Central Board of Secondary Education CBS E

The Central Board of Secondary Education (CBSE) is a national board of education in India. It was established in 1962 and its headquarters is at New Delhi, India. The CBSE board was originally made

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The children of central board employees. The idea was that the central employees get transferred quite regularly and that affected the studies of their children. So a board was developed and implemented in thousands of schools across India. So that the education of the child doesn't get bothered by transfer of their parents.

From the year 2010, the CBSE has introduced Continuously and Comprehensive Evaluation (CCE) system for grading class X students, which is actually a 9-point scale grading system. Where the students are required to get qualifying grades in four of the five subjects as to get promoted to the next level. The CCE score of grading comprises formative and summative assessment of the students be done over two years.

### CBSE Grading System Class 10 and 12.

The 9-point scale grade system in CBSE will require students to get qualifying grades in 4 of 5 subjects to get promoted to the next level.

The minimum grade for qualifying is D. The board now also adds cumulative grade point average.

CBSE Grading System has been shown

near in a table form

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Marks	Grades	Grade Points
91-100	A <sup>1</sup>	100
81-90	A <sup>2</sup>	90
71-80	B <sup>1</sup>	80
61-70	B <sup>2</sup>	70
51-60	C <sup>1</sup>	60
41-50	C <sup>2</sup>	50
31-40	D	40
21-30	E <sup>1</sup>	30C
0-20	E <sup>2</sup>	C

## CBSE Grading System for Arts, Health, Physical Education Assessment.

In assessing the activities pertaining to arts, health and physical education CBSE introduced 5 points grading scale (A to E) that is to be used for class X and XI. The students should be evaluated in two field Art education, Health and physical education.

Grade	Remarks
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner.



From this a student is provided with CGIPA

CGIPA =  $\frac{\text{Sum of Grade Points}}{5}$  obtained in 5 main subjects



# Indian Certificate of Secondary Education (ICSE)

ICSE was established in 1958 by the convert after the Indian School Certificate Examinations, a private non-governmental board of education. The ICSE board is known for its comprehensive syllabus.

## ICSE Grading System

The grading system is based on percentage range from 0 to 100. This system is based on internal and external assessment.

1. External assessment:- Attainment in a subject is indicated by a grade of 1 is the highest and grade 9 is the lowest. Only grade upto 7 are recorded in certificates.

Grade	Standard.
1	
2	Very Good
3	
4	Credit
5	
6	
7	Pass ✓
8	
9	Fail.

ii) Internal assessment: It include SUPW and community service. It is been graded from A to D.

Grade	Standard
A	Very good
B	good
C	Satisfactory
D	Fair
E	Poor



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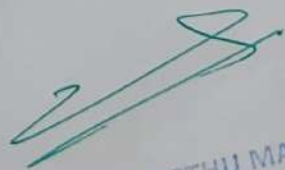
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# Conclusion

In a rapidly changing world the education system in India is reshaping and refreshing itself day-by-day. The most sensitive part of curriculum is assessment and evaluation system. Now the continuous and comprehensive evaluation is practiced in all the boards of evaluation but they vary in their grading system.

## Reference

□ <https://www.superspot.com>.



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# MICRO TEACHING LESSON PLAN ON STIMULUS VARIATION

## GENERAL INFORMATION

Name of the teacher : Anamika N S

Time : 5 minutes

Name of the college : National College for Teacher Education

Strength : 10

Name of the subject : Chemistry

Date :

Name of the concept : Chemical Reactions of Organic Compounds

Name of the concept : Organic Compounds

Teacher Talk

Pupil Talk

Components

Good morning students

Good morning Teacher

Today we are going to discuss about the organic

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compounds. So tell me what are organic compounds?

Compounds containing carbon and hydrogen atom and are the basis of living organism.

Teacher movement  
Teacher gestures

Very good. Then what are the other atoms that can be found in some organic compounds?

No Teacher

Movement,  
Voice modulation

Okay. I will explain. Along with hydrogen and carbon there are often sulphur, nitrogen, oxygen and many more in some organic compounds. Do you understand?

yes Teacher

Voice modulation,  
Change in speech pattern

Then give me some examples of organic compounds?

Alcohol, methane, ethane

Teacher pupil talk



very good. All these are different organic compounds and we have to study in detail about some of the compounds

So we have to study in detail about Alcohol, Carboxylic acid and esters. Are you ready to learn in detail about this?

Ok. So let's discuss the remaining topics in the next class.

Ok teacher

Teacher movement  
Teacher gesture

yes teacher

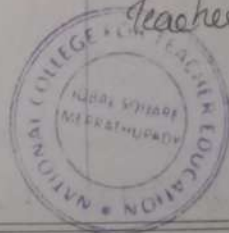
Teacher movement

Thank you teacher.

video modelation  
teacher gesture.

Dr. N. S. THIRUVAIDYAN  
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# PEER EVALUATION

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## INTRODUCTION

Peer evaluation or assessment refers to the many ways in which students can share their creative work with peers for constructive feedback, and then use this feedback. Peer evaluation in a Bachelor of Education program is a process where students assess and provide feedback on their fellow students' performance and contributions in various aspects of their education. This practice helps develop essential skills for educators, such as collaboration, communication, and self-reflection. Peer evaluation can be used in group projects, presentations, teaching practicum, or any activity where students work together. It promotes a supportive learning environment and encourages students to take responsibility for their own learning and growth. Peer evaluation is the process in which teachers use their own direct knowledge and experience to examine and judge the merit and value of another teacher's practice. Peer stands for teachers in both roles under equivalence in assignment, training, experience, perspective and information about the setting for the practice under evaluation.

Peer evaluation is an effective collaborative learning strategy that asks students to reflect on contributions made by colleagues in group work. Peer evaluation encourages students' involvement.



## OBJECTIVES

- To provide constructive feedback to help individuals improve their performance.
- To ensure fair and unbiased assessment of each team member's work
- To support personal and professional development through self-reflection and peer input.
- To promote effective teamwork and communication.
- To encourage engagement and motivation among team members.
- To ensure that team efforts align with project or organizational goals.

## NEED AND SIGNIFICANCE

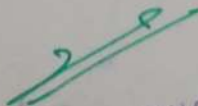
- Peer evaluation provides valuable feedback to individuals, helping them identify areas for improvement.
- It ensures a fair and unbiased assessment of each team member's contributions, preventing favoritism or discrimination.
- Maintains and enhances the quality of work by identifying and addressing issues promptly.
- Recognizes and rewards hard work, motivating team members to perform at their best.
- Facilitates skill development and knowledge sharing among peers.
- Ensure that team efforts align with project or organizational goals.





## METHODOLOGY

Peer evaluation is a method used to assess an individual's performance, often in a collaborative setting. Peer assessment is an important part of BED curriculum. During the teaching practice, we were supposed to assess the teaching of our peers (comy two) on the respective subject and provide appropriate feedback with an extension to help the peer to improve the quality of teaching. Peer evaluation was conducted with the aid of a peer assessment tool. Peer evaluation helps empower children because the process of peer evaluation involves taking responsibility for their own learning, and through peer evaluation because they are recognizing and requesting on course content by marking their peers' work. Peer evaluation was conducted with the aid of a peer assessment tool. Through this tool, I had evaluated my peers' competency in teaching. It helped me to adopt their good teaching related skills of another student teacher. In order to assess the peer, a peer evaluation rating scale is proposed first.

  
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## PEER EVALUATION CRITERIA

Name of the Student Teacher:	Standard
Name of the college :	Strength:
Name of the observer :	Duration:
Name of the school :	Date:
Subject:	
Topic :	

Criteria	Components	Excellent	Very good	Good	Average	Need Improvement
Preparation of the teaching manual	Relevance					
	Sequencing					
	Clarity in content analysis					
Learning strategies	Stability					
	Effectiveness					
	Variety					
	Applicability					
Introducing the lesson	Effectiveness					
	Appropriateness					
Use of Teaching materials	Appropriateness to the level of pupil					
	Use of Audio- Visual Aids					
	Presentation of materials					
Explanation and illustration with examples	Clarity					
	Coverage of teaching points					
	Examples catering pupil interest					
Realisation of learning objectives	Realisation of different domains					
	Attainability					
	General performance					
Stimulus variation	Purposeful movements					
	Change in speech pattern					
	Meaningful pauses					



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 108B, 109B, 110B, 111B, 112B, 113B, 114B, 115B, 116B, 117B, 118B, 119B, 120B, 121B, 122B, 123B, 124B, 125B, 126B, 127B, 128B, 129B, 130B, 131B, 132B, 133B, 134B, 135B, 136B, 137B, 138B, 139B, 140B, 141B, 142B, 143B, 144B, 145B, 146B, 147B, 148B, 149B, 150B, 151B, 152B, 153B, 154B, 155B, 156B, 157B, 158B, 159B, 160B, 161B, 162B, 163B, 164B, 165B, 166B, 167B, 168B, 169B, 170B, 171B, 172B, 173B, 174B, 175B, 176B, 177B, 178B, 179B, 180B, 181B, 182B, 183B, 184B, 185B, 186B, 187B, 188B, 189B, 190B, 191B, 192B, 193B, 194B, 195B, 196B, 197B, 198B, 199B, 200B  
 VENTURA, PERUMBAVOOR-575 002

2




Use of board / chart	Legibility and neatness						
	Correctness						
	Position of teacher						
	Writing new words and points						
Questioning	Content related						
	Thought provoking						
	Evenly distributed questions						
Communication	Language						
	Clarity in speaking						
	Voice modulation						
	Effectiveness						
Reinforcement	Recognising pupil participation						
	Encouragement						
	Praising good answers						
Closure	Summarisation						
	Linking present, past and future learning						
	Suitable assignments						
Subject Competence	In depth knowledge						
	Resourcefulness						
Teacher personality	Appearance and manners						
	Confidence level						
Learning through Online platform	Appropriateness of the platform used						
	Effectiveness						
	ICT Skills						
	Digital Versatility						
	Online updation						
	Platform used						

## PEER ASSESSMENT-1



The first class I have observed for peer evaluation was the class of Divya Mohan, who is a teacher trainee of Asram H.S.S perumbavoor. The subject was Mathematics and took class for the VIII<sup>th</sup> grade. The topic was "The construction of quadrilateral"

  
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## PEER EVALUATION CRITERIA

Name of the Student Teacher: Divya C.M  
 Name of the college: National college, Vengola  
 Name of the observer: Vismaya M.V  
 Name of the school: Asram H.S.S perumbavoor  
 Subject: Mathematics  
 Topic: construction of quadrilateral

Standard VIII  
 Strength: 8  
 Duration: 40 minutes  
 Date: 26/10/2023

Criteria	Components	Excellent	Very good	Good	Average	Need Improvement
Preparation of the teaching manual	Relevance		✓			
	Sequencing		✓			
	Clarity in content analysis		✓			
Learning strategies	Stability			✓		
	Effectiveness			✓		
	Variety			✓		
	Applicability		✓			
Introducing the lesson	Effectiveness		✓			
	Appropriateness					
Use of Teaching materials	Appropriateness to the level of pupil	✓				
	Use of Audio- Visual Aids	✓		✓		
	Presentation of materials	✓				
Explanation and illustration with examples	Clarity	✓				
	Coverage of teaching points	✓				
	Examples catering pupil interest					
Realisation of learning objectives	Realisation of different domains		✓			
	Attainability		✓			
	General performance	✓				
Stimulus variation	Purposeful movements	✓	✓			
	Change in speech pattern					
	Meaningful pauses	✓				

Use of board / chart	Legibility and neatness			✓		
	Correctness		✓			
	Position of teacher	✓				
	Writing new words and points			✓		
Questioning	Content related		✓			
	Thought provoking		✓			
	Evenly distributed questions		✓			
Communication	Language		✓			
	Clarity in speaking		✓			
	Voice modulation		✓			
	Effectiveness		✓			
Reinforcement	Recognising pupil participation	✓				
	Encouragement			✓		
	Praising good answers		✓			
Closure	Summarisation		✓			
	Linking present, past and future learning		✓			
	Suitable assignments		✓			
Subject Competence	In depth knowledge		✓			
	Resourcefulness		✓			
Teacher personality	Appearance and manners		✓			
	Confidence level		✓			
Learning through Online platform	Appropriateness of the platform used		✓			
	Effectiveness		✓			
	ICT Skills	✓	✓			
	Digital Versatility		✓			
	Online updation			✓		
	Platform used	classroom				



## REPORT

As a part of two year BEd curriculum, I have to evaluate any two peer class and prepare the report.

On 26/10/23, I have observed the class of teacher trainee Divya C Mohan and she was taken the class for students in VIII<sup>th</sup> standard. The topic dealt in the class room was "square" from the unit "construction of quadrilateral". The class was taken in the 4<sup>th</sup> period on 26/10/23. The duration was 45 minutes.

The teacher student process good communication skills and subject competency. First teacher trainee created support with students. Then she explains about the topic 'square' and related problems. Through the pictorial representation of the square she introduced the concept quadrilaterals. After that she show powerpoint slides about quadrilaterals and asks some questions related to this. pupil are so responsive and actively answered the questions, correctly. Later she provided activity cards which contains some questions related to the topic. After completing the activity, again she repeats the problem and helps the pupil to solved it.

After that she the gave some follow up activity to the students. By evaluating the class, I realised that she could manage the class in a proper way.



she could made use of the teaching aid such as powerpoint slides, video and activity cards. The ~~teaching~~ teaching aid made class lively. The activity cards and slides are very attractive. Students actively participated in activity. she was able to convey the teaching points in 45 minutes. The trainee selected appropriate learning material and managed the class well. over all the class was very good.

## PEER ASSESSMENT-2



Second peer evaluation was observed for the class of Diya J. B. who was a teacher trainee of ~~Asram H.S.S~~ Perumbavoor. The subject was Biology and took class for guide-8.



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## PEER EVALUATION CRITERIA

Name of the Student Teacher: *Diya J.R*

Standard *VIII*

Name of the college: *National college, Vengola*

Strength: *30*

Name of the observer: *Vismaya M.V*

Duration: *40 minutes*

Name of the school: *Asram H.S.S perumbavoor*

Date: *19/10/2023*

Subject: *Biology*

Topic: *Taxonomical hierarchy*

Criteria	Components	Excellent	Very good	Good	Average	Need Improvement
Preparation of the teaching manual	Relevance		✓			
	Sequencing	✓				
	Clarity in content analysis		✓			
Learning strategies	Stability		✓			
	Effectiveness		✓			
	Variety			✓		
	Applicability			✓		
Introducing the lesson	Effectiveness		✓			
	Appropriateness			✓		
Use of Teaching materials	Appropriateness to the level of pupil		✓			
	Use of Audio- Visual Aids		✓			
	Presentation of materials		✓			
Explanation and illustration with examples	Clarity	✓				
	Coverage of teaching points		✓			
	Examples catering pupil interest		✓			
Realisation of learning objectives	Realisation of different domains					
	Attainability					
	General performance					
Stimulus variation	Purposeful movements					
	Change in speech pattern		✓			
	Meaningful pauses		✓			



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 PIN - 686 005, DISTRICT - ERNACULAM

Use of board / chart	Legibility and neatness		✓		
	Correctness			✓	
	Position of teacher		✓		
	Writing new words and points			✓	
Questioning	Content related		✓		
	Thought provoking		✓		
	Evenly distributed questions		✓		
Communication	Language		✓		
	Clarity in speaking	✓			
	Voice modulation	✓			
	Effectiveness		✓		
Reinforcement	Recognising pupil participation		✓		
	Encouragement		✓		
	Praising good answers		✓		
Closure	Summarisation		✓		
	Linking present, past and future learning		✓		
	Suitable assignments			✓	
Subject Competence	In depth knowledge			✓	
	Resourcefulness		✓		
Teacher personality	Appearance and manners		✓		
	Confidence level		✓		
Learning through Online platform	Appropriateness of the platform used				
	Effectiveness				
	ICT Skills			✓	
	Digital Versatility		✓		
	Online updation		✓		
	Platform used	classroom			



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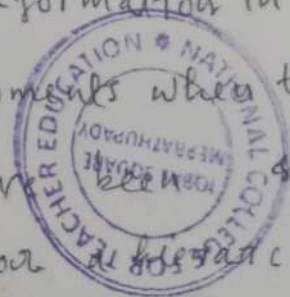
## REPORT

As a part of BED curriculum, we have to conduct peer evaluation at school during internship teaching practice. I got an opportunity to observe the class of Diya J.R. She was taking class of her 8<sup>th</sup> standard students. The class observation was done on 02/11/2023. She was taking the chapter 'Why classification?' and the topic was Taxonomical hierarchy.

In the beginning of the class, the teacher creates a rapport with students. It evaluates the effectiveness of the biology teacher's presentation on the topic of "Taxonomical Hierarchy". The purpose of this is to provide constructive feedback to enhance the quality of teaching and learning in the biology classroom.

The teacher demonstrated a solid understanding of taxonomical hierarchy, covering key concepts such as the classification of living organisms into domains, kingdoms, phyla, classes, orders, families, genera and species. The explanation were clear, and the use of examples helped illustrate each level of classification. She effectively organized the material, presenting information in a logical sequence. However, there were moments where transitions

between hierarchy levels could have been smoother. Diagrams or hierarchical chart on the board might enhance clarity and assist visual



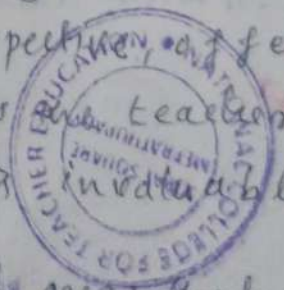
learners in grasping the concepts more readily. The teacher engaged students through interactive discussions and encouraged questions. The teacher maintained a positive and inclusive classroom environment, fostering open communication.

Overall, the biology teacher demonstrated a strong grasp of the taxonomical hierarchy and effectively communicated the fundamental concepts. Incorporating visual aids and requiring transition between hierarchy levels could enhance the overall learning experience for students.

## CONCLUSION

Peer assessment process serves as a valuable tool for fostering continuous improvement in teaching practices. Through thoughtful evaluation and constructive feedback, educators can refine their approaches, ultimately enhancing the learning experience for students.

Peer assessment is not merely a formality, but a collaborative endeavor aimed at elevating the standards of education. It provides a unique perspective, offering insights that may not be apparent to themselves. This external view point is invaluable, shedding light on areas of strength and areas that may





benefit from refinement.

One of the key strengths observed in this peer assessment process is its ability to recognize and acknowledge effective teaching methods. Positive reinforcement reinforces the teacher's confidence and motivation, encouraging them to build upon successful strategies. By highlighting what is working well, the peer assessment process becomes a catalyst for amplifying these positive aspects, creating a more dynamic and engaging learning environment. Moreover, peer assessment promotes a culture of collaboration and professional development. Teachers benefit from sharing their experiences and insights, fostering a sense of community within the educational environment. The exchange of ideas and strategies among peers cultivates an atmosphere where everyone is dedicated to continuous learning and advancement.

## REFERENCE

<https://www.oregon.gov>

<https://www.indeed.com>

<https://www.teaching.unsw.edu.au>



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# National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

## KEY INDICATOR

### CRITERION 1-CURRICULAR ASPECTS

#### 1.3 CURRICULUM ENRICHMENT

#### METRIC: 1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective

#### ANY OTHER RELEVANT INFORMATION

#### Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.



*(Handwritten signature in green ink)*

**Dr. N. SETHU MADHAVAN**  
PRINCIPAL





# National College for Teacher Education

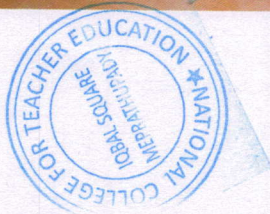
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## Special School Visit 23/06/2023



## Visit an Anganwadi / Primary School



*(Signature)*

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E-mail : nationalcollege09@gmail.com, Website : [www.nationalcollege.edu.in](http://www.nationalcollege.edu.in)



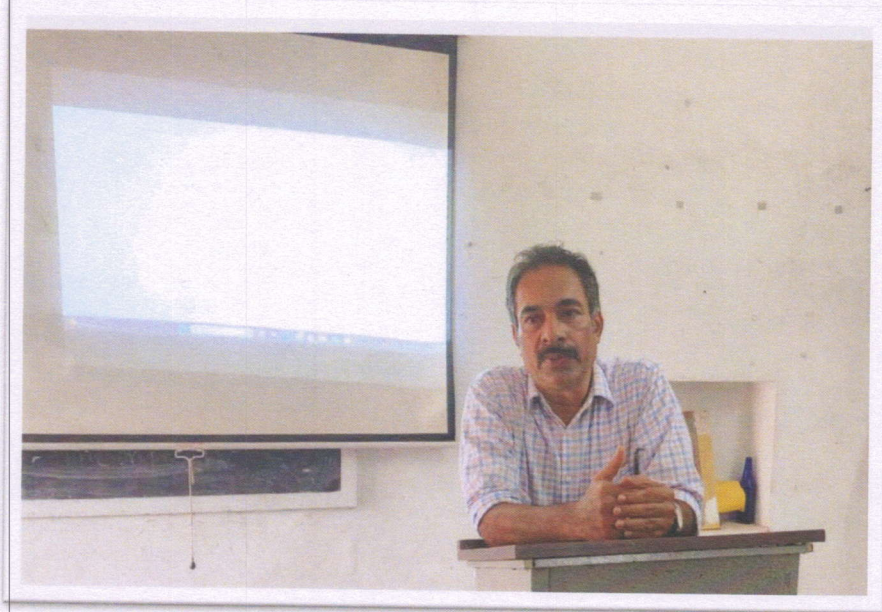


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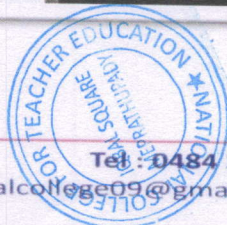
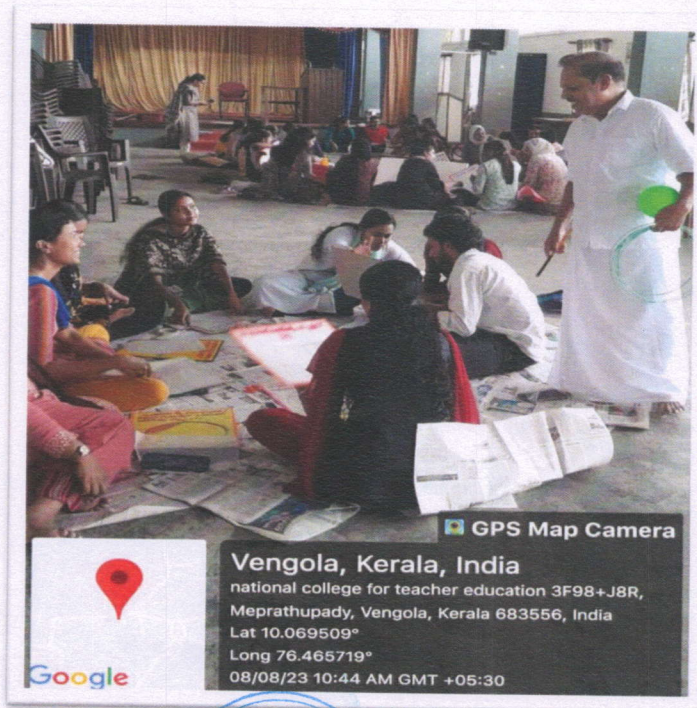
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## Class on Inclusive Education 09/01/2024



## Workshop on Teaching Aids -08/08/2023



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VENGOLA, PERUMBAVOOR, ERNAKULAM - 683 556





# National College for Teacher Education

(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

## KEY INDICATOR

### CRITERION 1-CURRICULAR ASPECTS

#### 1.3 CURRICULUM ENRICHMENT

##### METRIC: 1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective

**Action plan indicating the way students are familiarized with the diversities in Indian school systems**

#### Affidavit

I do hereby certify that, all pages in this document are duly authenticated by me, under my privilege as the head of the institution of National College for Teacher Education, Vengola, Ernakulam, Kerala.



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# National College for Teacher Education

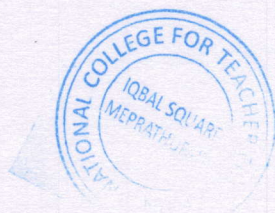
(NAAC Accredited with 'B' Grade)

Iqbal Square, Meprathupady, Vengola, Perumbavoor, Ernakulam - 683 556

## Action plan Report

National college for teacher education give essential to sensitize students to these diversities, promoting inclusivity, empathy, and understanding. India is a country known for its rich cultural diversity, with various religions, languages, castes, and communities coexisting together. However, this diversity also brings with it challenges, especially in the education sector. Students from different backgrounds often find it difficult to adjust to the diverse environment in schools, leading to conflicts and discrimination. This action plan aims to outline strategies and activities to be implemented in Indian schools to achieve this goal, ensuring that students are equipped to thrive in a diverse and globalized world.

Component	Activities	Procedure	Outcome
Development of school system	School Profile and practices	School Profile and practices (student support systems like P.T.A., Alumni, various Forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly And the like)	Students get opportunities to study, success story behind the prestigious schools having many years of experience
	Special school Visit	Prepare report based on the school.	Students are exposed to experiential learning strategy about special schools.
	Visit an Anganwadi or a Primary School	Visit an Anganwadi or a Primary School and prepare a report on the facilities provided and strategies adopted for the progress of the society	Students get opportunities to study functioning, facilities, success, its impact on progressive society through experiential learning.

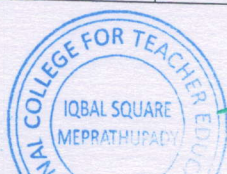


**Dr. N. SETHU MADHAVAN**  
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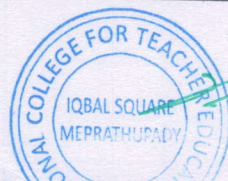
<b>Functioning of various Boards of school education</b>	Comparative study of English in different syllabi	Prepare a report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus	Students have identified the difference in the teaching methods, And prepared report on the condition in which English is taught in State syllabus and in schools following the ICSE/CBSE syllabus.
	Study on School practice foster mental health of students	Prepare a report on any three school practices which foster the mental health of students in their practicing schools	Students have selected three school practices which foster mental health. They have understood the need for foster mental health among school students and prepared report.
<b>Assessment systems</b>	Practicum on evaluation systems in the school leaving examinations	Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards	Students have visited these three boards of schools, identified different evaluation systems and prepared report.
	Practicum on instructional practices followed in teaching English	Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools	Students have studied instructional practices followed in teaching English and prepared a report
	Practicum on Study of two syllabi of standard I	Make comparative Study of two syllabi of standard I – Kerala State Government and CBSE	Students have prepared A comparative study two syllabi of standard I – Kerala State Government and CBSE.
<b>Norms and standards</b>	Class on Inclusive Education	As a part of psychology club Principal Dr. N. Sethumadhavan have taken a class on Inclusive education.	Students were asking some doubts regarding the session and they cleared doubts and gave their own perspective ideas to the



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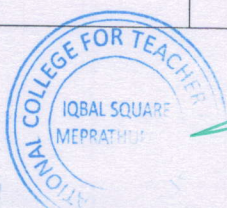
			topic.
State-wide variations	Content analysis of State syllabus	Analyze the content of any one unit from business studies or Accountancy of Std. /XI/XII of State syllabus	Students have prepared content analysis of any one unit from business studies or Accountancy of Std. /XI/XII of State syllabus
	Resource Exchange, Industry Academia interactions, Research Collaboration	MoU with Union Consultancy pvt. Ltd., BCG Residency Towers, SeaPort- Airport Road, Kakkanad, Kerala 682037	Collaboration with National college for Teacher Education and Union Consultancy pvt. Ltd.,
	Faculty Exchange, Library Reference	<ul style="list-style-type: none"> <li>MoU with Adi Sankara Training College Mattoor, Kalady</li> </ul>	Collaboration with National college for Teacher Education and Adi Sankara Training College Mattoor, Kalady
		<ul style="list-style-type: none"> <li>MoU with Auxillium College of Education, Kidangoor, Angamaly</li> </ul>	Collaboration with National college for Teacher Education and Auxillium College of Education
<ul style="list-style-type: none"> <li>MoU with Avila College of Education, Edacochin</li> </ul>		Collaboration with National college for Teacher Education and Avila College of Education	
		<ul style="list-style-type: none"> <li>MoU with Society of Rural Science and Technology Centre, Ernakulam</li> </ul>	Collaboration with National college for Teacher Education and Society of Rural Science and Technology Centre
	Library Reference	MoU with Lalu Thomas	Collaboration with



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		Library and sports Club for Youth , Meprathupady	National college for Teacher Education and MoU with Lalu Thomas Library and sports Club for Youth
	Waste Management (Harithakarmasena)	MoU with Secretary Vengola Gramapanchayathu	Collaboration with National college for Teacher Education and with Secretary ,Vengola Gramapanchayathu
<b>International and comparative perspective</b>	Assignment on recent challenges to national integration in India	Write an assignment on the recent challenges to national integration in India	Students have detected challenges, causes etc. and submitted assignment on the recent challenges to national integration in India.
	Map of the world and locate the countries	Draw a political map of the world and locate the countries	Students are interested to draw a political map of the world and locate the countries.
	Webinar on Community Health and Mental Health Services for Children.	Comparative Perspectives on Community Health and Mental Health Services for Children; Australia Vs. Global practices	Ms. Sethuparvathy P. Kannan, Centre Manager, Queanbeyan Multicultural was the resource person. Taken class on Comparative Perspectives on Community Health and Mental Health Services for Children; Australia Vs. Global practices Students get opportunity for interacting with resource person and get



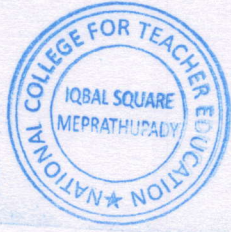
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			global perspectives on education.
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# National College FOR TEACHER EDUCATION

Iqbal Square, Vengola, Perumbavoor - 683 556

## VOUCHER

No. ....

Date: 04.10.2023.

Name of Account: Sreejith ..... Self ..... Me ..... Use ..... of ..... Rs. .....

Name of the payee: Sreejith .....

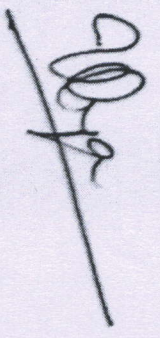
Particulars	Rs.	Ps.
<u>Registration</u>	<u>500</u>	<u>00</u>
<u>T.A</u>	<u>1000</u>	<u>00</u>
<u>Attend national Seminars.</u>		
<b>TOTAL</b>	<b>1500</b>	<b>00</b>

Rupees One thousand five hundred only

Passed for payment



Signature of the payee




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# National

## COLLEGE FOR TEACHER EDUCATION

Iqbal Square, Vengola, Perumbavoor - 683 554

### VOUCHER

No. ....

Date... 8/9/23

Name of Account... *Presentation*

Name of the payee... *Dr. Nrc Arjman*

Particulars	Rs.	Ps.
<i>Remarks topic starting for MED (2022-24 batch)</i>	<i>3000</i>	<i>-</i>
<b>TOTAL</b>	<b>3000</b>	<b>-</b>

rupees ... *Three Thousand only*

passed for payment ~~Rs~~

Signature of the payee *[Signature]*

*Dr. N. SETHU MADHAVAN*





**National**  
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 Iqbal Square, Vengola, Perumbavoor - 683 554

**VOUCHER**

Date: 02/08/23

No.

Name of Account: Sri Madhavi

Name of the payee: Prasad

Particulars	Rs.	Ps.
Bank withdrawal	1000	00
Drawn by Dr. Madhavi (Gulin Chan)		
<b>TOTAL</b>	<b>1000</b>	<b>00</b>

on Demand only  
 Rupees: 1000  
 passed for payment

Signature of the payee



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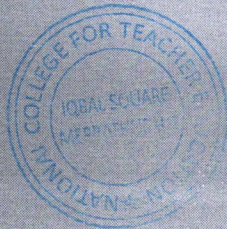
**National College for Teacher Education**  
Iqbal Square, Meprathupady, Vengola  
Perumbavoor

**Orientation Classes**  
Ledger Account

1-Apr-22 to 31-Mar-23

Page 1  
Credit

Date	Particulars	Vch Type	Vch No.	Debit	Credit
26-Sep-22	Cr 14722 Union Bank-7981 being cash paid Arjun Sir	Payment	404	3,000.00	
	Cr U.B.I. Account 24002 being cash paid orentation programme	Payment	407	6,000.00	
2-Feb-23	Cr Imprest being cash paid Yoga class and arun sir travelled by university	Journal	192	1,500.00	
17-Feb-23	Cr 14722 Union Bank-7981 being cash paid pre meritual class expenses	Payment	762	7,878.00	
	Cr 14722 Union Bank-7981 being cash paid premeritual classe expenses	Payment	763	8,000.00	
8-Mar-23	Cr 14722 Union Bank-7981 BEING CASH PAID CANTEEN FOR SEMINAR DAY FOOD	Payment	808	4,010.00	
	Cr U.B.I. Account 24002 BEING CASH PAID SEMINAR GUEST	Payment	813	4,000.00	
	Dr Closing Balance			34,388.00	34,388.00
				<b>34,388.00</b>	<b>34,388.00</b>



*(Signature)*  
**Dr. N. SETHU MADHAVAN**  
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