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TAMIL NADU TEACHERS EDUCATION UNIVERSITY

M.ED. DISSERTATION TITLE APPROVED BY THE INTEL FOR THE ACADEMIC YEAR 2022-2023

COLLEGE CODE: 10015

COLLEGE NAME: MUSLIM COLLEGE OF EDUCATION

Sl. No	NAME OF THE CANDIDATE	TITLE OF THE DISSERTATION
1	ANALYA DEVI R.	A STUDY ON SELF ESTEEM AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
2	ANISWARYA M S	A STUDY ON LEARNING ENVIRONMENT AND ACADEMIC ACHIEVEMENT IN MATHEMATICS OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
3	ANUDHA M	A STUDY ON THE RELATIONSHIP BETWEEN CLASSROOM ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS
4	BRINDHA S	A STUDY ON SOCIAL INTELLIGENCE AND SOCIAL SKILLS OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
5	DISHA EDWARD	A STUDY ON THE INFLUENCE OF PERSONAL PROBLEMS IN THE LEARNING INVOLVEMENT OF HIGHER SECONDARY STUDENTS
6	FRUTELY SIMS S.	A STUDY ON LEADERSHIP STYLE AND CLASSROOM ADJUSTMENT OF THE STUDENT TEACHERS
7	KARUNYA J	SELF-CONCEPT AND HAPPINESS IN RELATION TO ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS
8	GONXHA JULIET J	EFFECTIVENESS OF TECHNO PEDAGOGICAL METHOD ON ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS
9	LEKSHMI M S	A STUDY ON OCCUPATIONAL STRESS OF PRIMARY SCHOOL TEACHERS OF KANYAKUMARI DISTRICT
10	LIJOMOL JACOB	A STUDY ON BRAIN DOMINANCE AND THINKING STYLE OF HIGH SCHOOL STUDENTS
11	RAMALAKSHMI A	THE ROLE OF METACOGNITION AND PROBLEM SOLVING ABILITY IN THE ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS
12	RISHMA N S J	A STUDY ON THINKING STYLE AND ACTIVE LEARNING AMONG SECONDARY SCHOOL STUDENTS
13	SASIKALA S.	A STUDY ON ROLE OF FAMILY IN THE POOR ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS




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14	SIMBOMATHA C	A STUDY ON SOCIAL MATURITY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
15	SHILPA RANID	EFFECT OF STRESS MANAGEMENT PROGRAMME ON PROFESSIONAL COMMITMENT AND LIFE SATISFACTION OF SECONDARY SCHOOL TEACHERS
16	AMUTHA M	A STUDY ON THE SELF-CONCEPT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
17	HIPSHHA A	RELATIONSHIP BETWEEN LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
18	PAVITHRA M	RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL STUDENTS
19	ANITHA RANI A	STRESS MANAGEMENT AND TEACHING COMPETENCY OF HIGH SCHOOL TEACHERS
20	THABORAL F	A STUDY ON METACOGNITION AND CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS
21	MANISHA GNANCY P M	RELATIONSHIP BETWEEN TEST ANXIETY AND MENTAL HEALTH OF IX TH STANDARD STUDENTS IN KANYAKUMARI DISTRICT
22	VENKATESWARI V	A STUDY ON SCIENTIFIC TEMPERAMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SCHOLASTIC ACHIEVEMENT
23	AYISHA BIBIN RANI G	A STUDY ON THE RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS
24	ASHILIN BENI N R	A STUDY ON EFFECTIVENESS OF MULTIMEDIA IN LEARNING ENGLISH AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS
25	ABHA D	ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN RELATION TO SCHOOL ENVIRONMENT
26	PONNU SAMY T	DISCONTINUE
27	ANUSHA M	AWARENESS OF ENVIRONMENTAL EDUCATION AMONG RURAL AND URBAN HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT
28	ASHA S T	EFFECT OF VIRTUAL LEARNING PLATFORMS AMONG MIDDLE SCHOOL STUDENTS
29	BENNICAROLA U	RELATIONSHIP BETWEEN SELF-ESTEEM AND LEVEL OF ASPIRATION OF SECONDARY SCHOOL STUDENTS



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30	GINISHA R G	A STUDY OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF ESTEEM OF B ED STUDENTS
31	RAJASREE N	A STUDY ON INFLUENCE OF EMOTIONAL INTELLIGENCE ON CLASSROOM MANAGEMENT OF MIDDLE SCHOOL TEACHERS OF KANYAKUMARI DISTRICT
32	ANUJA C	TECHNO - PEDAGOGICAL SKILLS AND SELF EFFICACY OF B ED STUDENTS
33	ANITHA C	A STUDY ON STRESS MANAGEMENT ON MENTAL HEALTH AMONG HIGHER SECONDARY SCHOOL STUDENTS
34	VIJAYALAKSHMI P	LEADERSHIP QUALITIES OF MALE AND FEMALE PROSPECTIVE TEACHERS - A COMPARATIVE STUDY
35	JINO JOY	ATTITUDE TOWARDS TEACHING PROFESSION AND ACHIEVEMENT AMONG SECOND YEAR B ED STUDENTS
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2

A STUDY ON THE INFLUENCE OF SELF CONFIDENCE ON ACADEMIC
ACHIEVEMENT OF HIGH SCHOOL STUDENTS

RESEARCH PROPOSAL:1

NAME OF THE STUDENT:

R.PATHIRA



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No: 1, New Street, Thiruvithancode

Kanyakumari district

Tamilnadu-629174




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College Code: 10915 College Name: Muslim College of Education	Eligibility Application number: 10915034
Title of the Proposal: A Study on the Influence of Self Confidence Academic Achievement of High School Students.	Name of the Student: R.P Athira Proposal: 1

1.0 Statement of the Problem

Education is the process of developing the capacities and potentials of the individual to prepare to lead successful life in society. Education is serving primarily as an individual development function, education begins at birth and continues throughout life.

Self-confidence is an attitude about our skills and abilities. It means we accept and trust our self and have a sense of control in our life. We ourselves know our strength and weakness well and have a positive view about ourself. We set realistic expectation and goals, communicate assertively and can handle criticism. Self-confidence is central to good psychological adjustment, personal happiness and effective functioning in children and adults.

2.0 Title of the Study

The title is "A Study on the Influence of Self Confidence on Academic Achievement of High School Students".

3.0 Significance of the Study

A study on self-confidence and its relation with achievement will help the students. Self-confidence helps the student to feel ready for life experiences. When the students are confident, they are easily move forward with people and opportunities. They experience less fear and anxiety, increase their motivation. Self-confidence is an important ingredient for living a happy and full filling life. People can handle easily their challenges in life. Self-confidence helps the students to build relationship with other people. Self-confidence students prepare their lessons and include activities that will help to improve the level of learning. This is beneficial both for the teachers and the learners especially in the modern class rooms where the individual differences among learners are high. Hence this present study has been attempted.



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4.0 Review of Related Literature

1. Norman & Hyland (2003) have studied the role of confidence in lifelong learning.
2. Rubio (2003) studied effect of self-esteem on foreign language learning.
3. Tunçel (2015) has studied the relationship between self-confidence and learning.
4. Varma et al. (2016) has studied the effects of self-confidence on academic achievement of elementary school students.
5. Varma (2015) has studied self-confidence and academic achievement of high school student.
6. Karimi & Saadatmand (2014) conducted a study on self-confidence and academic achievement of higher secondary school students.

5.0 Hypotheses

1. There is no significant difference between self-confidence of High school students based on background variables.
2. There is no significant difference between academic achievement of High school students based on background variables.
3. There is no significant relationship between self-confidence and academic achievement of High school students.

6.0 Methods

The researcher will use the normative survey method of research.

6.1 Subject:

The 300 random high school students from various schools of Kanyakumari will be the population of the sample.

6.2. Procedure:

Data related to students' self-confidence and academic achievement is needed. Self-Confidence Inventory prepared by investigator will be used to measure self-confidence of



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students. Academic achievements of students will be determined on the basis of their previous class academic scores.

6. 3.Data Analysis:

The researcher will be following statistical techniques such as mean, standard deviation, F- test, t-test, percentage analysis and correlation technique for analyzing the data.

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Member 2




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Kanyakumari Dist, Tamil Nadu



B.Ed. DEGREE COURSE

MICROTEACHING RECORD : LEVEL - II

Reg: NO: 1091521BD047

Certified that this is the bonafide record of L. Jebila
during the year 2021-2023 for the B.Ed. Degree Course



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Date: 22/12/2021

Dr. K. J. SASTRI

SASTRI

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Signature of the Lecturer

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MICROTEACHING

"Micro-teaching is a device which provides the novice and experienced teacher alike, a new opportunity to improve teaching"

- David B. Young

Microteaching is one of the most important development in the field of teaching practice. It is a training procedure aiming at simplifying the complexities of the regular teaching process. It is one of the most recent innovations in training programme which aims at modifying teachers' behaviour according to the specified objectives. It is more analytical method and completely new approach to provide the feedback. It is considered as a mechanism of feedback device for the modification of teacher trainees. In order to modify teacher's behaviour the method developed to prepare effective teachers is known as micro-teaching. It is originated in Stanford University in 1963. It gives opportunity to both pre-service and in-service teachers to develop their skills.



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The term Microteaching was introduced in 1963 by Robert W. Allen of Stanford University, USA.

Concept of Microteaching

Microteaching is a teacher training technique which helps the teacher trainee to master the teaching skills. It requires the teacher trainee.

- to teach a single concept of content
- using a specified teaching skill
- for a short time
- to a very small number of pupils.

In this way the teacher trainee practices the teaching skill in terms of definable, observable, measurable and controllable form with repeated cycles till he attains mastery in the use of skill.

Meaning of Micro teaching

Micro teaching is a procedure in which a student teacher practices teaching



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with a reduced number of pupils in a reduced period of time with emphasis on a narrow and specific teaching skill.

Definitions of Microteaching

- By Allen D.W. 1966 "Microteaching is the scaled down teaching encounter in class size and class time".
- By N.K. Jangira and Ajit Singh (1982)
"Microteaching is a scaled down teaching encounter or miniaturized class room teaching".

Objectives of Microteaching

- To enable the student teacher to learn and assimilate new teaching skills under controlled conditions.
- To enable student teacher to gain self-confidence in teaching and master




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ing a number of teaching skill on a small group of people.

Characteristics of Microteaching

- Microteaching is a real teaching but focuses on developing teaching skill.
- Microteaching is an analytical approach to training.
- Microteaching provides adequate feedback.
- It is relatively a new innovation in the field of teacher education.
- It is a training device to prepare effective teachers.
- Microteaching is a highly individualized training technique.
- Microteaching is scaled down teaching.



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- * It reduces the class size up to 5 to 10 pupils.
- * It reduces the duration of period to 10 to 15 minutes.
- * It reduces the size of the topic.
- * It reduces the teaching skill.
- Use of videotap and closed circuit television makes observation very objective.

Phases of Microteaching

There are three phases of the Microteaching procedure which you have studied in the previous section of this Unit. They are

- Knowledge Acquisition phase.
- Skill Acquisition phase.
- Transfer phase of Microteaching.

→ Knowledge Acquisition phase (pro Active)



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phase) it includes the activities such

as:

- Provide knowledge about teaching skills.
- Observe the demonstration of teaching skill.
- Analyse and discuss the demonstration of the teaching skill.

→ Skill Acquisition Phase (Inter-active Phase)

It includes the activities such as

- Planning and preparation of micro lesson for a skill.
- Practicing the skill
- Evaluation of the practiced skill (Feedback)

→ Transfer Phase (Post-Active Phase)

- Giving opportunity to use the mastered skill in normal class room teaching.

- Integrate the different practiced.



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MICROTEACHING CYCLE

The steps generally involved in microteaching cycle are planning - preparation - teaching - feedback - Re plan - Re teach. Re feedback.



steps of Micro Teaching cycle

The six steps generally involved in micro-teaching cycle are plan, Teach, Feedback, Re-plan, Re-teach, and Re-feedback. There can be variations as per requirement of the objective of practice session. These steps are represented in the following way:

1. Plan:

This involves the selection of the topic and related content of such a nature in which the use of components of the core teaching skill under



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made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

2. Teach: (6 Minutes).

This involves the attempts of the teacher trainee to use the components of the teaching skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

3. Feedback: (6 minutes).

This term refers to giving information



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In the teacher's lesson plan, his progress is recorded. The information includes the points of strength as well as weaknesses relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

4. Re-plan: (12 Minutes).

The teacher trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic 'switching to the teacher trainee for improvement.

5. Re-teach: (6 minutes)

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupils. The teacher trainee teaches the class with renewed courage and confidence to perform



better than the previous attempt

6. Re-feedback (6 Minutes).

this is the most important component of Micro-teaching for behaviour modification of teacher trainees in the desired direction in each and every teaching skill practice.

Microteaching has some specific steps. In order to apply these techniques use of those steps is very important and descriptions of these steps are given below.

→ Defining the skill: The first step of microteaching is defining the skill in this some specific skills is defined in the form of teaching behaviours and a knowledge of this defined skill is provided to the pupil teachers.

→ Demonstration of the skill: In the second step the skills are demonstrated by the microteaching leader.



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is done either by teacher or videotaping of that skill is recorded.

→ Micro lesson plans: In this step the student teachers prepares the microteaching lessonplan concerning some specific skills. These lesson plans are further duration of 5-7 minutes.

→ Teaching a small group: Here, the pupil teachers teaches a small group of students. This group consists of 10 pupils. In this step the teaching task of pupil teacher is videotaped. If there is no teaching is finished lesson is criticized.

→ Feed back:

The information and suggestions are provided to the student teachers known as feed back. Without feed back microteaching has no meaning.



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→ Re-planning, Re-teaching and Re-valuation: on the basis of feedback given the student teacher re-plans the lesson and then he re-teaches the re-planned lesson.

Advantages of microteaching:

- Microteaching is useful for developing teaching efficiency in preservice and in service teacher education programme.
- Microteaching can be either in real class room conditions or in stimulated conditions.
- The knowledge and practice of teaching skills can be given by the use of microteaching.
- Microteaching is a training device for improving teaching practice and prepare effective teachers.
- It focusses attention on teaching behaviours to modify and improve in a specified direction.



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- Microteaching is an effective feedback device for the modification of teacher behaviour.
- Microteaching minimizes the complexities of the normal classroom teaching by scaled down teaching.
- Microteaching permits increased control and regulates teaching practice.
- The demonstrations of model lessons in microteaching are possible through video lessons and short films.

Some of the skills are extensively used in routine teaching by all teachers. These skills are known as core teaching skills. Many experts in this field have listed the following skills as core teaching skills

- Skill of introduction
- Skill of explaining
- Skill of probing questions



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- Skill of stimulus variation
- Skill of Reinforcement
- Skill of using Black board
- Skill of achieving closure.

Integration of skills

Having armed the teacher trainees with a battery of teaching sub skills, the next stage is the integration of these sub skills into the major skill. A deliberate programme for integration of sub skill is called Link practice or Link lessons. There are many methods for Link Practice. One of the methods is that after practising three sub skills separately, the trainee may combine all the three sub skills in a lesson of 10 minutes. He then practises another three sub skills separately and links them. He then combines all the six sub skills in a single lesson of 15 minutes and so on till all the sub skills are combined in a ^{micro} lesson of 40 minutes and teaching a full



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Micro Practice

Link Practice

Macro
Lesson

5 pupils
40 pupils
5 minutes

single concept
one skill

10-15 pupils
10-15 minutes
2-3 skills

Broad concept

40 minutes
many skill
many concept



Skills of Introduction:

This skill is also known as set induction skill. This skill is concerned with the lesson initiation. If the beginning of lesson is effective, a success is also definite. The introduction of the lesson keeps the imaginative and creative powers of the teacher active. Introduction should




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neither lengthy nor too short. The teacher should have a capacity of creating interest and motivation in the pupils. The competence or skill of introduction is also.

→ Use of previous knowledge:

Before starting the teaching of new content, awareness of previous knowledge of the pupil is must. Previous knowledge should concentrate on same topic which be started for teaching. This will create interest in the pupil teacher for teaching new contents.

→ Use of appropriate devices:

Keeping in mind, the objectives of the lesson, various teaching aids are used. Monotonous type of teaching bores the pupil. This boring tendency can be controlled in the pupil by the proper selection and attractive use of audio-visual aid.




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be neither too long nor too short. The teacher should have a capacity of creating interest and motivation in the pupils. The components of skill of introduction are.

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→ Use of appropriate devices:

Keeping in mind, the objectives of the lesson, various teaching aids are used. Monotonous type of teaching bores the pupil. This boring tendency can be controlled in the pupil by the proper selection and attractive use of audio-visual aids.



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→ continuity

While starting the lesson, coordination is essential among ideas, questions and statements to be used.

→ Use of relevant statement:

While teaching the lesson, the statement to be used must have some relationship with the new topic to be taught.



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Name of the student Teacher: J. Tohib

Name of the observer: Poor groups

Subject: English

Topic: Seventoon Dranges

Skill: Skill of Introduction

Duration: 5-7 minutes

Date: 7/12/21

Teacher: Good Morning students.

Pupil: Good Morning Mam.

Teacher: How are you?

Pupil: Fine Mam.

Teacher: Which needs us to live a happy life?
(upk)

Pupil: Healthy life.

Teacher: Do you like to live a happy life? (upk)

Pupil: Yes Mam.

Teacher: How can we get a healthy life? (upk)

Pupil: By eating healthy foods.

Teacher: Name some healthy foods? (upk)

Student: vegetables, fruits and nutrients.

Teacher: List out some vegetables (upk)

Student: Carrot, Broccoli, ladies finger



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... the healthy benefits of ...

... 2018

... for health

And cancer properties

Improves skin etc.

... 2018

What are the healthy benefits of ladies fingers (upk)

... 2018

Improve eye sight

Prevent heart disease

... 2018

The teacher describes the uses of vegetables by showing the chart 9. (upk)

Name some nutrients 9. (upk)

... 2018

carbohydrates, protein, fat, vitamins and minerals.

... 2018

Mention some fruits 9. (upk)

... 2018

Apple, grapes, Pomegranate, pineapple etc.

... 2018

Which fruits contain citric acid 9. (upk)

... 2018

Lemon, orange.

... 2018

Very good picture of



shows the in the flashcard

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components	Tally	Total
UPK	HHI IIII	9
UAD	II	2
		11



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Skill of Explaining

The term skill of explaining can be defined as the use of interrelated statements to provide understanding.

Components of the skill of explaining:

The components of the skill of explaining are:

- Using explaining links
- Using beginning and concluding statements
- Testing students understanding

1) Using explaining links

Explaining links are the words and phrases which makes our explanation clearer.

These links bring continuity in the statements used while teaching. So appropriate explaining links are to be used to make explanation clear or effective.

List of explaining links

After but In spite of
As a result of by next
As a result of due to so that
Because In order that such
Before In order to



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and the uses of exchange in the
chaos (1111)

Today we are going to learn
about the prose 'seventeen oranges'



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a) Using beginning and concluding statements.
After the completion of the explanation, make a concluding statement. Such statements help to strengthening the ideas already explained. This can also be done through summarization.

c) Testing students understanding:

The teacher can also ask questions to test students understanding. It helps to know if the purpose of explaining has been reached. Two or three questions on key points may be asked after the concluding statement.




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Name of the student Teacher: [unclear]

Name of the observer: [unclear]

Subject: English

Topic: Degrees of comparison

Skill: skill of explaining

Duration: 5-10 minutes

Date: 8/12/21

Teacher: Good Morning students.

Pupil: Good Morning Mam

Teacher: Let us learn about Degrees of comparison today.

Can anyone of you explain what is called degrees of comparison? (UBS)

Pupil: Degrees of comparison is a form of adjective that is used to compare a person or thing possessing the same quality with another (UBS)

Teacher: Good. There are three types of degrees of comparison

- (i) positive
- (ii) comparative
- (iii) superlative (UBS)

Can you give an example for positive, comparative and superlative degrees?



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Teacher Example: i) kumar is a kind man.

ii) ³Tsunami is more destructive than cyclone.

iii) Mount Everest is the highest peak in the world (UM)

Where is the positive degree used?

The positive degree is used to express or describe a quality (UBS)

Example: It is a tall building.

Mango is sweet to taste (UM)

These two examples describe the quality therefore it is an positive degree (UEL)

Where is comparative degree is used?

The comparative degree is used when two things were compared (UBS)

Eg: This building is taller than any other building.

Mango is sweeter than pineapple (US)

Here these two examples that compare two things that compare things



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S.NO	Components	Tally	Total
1	UBS		6
2	EL		3
3	QTPU		2
4	CS		1

total = 12



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hence it is the comparative degree (UR)
what is called superlative degree?

it is the highest degree of comparison
and is used to compare two or more
things (URS)

Example: This is the tallest building.

Mango is the sweetest fruit (UM)

These two examples were the highest
degree of other two hence it is superlati
ve degree (UEL)

Do you understand?

pupil: Yes Mam

Teacher: Give an example for positive, comparative
and superlative degree? (QTPU)

pupil: The cat runs fast → positive

The cat runs faster than dogs → comparative

The cat runs fastest of all animals →
superlative.

Teacher: Good. Do you have any doubts?

pupil: No Mam

Teacher: Okay Thank you students.

pupil: Thank you Mam.




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Art of Probing Questions

This is the skill required in with applying the technique of effectively dealing with student responses for giving deep into their knowledge questions. Calling for such original and deep level responses are qualified as probing.

Components of the skill:

1. Prompting:

When there is no response or incorrect response teaching gives hints or clues for teaching the pupil to the desired correct response.

2. Seeking further Information:

If the initial response of the pupil is partially correct or incomplete teacher helps the pupil to clarify or elaborate or explain the response by asking subsidiary questions.

3. Refocusing:

When pupils give correct response the teacher relates their responses with something already taught.



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4) increasing critical Awareness (C.A)

Teacher ask 'Why' and 'How' correct response for increasing critical awareness in pupils.

5) Re-direction (RD)

Asking the same question to another pupil for increasing pupil participation.




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Name of the student Teacher: J. Jitha

Name of the observer / peer group:

Subject: English

Topic: Stopping by woods on a snowy evening.

Skill: Skill of posing questions

Duration: 5-10 minutes

Date: 9/12/21

Teacher: Good morning students

Pupil: Good morning Mam

Teacher: How are you all?

Pupil: Fine Mam

Teacher: I am going to ask questions from the poem
stopping by woods in a snowy evening.

Pupil: Okay Mam.

Teacher: Who was the author in the poem? (p)

Pupil: Robert Frost

Teacher: Very good. Can you tell me in which year
he was born? (SFJ)

Pupil: No response

Teacher: Next one can you say what was the
year? (RD)

Pupil: 1874.




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teacher: Very good! Next one tell me where was

Robert Frost born?

pupil: NO response

teacher: This poem is about a snowy place,
Isn't it?

So which countries have snow?

pupil: England, America, Antarctica

teacher: Very good. In which country Robert
Frost was born? (p)

pupil: America

teacher: Yes very good. What are the rhyming
words in the poem?

pupil: NO response.

teacher: The rhyming words will come at the
end of the line and they have same
sounds. (p) Now can anyone say the
rhyming words?

pupil: know, though and snow.

teacher: Very Good. Why you think they are
rhyming words? ICA

pupil: They have same sound



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S.NO	Components	Tally	Total
1.	P	III	3
2.	SFI	HH II	7
3.	ICA	III	3
4.	RF	I	1
5.	RD	I	1
Total			15




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teacher: Yes, very good, can anyone say what is the rhyming scheme in these lines?
(FT)

pupil: AABA

teacher: very good, what are the Alliteration present in the first line?

pupil: No response.

teacher: Alliterations are little bit similar to the rhyming words. They have similar sounds and alliteration have same first letters
(RF) (P)

Now tell me the alliterations.

pupil: Whoose wood, those think.

Teacher: Yes very good students. You all did very well.

I hope you all understand the poem
Thank you students!

pupil: Thank you Mam.




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of stimulus variation

It may be defined as set of behaviour
or bringing desirable change and suitable
rapid attention towards classroom activities
components

1. Teacher Movement:

The teacher should move purposeful
in the classroom. The purpose may either
to write certain importance points or to
check their activities and to help them
in solving certain problem.

2. Teacher Gesture:

Gestures are the movement of parts of
the body used for expressing emotion size
direction and also for direction attention.

3. Change in voice:

change in volume, tone or speed
of verbal communication for attracting
attention.

4. sensory focus:

Drawing attention

specific aspects



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teacher is asked by student or question
have an intervention style pattern
Here the activities of the student is
more important when time or more facts
needed purposefully through special
pausing.

elaborate a short interval given by
the teacher while dictionary notes
asking questions explaining.

- Audio visual switching:

Here the teacher changes the sensory
focus by showing pictures, charts, real
objective models, etc.



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one of the student teacher 1 teaches
one of the observer peer group
subject: English.

Topic: The River

Skill: Skill of stimulus variation

Duration: 5 to 10 minutes

Date: 10/12/21

Teacher: Good Morning ~~Mam~~ students.

Pupil: Good Morning Mam.

Teacher: Today I am going to teach you a poem
'The River' (Teacher writes the topic
on the blackboard) (TM)

Look here what is this Q. (Qs)

pupil: The River.

Teacher: What is mean by River Q.

It is mean by a large number of water
flowing through to the sea, lake or
another river.

Have you get it Q. (Qs)

pupil: Yes Mam

Teacher: Now lets gets into the topic. please
listen the class carefully.

In this poem The River, the poet
compared the flow of the river with
four different stages of human life.

How many stages
in the poem Q.



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look here student and listen to me
the final stanza the long journey of
the river reaches the endless sea like
a human attains eternity
what are the four stages of human
life mentioned in this poem?

pupil: child, youth, Hardworking Man, Human's
eternal life.

teacher: (p) very good. Thankyou students

pupil: Thankyou Mam.




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