Section I: LESSON PLANS
- Lessons conducted at Yorktown School
- Lesson plans to use in home country.

Section II: Strategies
- Strategies observed during fieldwork

III: Technology
Use of
- Computer
- CD player
- OHP
- TV (for screening films)

IV: Observations on fieldwork
- Classrooms
- Student Teacher rapport
- Evaluation pattern
- Uniform Learning
- Student Teacher Ratio

V: General Observations
- Teachers’ meeting
- Newspaper in education
- Parent teacher meeting
- How did the students interact with me?

VI: Knowledge gained on GMU campus
(Leaders in the making)
- Action Research Proposal.
- Action Plan.
- Student centered strategy.
Lesson Plan 1

Intern: Smita S. Warpe                             Grade Level: 11th
Title:     Nobel Prize Acceptance Speech

I. Objectives
To make the student enjoy a unit of the text of reasonably length read out and to use the skills needed for listening experience-(a)relate with the theme,(b)arouse expectations about the theme
National Objectives: To cultivate a broad, human, and cultural outlook

II. Materials for Learning Activities
• CD or cassette player
• A chart on OHP giving information of the people who have received Nobel Prize for literature and peace.

III. Procedures for Learning Activities
The teacher relates the learning experiences that the students had in the previous poem i.e. ‘World’
Warm up
1. How can we make this world beautiful?
2. The teacher makes the students read the chart and explains the significance of the work done by the Nobel Prize recipients.
3. Talk about the Civil War and racism.
4. The teacher asks the students to read the questions given and listen to the text lines 1-40
5. The teacher asks, What is it about?
6. Discussion and focus on the new thoughts the students have learnt.
7. Note-making
(Time 40 min.)

IV. Assessment
Assignment: Go through the notes outline, draft, revise and edit them to make a final draft of summary.

The same activities will be repeated for the 2
\textsuperscript{nd} (Lines41-60) and3rd (Lines61-80) part.
8. The students compile the notes made in the notebook in the end of the third part.

Connection to the other lesson – India’s Place in the New World Order.

V. Differentiation
The teacher tells the students that Linguistic features that can make a speech effective.
e.g. Effective beginning, repetition, discourse markers/linkers, frequent use of pronouns, monitoring and interaction features.
The teacher helps the weaker students by picking examples from the text or by comparing it with other speeches.

VI. Reflection
If I take any example from the real life situation to describe the discrimination that will help me to develop humanistic approach in the students.
Lesson Plan 2

Intern: Smita Warpe        Grade Level: XI
Title: Face (Know Thyself)    Date: 5th Aug. 2007

I. Objectives
   Self realization
   State Objective: To acquire communication skill in English useful in real life situation.

II. Material for learning
   Text, computers, blackboard, chalk, OHP, Transparencies, markers.

III. Procedures for Learning Activities
1. Introduction: The teacher writes title of the poem on the blackboard.
2. Prior Knowledge: What thoughts come in your mind when you read the title? Can the title help you guess, what the poem is about.
   The teacher writes the responses on the blackboard.
   • How do you know whether your friend is happy or sad?
   • Can you judge a person from his/her appearance? How?
   (Time 3 min.)
3. Instructional Strategies:
   ✪ The teacher sums up the answers and asks the students to listen to the poem attentively to get some idea of the poet’s point of view.
   ✪ The teacher reads the poem to help the students pay attention to rhythm and intonation and find out what the speaker wants to say about himself/herself. [Time 2 min.]
   ✪ The teacher writes the questions on the blackboard and asks the students to read silently to answer them.

Questions

- What, according to the speaker, is behind the face?
- What does a real person need?
- What is the function of a brain?
- How does a heart get mended?
- What does a person behind the face want?
-What can be the causes of speaker’s disappointment?
[15min.]

IV. Assessment
Who, do you think, is talking through the poem (male/female, age etc.)
What do you think is the ‘tone’ of the poem? Is it a complaint? Is the speaker
just trying to draw the attention of other to himself/herself?
The students participate actively in the discussion.

Assignment
What is behind my face?
(free writing, students can choose any form of writing)
Rubric contains following points
- Thought Content 3pts.
- Presentation 3pts.
- Language 2pts
- Discourse 1pt
- Completeness 1pt

V. Differentiation
Christina - Presentation in two parts could help the reader to make out the
difference between reality and perception
Yishak - Tries to make it look more ideal not real. Fails to give real
understanding of intricate feelings.
Julio - Can add more.
Amna - Can add more
Liz - self expectations
Analiz - good work have to work on language

VI. Reflection
The things went off well. Next time I will encourage the students to describe
more.

The students were encouraged to write their experiences.

Self realization activity can be taught effectively by giving them sometime to
meditate and contemplate.

Students’ work
Lesson Plan 3

I. Objectives

- To help students to enjoy and appreciate the beauty of the poem, read aloud by the teacher.
- To help students understand nuances conveyed through stress and intonation.
- To enable students to listen with fair comprehension and get a global understanding of the poem.
- To enable students to infer/interpret the poet’s attitude and message (a warning against the evils of urbanization)

II. Materials for Learning Activities

- Textbook
- Pictures of skyscrapers, houses /slum quarters huddled to each other in the cities, the barren nature in the cities.

III. Procedures for Learning Activities

- The teacher divides the class into four groups.
- One picture card is given to each group.
- Every group is given a question.
- Every group is asked to respond according to the question given.

Question
- Almost all the cities/towns in India are undergoing changes of various sorts. What are some of the good changes & what are some of the bad changes?
- List down some of the reasons for the changes that are not welcome.
- You probably know that in many parts of India the average rainfall is coming down. What do you think are the major reasons for this change?
- Can you guess the meaning of the title of the poem ‘The Growing City’

[Time 5 min.]
The teacher writes the responses on the blackboard.
The teacher reads the poem aloud using proper pronunciation, stress and intonation.
the students to listen the poem attentively and complete the statements choosing the appropriate alternative.
(a) In the poem we get the description of
- a dense green forest.
- growth in human population.
- the forests reducing in number.
(b) Trees are replaced by
- growing cities.
- dams.
- the land under cultivation.
(c) The jungle is enveloped
- by fencing
- in fog
- in smoke

The teacher draws the students’ attention to the point of similarity between ‘The Growing World’ and ‘Circus’ (the poem studied earlier). Both are in free verse.

IV. Assessment
The teacher asks the students to read the poem silently and interact on the evil effects of deforestation.
[Time 5 min.]
The teacher writes the points raised by the students on the blackboard.
Assignment: Writing task.
Write a passage on deforestation you can refer to the points written on the blackboard.

V. Differentiation
The teacher will provide examples from Environment Studies and link it with the learning of the poem. The teacher can take help of the pictures and asks the students to describe it in their words.

VI. Reflection
During ‘Nature Club’ activities the teacher can introduce and teach the topic informally.
Lesson Plan

Intern: Smita Warpe                     Grade Level: 11th
Title: Sumati (story from rapid reading section)

I. Objectives
   To help the student develop the skills to read, understand and appreciate independently.

II. Materials for Learning Activities
    Textbook, blackboard

III. Procedures for Learning Activities

   **Teacher’s activities**
   (A) Teacher will gear up discussion about short story with the help of students.
   Elicits names of different stories and write on the blackboard, especially Panchatantra-Birbal’s story.
   (B) Arouse the awareness of students towards the story by asking some preparatory questions
   1. What is the condition of hospitals in your town?
   2. How can you help reduce suffering of patients?
   3. Do prayers improve the health condition of a patient?

   **Students’ Activity:**
   Teacher asks students to read silently up to the line ‘in desperation I began to pray’
   -to find who Sumati was and
   --how her first meeting with her grandfather was [10-min.]

   **Pair/Group work**
   With the help of students teacher will elicit answers to the questions given below regarding Sumati.

   **Blackboard Writing**
   Some vital details about Sumati
   (a) Where did she stay?
   (b) Who did she pray for?
   (c) What is an orphanage?
   (d) What relation did the narrator establish with Sumati? Why?
IV. Assessment
1. The teacher gives self assessment rubrics to the student
   Writing task
   Draw a character sketch of sumati. (sequence draft strategy)

V. Differentiation
The students can be asked to think on the relevance of old age homes in Indian society by incorporating ‘When a fact is not fact’

VI. Reflection
The lesson will help the students to acknowledge humanitarian act.
Lesson Plan 5

Intern: Smita S. Warpe                         Grade Level: 11th

Title: Imaginative Writing based on ‘The Night Train at Deolali’

I. Objectives
   To enable the student to express himself/herself effectively through developing and presenting ideas in a sequential form.

   National Objectives:
   To enable the student to use English not only as a library language but also as an important language of communication.

II. Materials for Learning Activities
   CD or cassette player
   CD of soft music.
   Rubrics.
   Blackboard.

III. Procedures for Learning Activities

   Previous Knowledge The students have learnt the lesson.
   The teacher writes the following points on the blackboard and asks the students to produce the gist of the lesson.
   The boy’s journey.
   He seeing the girl.
   He wants to go back.(why)
   Meets the girl
   Next time he does not find the girl.
   Can you describe the girl?
   The teacher writes the responses on the blackboard.
   Now imagine yourself to be the girl and complete the story in your own way.
   -You can give any name to the girl (optional)
   -You can add one or two characters (optional)
   -The story must have effective beginning, climax and end.
IV: Assessment
Holistic scoring rubric.
1. Idea development/organization: Focus on central idea with appropriate elaboration and conclusion.
2. Fluency/Structure: Appropriate verb tense used with a variety of grammatical and syntactic structure.

The teacher plays soft music on the CD player.

V. Differentiation
Drilling and reinforcement of new vocabulary can encourage weaker students to use new vocabulary in the story as well as in the real life situations.

VI. Reflection
The student can learn Imaginative writing effectively if some background is provided at the initial stages. If the exercise is done repetitively with other stories with variety of strategies the students will learn the language effectively.
Portfolio Strategy Sheet 1

1. **Name of method or strategy:**
   Socratic Seminar

2. **When is this method or strategy useful?**
   - It’s a brainstorming activity that helps the student to look at the text from different perspectives and have better understanding of the text.
   - It can be incorporated with the teaching of literature. It may also help the student to have better perception of various forms of performing art. After screening a film we can have this seminar.

3. **Why or how is this method or strategy useful?**
   This strategy helps the student to know the core of the text taught and develop logical thinking. It also helps the student to think logically by correlating it to real life situations. Behavioral changes like careful listening, be patient, respect others opinion and respond sensibly can also be attained by it.

4. **What are the steps involved in using this strategy or method?**
   a. **Introduction**
      The teacher introduces the topic and talks about questions.
   b. **Opening Question:** 1 question from each student.
      Broad generalization that directs into the text.
      Elicit raw material for discussion
Not relate specifically by name to the text studied.

- **Core Questions (3/4 Questions with answers based on text)**
  - Content Specific
    - Examines central points of the text
    - Interprets a passage.
    - Explores a questions
    - Often a How? or Why? Question
    - Must be answered with textual evidence.

- **Closing Questions (1 Question)**
  - Establishes relevance
  - Connection of text to the real world
  - Permits mediation of application to self

- **Statement of Significance**
  - A line within the text that the reader finds significant to the meaning of the work

5. **When would this method or strategy be useful in your setting?**
   While teaching literature or responding to news items.

6. **What would you like other teachers in your school to know about this method or strategy?**
   - How to incorporate it in their teaching. The relevance of the activity, what are the limits of it and when it will be more effective
Portfolio Strategy 2

1. Name of method or strategy:
   Strategy incorporated to make students write on the topic they have learnt.

2. When is this method or strategy useful?
   It can be used to teach poetry, play, prose and assess the application of the Knowledge learnt.

3. Why or how is this method or strategy useful?
   It helps the teacher to assess the application of knowledge.

4. What are the steps involved in using this strategy or method?
   For poetry
   a. Introduction of the poem
   b. Ask questions to help the students to infer and comprehend.
   c. Ask questions to help the students to comprehend and infer Give real life situation and ask the students to apply the knowledge they have learnt.

5. When would this method or strategy be useful in your setting?
   To teach how to use the knowledge learnt through textbook in real life.

6. What would you like other teachers in your school to know about this method or strategy?
   It is useful for the reinforcement of ideas and knowledge.
Portfolio Strategy 3

1. Name of method or strategy:
Use of Audio CD to enhance creative writing skill.

2. When is this method or strategy useful?
When we try to engage the students in any activity which is meant to encourage students to think, imagine and practice their ideas on paper.

3. Why or how is this method or strategy useful?
   - To help the student to concentrate on the writing activity assigned
   - To help the student to have unique ideas.
   - To have positive imagination through the soft music played in the class.

4. What are the steps involved in using this strategy or method?
   - The class is introduced to any literary genre that focuses on human relationship, emotions and sentiments.
   - The teacher helps the student to understand the humane aspect of it.
   - The students are motivated to decide the characters and their traits.
   - The teacher writes the details discussed by the students on the blackboard.
   - The teacher plays instrumental music on CD player and advises students to write a story woven around the characters discussed.
5. **When would this method or strategy be useful in your setting?**

The strategy is useful –

- To teach students to imagine what happened next if they find that the story recommended for reading sounds incomplete.
- To help students to compose small poems.
- To help students imagine dialogues and have creativity in their writing.

6. **What would you like other teachers in your school to know about this method or strategy?**

- Use of Audio Visual aids and its effects.
- How learning can be made enjoyable
- How co-teaching can be incorporated.
1. **Name of method or strategy:**
   Strategy introduced to sharpen verbal skills of the students and help them to be good speakers.

2. **When is this method or strategy useful?**
   While teaching communication skills like summarizing, persuading and public speaking.
   It can help the teacher
   - To encourage the student to participate in group discussions.
   - To prepare students for interviews.

3. **Why or how is this method or strategy useful?**
   - To help the student to concentrate on the writing activity assigned
   - To help the student to have unique ideas.
   - To have positive imagination through the soft music played in the class.

4. **What are the steps involved in using this strategy or method?**
   - The class is introduced to any literary genre that focuses on human relationship, emotions and sentiments.
   - The teacher helps the student to understand the humane aspect of it
   - The students are motivated to decide the characters and their traits.
   - The teacher writes the details discussed by the students on the blackboard
   - The teacher plays instrumental music on CD player and advises students to write a story woven around the characters discussed.
5. **When would this method or strategy be useful in your setting?**

The strategy is useful to teach students to imagine what happened next if they find that the story recommended for reading sounds incomplete. To help students to compose small poems. To help students imagine dialogues and have creativity in their writing.

6. **What would you like other teachers in your school to know about this method or strategy?**

- Use of Audio Visual aids and its effects.
- How learning can be made enjoyable
- How co-teaching can be incorporated.
Portfolio Strategy Sheet 5

1. Name of method or strategy:
   Use of the traditional pyramidal structure to map the important parts of the plot.

2. When is this method or strategy useful?
   To teach play or story.

3. Why or how is this method or strategy useful?
   To enable the students to learn play by introducing the important parts of the plot.

4. What are the steps involved in using this strategy or method?
   a. The teacher exposes the students to the actions and their sequence
   b. Talks about the complications created through different ways of responding to the situation.
   c. Natural traits of the characters
   d. Rising action that leads to climax.
   e. How the climax is resolved (falling action)

5. When would this method or strategy be useful in your setting?
   To give the outline of the plot
   To enable the student to infer through the dialogues.
   To help the student have critical appreciation of the text.

6. What would you like other teachers in your school to know about this method or strategy?
   How a play can be taught by helping the students map the important parts of the play.
   How to help the students to understand cause and effect relationship.
   How the method will help the students, in future, to guess the aftermath.
Information Technology is used extensively in the US education system to update students’ knowledge and give good exposure to the world outside. The students are computer literate. Compositions or projects are done on computers. The students can add pictures which enhances their creativity. It makes learning enjoyable.

Use of Music:
To create a pro learning atmosphere in the class music is played. It propels the students in altogether the different world of imagination. CDs and CD players are inevitable parts of teaching. Every teacher’s office has CD players and speakers installed in it. It helps a lot to teach poetry and creative writing.

TV set:
Having a TV set in every classroom is a great idea. The teacher teaches play or novel by screening the film based on it in parts. If the students read the text beforehand it enables them to do the critical appreciation of it as well. It makes the learning experience everlasting.

OHP:
During discussions instead of writing students’ points on the blackboard the teacher uses overhead projector. It is time saving.
THE CLASSROOMS
The classrooms are bigger in size. They are bigger than my Symbiosis college classrooms. They are well equipped. Long, big and sliding blackboards help the teacher to have rubrics lesson plans and other study material on the blackboard. The classrooms are called teachers’ office. The students change the classroom to attend other lectures. Going from one classroom to another refreshes the students.

**Student Teacher Rapport**

My mentor Sally Bassler had good rapport with her students. Students were trying to learn independently when she was on leave and substitute was not arrived. In some classes which I observed the students were little naughty but they were completing their assignment sincerely. The teachers were encouraging and caretaking. The teachers looked more patient. The students look at the teacher as a professional.

**Evaluation Pattern**

Transparency in the evaluation pattern and rubrics provided, help the students to know the expectations of the teacher. It avoids any ambiguity and facilitates the teacher’s job. It also helps the student to get the clear idea of what is wrong and why is it wrong? The Practice makes students more responsible toward learning. Self motivation helps students to do well in the tests which are conducted regularly.

**Uniform Learning**

The textbooks are designed so beautifully that the students can refer to them as guides. The books cater to the different needs of the learner. The teachers are provided with readymade lesson plans and strategies so the learning experiences at different schools should not vary.

**Student Teacher Ratio**

Small student teacher ratio leads to effective learning and teaching. Quality education is imparted by keeping small number of students in the class.
Newspaper in Education

Every student is given a copy of newspaper to read in the class. In some classes students were asked to analyze news and differentiate between facts and opinion and write down their opinion on the news. The students’ performance was assessed by the teacher. In our college we also ask the students to respond the news but in a different way. This exercise taught me the new strategy to help the student analyze the news. Some newspapers are coming with new ideas which are incorporated by keeping in view the syllabi and the objectives.

Teachers’ Meeting

Teachers’ meeting took place at stipulated time. The Heads of department passed on their words to the teachers. Those who had queries they only waited in the hall once the instructions were given. In the meeting the teachers were requested to take disciplinary actions and help to make functioning of summer school smooth.

Parent Teacher Meeting

It being summer school it was very difficult to meet parents. My mentor told me that parents are very indignant to meet the teacher as they are busy. Normally they are not called in the school. I wanted to know what difference do the parents, especially migrated from Asia, see in the education system? So I was asked to make a call to a parent, migrated from Pakistan. The parents were very happy with their children’s progress.

Motor Driving School

The students are trained to drive vehicles in the school. Yorktown school has erected a centre to help students learn motor driving. In-house training is given to enable the students to learn the basics of driving. After the initial training the students are encouraged to drive on road.

Photography Lab
The school has its own photography lab. Those interested are given initial training.

How did the students interact with me?
The students were very casual with me they wanted to know so many things about India. They were impressed by the exhibition on India. They helped me to gel with the class. Once when the substitute did not come on time they wanted me to take the charge of the class. In the end of my internship they presented me a souvenir.
STUDENT CENTERED STRATEGIES

1. **Socratic Seminar** - It is a group discussion. Questions prepared beforehand, leader moderates the seminar, sit in a circular fashion (intro questions, core questions, end questions) Students discuss various aspects of the text, go beyond the text, agree, disagree. Points are allotted for participation, supporting points with details from the text and submitting the details of the seminar.

2. **Student Presentations** - About their country, family, food habits etc. Students use power point.

3. **Creative Writing related to the text studied** - Writing a story, writing a ballad after ballad is taught in the class and presenting it before the class.

4. **Research-Finding information or texts from the internet** - Writing a paragraph about the poem downloaded.

5. **Student report of the guest lecture** - Inviting the Mayor to discuss topics related to social studies curriculum and asking students to write a report about it.

6. **Maps of different countries** - students are told to collect information about different countries. Teacher puts up the map on the board. Students put up the information collected on the map.

7. **Mind Mapping**

8. **Desert Island Activity** - Students decide the flag, rules, Forming a govt etc.

9. **Utopia** - Based on the lesson taught. Imagine how the place would be like.

10. **Pictionary** - Make own definitions, explain words

11. **Writing experiences** - eg Bullying

12. **Chain Story writing** - important words to be written on the blackboard and students write a story.
13. **Class room quiz**- One group of students prepare questions and other group answers.

14. **Choosing a picture**- narrating the related part.

15. **Sequence Chart**- Drawing the sequence of the story which helps for recapitulation.

16. **Enactment of a scene**- Create the situation and enact the scene to explain new concepts. Eg Dowry.

17. **Personal Album**- Collection of stories and other details for the album

18. **Four Square Writing Strategy**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>Reason</td>
</tr>
</tbody>
</table>

19. **Guided Reading and Thinking**- Book connection exercise. 1. Teacher gives extract from the book and students connect it with self, another book, world. 2. Books are given to students, they select extract and check any of the above connections.

20. **Use of drawing** to teach

21. **Use of games**- Name of a celebrity is given to the teacher, students ask yes-no questions.

22. **Jeopardy**- Element of gambling. Students earn money for correct answer.

23. **Personal Coat of arms**-  
   - Student’s greatest success  
   - Greatest failure  
   - One year plan  
   - Ten year plan  
   - Dream
23. **Vocabulary Building** with the help of newspapers.

24. **KWL Concept**

25. **Self Study**-Questions are given to students. They take the prescribed book and find the answers.
Symbiosis Society’s College of Arts & Commerce, where I teach is one of the most reputed colleges. I teach to grade 11 and 12, known as Jr. college or +2 level. It is preparatory school. I teach to four classes and strength of every class is 120 students. Every class is a heterogeneous class. The students come from different strata of society. Till grade 10 these students learn English as L1 or L2 or L3. In 11th & 12th the students are supposed to learn English through a course book prescribed by the Maharashtra board. Majority of the students come from the different states of India. Sometimes these students are good at English but may not be accustomed to the discipline which we follow in our state. Our classrooms are smaller in size, due to paucity of space students are inclined to bunk lectures and rely on ready made study material to pass the examinations. This sometimes makes me think that the students are admitted in the college to pass the examinations rather than to learn and explore some new avenues of life.

If we go by the objectives set by the Maharashtra board for +2 level, we will realize that the student has passed the examination but he has not developed any language skill, no behavioral change is attained by the student, the student has not undertaken any project independently and no new vocabulary has been learnt by the student. The student clears the exams, by referring to the ready made study material published by the private publishers.

In my country we have not implemented the concept of summer school (with scorching heat in the summer the idea seems to be more impractical.) so if a student flunks in any
grade he has to repeat the same level. Indian parents do not like their child to waste one entire year. Naturally they encourage the child to refer to the ready made study material. Many a times below average level students also pass the examination without studying or having the course book

As far as the importance of English is considered, it is next to our national language. With globalization, effective learning and application of English has become the need of the time. If we intend to keep our students in pace with the changing time, it is necessary to bring them back to the books which are meant to teach them communication skills. At present the things are not happening accordingly. When the student walks out of the college sometimes he is without any language skills. Many students fail to secure a good job. The irony of the situation is, the prescribed books are designed in such away that they will help the student to make good grades in the International exams. Like TOEFL or IELTS.

The students pass board examination but fail to:

1. make grades in international tests
2. communicate effectively in real life situations.

Majority of them are not at all good at communication when the book is prescribed to develop communication skills in English.

Why is it so? This question made me inquisitive and I started reviewing answer papers more curiously. Many answers were merely reproductions of the answers given in the ready made study materials. Obviously the student has focused more on the examination pattern rather than the communication skills.
I, as an examiner can see through it and understand that the student has hardly learnt anything but rigidity in the examination pattern and inflexibility in the assessment pattern compels me to award marks to the student without he showing any language skill. It poses many questions before me.

I want to get the answers of the following questions through my action research

1. Do the ready made study materials make the student incompetent?
2. Does the existing examination system evaluate the student perfectly?

So the topic which I have chosen for my action research is,

**How and to What extent, the approach of + 2 level students to learning English as L2 is influenced by course guides and standardized examination pattern at Symbiosis Society’s College of Arts and Commerce.**

**Literary Review**

To locate the relevant literature I will use the databases available at GMU and local libraries. Currently I have got one database which is attached with this paper. The key words which I have used so long is ‘course guide’ other key words that I will use are, crib notes, commercial guides etc.

**Methods**

I will use mixed method .I will set questions for tutorials. Half the tutorials will consist the questions taken from guides and the rest will consist the questions framed by me by keeping in view the objectives stated by the state _as well as National board of Education.A class of 120 students will appear for the tutorial in four batches .Each batch will consist 30 students. At the end of 1*st* tutorial the students who have scored
between 5 to 7 marks will be observed in the next sessions. The questions [the type] will be as follows.

**Tutorial 1 – based on guides**  
**Tutorial 2- Questions framed by me**

<table>
<thead>
<tr>
<th>Factual Questions</th>
<th>2 marks</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Inference type questions</td>
<td>2 marks</td>
<td>Personal response type</td>
<td>2 marks</td>
</tr>
<tr>
<td>Grammar</td>
<td>2 marks</td>
<td>vocabulary</td>
<td>2 marks</td>
</tr>
</tbody>
</table>

Total - 10 marks.

**Tutorial 3- based on guides**  
**tutorial 4 questions by me**

<table>
<thead>
<tr>
<th>2 Questions 2 marks on Poetic devices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Questions 2 marks on Dramatic devices</td>
<td></td>
</tr>
<tr>
<td>2 Questions 2 marks</td>
<td>Factual Questions</td>
</tr>
<tr>
<td>2 Questions 2 marks</td>
<td>Appreciation</td>
</tr>
<tr>
<td>2 Questions 2 marks</td>
<td>Personal Response type questions</td>
</tr>
</tbody>
</table>

Tutorial 5 and 6 will be based on other written communication eg. Tourist leaflet or news-writing etc.

Tutorial 7 and 8 will be on essay writing
Tutorial 9 and 10 will be on summarizing.

**Rubric to assess compositions**

Thought Content -3 marks

Presentation -3 marks.

Language - 2 marks.

Discourse - 1 mark.

Completeness - 1 mark.

Sample rubric to assess summary and note-making.

Covering all important points 2 marks

Language 2 marks

Appropriateness 1 marks

**Data Collection**

The record of the marks and the answers in the guides will help me to realize How many students use guides and who are they?

Through interviews I will try to find out why do the students refer to the guides? Are the students confident enough to use the language in the real life situations?

I will compare the performances and the marks scored in the tutorials with guide questions and without guide questions.

**My Timeline** September 2007 to June 2008

Ethics
I will seek my Principal’s permission. I will take my colleagues in confidence. The students will get to know the findings in the end if I find that can make valuable suggestions to the students to have command over the language. I will seek permission from the Maharashtra Board of Higher Secondary Examination.

**Action Plan**

If the research proves that some changes are required in the examination pattern or teaching techniques I will share it with my colleagues as well as Board of Studies. I will incorporate new need based strategies in my teaching. I will send my research to the experts to get their opinion.

**Reference**

Author(s): Simon, Jennifer L., Ph. D., in her studies pertaining to the Effects of a study guide and written rehearsal on undergraduate performance suggests that a study guide (with and without programmed written rehearsal) produces improved test performance. (2006)
<table>
<thead>
<tr>
<th>Tasks</th>
<th>Who’s responsible</th>
<th>By when</th>
<th>Resources needed</th>
<th>Success signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>To convince the Principal the importance</td>
<td></td>
<td></td>
<td>The portfolio</td>
<td>He agrees to give one classroom</td>
</tr>
<tr>
<td>To give a presentation on the best teaching practices in the US</td>
<td>Smita</td>
<td>20-Sep</td>
<td>Power point</td>
<td>Some teachers show their willingness.</td>
</tr>
<tr>
<td>To make a team of the teachers who want to have technology based teaching</td>
<td>Vice Principal</td>
<td>Mid October</td>
<td>Motivation from the teacher voluntarily</td>
<td></td>
</tr>
<tr>
<td>Assign duties to the teachers</td>
<td>Vice Principal</td>
<td>20-Oct</td>
<td>Information chart</td>
<td>The teachers take the responsibilities without hesitation</td>
</tr>
<tr>
<td>Contact a training institute to know the availability of dates for training</td>
<td>Teacher A</td>
<td>Oct.25</td>
<td>website</td>
<td>The teacher does the work assigned.</td>
</tr>
<tr>
<td>Teacher’s training schedule</td>
<td>Teacher B</td>
<td>Oct.30</td>
<td>Information from teacher A</td>
<td>The teacher makes the chart acceptable to all.</td>
</tr>
<tr>
<td>Training as per schedule</td>
<td>Teacher C</td>
<td>30-Nov</td>
<td>Schedule provided by teacher B</td>
<td>The training program goes on smoothly.</td>
</tr>
<tr>
<td>Make a chart to make the class available as per the requirement.</td>
<td>Vice Principal</td>
<td>15Dec.</td>
<td>the teachers</td>
<td>The teachers do it well</td>
</tr>
<tr>
<td>Make a chart to make the class available as per the requirement.</td>
<td>Smita</td>
<td></td>
<td>produce the list of gadgets required with date and time.</td>
<td>The teachers do it well</td>
</tr>
<tr>
<td>Get a feedback from students</td>
<td>Vice Principal</td>
<td>30-Jan</td>
<td>Feedback questionnaire</td>
<td>The students appreciate the practice</td>
</tr>
<tr>
<td>Produce results before the Principal to get</td>
<td>Vice Principal</td>
<td>15-Feb-08</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
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<td></td>
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<tr>
<td>two more classrooms</td>
<td>Smita</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Principal agrees the resisters joins the team.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jr. college gets 3 technology based class rooms-follow up</th>
<th>Smita</th>
<th>20-Jun</th>
<th>The classrooms are well equipped in the beginning of academic year.</th>
</tr>
</thead>
</table>

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<thead>
<tr>
<th>The number of technology based classrooms goes up</th>
<th>Teachers and Vice Principal</th>
<th>Apr-09</th>
<th>The teacher rely on technology for effective teaching.</th>
</tr>
</thead>
</table>