

**AS PER NEW CBSE CURRICULUM**

**ANECDOTAL RECORD**

Kindergarten

NAME OF SCHOOL : .....

NAME OF TEACHER : .....

## ANECDOTAL RECORD

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THE ULTIMATE SOURCE FOR LEARNING TECHNOLOGY

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# INTRODUCTION

The evaluation and assessment of student's personality is a challenging task. Anyone who takes up this responsibility should be vigilant, careful and keen in recording the behaviour of students in their natural situations. Both tools and techniques of evaluation have to be selected with utmost care. The information we gather should be valid, reliable and usable. Interpretation of the observed behaviour should also be done very carefully. Teachers should critically look into each and every behaviour observed and should be patient enough to relate it with the real nature of students. Anecdotal records, if made professionally, can help a teacher to diagnose learner problems and guide the learners to improve their learning power. Hence the tool 'Anecdotal Record' may be considered very essential in our schools. We earnestly request the teachers to use it effectively and become a master of evaluation.

## WHAT ARE ANECDOTAL RECORDS?

They are recordings of the observed behaviour of children based on some significant item of conduct or a word picture of the student in action or a habit repeated many times in performing a learning task. It can also be a word snapshot at the moment of incident or narration of events in which the student takes such a part as to reveal something very special about his personality. An 'Anecdotal Record' is a continuous cumulative description of real examples of learner behaviour observed by their teachers. This observed behaviour is mainly used for the diagnosis of learning problems which in turn helps the teacher help the learner in the pursuit of learning the development of his personality.

## ADVANTAGES OF ANECDOTAL RECORDS

- \* Provides observational narrative records of significant incidents in a child's life.
- \* Provides a wealth of information across different developmental areas
- \* Facilitates taking of notes on the child's social, emotional developments choices, interests and relationships etc.
- \* Identifies strengths and weakness and assess progress over time.
- \* A summary of these records is valuable forwarding a pupil's records when he is transferred from one school to another
- \* They motivate teachers to use the records.
- \* .They provide data for learners to use in self appraisal.

## **GUIDELINES FOR THE PREPARATION OF ANECDOTAL RECORDS**

There is no limit on the number of anecdotes to be recorded. It depends up on the time in hand of the teachers or counsellors. Following points should be considered in connection with these records.

- \* The objective description of behaviour should not be mixed up with the subjective comments
- \* Any significant behaviour be it in the class room, in the school or outside the school should be recorded.
- \* Students behaviour whether it is favourable or un favourable or neither of the two should be recorded.
- \* The facts presented in all the anecdotes must be sorted and arranged so that they may be studied in relation to one another.
- \* The records should be kept confidential. It should not fall into irresponsible hands.
- \* A single Anecdote does not provide conclusive information.
- \* Only problematic situations may be noted. It would be better to describe incidents rather than making statements of judgement.
- \* Select amongst the many interesting classroom events and not including all.
- \* Avoid general comments.
- \* Prepare and collect anecdotes over a period of time about sustained interests and critical things that are happening in their life. Helps to understand the childs behaviour/ responses to different class room situations.
- \* Recorde as soon as possible after the event so that rich, accurate and significant details can be included for later interpretation.
- \* Anecdotes of each student should be torn from this book and kept in the student portfolio file
- \* Students can be observed at any time and at any where during school hours. Class room, play ground, library, lab, dining hall, corridors , assembly , bus stop etc are examples of places of observation

## SAMPLE ANECDOTAL RECORD

### EXAMPLE 1

**Name :Anitha**

**Class VII**

**Date: August 7**

**Time: 11.00am**

**Place: Classroom**

**Observer : English teacher**

**Objective description:** I have observed Anitha reading the lesson when students were asked to read. But she goes wrong in writing correct answers. She writes three or four lines from the text book in which the points for the answers are found.

**Comments:** Anitha can read well but she is not able to locate the main points asked in the question. She is also not strong enough to pick out the supporting details of the answer. I helped the student to read the text and identify the main point and supporting points for the answer. Five questions were discussed. The learner began to read and find out answers on her own.

### EXAMPLE 2

**Name :Mohit**

**Class VIII**

**Date: April 21**

**Time: 10.00am**

**Place: Lab**

**Observer : Science teacher**

**Objective description:** Mohith has been found good at doing experiments with lens and mirrors but he doesn't perform well with glass slab experiments. On asking a few question to him I found that he listens to the class and does not read at home. His reading power is less. He cannot progress on his own. He has't got learner autonomy. He depends on classroom learning only. He doesn't really differentiate between reflection and refraction.

**Comments:** The learner was asked to read the portion on his own and explain refraction. He struggled and read the section in the text book and explained. His attempt developed self confidence in him to a certain extent. He is found improving. Mohith has to be wakened to self learning as a powerful means to learn.

### EXAMPLE 3

**Name :Ghosh**

**Class :IX**

**Date: June 15**

**Time: 10.30am**

**Place: Classroom**

**Observer : Social Science teacher,**

**Objective description :** Ghosh has always got the power to win debates. He is always ready with the points that has come for discussion. Besides three or more points are added with current relevance.

### **Comments**

He has a good autonomy in learning. He tries hard to meet the challenges of time. He is self dependant. He does'nt lose her presence of mind. He is quiet and balanced. Leadership quality is high in him.

He is encouraged in his studies, activities and performances on stage. He is helped to fix his ambition in life.

#### **EXAMPLE 4**

**Name : Meera**

**Class : X**

**Date: August 7**

**Time: 11.00am**

**Place: Classroom**

**Observer : Maths teacher**

**Objective description:** Meera's Maths note book is neat but she gets C grade in Maths. She asks doubts rarely. Home work is written and shown regularly but not courageous to do a problem on the board. The student has got a habit of copying neatly from the black board and from the book of friends. She is shy to ask doubts in the class. She does not know that she can do Maths on her own. She believes that she is not so clever as her friends.

**Comments** I helped her do a few problems on the board for some days. She became courageous. Now she is more confident in learning Maths. The teacher has to build up the self confidence in learning Maths among a good number of students in every class.

#### **EXAMPLE 5**

**Name : Mahesh**

**Class VII**

**Date: August 7**

**Time: 11.00am**

**Place: School Compound**

**Observer : Phy education teacher,**

**Objective description:** Mahesh has been found bringing lost things of students to the office. The items include. Currency note, (found in the school ground) Instrument boxes, umbrella, books and pen, more than five or six times during the year.

**Comments:** Mahesh should be made a member of school clubs. He should be given chances for delivering speech on honesty, truthfulness, love and respect for others etc. during school assembly or inauguration of clubs. Leadership qualities should be developed in him whenever possible. He is honest. Mahesh was advised to give a speech on human values for the next school assembly, and to write an article to be published in the School Magazine.

#### **EXAMPLE 6**

**Place: School Youthfest Arts competition Time: 12.00pm**

**Date: October 15**

**Time: 1.40Pm**

**Observer : Judge**

**Objective description :** Kiran has good aesthetic sense of art which he demonstrated in his painting work 'Nature'. Here art work depicts both creativity as well as critical thinking to communicate her thoughts, feelings, emotions. She is imaginative and relates her composition with need for protecting nature.

**Comments:** He has artistic skills with immense creativity and literary skills. He tries to derive meaning of abstract thoughts.

### **EXAMPLE 7**

Name of observer : Science Graduate Teacher

Date: 7th July 2012

Place : Class X.  
period

Time : Science

**Objective description :** Roshan is dull in the class. He is gloomy. He is not good at studies, Less

Courageous in answering questions. The boy has some problem in his studies. His achievement in other behavior observed subjects is also low.

**Comments of the observer :** I should get more details from other teachers/ his parents. Talked to Roshan's parents. Collected details: sleeps upto 7.00 a.m. Talked to Roshan without blaming him. A positive encouragement was given to him. After the next class Test Roshan came to me and said, "the test was easy". There was some notable change in his learning.

<p><b><u>MORE SITUATIONS / AREAS</u></b></p> <ol style="list-style-type: none"><li>1. Habit of reading</li><li>2. Habit of talking</li><li>3. Habit of learning</li><li>4. Habit of arguing</li><li>5. Quarrelling with others</li><li>6. Depends others</li><li>7. Shrewd but does not help</li><li>8. Readiness to work - workaholic</li><li>9. Helping &amp; sympathetic</li></ol>	<ol style="list-style-type: none"><li>10. Respecting &amp; friendly</li><li>11. Truthful &amp; honest</li><li>12. Keeping self control</li><li>13. Putting blame on others</li><li>14. Escaping from responsibilities</li><li>15. Keep delaying one's studies</li><li>16. Shy and less courageous.</li><li>17. Helping others</li><li>18. Scientific Skills</li></ol>
<p><b><u>PLACES OF OBSERVATION</u></b></p> <ol style="list-style-type: none"><li>1. Class room</li><li>2. Play Ground</li><li>3. Library</li><li>4. Dining Hall</li><li>5. Corridors</li><li>6. Bus stop / School bus</li></ol>	<ol style="list-style-type: none"><li>7. Auditorium</li><li>8. Assembly</li><li>9. Science Exhibition</li><li>10. Arts Festival</li><li>11. Sports Day</li><li>12. Special Days</li></ol>

NAME OF STUDENT : ..... ROLL NO. .... CLASS .....

S.NO	DATE & PLACE	OBSERVATION	COMMENTS OF OBSERVOR WITH NAME AND SIGNATURE
	25/06/2016 7th Period Moral Class VI C	<p style="text-align: center;">Example 1</p> <p>When I walked in to the class, students greeted me. All of them were in joyful mood and did not want to study. I agreed and I divided them in to groups to play the games. Suddenly I noticed that Kabir was studying a science journal and was totally engrossed in his reading. I became curious and asked ' why don't you play games with friend. Kabir replied, I don't enjoy playing games. I enjoy reading science books</p>	<p>Kabir is an intelligent boy he has got a good scientific temper but lacks social skills. He does not like to interact with others. He prefers to study science in depth and thinks a lot.</p> <p style="text-align: right;">Krish, Class VI C , Social Science Teacher</p>
	15/07/2016 Morning Assembly Class IV A	<p style="text-align: center;">Example 2</p> <p>Sonu class 4<sup>th</sup> feel shy to speak in assembly. Principal called her continuously in the assembly to speak on 'my family'. The principal counselled her, but the result was negative. One day Sonu speak well in the assembly. When the matter was observed we came to know that Sonu's class mate Swathi counselled her to speak, but also write few lines about 'my family' for Sonu.</p>	<p>Swathi is an intelligent girl. She helped her class mate to speak in the assembly. It shows her strong social skill as well as language skills.</p> <p style="text-align: right;">Vandana, Class Teacher, Class IV A</p>
	25/09/2016 Morning Assembly Class VIIB	<p style="text-align: center;">Example 3</p> <p>Susan is a shy girl. She composes music and plays violin very well but she is hesitant to perform in front of a larger audience. Today she gave a solo musical performance on the occasion of Janmasthanmi celebration during special assembly. She sang and played her own composition on violin with confidence.</p>	<p>Susan shows keen interest in performing arts. She is inclined towards vocal and instrumental both as she loves playing violin. She is creative in composing music for any given composition.</p> <p style="text-align: right;">Varma, Music teacher</p>

TEAR HERE

NAME OF STUDENT : ..... ROLL NO.....CLASS.....

DATE & PLACE	OBSERVATION	COMMENTS OF OBSERVOR WITH NAME AND SIGNATURE

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