



**ST. THOMAS COLLEGE  
OF TEACHER EDUCATION, PALA  
ESTD. 1957**

**2.4.1 INSTITUTION PROVIDES OPPORTUNITIES FOR  
DEVELOPING COMPETENCIES AND SKILLS IN  
DIFFERENT FUNCTIONAL AREA THROUGH SPECIALLY  
DESIGNED ACTIVITIES/EXPERIENCES**

**A) 2.4.1 DOCUMENTARY EVIDENCE IN SUPPORT OF THE  
SELECTED RESPONSE**

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## ST. THOMAS COLLEGE OF TEACHER EDUCATION

PALA - 686 575, KOTTAYAM (DT.) KERALA STATE

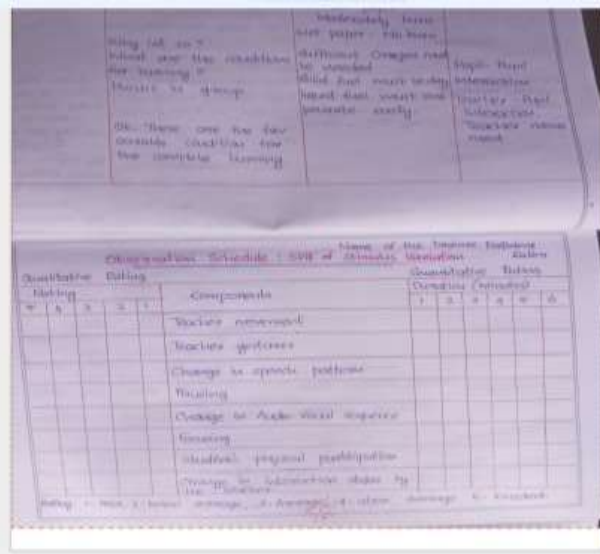
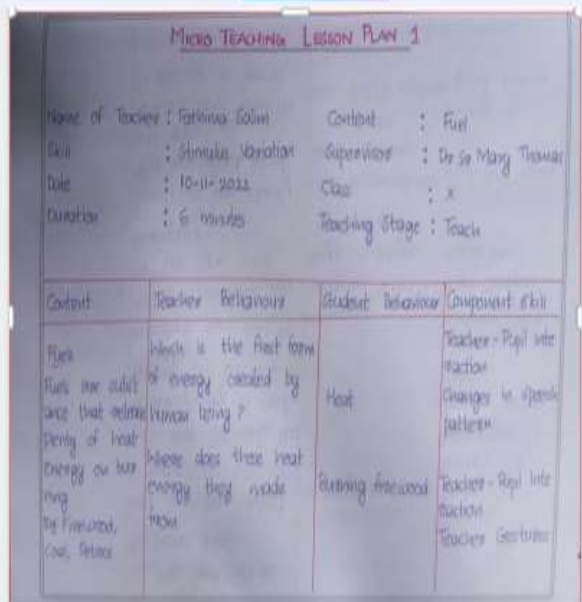
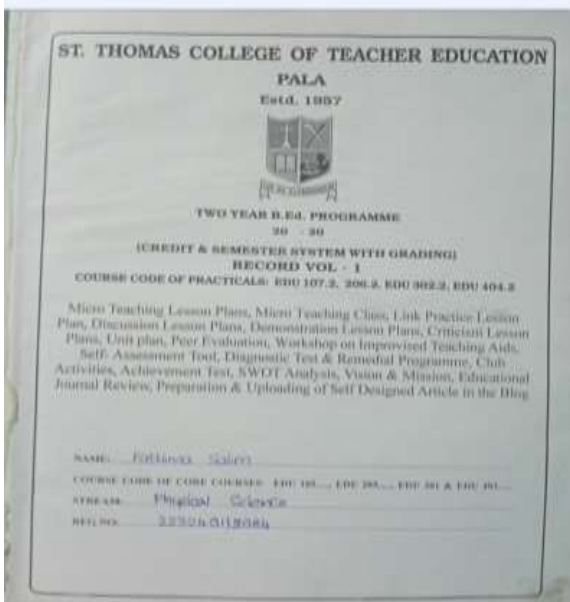
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### 2.4.1. DOCUMENTARY EVIDENCE

#### 1. Organizing Learning (lesson plan)

- Microteaching lesson plan



**MICRO TEACHING LESSON PLAN - 2**

Name of the teacher: Salina Saini Subject: Properties of Matter  
 Skill: Asking Questions Supervisor: Dr. M. Manoj Thomas  
 Date: 14-11-2022 Class: 7 Ver:  
 Duration: 5 minutes Teaching stage: Topic

Content	Teacher Behaviour	Student Behaviour	Component Skill
Solid - Ice salt Liquid - Water Gas - CO <sub>2</sub> Oxygen	Good morning Are you fine? Teacher pointing towards the bus children who were sitting close to each other. Bodies asked others students how these students were arranged?	Good morning teacher Fine teachers Very close to each other.	Comparing Skill
	Yes, but some of you are not sitting like this. Similarly the arrangement of particles in matter is also different which are the different states of matter? There are 3 different states of matter. Can you tell which of these are the other two states? Yes, good. Teacher checking if the rest of the class has understood.	No response Solid - Ice Liquid - Water Gas - Oxygen	Observation Reasoning

And relatively to apart  
 far away  
 near and near

How these particles are arranged -  
 In which state the particles are very close and in which state the particles are more distant?  
 Ok, Excellent  
 What happens when ice is heated?  
 Nice. Is the change in physical state in the compression.  
 Like this matter can also change from one state to another. How does it occur?

No response  
 Solids - Close to each other.  
 Gas - particles are very apart.  
 Liquid - Moderately distant.  
 It because water  
 Solid -> liquid  
 No response  
 Increasing critical awareness  
 Reasoning  
 Getting fresh or information  
 Increasing critical awareness

The difference in temperature cause the change of state  
 Is there is any influence of temperature?  
 How can you make it very close?  
 Temperature increase the freedom of movement of particles also increases. Therefore the attraction among particles decreases and solid changes to liquid and then to gas.  
 Very good. Do you all like ice cream?  
 Have you ever noticed the freezing of ice cream? What may be the reason behind that? Explain the change in movement of particles if this compression?

Yes  
 Temperature increase  
 The freedom of movement of particles also increases. Therefore the attraction among particles decreases and solid changes to liquid and then to gas.  
 Yes  
 Liquid changes to  
 Reasoning  
 Increasing critical awareness

**Observation Schedule - end of Teaching**

Name of the teacher: Salina Saini

Skills	Component					Observation Rating				
	1	2	3	4	5	1	2	3	4	5
Reasoning										
Getting further information										
Refocusing										
Redirection										
Increasing critical awareness										

Rating: 1 - Poor, 2 - below average, 3 - average, 4 - above average, 5 - excellent

**MICRO TEACHING LESSON PLAN - 3**

Name of the teacher: Salina Saini Subject: Friction  
 Skill: Self Instruction Supervisor: Dr. M. Manoj Thomas  
 Date: 14-11-2022 Class: 7 Ver:  
 Duration: 5 minutes Teaching stage: Topic

Content	Teacher Behaviour	Student Behaviour	Component Skill
Friction - When a body moves or tried to move on the surface of another body, a force is experienced parallel to the surface which opposes the motion.	Good morning students. Teacher showing a coin in coin. Asked students what is this? To you all like carrom game? Ok. Let me show the coin with an inverted carrom game.	Good morning teacher Carrom coin Attention giving - use white to draw interest Motivation given later - to answer correctly	Comparing Skill

Did you playing carrom game with the teacher?  
 Yes. Answer about playing such games can help us realize that the carrom coin does not moving smoothly. Hence realize the game with less friction. The teacher take a powder in and put some powder on the carrom board.  
 Answer wonder, because when less friction put the powder the carrom coin work smoothly.  
 What is the reason?  
 You can also use the force to win the game. Do you want to know?  
 Ok. Let me tell the answer at the end of the lesson. Before that you listen carefully to this activity.  
 Activity 1  
 Bodies ask one of the student come forward and give a rubber ball on the table.  
 Teacher ask the student what happens to the motion of ball at end what is the reason?  
 It due to an opposing force. Friction.

Positive feedback to the experience  
 Cognitive Link  
 Guide to student interest and experience  
 Attention Seeking  
 Use question and the content  
 Structure Review  
 Using step in completion task  
 Making activity motivation activity  
 Involvement in their own

Teacher ask a student to come forward with a book and placed the book in the table  
 Then tilt the table a little  
 Does the book move? No  
 Then tilt the table a little more  
 Now, what happened? What do you observe?  
 ok, why didn't the book move on tilting the table a little?  
 Good, what is the direction of force, is it parallel to the surface of table?

Students observe the book in their back.  
 Structure Revision - Starting activity back as project  
 Structure Revision - Using a series of question  
 Motivation strategy - Watch thought process

Good, we can conclude from the activity that when a body moves or tends to move on the surface of an other body, a force is exerted parallel to the surface which opposes the relative motion between them. This is called Friction.  
 Do you remember the experience of Annu?  
 ok, what is the reason when powder added over wheels smoothly.  
 Activity II  
 Teacher ask the students to see how book and stone is on the table.

Yes, teacher  
 It's because of Friction.  
 Application - explaining the existing situation

Teacher ask students to do the same experiment on friction.  
 How do you use other to move?  
 Skating  
 Walking on wet floor  
 Applying brakes to stop vehicle on a road etc.  
 Good, well done students  
 Thankyou

Combine like - relate to past experience - relate to new experience.  
 Thankyou teacher

Name of teacher: Trishu Tathu  
 Date: 20/11/2022

Observation Schedule: Skill of Self Induction

Qualitative Rating	Rating					Components	Duration (minutes)							
	5	4	3	2	1		1	2	3	4	5	6		
✓						Attention grabbing 1. Use of video to focus interest 2. Use of audio-visual aids 3. Use of gestures and eye contact 4. Introducing something novel								
✓						Motivation stimulation 1. To arouse curiosity 2. Use story telling technique 3. Involve students in their tasks 4. Ask provocative questions								
✓						Cognitive task 1. Relate to past experience 2. Relate to new experience 3. Relate to existing concept 4. Relate to student's interest & experience								
✓						Structure Revision 1. Starting the lesson of book 2. Giving a series of questions 3. Giving ways to remember skill 4. Giving activity back as project								

**MICROTEACHING - LESSON PLAN - 2**

Name of teacher: Trishu Tathu  
 Date: 20/11/2022  
 Duration: 10 minutes

Content: Friction  
 Objective: Understand the concept of friction  
 Learning Objectives: 1. To understand the concept of friction. 2. To understand the direction of friction force.

Resources: Book, Table, Ball, Stone, Powder

Procedure:  
 1. Teacher ask students to come forward with a book and placed the book in the table.  
 2. Then tilt the table a little.  
 3. Does the book move?  
 4. Then tilt the table a little more.  
 5. Now, what happened? What do you observe?  
 6. ok, why didn't the book move on tilting the table a little?  
 7. Good, what is the direction of force, is it parallel to the surface of table?  
 8. Good, we can conclude from the activity that when a body moves or tends to move on the surface of an other body, a force is exerted parallel to the surface which opposes the relative motion between them. This is called Friction.  
 9. Do you remember the experience of Annu?  
 10. ok, what is the reason when powder added over wheels smoothly.  
 11. Activity II  
 12. Teacher ask the students to see how book and stone is on the table.

Assessment: Observation, Questioning, Self-reflection

The amount of the force of friction depends on the nature of the surfaces in contact and the weight of the object.

Activity I  
 Teacher ask one of the student come forward and place a rubber ball on the table.  
 Teacher ask the student  
 What happens to the motion of the ball as you tilt the table?  
 What is the reason behind this?  
 Activity II  
 Teacher ask a student to come forward with a book and placed the book in the table.  
 Then tilt the table a little.  
 Does the book move? No  
 Then tilt the table a little more.  
 Now, what happened?  
 What do you observe?  
 ok, why didn't the book move on tilting the table a little?  
 Good, what is the direction of force, is it parallel to the surface of table?  
 Good, we can conclude from this activity that when a body moves or tends to move on the surface of another body, a

Structure Revision - Starting activity back as project  
 Motivation stimulation - Involve students in their tasks  
 Observation - Using series of questions  
 Motivation - Using thought provoking questions

How is engagement fostered in the classroom? What are the strategies used to foster this? How is this related to the experience of learning? On what is the success when planning individualized instruction? Activity II: Students will describe to what extent they feel their voices are heard and their opinions are valued in the classroom.

Factors that influence students' voices	Factors that influence teachers' voices	Factors that influence students' voices	Factors that influence teachers' voices
Teacher's self-efficacy	Teacher's self-efficacy	Teacher's self-efficacy	Teacher's self-efficacy
Teacher's beliefs about students	Teacher's beliefs about students	Teacher's beliefs about students	Teacher's beliefs about students
Teacher's beliefs about teaching	Teacher's beliefs about teaching	Teacher's beliefs about teaching	Teacher's beliefs about teaching
Teacher's beliefs about learning	Teacher's beliefs about learning	Teacher's beliefs about learning	Teacher's beliefs about learning
Teacher's beliefs about assessment	Teacher's beliefs about assessment	Teacher's beliefs about assessment	Teacher's beliefs about assessment

### REFLECTIVE JOURNALING: THE BENEVOLENT MONITOR

Reflective journaling is a form of writing in which the teacher records and reflects on their thoughts, feelings, and experiences in the classroom. It is a process of self-discovery and learning from experience. It can be used to improve teaching practice and to address classroom challenges.

**Characteristics of Reflective Journaling:**

- It is a personal and subjective process.
- It is a continuous process that occurs over time.
- It is a process of self-discovery and learning from experience.
- It is a process of self-reflection and evaluation.
- It is a process of self-improvement and growth.

**Benefits of Reflective Journaling:**

- It helps teachers to identify their strengths and weaknesses.
- It helps teachers to develop a more positive attitude towards their work.
- It helps teachers to improve their teaching practice.
- It helps teachers to address classroom challenges.
- It helps teachers to become more reflective practitioners.

### Challenges

One of the main challenges in reflective journaling is the time it takes to write. It can be difficult to find time to write in a busy classroom. Another challenge is the lack of a clear structure or format for writing. This can make it difficult to know what to write and how to organize it. Finally, there may be a lack of support or encouragement from colleagues or supervisors, which can make it difficult to stay motivated.

### Reflections

Reflective journaling is a powerful tool for teachers to improve their practice. It allows them to take a step back and look at their work from a new perspective. This can help them to identify areas for improvement and to develop more effective strategies. Reflective journaling can also be a source of emotional support and a way to connect with colleagues and supervisors.


### Analysis

The main challenge in reflective journaling is the time it takes to write. This is a significant barrier for many teachers, especially those who are already busy with their classroom responsibilities. To overcome this challenge, teachers could try to find a regular time to write, such as during their planning period or after school. They could also try to write more quickly and concisely, focusing on the most important aspects of their experience.

### Action Plan

I will set aside 15 minutes each day to write in my reflective journal. I will focus on identifying my strengths and weaknesses, and on developing more effective strategies for my classroom. I will also try to connect with colleagues and supervisors to get their feedback and support.

### EDU 1072 Practical MICROTEACHING LESSON PLAN



That step toward the teaching life begins the journey...

Skill of student retention

Skill of planning activities

Skill of self-reflection

Which is more difficult skills while teaching  
 • Challenges to discipline and manage the class  
 • Always how effectively to maintain my intention

## Reflective Journal

The microteaching session since conducted in the month of October under the supervision of our class teacher, Mr. Prakash. The teacher advised started this topic from the beginning of class and went to the class activities. Certain students who showed some genuine interest in their class. The student showed more interest as the class went on. The teacher advised to the student to the microteaching cycle.

Microteaching was a completely different experience for me. I understood the preparation but as teacher had to make logic taking in class. The writing of lesson plan was also interesting for me. Our instructor made the suitable correction to the lesson plan that I wrote. I chose different types of activities for my micro-teaching class. The skill of student retention was the skill that I got. In order to take an effective class, I prepared all the components of the skill of student retention. My order was to do it. But my teacher session had many problems. I was unable to maintain the expected time of the microteaching class, it was 7 minutes.

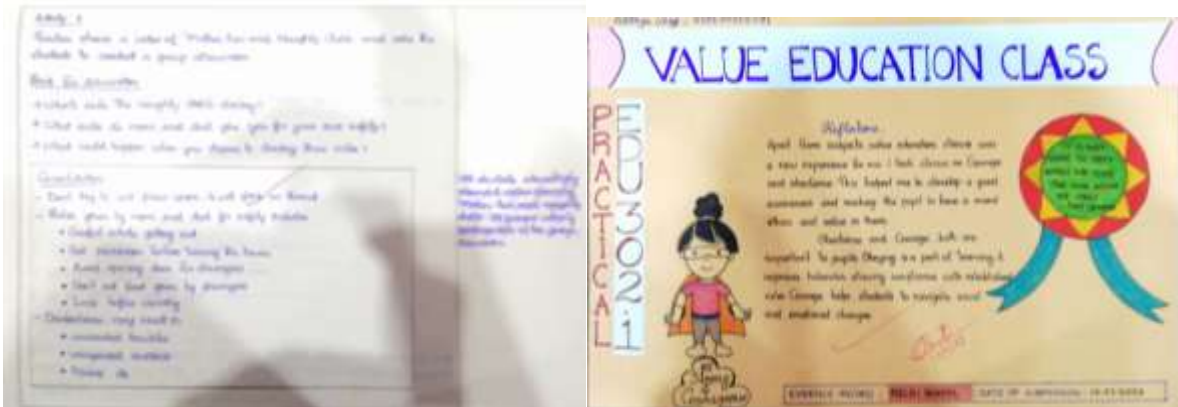
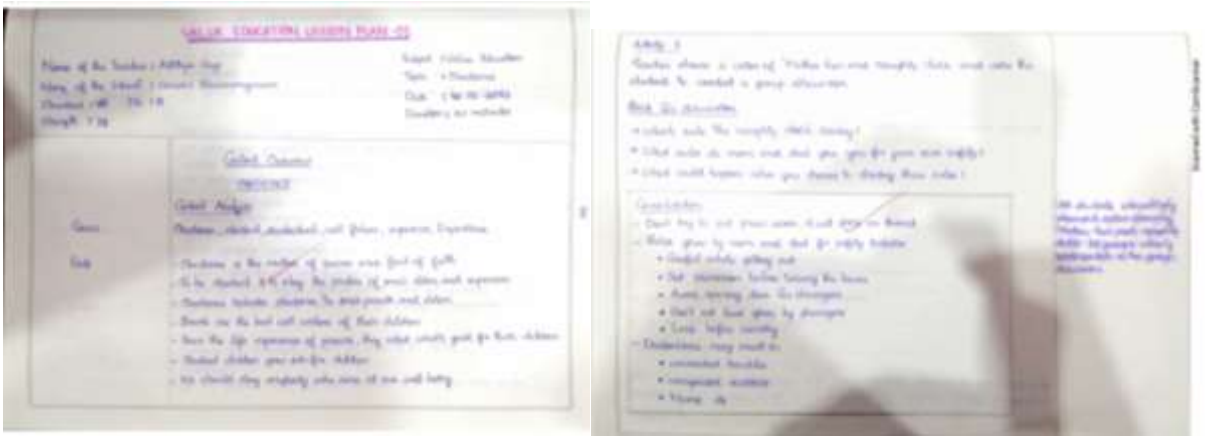
My class only extended to 5:00pm. I was also afraid to take the teach session. The performance of other teacher-trainees helped me to come up with my fear to take the class. The major feedback that I got after my teach session was concerned with my low voice, slow speed, use of gestures and state of confidence.

The retouch session helped me to patch up the corrections that I got after the teach session. The time of my class changed to 6:00pm. My order was to do it. My confidence level and use of gestures were also modified. The use of voice was not that good as expected, but I made a decision to improve it on the next class.

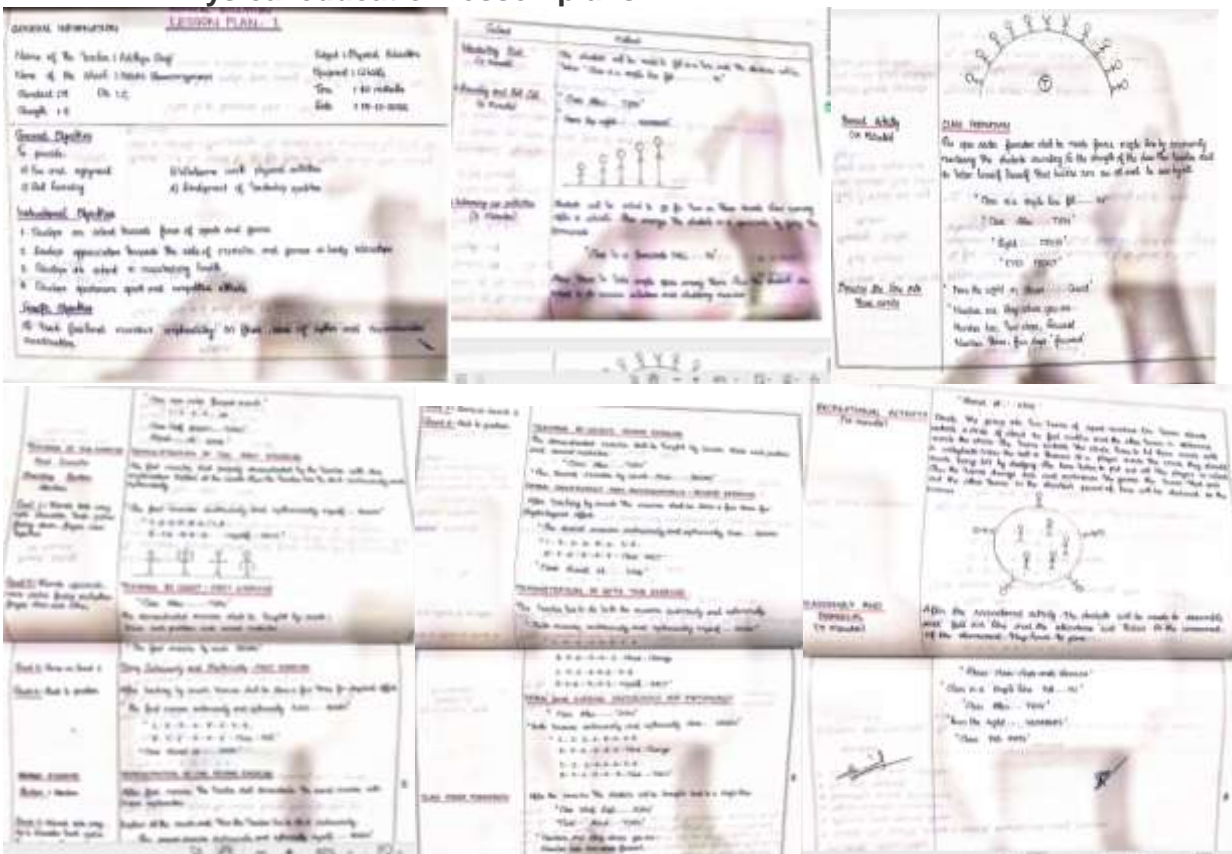
The teach and retouch session of the microteaching cycle helped me to take my class with proper preparation. I must increase my voice to be audible to the class. I must also decrease the speed in taking the class. The student should feel free and confident in my class. In order to achieve the goal, I must make adequate preparations and strategies before taking a class. I should also encourage an interactive session in the class (interaction between the teacher and the student - an interactive class).

Prakash

- Value education



• Physical education lesson plans





• Yoga lesson plan

**YOGA LESSON PLAN - 1**

**GENERAL INFORMATION**

Name of the Teacher: [Name] Subject: Physical Education  
 Name of the School: [Name] Date: [Date]  
 Class: [Grade] Chapter: [Chapter]  
 Date: [Date]

**GENERAL OBJECTIVES**

- 1) Increase posture
- 2) Increase the ability of strength
- 3) Enhance the functioning of the respiratory system, muscular, reproductive and excretory system
- 4) It is recommended for those who suffer from back ache, back and shoulder pain, obesity and asthma
- 5) Exercise for mind enjoyment

DATE	REMARKS

**ADDITIONAL INFORMATION (SUGGESTIONS)**

The students will be made to get into line and the students will be taken

- Class in a single line [line] - [line]
- Class [line] - [line]
- Face the right [line]

**WARMING UP (10 minutes)**

**Stretching Routine:**

- 1) Stretch to meet out breathing
- 2) Neck stretch breathing
- 3) Arm stretch breathing

Students will be asked to go for 2-3 minutes slow running after a while they change the students the atmosphere by giving the command

Class in a [line] [line]

Also, they will take simple poses among them then the students will be asked to do various exercises

- 1) First pose, back bending [line]

**SPECIAL ACTIVITY**

**Class formation**

The open order [line] formation will be made from a single line [line] [line] by counting the students according to the strength of the class. The teacher will be taken himself himself that before class will be seen by all

- Class in a single line [line] - [line]
- Class [line] - [line]
- Right [line]
- Eye [line]

• Face the right to [line] [line]

• Monitor one thing when you are.

Monitor [line] [line] [line]

• Class [line] [line] [line] [line] [line]

• Class [line] [line] [line] [line] [line]

• Head [line] [line]

**REMARKS**

**CONCENTRATION OF THE STUDENTS**

The first student that he properly be demonstrated by the teacher with the explanation. Explain all the words used through

Objective  
LEARNING OBJECTIVE

**Goal 1:** Stand straight & keep arms & hands below feet. Hands should be hanging straight down body.

**Goal 2:** While standing, move both the arms upwards and downwards. Bring hands back and stand on toes. Feet should be on ground.

**Goal 3:** While standing, move the head, neck, hands and feet up & down.

**TEACHING BY LOOKS - FIRST PART**

\* Class: Attention - 'ATTN'

The demonstrated posture shall be taught by count with posture and correct position.

\* The first series by counts class - 'count'

\* 1-2-3-4-5-6-7-8-9

**DEMONSTRATION OF SECOND PART**

The second series shall properly be demonstrated by the teacher with the explanation. Explain all the counts and length.

\* The second series by count myself - 'count'

\* 1-2-3-4-5-6-7-8-9

**TEACHING BY LOOKS - SECOND PART**

\* Class: Attention - 'ATTN'

\* Teacher!

The demonstrated posture shall be taught by count with posture and correct position.

\* The second series by count class - 'count'

\* 1-2-3-4-5-6-7-8-9-10

\* Carry continuously 2 or 3 times.

1. Stand straight with arms at sides.

2. Stand straight with arms raised to the head.

3. Stand straight with arms raised and hands clasped above the head.

4. Stand straight with arms raised and hands clasped above the head.

5. Stand straight with arms raised and hands clasped above the head.

6. Stand straight with arms raised and hands clasped above the head.

7. Stand straight with arms raised and hands clasped above the head.

8. Stand straight with arms raised and hands clasped above the head.

9. Stand straight with arms raised and hands clasped above the head.

10. Stand straight with arms raised and hands clasped above the head.

**DEVELOPMENT OF STANDING POSTURE**

After the exercise, students will be brought to a simple line.

\* Class: Attention - 'ATTN'

\* Class: Stand - 'STND'

\* March on, say when you are.

March two, four steps.

March three, four steps.

\* Class: Attention - 'ATTN'

\* 1-2-3-4-5-6-7-8-9-10

\* Class: Stand - 'STND'

\* Stand at - 'STND'

**RECREATIONAL ACTIVITY (to results)**

**Posture and Stance**

We read the instructions and we get practice for the students. They should be encouraged that they be further to practice. (to results) make a list of the activities and we can get practice with them. They should be kept in a place with the students and should be kept in a place with the students and should be kept in a place with the students.

The teacher should monitor steps for the teacher to monitor the posture. The teacher should monitor the posture and progress in balance. Keep on the step again, approach their posture and progress in balance. Keep on the step back to the posture, keep moving with the next step again. If the posture is not correct, before moving with the next posture and hand posture, the jumping posture. If the posture is wrong, both do to push up.

**REHEARSAL AND DEMO**

LEARNING OBJECTIVE

DEVELOPMENT OF STANDING POSTURE

After the instructional activity, students will be made to remember the first and attention will be taken on the command of attention. They have to say 'Attention' and 'Stand'.

\* Class: Attention - 'ATTN'

\* Class: Stand - 'STND'

\* From the right - 'RIGHT'

\* Class: Attention - 'ATTN'

\* Class: Stand - 'STND'

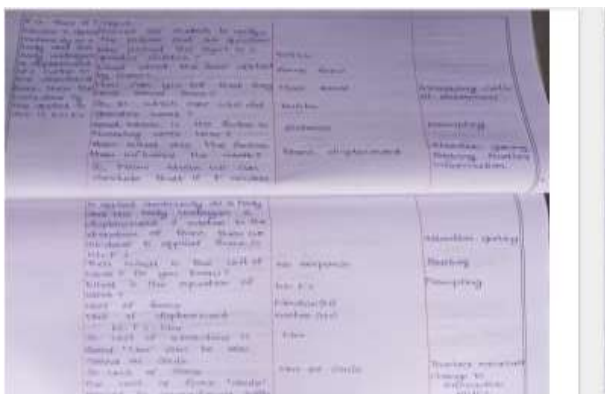
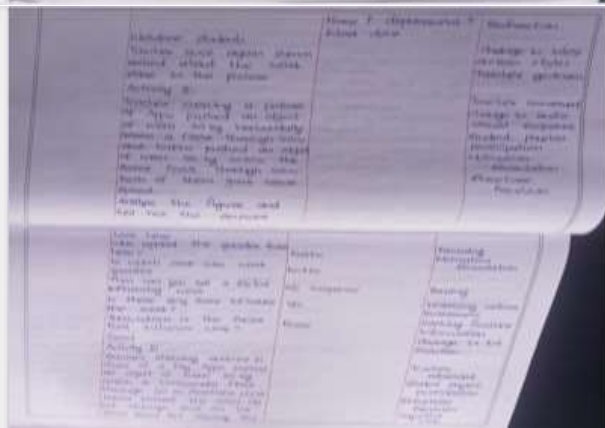
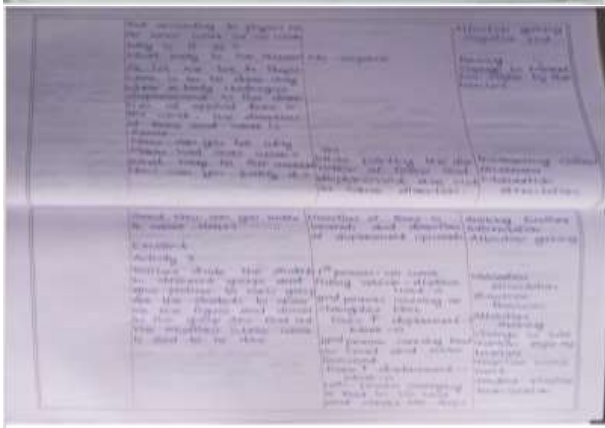
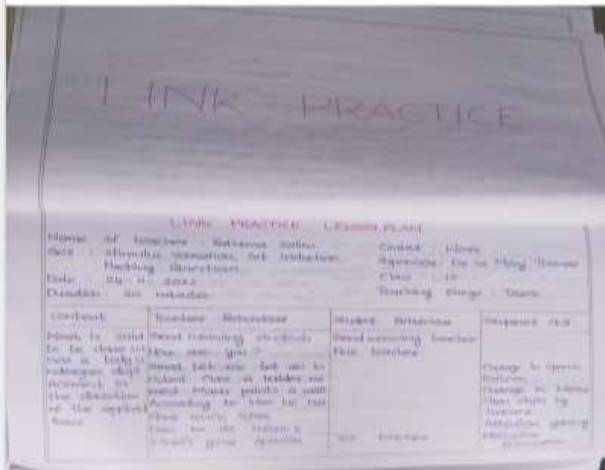
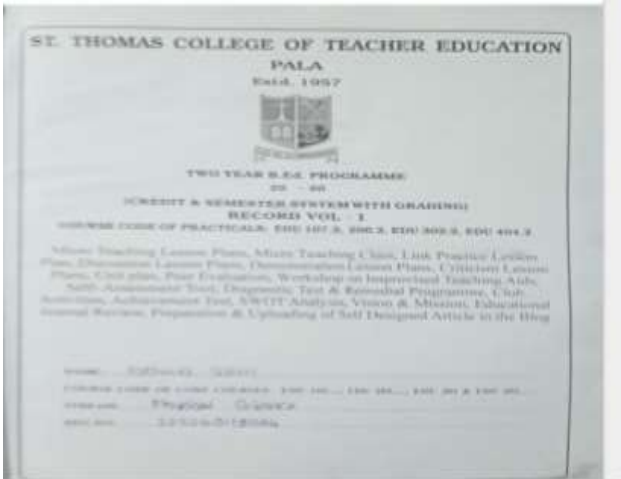
\* Class: Attention - 'ATTN'

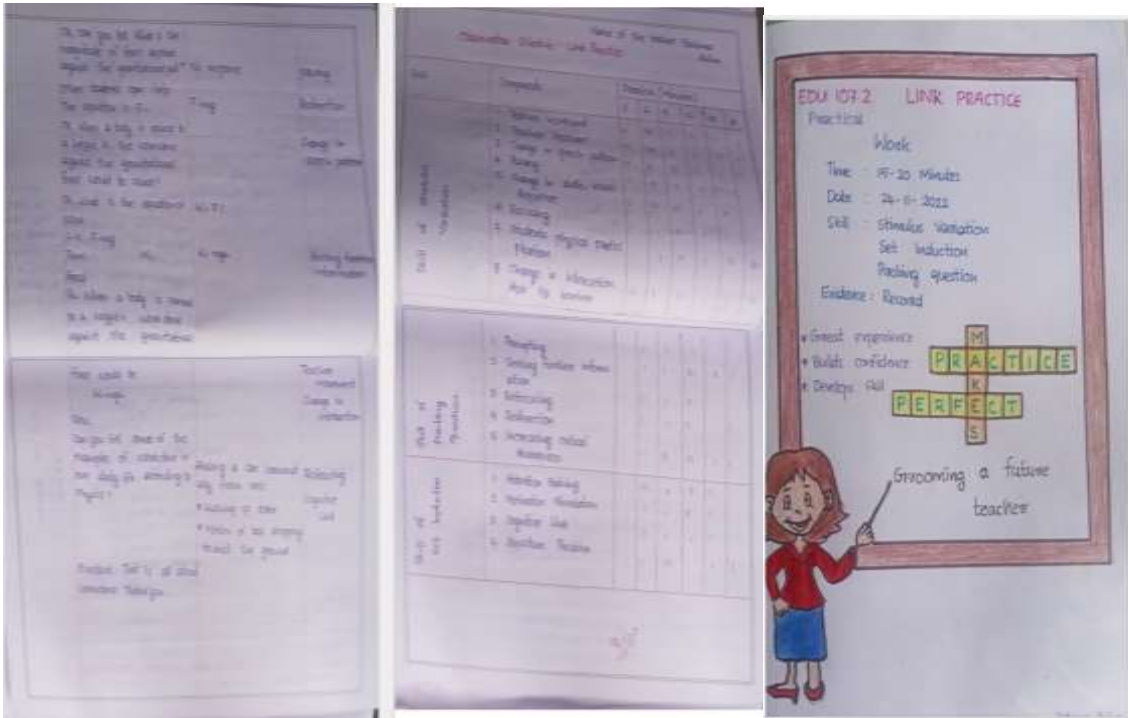
\* Class: Stand - 'STND'



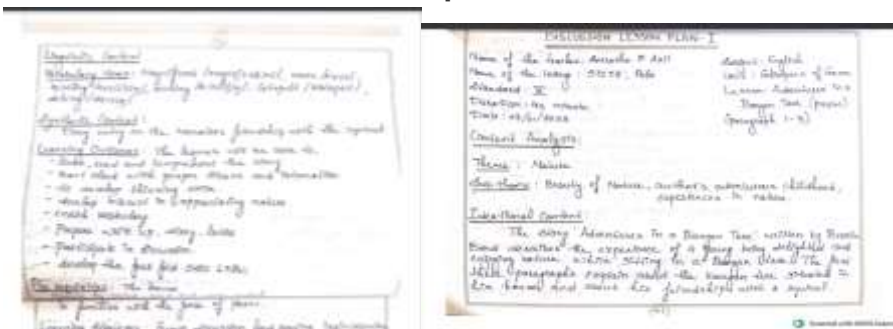
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- Link practice – lesson plan and class





## • Discussion lesson plans



<p><u>The Teacher: The Genre</u></p> <p>To facilitate with the genre of prose.</p> <p><u>Learning Objectives:</u> Group discussion, loud reading, brainstorming questions.</p> <p><u>Learning Aids:</u> Dictionary, Pictures (PPT), Flash point presentation</p> <p><u>Resources:</u> Teacher, textbook, textbook.</p> <table border="1"> <thead> <tr> <th>Process</th> <th>Response</th> </tr> </thead> <tbody> <tr> <td> <p><u>Entry Activity/Introduction</u></p> <p>The teacher builds up support with the pupils by showing them pictures of a woman seen with children and birds. Story is to (PPT). Teacher conducts a discussion on the genre, and introduce the story 'Adventure in a Banyan Tree' (18) by Ruskin Bond (18). The teacher gives an introduction about the author.</p> <p><u>Reading the prose</u></p> <p>- loud reading by the teacher</p> <p>The teacher reads the first three paragraphs of the story aloud and asks the questions like the above.</p> </td> <td> <p>1. Who is the author of the story? 2. Where was their house situated? 3. Who was the boy's best friend?</p> <p><u>Silent Reading</u></p> <p>The teacher gives a brief outline of the three paragraphs and asks the pupils to read silently. He also asks them to answer the following questions.</p> <p>1. house and grounds near of Grand father's house. But the magnificent old banyan tree was mine. Why did the boy say so? 2. What picture of the banyan tree do you get from this passage?</p> <p><u>Collaborative Reading/Brainstorming</u></p> <p>The teacher divides the pupils into groups and asks them to share their doubts regarding the meaning of the words and content. He asks them to find out the meaning of the</p> </td> </tr> <tr> <td> <p><u>Learning Objectives</u></p> <p>to identify the structure of the story and then the author's attitude by the pupil</p> <p><u>Significance:</u> extremely beautiful, elaborate or impressive</p> <p><u>Place:</u> a picture of gentle and happy atmosphere as a picture through which one has to find</p> <p><u>Narrating:</u> to be leaf-blown or to be related</p> <p><u>Reading:</u> like the curved shape of an arch</p> <p><u>Character:</u> a source or a source for drawing or learning large picture</p> <p><u>Delivery:</u> describing thoughtfully and carefully</p> <p><u>Goal/ending reading</u></p> <p>The teacher asks the following questions to the pupils.</p> <p>1. When did the boy like to spend most of his time? 2. How did the banyan become a friend of the boy? 3. What gave the boy another pleasure?</p> </td> <td> <p><u>Loud Reading by the pupils</u></p> <p>The teacher randomly selects a few pupils to read the paragraphs loudly. The teacher answers the teacher's questions by the students.</p> <p><u>Consolidation</u></p> <p>Today we saw the story 'Adventure in a Banyan Tree' by Ruskin Bond. When he was a young boy, he lived in a bungalow in a hill station. He was very fond of the banyan tree. He used to sit under the tree and read books. He spent a lot of time there.</p> <p><u>Writing activity</u></p> <p>The teacher asks the pupils to prepare a story ending based on the character's friendship with the banyan tree.</p> <p><u>Individual Writing</u></p> <p>The students are asked to prepare a</p> </td> </tr> <tr> <td> <p><u>Learning Objectives</u></p> <p>to identify the structure of the story and then the author's attitude by the pupil</p> <p><u>Significance:</u> extremely beautiful, elaborate or impressive</p> <p><u>Place:</u> a picture of gentle and happy atmosphere as a picture through which one has to find</p> <p><u>Narrating:</u> to be leaf-blown or to be related</p> <p><u>Reading:</u> like the curved shape of an arch</p> <p><u>Character:</u> a source or a source for drawing or learning large picture</p> <p><u>Delivery:</u> describing thoughtfully and carefully</p> <p><u>Goal/ending reading</u></p> <p>The teacher asks the following questions to the pupils.</p> <p>1. When did the boy like to spend most of his time? 2. 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• **Content analysis**

<p><b>IGN 2017 - PRACTICE</b></p> <p><b>Content Analysis - How did the World of Culture?</b></p> <p>(2017)</p> <p><b>Text:</b> The World of Culture is a collection of books and articles. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture.</p> <p><b>Text:</b> The World of Culture is a collection of books and articles. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture.</p>	<p>The World of Culture is a collection of books and articles. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture.</p> <p>The World of Culture is a collection of books and articles. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture. It is a collection of books and articles that are written by people who are interested in the world of culture.</p>
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→ Being a solid, viewing the path of rays of light can be seen clearly

→ When a light beam is shown is allowed to fall on a white translucent surface with red and yellow transparent, a blue color appears. First on the surface and gradually it changes to red, orange, green, yellow, and red

→ The spectrum of an eye with healthy vision is 38 cm

→ The length of an eye with healthy vision is infinity

→ The image of objects from the past eye the object point must be obtained on the retina to get a clear vision

→ While viewing of the objects - Many muscles needed to control eye in our eyes are contracted and the contraction of lens increases causes the focal length decreases

→ When the contraction of lens in our eyes decreases the focal length increases

→ Change in the power of lens of the eye and the size of the eye lens over the reaction for the hyperopia (longer distance to see)

→ In the vision

→ When the object is at infinity the image formed is formed on the retina

→ The eye of myopia is longer than the eye of hyperopia

→ Focal length is the distance between the lens and the retina

→ Convex lens can be used to correct the hyperopia

→ Concave lens can be used to correct the myopia

→ The power of accommodation will be less in the condition of presbyopia

→ Vision colour depends the wavelength of the light

→ Red colour have the longest wavelength

→ The speed of dispersion depends on the wavelength

→ Spectra are formed during twinkling and mirage

→ Rainbow is seen in the opposite direction of the dispersion of light caused by water droplet in the atmosphere from sun

→ Light undergoes total internal reflection - doesn't go into water droplet

→ Colour obtained by combining any two primary colours of the same intensity is a secondary colour of light

→ When the portion of eye is near the horizon, the rainbow appears to be bigger

→ When rainbow disc is rotated white colour is obtained

→ Light can be getting scattered in random direction

→ As the size of particle increases, the rate of scattering also increases

→ White colour undergo maximum scattering when sunlight passes through the atmosphere

→ Red colour undergo minimum scattering when sunlight pass through the atmosphere

→ When rays of light pass through a colloidal fluid or suspension, the rays position get illuminated

→ Near point - the nearest point at which the objects can be seen clearly

→ Far point - the farthest point at which the objects can be seen clearly

→ The ability of the eye to focus an image on the retina by adjusting the focal length of the lens in the eye, by changing the curvature of the lens. Perspective of the point is of the lens = the power of accommodation

→ When the image is not formed at the retina, instead being formed at the retina, vision starts cannot be seen clearly near enough distant objects are clearly seen. The ability of the eye is the long distance

→ The concave lenses, overlong nearly objects can be seen clearly they may not be able to see distant objects clearly. This defect is the myopia

→ Any light that is composed of wave that we call it a complex light

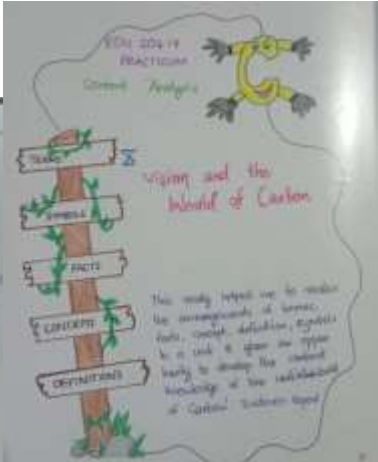
→ Dispersion is the phenomenon of splitting up of a composite light into its constituent colour

→ Scattering is the change in direction brought out by the irregular and partial reflection of light when it enters the particles of the medium

→ When rays of light pass through a colloidal fluid or suspension the rays position get illuminated due to scattering of light in the medium

→ When the path of light is made visible the phenomenon is called Tyndall effect

→ The scattering of light in excess is a non-justified because it is reflected to us light pollution



- Unit plan

UNIT 12

**Assignment 1**

Name of the teacher: Prasad K. Gupta  
 Name of the school: St. Augustine's High School  
 Subject: Chemistry  
 Assignment: 1  
 Topic: Acids

Sl. No.	Q.No.	Answers	Mark
1	1	Definition	20
2	2	Characteristics	20
3	3	Acid rain	20
4	4	Acid rain	20
5	5	Acid rain	20
6	6	Acid rain	20
7	7	Acid rain	20
8	8	Acid rain	20

**Introduction**

Acids are substances which taste sour and turn blue litmus paper red. They are also known as proton donors. Acids are classified into strong acids and weak acids. Strong acids are those which dissociate completely in water, while weak acids do not dissociate completely.

**Properties of Acids**

- They taste sour.
- They turn blue litmus paper red.
- They react with metals to form salts and hydrogen gas.
- They react with carbonates to form salts, water, and carbon dioxide.
- They react with bases to form salts and water.

**Acid Rain**

Acid rain is a form of precipitation that is acidic. It is caused by the release of sulfur dioxide and nitrogen dioxide into the atmosphere, which react with water to form sulfuric acid and nitric acid.

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UNIT 12

**Assignment 2**

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Competency	Knowledge	Skills	Attitudes	Values
1. To understand the concept of teaching and learning	1.1. Theories of learning	1.2. Instructional strategies	1.3. Classroom management	1.4. Professional ethics
2. To design and deliver a lesson plan	2.1. Lesson plan components	2.2. Instructional materials	2.3. Classroom management	2.4. Professional ethics
3. To evaluate student learning	3.1. Assessment methods	3.2. Assessment techniques	3.3. Assessment strategies	3.4. Professional ethics

**Reflection**

1. The nature of teaching and learning

2. The process of teaching and learning

3. The role of the teacher

4. The role of the student

5. The role of the school

6. The role of the community

7. The role of the government

8. The role of the parents

9. The role of the society

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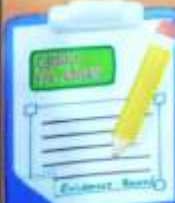
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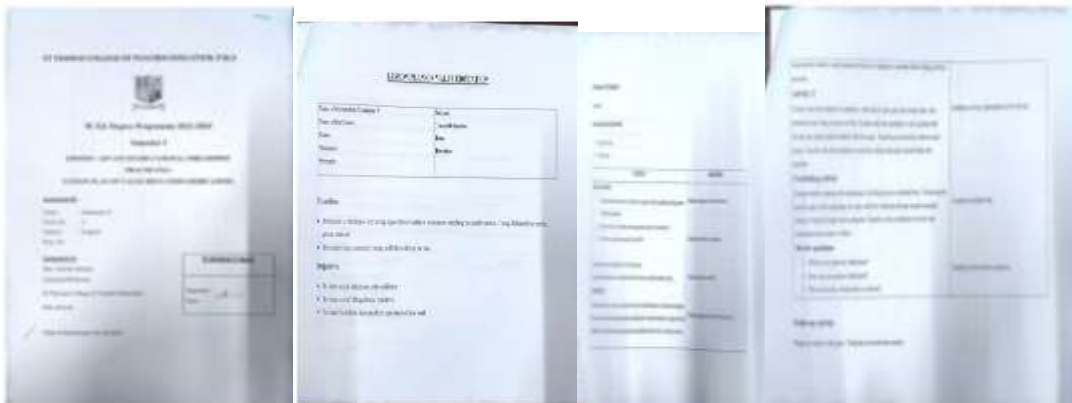
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## MEd



The image shows four pages of a document, likely a syllabus or course outline. The pages contain various sections, including a title page, a table of contents, and several pages of text. The text is somewhat blurry but appears to be organized into sections and paragraphs. There are also some small graphics or icons on the pages.

## 2. Developing Teaching Competencies

- Microteaching class



- Demonstration lesson plans and classes

DEMONSTRATION LESSON PLAN

Name of the teacher: Anita An Thomas  
 Name of the school: St. Thomas H.S. Pala  
 Standard: VIII  
 Duration: 45 minutes  
 Date: 10/10/2025

Subject: English  
 Unit: Book and Gen.  
 Lesson: My Grandmother  
 Value: (poem) by Kamala Surabhi (1-4 lines)

Content Analysis  
 Theme: Human values  
 Sub-theme: Empathy, understanding and co-operation, need of love and care

Intentional Content:  
 The poem is a remembrance of the poet's grandmother and their initial home in Kerala. Her fond memories of her grandmother and the love she received from her grandmother are highlighted. In the first seven lines, the poet describes the death of her grandmother, and the condition of the house.

Language Content  
 Vocabulary Items: withdrew / withdrew / pass / pass / from / from / arrive  
 Idioms: 'blind turned coal like the moon'

Personalization: 'blind eyes of windows'

Specific Content:  
 Write a letter to grandparents.

Learning Outcomes: The learner will be able to:  
 - read, enjoy and appreciate poems.  
 - enhance creative and critical thinking.  
 - express opinion and share feelings with other learners.  
 - refer to a dictionary or glossary to find the meaning of unfamiliar words.  
 - develop the four skills with ESOE.

Prerequisite: The learner knows to read, write and speak English. Is familiar with the genre of poetry and poetic devices.

Learning Strategies: Group discussion, questioning, loud reading.

Learning Aids: dictionary, PPT.

References: Teacher text, textbook.

Entry activity/Introduction  
 The teacher established rapport with the pupils by asking a few questions about grandmothers.  
 1. How many of you have grandmothers?  
 • Do you love your grandmothers?  
 • Can you name them? Some memories about grandmothers.  
 The teacher shows a video that depicts the life of a grandmother. The teacher shows the picture of a grandmother and asks the pupils to describe her. The teacher shows the picture of a grandmother and asks the pupils to describe her. The teacher shows the picture of a grandmother and asks the pupils to describe her.

Setting the Poem  
 Lead-in question by the teacher: The teacher asks the pupils to read the first seven lines of the poem with appropriate stress and pronunciation.

Pupils respond and read the poem.

Silent reading  
 The teacher asks the learners to read the poem silently and underline the unfamiliar words.  
 1. What is the title of the poem?  
 2. What words did 'she' in the poem mean? They explain 'to the moon'.  
 3. What would you do when the moon was withdrawn into the house, when the moon was withdrawn?

Collaborative reading / Discussion  
 The teacher asks the learners to sit in groups and share their views. They comprehended the poem. The teacher asks them to refer to the glossary / dictionary and help them clear their doubts and also about the poetic devices. The teacher explains the meaning of the unfamiliar words (SOE).

• Withdrew - remove or take away  
 • Peek - to look closely or carefully at something  
 • Seem - Very cold

They were... They explain... They found... They work...

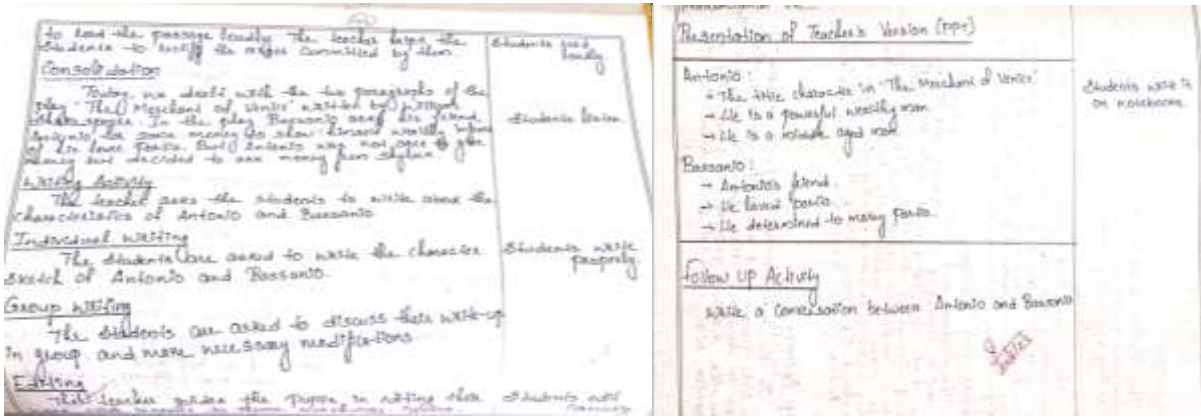
<p><u>Lead reading by the pupils</u> A few students are asked to read the poem aloud.</p> <p><u>Scaffolding reading</u> The teacher asks a few questions to help the learners appreciate the beauty of the poem. Learners answer them in groups. 1. Why did the eyes of the woman's daughter blink? 2. Can you pick out an example of simile in the poem? 3. The use in the grandmother's house to focus: why?</p> <p><u>Consolidation</u> Today we saw the poem's first scene lines in the past. My grandmother's house, the poet talks about her grandmother's house after the grandmother's death.</p> <p><u>Writing Activity</u> The teacher asks the pupils to write a short letter to their grandparents.</p>	<p>They read.</p> <p>They replied.</p> <p>They listened &amp; copying.</p> <p>They wrote.</p>
<p><u>Lead reading by the teacher</u> The teacher reads the poem to the class. The pupils listen and follow along.</p> <p><u>Follow UP Activity</u> The teacher asks the learners to write a short poem about grandparents too.</p>	<p>They wrote.</p> <p>They copied.</p>



• Criticism classes

<p><u>Objectives</u> To read the dramatic sound of scenes and scenes.</p> <p><u>Learning Outcomes</u> The learner will be able to: - identify and understand the play. - read and act out scenes and scenes. - appreciate the play. - identify the scenes and scenes.</p> <p><u>Background</u> The scene - - focus on the scene with the scene. - to focus on the scene of the scene.</p> <p><u>Learning Activities</u> - Questioning - Role-play - Group work - Drama</p> <p><u>Resources</u> - Textbook - Audio - Video</p>	<p><u>CRITICISM LEXICON PLAN - 1</u></p> <p>Name of the teacher: Angela Jay Name of the school: St. Thomas' School, P.O. Box 10000 Duration: 40 minutes Date: 10/10/2020</p> <p><u>Context Analysis</u> Theme: Human Values Sub-theme: Integrity, Friendship, Understanding and Cooperation</p> <p><u>Instructional Objectives</u> The student of scene - is a comedy by the words scene. The student of scene - is a comedy by the words scene. The student of scene - is a comedy by the words scene. The student of scene - is a comedy by the words scene.</p> <p><u>Learning Objectives</u> - to identify the scenes and scenes. - to identify the scenes and scenes. - to identify the scenes and scenes.</p> <p><u>Activities</u> - Role-play - Group work - Drama</p>
<p><u>Lead reading by the pupils</u> The teacher asks the pupils to read the poem aloud.</p> <p><u>Scaffolding reading</u> The teacher asks a few questions to help the learners appreciate the beauty of the poem. Learners answer them in groups. 1. Why did the eyes of the woman's daughter blink? 2. Can you pick out an example of simile in the poem? 3. The use in the grandmother's house to focus: why?</p> <p><u>Consolidation</u> Today we saw the poem's first scene lines in the past. My grandmother's house, the poet talks about her grandmother's house after the grandmother's death.</p> <p><u>Writing Activity</u> The teacher asks the pupils to write a short letter to their grandparents.</p>	<p>They read.</p> <p>They replied.</p> <p>They listened &amp; copying.</p> <p>They wrote.</p>





- **School Induction**

Sl. No	Name of the school	Name of students
1.	St Thomas HSS, Pala	Nibin Babu, Sneha Jose, Anand K.S, Sandeepkumar V.V
2.	Mahatma Gandhi Govt.HSS Pala	Amritha Thampi, Sethulakshmi T.K, Miriya Veronica Sam, Nayana Babu, Alphonsa Mathew
3.	St Joseph's HSS Vilakkumadam	Fatima Salim, Sreeshma Das K, Devika R. Ginse Jose, Annu Paulin Joseph
4.	St Mary's HSS, Bharananganam	Riya Treesa Royes, Lijo Jose
5.	Holy Cross HSS, Cherpunkal	Sona Alex, Nidhin C.T, Merin Ann Philip
6.	St John NHSS, Kozhuvanal	Denna Jose, Sivani Sai A.S , Anitta Thomas
7.	St Joseph's GHS, Mutholy	Tessy Joseph, Vinduja V., Alan Maria Benny, Albi Mohan
8.	St Mary's GHSS, Pala	Elizabeth Paul, Ancymol Joy, Divya Thankachan, Pearl Annie Sen, Linta Joseph
9.	Sacred Heart Bharananganam	Ans Maria Tomy, Athira Mohan, Linda Eldos, Annu Abraham

10.	St Joseph's HSS, Manathoor	Ajmeya Salim, Jeffin Jose James
11.	St. Michal's HSS, Pravithanam	Aleena Elizabeth Alex, Liya Mathew Ajina Joseph, Amalu k Elias, Elizabeth Cyriac

• Induction- lesson plans

INDUCTION LESSON PLAN - 1

Name of the teacher: Anusila P. Pillai  
Name of the school: Makara Centre for Education, HSS, Pala  
Duration: 45 minutes  
Date: \_\_\_\_\_

Subject: English  
Unit: Inductory  
Lesson: The Gift  
By: M. M. M. M.

Content Analysis  
Theme: Friendship  
Sub-theme: Friendship, good coffee, line in the paint

Intentional Objectives:  
The story along the gift excerpt from the Mangan's School and David's lesson started the life of the line boy named Mani, David and Peter, studying in the same class and came from different cultural backgrounds. First time

Paragraph of the story about the main theme of friendship and friendship the line

Language Content  
Vocabulary: line, paint, all kinds of paintings, sketches, drawing, water fountain, wash toilet, wash toilet, wash /complaints, giving/giving, water fountain, water fountain for school, David's friend

Content Content  
The story is a story of a friendship

Learning Outcomes: The learner will be able to:  
- Read, comprehend and analyze short stories.  
- Summarize main events.  
- Inferential structure from main events, with up to...  
- Express thoughts.

In a classroom setting?

1. How was the scene of David's different from that of others?

Collaborative reading / Reconstructing  
The teacher divides the students into two groups and asks the pupils to share their opinions regarding the meaning of the words and content. The pupils will feel it right to the journey to find out the meaning. The teacher clarifies the doubts raised by the pupils and ensures the participation of all the students.

- LAD - a set or group of ideas, people or things
- On manager - a leader in class
- glibly - talking with a speaking style
- hostile - with a stiff, muffled speaking sound
- tough - a main branch of a tree

They were approaching

They will learn the meaning of this sentence.

- develop the first few main lines.

The situation  
The teacher...  
Learner's objectives: group discussion, reconstructing, questioning, self reading

Learning Aids: PPT, dictionary, image

References: teacher text, textbook

PROCESS	BEHAVIOUR
<u>Entry Activity / Introduction</u> The teacher builds up support with the pupils by showing them an image of O.K. Mangan and his friend David. Then the teacher introduces the story 'The Gift' by the	Students listen and respond actively

James had a...  
Planning the Lesson  
The teacher reads the first three paragraphs aloud and asks some questions about the scene.

Initial reading  
The teacher gives a brief outline of the paragraphs and asks all pupils to read it silently and answer the questions on the page. After that, the teacher asks the pupils to answer the following questions.

Students respond

They read silently

- story - completely constructed, detailed
- changing - keeping on changing and changing
- giving - do more easily without stopping and without effort
- bunch - a collection of things or quantity of material like a bunch of grapes
- round - with a clear defined outline
- job - a quick, deep breath, especially with the feet
- cloud - a large number of things gathered together in a disorganized or hazy way

Difficult reading  
The teacher asks the following questions to the pupils:

1. How was David always in the knowledge?
2. How is the ending of the story different from the beginning?

Follow-up Activity  
The teacher asks the pupils to construct a meaningful conversation between Mani and Sumantille.

Students read aloud

They listen attentively

Group reading by the pupils  
The teacher randomly selects a few pupils to read the given text. The teacher helps the students to verify the correct meaning by the students.

Conclusion  
The pupils will be able to understand the meaning of the words 'The Gift' excerpt from the Mangan's School and David's lesson in the class. The pupils will be able to understand the meaning of the words 'The Gift' excerpt from the Mangan's School and David's lesson in the class.

Exit Activity  
The teacher gives the students to prepare a note up on friendship.

Assessment activity  
The students are given a passage to read and answer the questions.

Activity  
The teacher gives the pupils to answer the questions and explain the meaning of the words 'The Gift' excerpt from the Mangan's School and David's lesson in the class.

Conclusion of teacher's lesson (PPT)  
The teacher gives the pupils to answer the questions and explain the meaning of the words 'The Gift' excerpt from the Mangan's School and David's lesson in the class.

TEACHING MANUAL-1

Name of the teacher: Shruti Sun Sharma  
 Name of the school: St. Xavier's High School  
 Address: ...  
 Date: ...

Subject: English  
 Unit: ...  
 Lesson: ...

**Content analysis**  
 Theme: Human values  
 Sub-theme: empathy, understanding and compassion, need of love  
 Ideational content: The poem is a reminiscence of the poet's grandfathers and their ancestral home in Kerala. It is a remembrance of his grandfathers and how the poet (and how his grandfathers) is impacted and further shaped by the past.

describe the death of his grand mother, and the condition of the house.

**Language content**  
 Vocabulary items: withered (w/ wither), green field, flowers (n/), (Fruitful), top soil.

**Poetic devices** - simile, e.g. "Wind turned cold like the moon".  
 Personification, e.g. "Wind eyes of windows".

**Synoptic content** - the students are asked to write a letter to grandparents.

**Learning outcomes**  
 The learners will be able to,  
 1) read, enjoy and appreciate poems.  
 2) enhance creative and critical thinking.  
 3) develop the four fold skills.

**Activities** - ideas are poems, hand and pocket elements like words.  
 2) express opinions and share feelings with other learners.  
 3) write a paragraph.

**Pre-requisites**  
 The learners is,  
 1) familiar with basic forms of poems.  
 2) able to read and speak simple English.  
 3) able to share about their experiences with the grandfathers.

**Learning strategies** - Group work, individual work, Activities.  
**Learning materials** - Dictionary, video, etc.

**Process**

**1. Entry activity**  
 The teacher initiates interest by asking a few questions about grandfathers.  
 - How many of you have grandfathers?  
 - Do you love your grandfathers?  
 - How do you share memories about grandfathers?

The teacher shows a video clip that depicts love of grand mother, daughter and grandchild, and shares some insights into it. The teacher initiates the poem "My Grandfather's House" by Sumita Chandra and shares the meaning of the title (CQD).  
 The teacher then shares a ppt about the activities and asks a student to read about the poet's mother.

The poem speaks about the poet's memories of his grandfathers' house. It also mentions about the love that has been grandfathers and the death of grand mother.

**Reading the poem**  
 1) **Introducing by the teacher**  
 The teacher reads the final seven lines of the poem with appropriate intonation and pronunciation.  
 2) **Student reading**  
 The teacher asks the learners to read the poem silently and recite the unfamiliar words / lines as they read the poem. The teacher asks a few global questions to ensure understanding.  
 - What is the title of the poem?

What is the poem about? What is the poem about?  
 - What is the poem about?  
 - What is the poem about?

**Collaborative reading**  
 The teacher asks the learners to read in groups and share their ideas, they comprehended the poem.  
 The teacher asks them to refer to the glossary / dictionary and help them clear their doubts, and also about the poetic devices.  
 The teacher explains the meaning of unfamiliar words (CQD).

**Sound message**  
 1) **Wither** - means, to take away.  
 2) **Poor** - to look closely or carefully at something.  
 3) **Flowers** - very small.

**Introducing by the teacher**  
 In few students are asked to read the poem aloud.

**Collaborative reading**  
 The teacher asks a few questions to help the learners appreciate the beauty of the poem. Learners understand in groups.  
 - Why are the eyes of the windows described as "dead"?  
 - Can you give an example of simile in the poem?  
 - How are the grandfathers' house a "green field"?

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I spend all your house. Are you are making any / available market. Friday, I want the things that you give me. We will not say that we want you both.  
 Love,  
 etc.

**Follow up activity**  
 The teacher asks the learners to write a small poem about grand parents love.

**EDU MC4 - Dinosaur Love**



The dinosaurs love their help. They are not afraid to be in a group. They are not afraid to be in a group. They are not afraid to be in a group. They are not afraid to be in a group.

Teacher: Shruti Sun Sharma



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- **School internship**

Sl. No	Name of the internship school	Name of students
1.	St Thomas HSS, Pala	Gopika Anil, Divyamol MS, Neethu KM, Gouri Gayathri G
2.	Mahatma Gandhi Govt.HSS Pala	Sisirkhosh Mohan, Cyriac Thomas, Pearly S Thomas, Vandana V V, Josna Jose
3.	St Augustine HSS, Ramapuram	Hanna Elizabeth Joy, Rani Baby, Irene Theresa Dius, Tom Joseph, Dinta Baby
4.	St Joseph's HSS Vilakkumadam	Alina Ann Roy, Suman Sunny, Alfred George, Liz Teenu Mathews
5.	St Antony's HSS, Plassanal	Sanchu Jose, Haripriya J
6.	St Mary's HSS, Bharananganam	Jisha Shaji
7.	Holy Cross HSS, Cherpunkal	Ninumol Joseph, Sneha Jose, Jijo Thomas, Aiswarya KV, Seenu Thomas
8.	St John NHSS, Kozhuvanal	Krishnanand H, Aleena Jose, Anns Thomas
9.	St John's HS Kurumannu	Annu Sunny, Rinku Maria Joy
10.	St Joseph's GHS, Mutholy	Sreelekshmi G R, Archana Madhu, Archana TS
11.	St Mary's GHSS, Pala	Irene Ann George, Minu Maria Thomas, Sr Elizabeth T S, Minna Mary Tom
12.	Sacred Heart Bharananganam	Minu Mathews, Adithya Shaji, Arya Asok, Soniya Dominic, Shilpa Elizabeth Joychan, Seenu Thomas
13.	St Joseph's HSS, Manathoor	Anu Ann James, Jilu Treesa George, Angel Joseph, Mithra James

- **Value education classes during internship**

Sl.No.	Name Of The Student	Class	Values Selected
1.	Anu Ann James	English	Our Nation, Good Habits
2.	Gouri Gayathri G	„	Family, Sincerity
3.	Minu Maria Thomas	„	Our Nation, Good Habits

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4.	Minu Mathews	„	Determination, Hope
5.	Mithra James	„	Life Is A Gift, Goal Setting
6.	Pearly S Thomas	„	Non-Violence, Simplicity
7.	Sreelekshmi G R	„	Cleanliness, Life Is Beautiful
8.	Suman Sunny	„	Consequence Analysis, Sincerity
9.	Haripriya J	Mathematics	Non violence, value of the Work
10.	Jilu Tresa George	„	Friendship, Respect
11.	Neethu K M	„	Simplicity, Value Of Work
12.	Rani Baby	„	Respect, Friendship
13.	Seenu Thomas	„	Determination, Hope
14.	Shilpa Elizabeth	„	Role Models, Good Habits
15.	Vandana V V	„	Social Justice, Brotherhood
16.	Aleena Jose	Physical Science	Perseverance, Hope
17.	Archana Madhu	„	Children's Right, Humility
18.	Hanna Elizabeth Joy	„	Truth And Honesty, Quality Of Reading
19.	Irene Ann George	„	Friendship, Qualities And Virtues
20.	Josna Jose	„	Art Of Communication, Hope
21.	Liz Teenu Mathews	„	Humility, Children's Rights
22.	Ninumol Joseph	„	Quality Reading, Child Rights
23.	Rinku Maria George	„	Punctuality, Consequence Analysis
24.	Soniya Dominic	„	Punctuality, Positive Thinking
25.	Adithya Shaji	Natural Science	Courage, Obedience
26.	Alfred George	„	Hope, Be Gentle
27.	Angel Joseph	„	Recreation and Health, Good Manners
28.	Arya Ashok	„	Self Confidence, Cleanliness
29.	Divyamol M S	„	Good Manners, Friendship
30.	Elizabeth T S	„	Our Environment, Courage
31.	Irine Therasa Dius	„	Be Gentle, Obedience
32.	Krishnanand H	„	Matha Pitha Guru Deiwan, Quality Of Reading

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33.	Sneha Jose	„	Self Confidence, Sharing Is Caring
34.	Anns Thomas	Social Science	Faith And Prayer, Goal Setting
35.	Annu Sunny	„	Body Shaming, Hard Work
36.	Archana T S	„	Faith And Prayer, Abc For Success
37.	Gopika Anil	„	Media Values, Obedience
38.	Jijo Thomas	„	You Are Unique, Leadership
39.	Minna Mary Tom	„	Goal Setting, Leadership
40.	Sanchu Jose	„	Hard Work, Non Violence
41.	Sisirkhosh Mohan	„	Responsibility, Love
42.	Aiswarya K V	Commerce	Responsibility, Role Model
43.	Alina Ann Roy	„	Art Of Sharing, Positive Thinking
44.	Cyriac Thomas	„	Resourcefulness, Self Confidence
45.	Dinta Baby	„	Peace, Responsibility
46.	Jisha Shaji	„	Humanism, My Family
47.	Seenu Thomas	„	Dignity Of Labour, Good Habits
48.	Tom Joseph	„	Humanism, Conscience

- **Class on different art forms during internship**

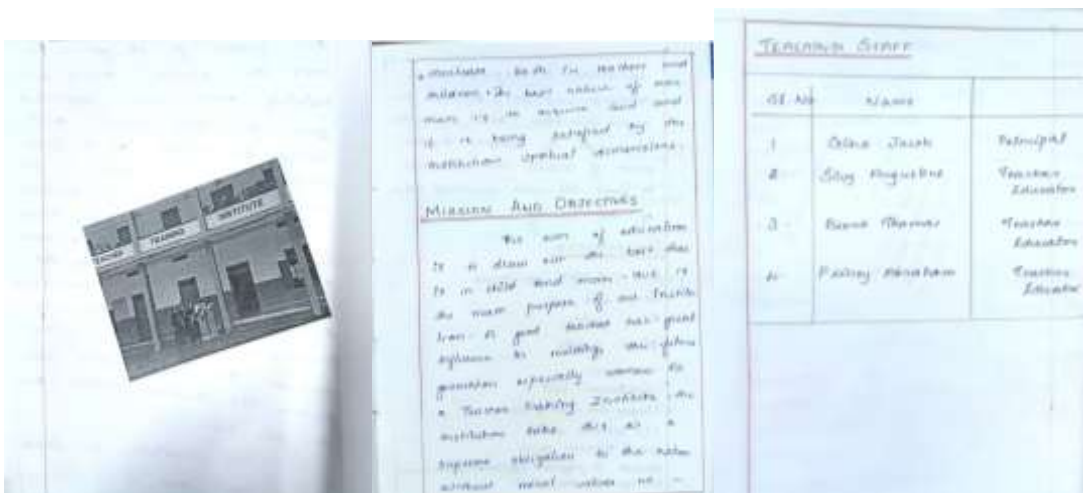
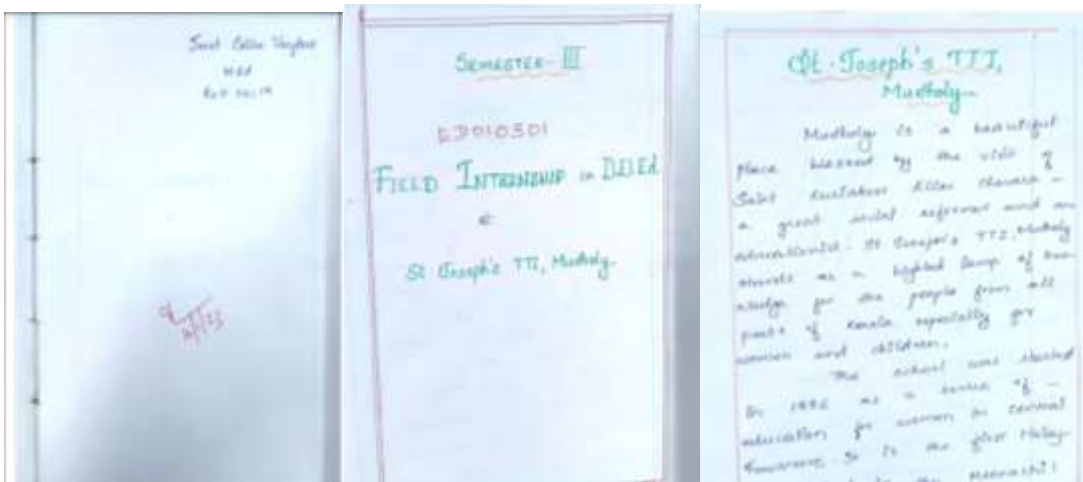
Sl.No.	Name Of The Student	Class	Name of Art Forms
1.	Anu Ann James	English	Margamkali,Thiruvathira
2.	Gouri Gayathri G	„	Kathakali,Bharatanatyam
3.	Minu Maria Thomas	„	Kathakali,Ottamthullal
4.	Minu Mathews	„	Kathakali,Ottamthullal
5.	Mithra James	„	Margamkali,Thiruvathira
6.	Pearly S Thomas	„	Kathakali, Kathak
7.	Sreelekshmi G R	„	Kathakali,Mohiniyattam
8.	Suman Sunny	„	Chakyarkoothu, Margamkali
9.	Haripriya J	Mathematics	Kathakali,Ottamthullal
10.	Jilu Tresa George	„	Margamkali,Thiruvathira

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11.	Neethu K M	„	Kathakali, Chakyarkoothu
12.	Rani Baby	„	Margamkali,Thiruvathira
13.	Seenu Thomas	„	Kathakali,Ottamthullal
14.	Shilpa Elizabeth	„	Kathakali,Mohiniyattam
15.	Vandana V V	„	Koodiyatam,Kalaripayattu
16.	Aleena Jose	Physical Science	Kathakali,Ottamthullal
17.	Archana Madhu	„	Theyyam, Kathakali
18.	Hanna Elizabeth Joy	„	Chakyarkoothu, Margamkali
19.	Irene Ann George	„	Kathakali,Mohiniyattam
20.	Josna Jose	„	Ottamthullal,Kathakali
21.	Liz Teenu Mathews	„	Chakyarkoothu, Margamkali
22.	Ninumol Joseph	„	Mohiniyattam, Margamkali
23.	Rinku Maria George	„	Kathakali, Chakyarkoothu
24.	Soniya Dominic	„	Kathakali,Kuchipudi
25.	Adithya Shaji	Natural Science	Kathakali,Kuchipudi
26.	Alfred George	„	Chakyarkoothu , Kathakali
27.	Angel Joseph	„	Kuchipudi,Theyyam,Kathakali
28.	Arya Ashok	„	Kathakali,Bharatanatyam
29.	Divyamol M S	„	Kathakali,Mohiniyattam
30.	Elizabeth T S	„	Ottamthullal,Margamkali
31.	Irine Therasa Dius	„	Margamkali,Thiruvathira
32.	Krishnanand H	„	Theyyam,Padayani
33.	Sneha Jose	„	Kathakali,Bharatanatyam
34.	Anns Thomas	Social Science	Mohiniyattam,Folk Dance
35.	Annu Sunny	„	Mohiniyattam,Folk Dance
36.	Archana T S	„	Theyyam, Kathakali
37.	Gopika Anil	„	Ottamthullal, Theyyam
38.	Jijo Thomas	„	Bharanatyam,Margamkali
39.	Minna Mary Tom	„	Mohiniyattam,Folk Dance

40.	Sanchu Jose	,,	Ottamthullal, Kathakali
41.	Sisirkhosh Mohan	,,	Mohiniyattam, Folk Dance
42.	Aiswarya K V	Commerce	Margamkali, Chavitunadakam
43.	Alina Ann Roy	,,	Theyyam, Kathakali
44.	Cyriac Thomas	,,	Kathakali, Ottamthullal, Kuchipudi
45.	Dinta Baby	,,	Theyyam, Koodiyattam, Padayani
46.	Jisha Shaji	,,	Kathakali, Chakyarkoothu
47.	Seenu Thomas	,,	Ottamthullal, Kathakali
48.	Tom Joseph	,,	Mohiniyattam, Folk Dance

## MEd







11-12-2022 (Thursday)  
 Today was my first day and started the college by 8:30 am and students had their usual morning prayer and followed by teacher prayer in the chapel. Today the work was very much planned as the college authorities by 7:30 am had got their work done and the program. The program started with a prayer song followed by welcome speech. Principal Dr. G. S. Das addressed the gathering and conveyed a message regarding the aim of education and leading the nation as well as being an example to others. The program ended with a hymn.



After the lunch break the afternoon session classes began by 11:30 am with a small prayer as usual. We did our dissertation work and also spent time to prepare for next week classes. By 2:30 pm we had national anthem by the college staff group & left the college by 4:30 pm. It was a wonderful day with good enjoyment for the college by being with students and so less stress and the 'bustle' of work.

12-12-2022 (Saturday)  
 Today was our first day in the college we received the college by 9:30 am. The students didn't had their classes but teachers had to work. We did our own work. Later in the day we got the tea at 4:30 pm. The non-teaching staff started the college more neatly and we left the college around 12:30 pm.

forms and type of assignments. The 3 classes were held regarding the studies of a plant and about vegetables. The teacher would not be expected to speak or a project. It was difficult for the students to hear and see the lesson properly by the teacher. Students themselves adapted their notes.



12-12-2022 (Sunday)  
 Today we came by 9:15 am only since there were no classes. There are no morning classes. The teacher went for paper motivation and only the principal, Dr. G. S. Das was here in the college by 10:30 am. The class started with a morning prayer. We planned to conduct a program on International day for the disabled. It was actually on Dec 3rd and since it was on Saturday we plan to do today. We asked the permission of principal and gave suggestion to the students.

12-12-2022 (Friday)  
 Today was an event day. We had teachers' prayer at the college chapel and we sat in the library to do our own work. The main thing was that it developed among students to make their own work. The plan was to plant trees a day and they were divided into groups and they were to do the work during the day. They were to make the college campus neat and clean by 4:30 pm. We left the college.







at to their class and gave a  
farewell. One of the girls, to her  
relief, was in a gathering.  
So Manila did a job of taking  
to us. She reached each of us  
positives and my own gifts  
for us. It was a valuable moment  
for us to receive the gift from  
them. Really when they said  
thanks to us we felt and to  
say a goodbye to them by  
diagram we left the village.

9/1/23

Handwritten notes on a page, possibly a continuation of the text or a separate entry. It includes some bullet points and a small diagram or table.

Handwritten notes on a page, featuring a central diagram of a plant or tree structure. The notes are organized into sections with headings.

Handwritten notes on a page, featuring a central diagram of a plant or tree structure. The notes are organized into sections with headings.

Handwritten notes on a page, featuring a central diagram of a plant or tree structure. The notes are organized into sections with headings.

Handwritten notes on a page, featuring a central diagram of a plant or tree structure. The notes are organized into sections with headings.

## **Field Internship in Secondary and Senior Secondary Schools**

Students made their field internships in Secondary and Senior Secondary Schools at near by schools to their home. The internship period was from 2<sup>nd</sup> June 2022 till 17<sup>th</sup> June 2022. Students spent seven days at secondary school and eight days at senior secondary.



## **Field Internship in Secondary Teacher Education Institution**

Students had their common core course field internship at St.Thomas College of Teacher Education, Pala for thirty days. B.Ed students were divided into different groups on the basis of their pedagogical subjects and were allotted accordingly to the teacher educator's classes.



## 3. Assessment of Learning

- Achievement test

Achievement Test

**CONTENTS**

Sl. No.	Title	Page No.
1	Introduction	
2	Design of the achievement test	
3	Blue Print	
4	Constructive Paper	
5	Learning log and speaking Rubric	
6	Constructive analysis	
7	Test sheet	
8	Appendix	

**INTRODUCTION**

The term achievement test is often used to refer to a test which is given to students at the end of a course to measure their learning achievement. Achievement test is an attempt to measure the extent to which students have learned the material which has been presented to them in a particular course.

The main purpose of an achievement test is to measure the extent to which students have learned the material which has been presented to them in a particular course. It is a test which is given to students at the end of a course to measure their learning achievement. It is a test which is given to students at the end of a course to measure their learning achievement.

**Weightage in the Learning objectives**

Sl. No.	Learning Objectives	Weightage
1	Identify the different national standards in the curriculum	10
2	Understand the concept of learning objectives	10
3	Understand the concept of learning objectives	10
4	Understand the concept of learning objectives	10
5	Understand the concept of learning objectives	10
6	Understand the concept of learning objectives	10
7	Understand the concept of learning objectives	10
8	Understand the concept of learning objectives	10
9	Understand the concept of learning objectives	10
10	Understand the concept of learning objectives	10

**Weightage in the Achievement Test**

Sl. No.	Learning Objectives	Weightage
1	Identify the different national standards in the curriculum	10
2	Understand the concept of learning objectives	10
3	Understand the concept of learning objectives	10
4	Understand the concept of learning objectives	10
5	Understand the concept of learning objectives	10
6	Understand the concept of learning objectives	10
7	Understand the concept of learning objectives	10
8	Understand the concept of learning objectives	10
9	Understand the concept of learning objectives	10
10	Understand the concept of learning objectives	10

**BLUE PRINT**

Content	Learning Objectives	Time of Learning	Level	Weightage
National standards	1	10'	10'	10
Learning objectives	2	10'	10'	10
Constructive paper	3	10'	10'	10
Learning log	4-5-6	10'	10'	10
Constructive analysis	7	10'	10'	10
Test sheet	8	10'	10'	10
Types of test sheets	9	10'	10'	10
Appendix	10	10'	10'	10

- Learning objectives**
1. Recognize the different national standards in the curriculum
  2. Understand the concept of learning objectives
  3. Understand the concept of learning objectives
  4. Understand the concept of learning objectives
  5. Understand the concept of learning objectives
  6. Understand the concept of learning objectives
  7. Understand the concept of learning objectives
  8. Understand the concept of learning objectives
  9. Understand the concept of learning objectives
  10. Understand the concept of learning objectives

**DESIGN OF THE TEST**

Sl. No.	Content	Score	Time
1	National standards	4	10'
2	Learning objectives	4	10'
3	Factor influencing the construction of test sheets	4	10'
4	Constructive paper	4	10'
5	Learning log	4	10'
6	Constructive analysis	4	10'
7	Test sheet	4	10'
8	Types of test sheets	4	10'
9	Appendix	4	10'
	<b>Total</b>	<b>28</b>	<b>100'</b>

Sl. No.	Learning objectives	Time	Weight
1	Students knowing due to understand	1	1
2	to not study finding in a case study & statistical value of data	1	1
3	Value can be measured in a problem	1	1
4	to be able with the problem and do not study depend on significant level	1	1
5	and know how adjust	1	1
6	Statistical theory - how to use	1	1
7	to be able to use the data in a case study	1	1
8	to be able to use the data in a case study	1	1
9	to be able to use the data in a case study	1	1
10	to be able to use the data in a case study	1	1
11	to be able to use the data in a case study	1	1
12	to be able to use the data in a case study	1	1

### QUESTIONWISE ANALYSIS

Sl. No.	Concept	Learning objectives	Form of questions	Level	Weight	Time
1	Natural disaster	1	Applied	Easy	1	1
2	Population	3	Applied	Easy	1	2
3	Rural development	4	Applied	Easy	1	2
4	Urban development	5	Applied	Easy	1	2
5	Population density	4, 5, 6	Very short answer	Average	2	3
6	Natural disaster	1	Very short answer	Average	2	3
7	Rural development	4	Very short answer	Average	2	3
8	Population	3	Short answer	Average	3	4
9	Natural disaster	3	Short answer	Average	3	4
10	Rural development	4	Short answer	Average	3	4
11	Population	4, 5, 6	Easy	Difficult	4	5

### MERRY

Students know in the last month only... (text partially obscured)

Mean (CS) =  $\frac{270}{10} = 27$

Class interval	f	cf	fx
0-10	4	4	40
10-20	7	11	70
20-30	10	21	100
30-40	12	33	120
40-50	17	50	170
<b>Total</b>	<b>50</b>	<b>125</b>	<b>500</b>

$\bar{x} = \frac{500}{50} = 10$

### MEDIAN

Median is the middle number in a data arranged in ascending order... (text partially obscured)

Class in ascending order  
 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Median =  $\frac{25+26}{2} = 25.5$

### MEDIAN

Median is the middle number in a data arranged in ascending order... (text partially obscured)

Class in ascending order  
 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

Median =  $\frac{25+26}{2} = 25.5$

### MEDIAN

Median is the middle number in a data arranged in ascending order... (text partially obscured)

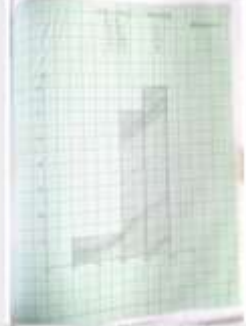
Class in ascending order  
 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50

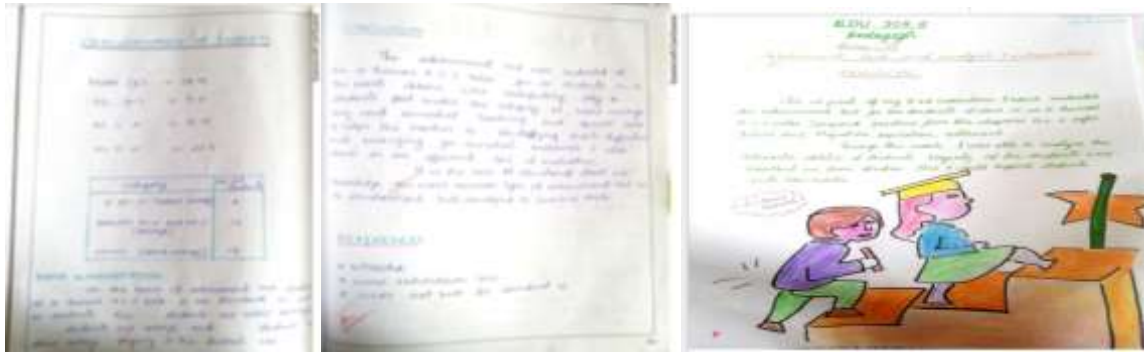
Median =  $\frac{25+26}{2} = 25.5$

Median =  $\frac{25+26}{2} = 25.5$

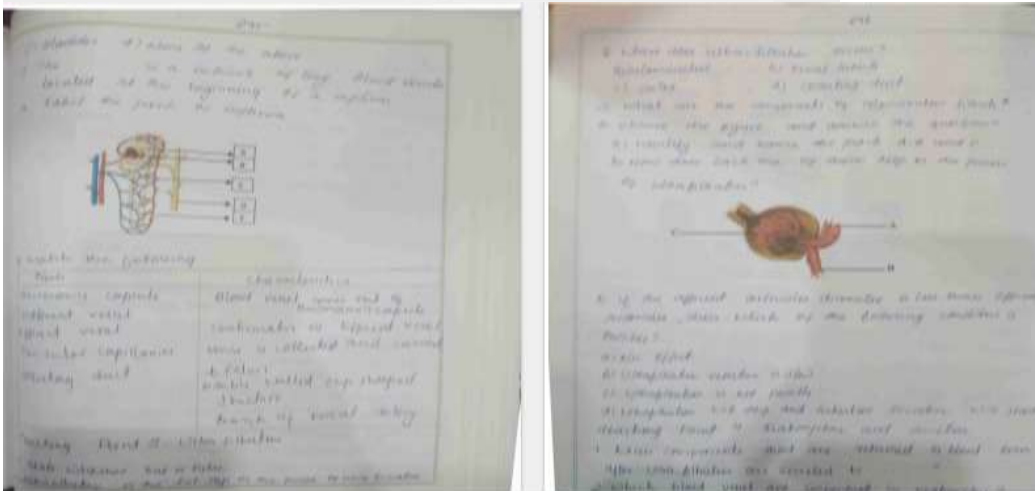
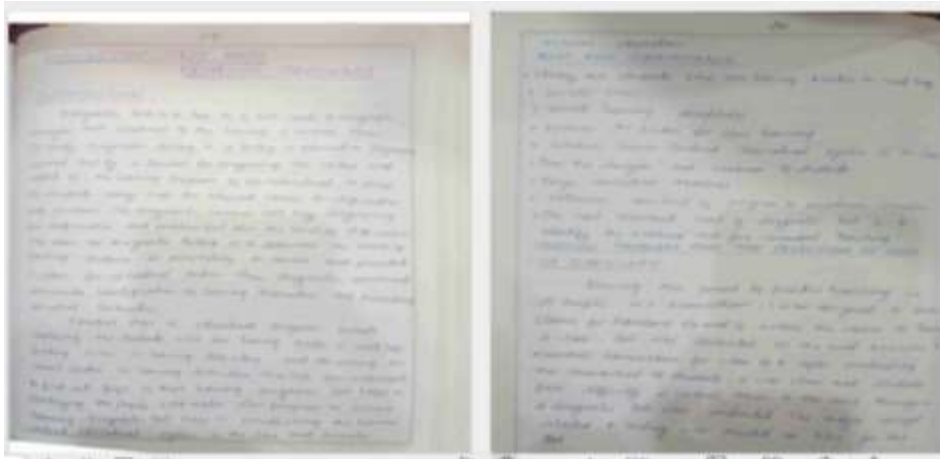
Class interval	f	cf
0-10	4	4
10-20	7	11
20-30	10	21
30-40	12	33
40-50	17	50

Median =  $\frac{25+26}{2} = 25.5$





- Diagnostic test





291

1. The tubular epithelium of the villi is the site of absorption of nutrients and water. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

A	B
Protein absorption	Amino acids and

2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.


3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

5. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

292

1. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.



2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.


3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

5. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

293

1. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.



2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.


3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

5. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

294

1. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.



Protein	Amino acids
Carbohydrate	Sugars and alcohols
Lipid	Monoglycerides and cholesterol
Water	
Electrolytes	Sodium, potassium, calcium, magnesium

2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.


3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

5. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

295

1. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.



2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

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296

A	B
Protein absorption	Amino acids and


1. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

2. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

3. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

4. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.

5. The villi are covered by a single layer of cuboidal epithelium and contain a central blood vessel.



THE TEST WAS ADMINISTERED AMONG THE STUDENTS IN  
 A CLASS OF 20 STUDENTS IN A MATHS CLASS. IT WAS CONDUCTED  
 DURING THE LEARNING PERIOD.  
 THE TEST WAS ADMINISTERED AMONG THE STUDENTS IN  
 A CLASS OF 20 STUDENTS IN A MATHS CLASS. IT WAS CONDUCTED  
 DURING THE LEARNING PERIOD.

Sl. No.	Name	Right answers	Wrong answers	Partially right answers	Total marks
1	Abhishek	10	5	5	20
2	Adarsh	10	5	5	20
3	Aditya	10	5	5	20
4	Akshay	10	5	5	20
5	Alka	10	5	5	20
6	Anand	10	5	5	20
7	Anshu	10	5	5	20
8	Arjun	10	5	5	20
9	Ashish	10	5	5	20
10	Ashish	10	5	5	20
11	Ashish	10	5	5	20
12	Ashish	10	5	5	20
13	Ashish	10	5	5	20
14	Ashish	10	5	5	20
15	Ashish	10	5	5	20
16	Ashish	10	5	5	20
17	Ashish	10	5	5	20
18	Ashish	10	5	5	20
19	Ashish	10	5	5	20
20	Ashish	10	5	5	20

1. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

2. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

3. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

4. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

5. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

6. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

7. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

8. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

9. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

10. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

11. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

12. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

13. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

14. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

15. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

16. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

17. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

18. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

19. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

20. Name: Anshu  
 Right answers = 10, Wrong answers = 5  
 Partially right answers = 5, Total marks = 20  
 Section: Teaching point 4.5

...the students who have a ...  
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- Self assessment tool

**1.1 Introduction**  
The first part of this book is devoted to the study of the basic concepts of the theory of groups. In this part we shall study the basic concepts of the theory of groups and the structure of the symmetric group  $S_n$ .

The second part of this book is devoted to the study of the basic concepts of the theory of rings. In this part we shall study the basic concepts of the theory of rings and the structure of the polynomial ring  $R[x]$ .

**1.2 Exercises**

1. Show that the symmetric group  $S_n$  is generated by the transpositions  $(12)$  and  $(23)$ .

2. Show that the symmetric group  $S_n$  is isomorphic to the direct product of  $n$  copies of the symmetric group  $S_2$ .

The third part of this book is devoted to the study of the basic concepts of the theory of fields. In this part we shall study the basic concepts of the theory of fields and the structure of the polynomial ring  $R[x]$ .

**1.3 Exercises**

1. Show that the polynomial ring  $R[x]$  is a free  $R$ -module with basis  $\{1, x, x^2, \dots\}$ .

2. Show that the polynomial ring  $R[x]$  is a local ring if and only if  $R$  is a local ring.

**1.4 Exercises**

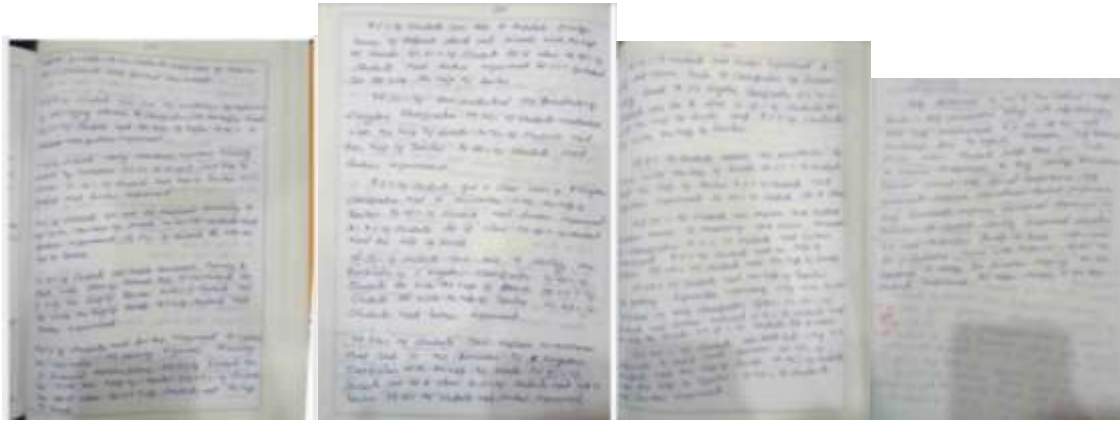
1. Show that the polynomial ring  $R[x]$  is a local ring if and only if  $R$  is a local ring.

2. Show that the polynomial ring  $R[x]$  is a local ring if and only if  $R$  is a local ring.

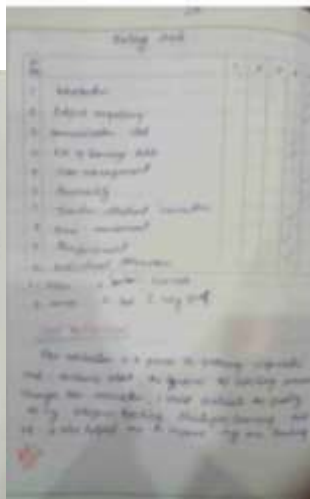
1					
2					
3					
4					
5					

The fourth part of this book is devoted to the study of the basic concepts of the theory of modules. In this part we shall study the basic concepts of the theory of modules and the structure of the polynomial ring  $R[x]$ .

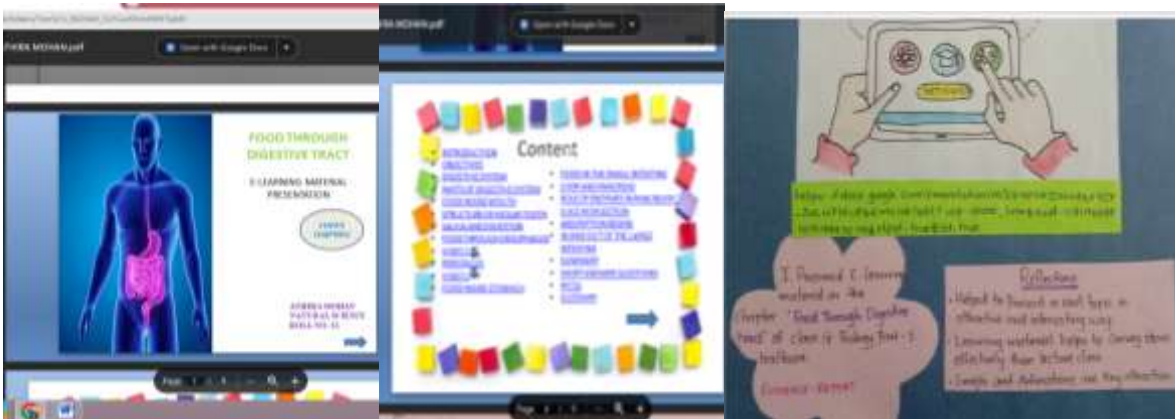
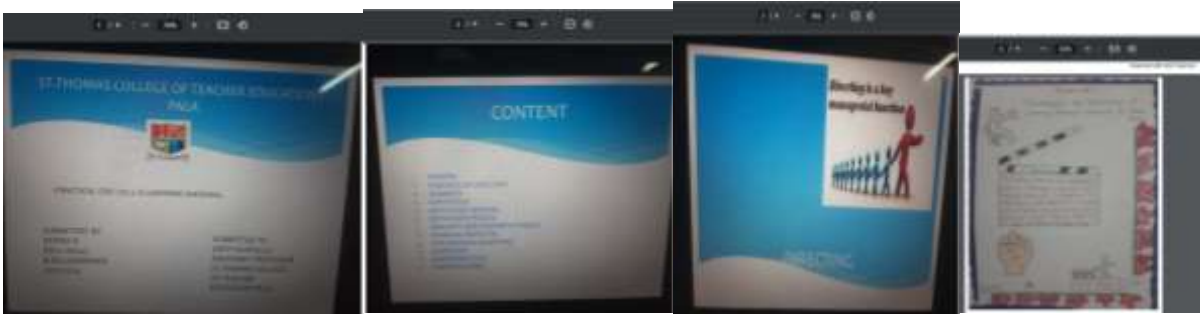
The fifth part of this book is devoted to the study of the basic concepts of the theory of rings. In this part we shall study the basic concepts of the theory of rings and the structure of the polynomial ring  $R[x]$ .



- Peer assessment



## 4. Technology Use and Integration



### **E-LEARNING MATERIAL B.Ed 2022-2024 Batch**

NAME	UNIT	LINK
AJMEYA SULIMAN	Standard : IX Unit : 5 EXCRETION TO MAINTAIN HOMEOSTASIS	<a href="https://docs.google.com/presentation/d/178z7sQI8KdpFNmQ7Fcs9cnQIOZmu36xA/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/178z7sQI8KdpFNmQ7Fcs9cnQIOZmu36xA/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true</a>
ALBI MOHAN	Standard : IX Unit : 4 BREATHING FOR ENERGY	<a href="https://docs.google.com/presentation/d/1oHOMCsmtJ5QSq7NH0e6ylqMynGr91gHm/edit?usp=share_link&amp;oid=113112879620538400645&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1oHOMCsmtJ5QSq7NH0e6ylqMynGr91gHm/edit?usp=share_link&amp;oid=113112879620538400645&amp;rtpof=true&amp;sd=true</a>
ANAND K S	Standard : X Unit : 4 KEEPING	<a href="https://docs.google.com/presentation/d/1gHdoBJwaxpzVoVZ70-WQFT4jAzOAJ--">https://docs.google.com/presentation/d/1gHdoBJwaxpzVoVZ70-WQFT4jAzOAJ--</a>

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	DISEASES AWAY	<a href="https://drive.google.com/drive/folders/1eBlk5g5hS1-W4UbOQ_8m1TNyAWhnY8ms">1/edit?usp=drivesdk&amp;oid=116759000921860763645&amp;rtpof=true&amp;sd=true</a>
ANITA THOMAS	Standard : X Unit : 2 WINDOWS OF KNOWLEDGE	<a href="https://in.docworkspace.com/d/sIHv8vpiNAcqF1qgG">https://in.docworkspace.com/d/sIHv8vpiNAcqF1qgG</a>
ATHIRA MOHAN V	Standard : IX Unit : 2 FOOD THROUGH DIGESTIVE TRACT	<a href="https://docs.google.com/presentation/d/1xrip2kJONn8qe7Cr_ZnLWfhlUPG6meHB/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1xrip2kJONn8qe7Cr_ZnLWfhlUPG6meHB/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true</a>
DIVYA THANKACHAN	Standard : X Unit : 5 SOLDIERS OF DEFENSE	<a href="https://docs.google.com/presentation/d/1BrNnoB1xSVwyBHrTlC9SX2O5teQghMbu/edit?usp=drivesdk&amp;oid=112198522130826022479&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1BrNnoB1xSVwyBHrTlC9SX2O5teQghMbu/edit?usp=drivesdk&amp;oid=112198522130826022479&amp;rtpof=true&amp;sd=true</a>
LIDWIN MARIA GEORGE	Standard : X Unit : 1 SENSATIONS AND RESPONSES	<a href="https://docs.google.com/presentation/d/1vXFShPD00XyEvIqaCCOHKULbDLQVK0xx/edit?usp=drivesdk&amp;oid=104335579552246849458&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1vXFShPD00XyEvIqaCCOHKULbDLQVK0xx/edit?usp=drivesdk&amp;oid=104335579552246849458&amp;rtpof=true&amp;sd=true</a>
NITIN C T	Standard : VIII Unit : 3 LET'S REGAIN OUR FIELDS	<a href="https://docs.google.com/presentation/d/1wkIU33ICc1zYW15jRyDzgLJsUFQsj6uP/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1wkIU33ICc1zYW15jRyDzgLJsUFQsj6uP/edit?usp=share_link&amp;oid=118117606810919997075&amp;rtpof=true&amp;sd=true</a>
Amrutha P. Anil	Std. X Part 1, Unit 1- Glimpses of Green	<a href="https://docs.google.com/presentation/d/1C83ZhLo2cKUWcbeiBZHv7QTXS19uWPRF/edit?usp=drive_link&amp;oid=100117355490698107251&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1C83ZhLo2cKUWcbeiBZHv7QTXS19uWPRF/edit?usp=drive_link&amp;oid=100117355490698107251&amp;rtpof=true&amp;sd=true</a>
Ancymol Joy	STD VIII Part 1, Unit 3- Seeds and Deeds	<a href="https://docs.google.com/presentation/d/152uO5svA9qi7D5Nx4A6oyyHLhm7eplS/edit?usp=drive_link&amp;oid=117096586187672048471&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/152uO5svA9qi7D5Nx4A6oyyHLhm7eplS/edit?usp=drive_link&amp;oid=117096586187672048471&amp;rtpof=true&amp;sd=true</a>
Emma Maria Joseph		<a href="https://docs.google.com/presentation/d/1VXN4-ZMXoZPYKrEDRqCu7-btMrICgnxU/edit?usp=sharing&amp;oid=116036758394773231495&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1VXN4-ZMXoZPYKrEDRqCu7-btMrICgnxU/edit?usp=sharing&amp;oid=116036758394773231495&amp;rtpof=true&amp;sd=true</a>
Nayana Babu	Std. IX Part 2, Unit 1 - Dawn of Hope	<a href="https://in.docworkspace.com/d/sIMyGyL-EAZ3I1agG">https://in.docworkspace.com/d/sIMyGyL-EAZ3I1agG</a>
Sivani Sai A.S	Std. X Part 1, Unit 3- Lore of Values	<a href="https://docs.google.com/presentation/d/1Q39bDOPyK6iBqKbFORtazRjPMXT7FCwTee-sNcv-DW8/edit?usp=sharing">https://docs.google.com/presentation/d/1Q39bDOPyK6iBqKbFORtazRjPMXT7FCwTee-sNcv-DW8/edit?usp=sharing</a>
Sradha Meria Babu	Std. VIII Part 2, Unit 2- Wings and Wheels	<a href="https://docs.google.com/presentation/d/1TtGjKWZmtUNq-isMixcy4pZuI3PITlqL/edit?usp=drive_link&amp;oid=100117355490698107251&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1TtGjKWZmtUNq-isMixcy4pZuI3PITlqL/edit?usp=drive_link&amp;oid=100117355490698107251&amp;rtpof=true&amp;sd=true</a>
Aleena Elizabeth Alex	<u>Production of Metals</u>	<a href="https://drive.google.com/drive/folders/1eBlk5g5hS1-W4UbOQ_8m1TNyAWhnY8ms">https://drive.google.com/drive/folders/1eBlk5g5hS1-W4UbOQ_8m1TNyAWhnY8ms</a>

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Anse Mariya Tomy	Fibres and Plastics	<a href="https://drive.google.com/file/d/1v8K1PKVGdHtMzeKPXHHsaJmChg_wkncp/view?usp=drivesdk">https://drive.google.com/file/d/1v8K1PKVGdHtMzeKPXHHsaJmChg_wkncp/view?usp=drivesdk</a>
Denna Jose	Water	<a href="https://docs.google.com/presentation/d/1BEhSbVBCf_bs7N6fyEcIwHilHrf8QEek/edit?usp=drivesdk&amp;oid=104770154079328793432&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1BEhSbVBCf_bs7N6fyEcIwHilHrf8QEek/edit?usp=drivesdk&amp;oid=104770154079328793432&amp;rtpof=true&amp;sd=true</a>
Elizabeth Paul	Chemical bonding	<a href="https://docs.google.com/presentation/d/1_hkS8688jrbLuavGt52Hp0e-1O2AIQJZ/edit?usp=drivesdk&amp;oid=111517047983781619960&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1_hkS8688jrbLuavGt52Hp0e-1O2AIQJZ/edit?usp=drivesdk&amp;oid=111517047983781619960&amp;rtpof=true&amp;sd=true</a>
Fathima Salim	<u>Energy Management</u>	<a href="https://docs.google.com/presentation/d/1dAi_7jFnheY35_h4mtStbSSiqMMRDcA_/edit?usp=sharing&amp;oid=118079197194889236764&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1dAi_7jFnheY35_h4mtStbSSiqMMRDcA_/edit?usp=sharing&amp;oid=118079197194889236764&amp;rtpof=true&amp;sd=true</a>
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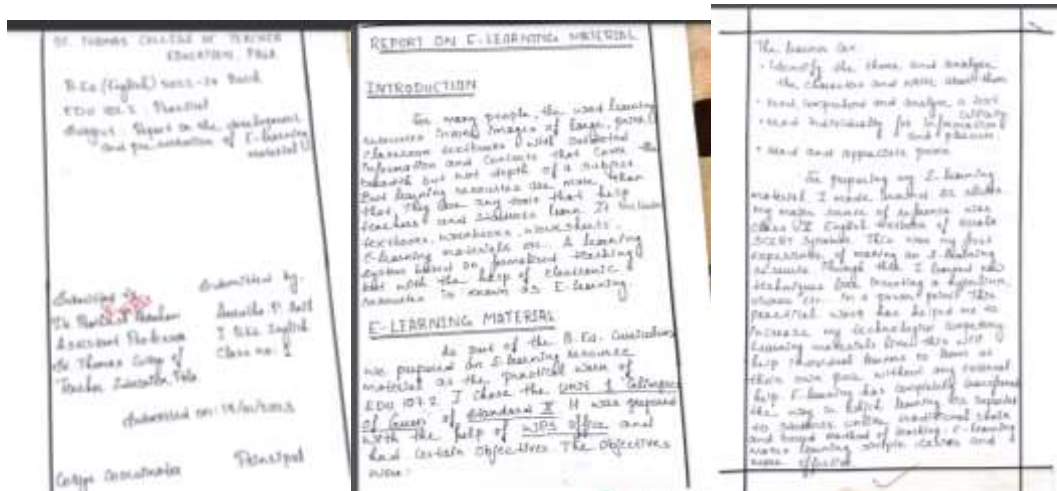


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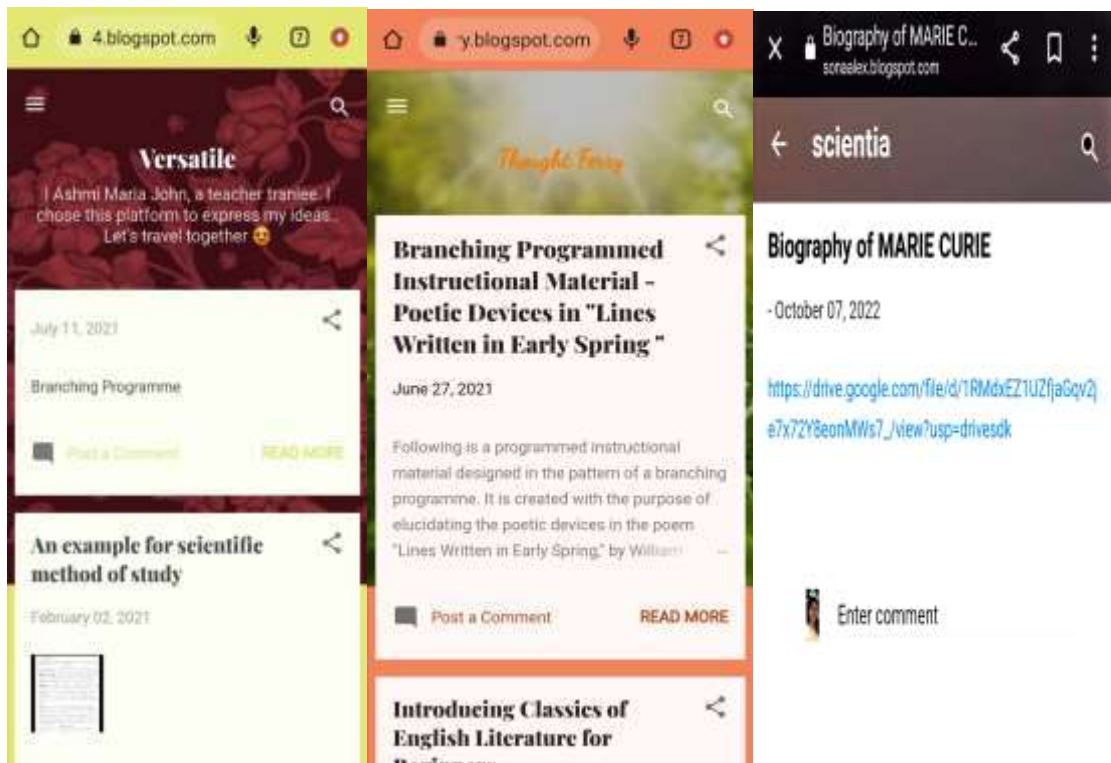
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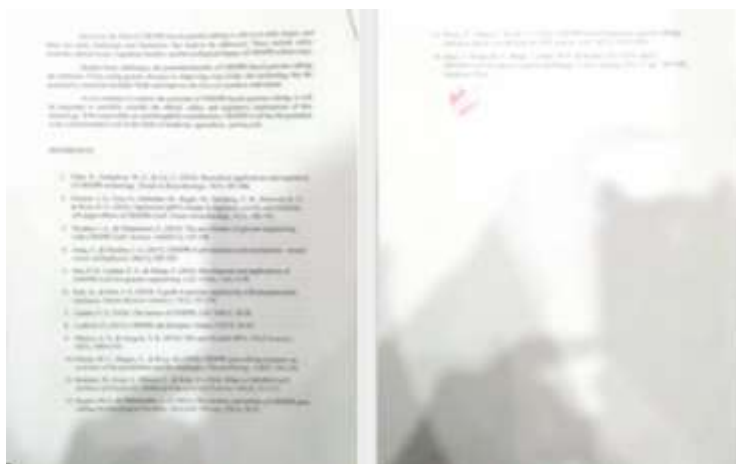
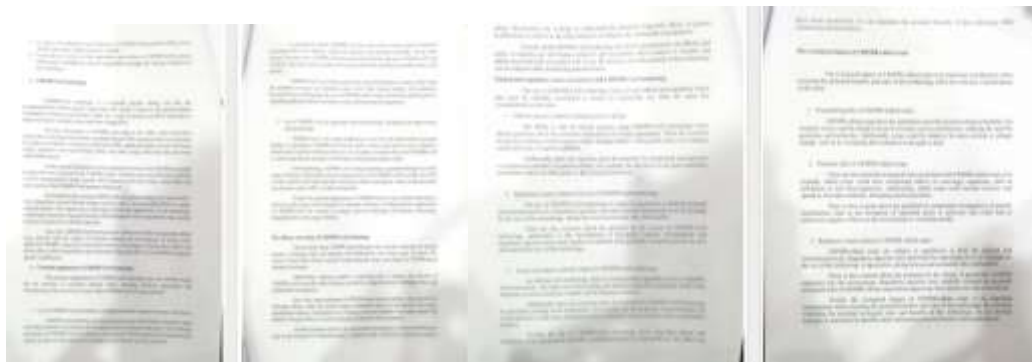
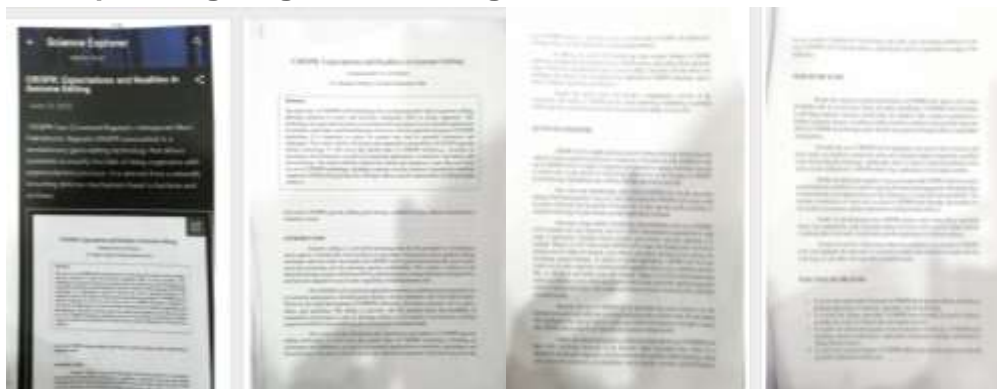
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ATHIRA MOHAN V	<a href="https://drive.google.com/file/d/1CIWUWeVPmiaL7itc4hlTH-qxLB_MV-HL/view?usp=drivesdk">https://drive.google.com/file/d/1CIWUWeVPmiaL7itc4hlTH-qxLB_MV-HL/view?usp=drivesdk</a>
DIVYA THANKACHAN	<a href="https://drive.google.com/file/d/1Vdh_kshpp0ZM98QF_lodlxlwjtYefPbj2/view?usp=drivesdk">https://drive.google.com/file/d/1Vdh_kshpp0ZM98QF_lodlxlwjtYefPbj2/view?usp=drivesdk</a>
LIDWIN MARIA GEORGE	<a href="https://drive.google.com/file/d/1ivzb4uqy9Ql8f0QRk8U0xbZtl9AVc9Hy/view?usp=drivesdk">https://drive.google.com/file/d/1ivzb4uqy9Ql8f0QRk8U0xbZtl9AVc9Hy/view?usp=drivesdk</a>
NITIN C T	<a href="https://ctsblog18.blogspot.com/2022/10/reaping-diversity.html">https://ctsblog18.blogspot.com/2022/10/reaping-diversity.html</a>
Aleena Elizabeth Alex	<a href="https://drive.google.com/file/d/1fKhYmPQPbf8_FhLOvufcnIc-0JgOXtxo/view?usp=drivesdk">https://drive.google.com/file/d/1fKhYmPQPbf8_FhLOvufcnIc-0JgOXtxo/view?usp=drivesdk</a>
Anse Maria Tomy	<a href="https://docs.google.com/presentation/d/1uYNT_utUVyRiTmcLZOQ_ZZ9USCov23Sx/edit?usp=drivesdk&amp;oid=108216318293313055340&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1uYNT_utUVyRiTmcLZOQ_ZZ9USCov23Sx/edit?usp=drivesdk&amp;oid=108216318293313055340&amp;rtpof=true&amp;sd=true</a>
Denna Jose	<a href="https://drive.google.com/file/d/1W18R0tAH5u3pcOQkBHA5OEnaVGEkQ13O/view?usp=drivesdk">https://drive.google.com/file/d/1W18R0tAH5u3pcOQkBHA5OEnaVGEkQ13O/view?usp=drivesdk</a>

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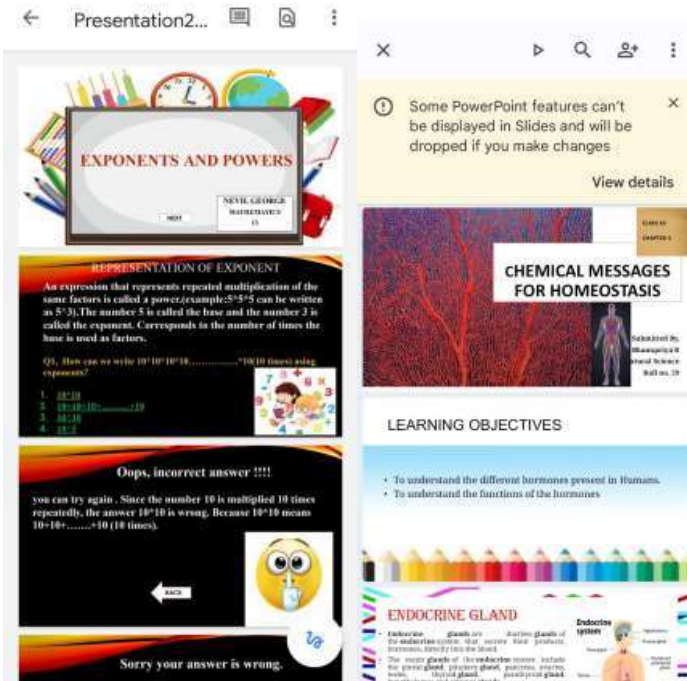
Elizabeth Paul	<a href="https://drive.google.com/file/d/1EWRISgsrqvUITHZr-s_F3_D-03Kra2Zs/view?usp=drivesdk">https://drive.google.com/file/d/1EWRISgsrqvUITHZr-s_F3_D-03Kra2Zs/view?usp=drivesdk</a>
Fathima Salim	<a href="https://drive.google.com/file/d/1YVtD0GaTcHi3NZv7AvoH_XtgL7O1xsJc/view?usp=drivesdk">https://drive.google.com/file/d/1YVtD0GaTcHi3NZv7AvoH_XtgL7O1xsJc/view?usp=drivesdk</a>
Jeffin Jose James	<a href="https://docs.google.com/presentation/d/1aQyT7BKNK2g11TY_YQ0a3bPNTC3Z7xe_V/edit?usp=drivesdk&amp;oid=112196270751226041373&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1aQyT7BKNK2g11TY_YQ0a3bPNTC3Z7xe_V/edit?usp=drivesdk&amp;oid=112196270751226041373&amp;rtpof=true&amp;sd=true</a>
Sethulakshmi T K	<a href="https://drive.google.com/file/d/1innlm18ZotlbrWhZHIB9m7m0nUAIN94L/view?usp=drivesdk">https://drive.google.com/file/d/1innlm18ZotlbrWhZHIB9m7m0nUAIN94L/view?usp=drivesdk</a>
Sona Alex	<a href="https://drive.google.com/file/d/1RMdxEZ1UZfjaGqv2je7x72Y8eonMWs7_/view?usp=drivesdk">https://drive.google.com/file/d/1RMdxEZ1UZfjaGqv2je7x72Y8eonMWs7_/view?usp=drivesdk</a>
Tessy Kurian	<a href="https://drive.google.com/file/d/18s_JTw9-qaFUKRaJ-VG5bRROhcE_rFv/view?usp=drivesdk">https://drive.google.com/file/d/18s_JTw9-qaFUKRaJ-VG5bRROhcE_rFv/view?usp=drivesdk</a>
ADHILA	<a href="https://justfulwoman.blogspot.com/2022/10/blog-post.html">https://justfulwoman.blogspot.com/2022/10/blog-post.html</a>
ANNU ABRAHAM	<a href="https://docs.google.com/presentation/d/18NBb_oc_4VVS25ijCH_g-Z0o6mJ7zvGEP/edit?usp=sharing&amp;oid=106239546268767371243&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/18NBb_oc_4VVS25ijCH_g-Z0o6mJ7zvGEP/edit?usp=sharing&amp;oid=106239546268767371243&amp;rtpof=true&amp;sd=true</a>
ANNU PAULIN JOSEPH	<a href="https://docs.google.com/presentation/d/1TYkK4SRA-9J8AKoCwAIYrlvQJ86vYyDM/edit?usp=drivesdk&amp;oid=101003936282518898280&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1TYkK4SRA-9J8AKoCwAIYrlvQJ86vYyDM/edit?usp=drivesdk&amp;oid=101003936282518898280&amp;rtpof=true&amp;sd=true</a>
GINSE JOSE	<a href="https://docs.google.com/presentation/d/1PJmx059tDMsoNm6V_Fotg2GI4W-9_8RLw/edit?usp=drivesdk&amp;oid=100923613238600681311&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1PJmx059tDMsoNm6V_Fotg2GI4W-9_8RLw/edit?usp=drivesdk&amp;oid=100923613238600681311&amp;rtpof=true&amp;sd=true</a>
LIJO JOSE	<a href="https://docs.google.com/presentation/d/1GzHZU323F5vbZtrsU2_9X-XBuFZD28F2n/edit?usp=drivesdk&amp;oid=106211640641780675000&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1GzHZU323F5vbZtrsU2_9X-XBuFZD28F2n/edit?usp=drivesdk&amp;oid=106211640641780675000&amp;rtpof=true&amp;sd=true</a>
LIYA MATHEW	<a href="http://herstory26.blogspot.com/2022/10/blog-post_24.html">http://herstory26.blogspot.com/2022/10/blog-post_24.html</a>



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NIBIN BABU	
PEARL ANNIE SEN	<a href="https://online.fliphtml5.com/pnemq/kxbq/?1664117872140#p=10">https://online.fliphtml5.com/pnemq/kxbq/?1664117872140#p=10</a>
VINDUJA V	<a href="https://docs.google.com/presentation/d/1r-A3BjGZJXAjT5AWGL5YM-bk1GdoY12w/edit?usp=drivesdk&amp;oid=116996041604605990675&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1r-A3BjGZJXAjT5AWGL5YM-bk1GdoY12w/edit?usp=drivesdk&amp;oid=116996041604605990675&amp;rtpof=true&amp;sd=true</a>
ELIZEBETH CYRIAC	<a href="https://docs.google.com/presentation/d/1hzOUZ0G-CpzmIP14hY2Rpu75PKwqPPDL/edit?usp=sharing&amp;oid=103020266080522655864&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1hzOUZ0G-CpzmIP14hY2Rpu75PKwqPPDL/edit?usp=sharing&amp;oid=103020266080522655864&amp;rtpof=true&amp;sd=true</a>
AMALU K ALIAS	<a href="https://jesus220199.blogspot.com/2022/10/digital-album.html">https://jesus220199.blogspot.com/2022/10/digital-album.html</a>
MERRIN ANN PHILIP	<a href="https://docs.google.com/presentation/d/15-CWLvAx1Hj3HlmJHzX6SoKhNZKDPYuK/edit?usp=sharing&amp;oid=107945043878125361733&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/15-CWLvAx1Hj3HlmJHzX6SoKhNZKDPYuK/edit?usp=sharing&amp;oid=107945043878125361733&amp;rtpof=true&amp;sd=true</a>
MERIYA VERONICA SAM	<a href="https://docs.google.com/presentation/d/1ST3BXJikCpsl5TTZaKlfQweJKXyoq6PZ/edit?usp=drive-link&amp;oid=104316520778182419699&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1ST3BXJikCpsl5TTZaKlfQweJKXyoq6PZ/edit?usp=drive-link&amp;oid=104316520778182419699&amp;rtpof=true&amp;sd=true</a>
DEVIKA R	<a href="https://docs.google.com/presentation/d/1fq5otNmcGF2bp5tY-JY8tNXcYjv4GoX/edit?usp=sharing&amp;oid=105087040235555052701&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1fq5otNmcGF2bp5tY-JY8tNXcYjv4GoX/edit?usp=sharing&amp;oid=105087040235555052701&amp;rtpof=true&amp;sd=true</a>
AJINA JOSEPH	<a href="https://docs.google.com/presentation/d/1V6CTwJI8VB86rWVnuYnGflpl2QgcQNb/edit?usp=sharing&amp;oid=107945043878125361733&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1V6CTwJI8VB86rWVnuYnGflpl2QgcQNb/edit?usp=sharing&amp;oid=107945043878125361733&amp;rtpof=true&amp;sd=true</a>
Sreeshma das .k	<a href="https://docs.google.com/presentation/d/1TFION49sq-GcJ4-in8yp3oZz735-Z4X/edit?usp=sharing&amp;oid=106924079702124094279&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/1TFION49sq-GcJ4-in8yp3oZz735-Z4X/edit?usp=sharing&amp;oid=106924079702124094279&amp;rtpof=true&amp;sd=true</a>

- Uploading learning materials in blog



- Learning apps



The top-left screenshot shows a crossword puzzle on the website **bookwidgets.com**. The puzzle title is **CELL ORGANELLES**. The question is **ORGANELLE WHERE PROTEIN SYNTHESIS OCCURS**. The grid shows a vertical word starting with 'R' and ending with 'S', and a horizontal word starting with 'R' and ending with 'S'. The top-right screenshot shows a Mentimeter poll on **gamma.app/docs** titled **Which place you will select for the tour programme**. The poll asks to explain the rules of the game to students. It offers four multiple-choice options: **Chennai**, **Goo**, **Hyderabad**, and **Bangalore**. The background of the poll features educational content about **Plant Tissues** and **Meristem Tissue**.

The bottom-left screenshot shows a crossword puzzle on **bookwidgets.com** with a background image of an astronaut on the moon. The puzzle grid shows a vertical word starting with 'C' and ending with 'S', and a horizontal word starting with 'C' and ending with 'S'. The bottom-right screenshot shows a Mentimeter poll on **gamma.app/docs** titled **Most calmest person in your class?**. The poll includes a text input field for answers, a character count of 200, and a **Submit** button. The background features educational content about **Balanced Force and Unbalanced Force**, **What is Force?**, and **Types of Forces** (Traction, Frictional, Gravitational).

The image shows a composite of three browser windows. The left window displays a presentation slide titled 'Globalisation' with a world map and a hot air balloon. The middle window shows a detailed slide titled 'Globalisation' with sub-sections: 'The Definition of Globalisation' and 'The Causes of Globalisation'. The right window shows a Mentimeter poll titled 'Do you love travelling?' with a text input field and a 'Submit' button.

**Globalisation**  
In today's interconnected world, borders are becoming more blurred. Globalisation is the process of integrating nations, people, and economies across the world. Let's dive deeper into this topic.  
By Anna Paulina Joseph

**The Definition of Globalisation**

- What is it?**  
Globalisation is the process of breaking down economic, political, and cultural barriers between nations. It's about creating greater interconnectedness across countries, reducing trade barriers, and increasing the flow of goods, capital, and services.
- How often is it important?**  
It leads to a more interconnected and diverse world with faster access to information, ideas, and products.

**The Causes of Globalisation**

- Trade Liberalisation**  
By reducing tariffs and barriers, countries can more easily trade with each other, boosting economic growth.
- Advancements in Technology**  
The fast pace of progress has made it easier to communicate, share information and ideas, and collaborate across borders.
- Political Changes**  
Political changes, such as the fall of the Soviet Union and the end of apartheid in South Africa, have opened up new markets for trade.
- Multinational Corporations**  
Large corporations have the

## 5. Organizing Field Visits

**Tour program - 4/03/2023 09/03/2023**

Vehicle No. KL 34F 3898

## ANNA TRAVELS

P.ROAD, PONKUNNAM - 686506  
Ph: 9447456917, 9447601260, 9447601261

No. **202** Date \_\_\_\_\_

Name & Address of the Party St. Thomas College of Teacher Education, Pala, Kottayam  
PIN CODE 6 86 535

From St. Thomas College of Teacher Education, Pala  
To \_\_\_\_\_ Route Pala - Hogenakkal - Mahabalipuram  
- Chennai - Pondicherry - Kodaikanal - Theni - Kuttikanam - Pala

Date & Time of Departure 04.03.2023 9.30 AM  
Date & Time of Arrival 09.03.2023 9.30 AM

Rate per Running K.M A/c 45 Non Ac. -  
Total Amount Rs. \_\_\_\_\_ Advance \_\_\_\_\_


Balance Rs. \_\_\_\_\_  
Seating Capacity 49  
Vehicle Should Report at 9.45 AM

**CONDITIONS**

1. മെക്കാനിക്കൽ പ്രശ്നമുണ്ട് എഞ്ചിനുകളും മറ്റും മറ്റും നന്നാക്കിയശേഷം ഉപയോഗിക്കുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കേണ്ടതാണ്. അല്ലെങ്കിൽ ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
2. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
3. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
4. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
5. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
6. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
7. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
8. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
9. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
10. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
11. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
12. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
13. ട്രാവൽ ചെയ്യുന്നതിന് മുമ്പ് ട്രാവൽ ഓഫീസർക്ക് അറിയിക്കാതെ ട്രാവൽ ചെയ്യുന്നതിന് ട്രാവൽ ഓഫീസർക്ക് ഉത്തരവാദിത്വമില്ല.
14. All Our transaction subject to Karjirappally Jurisdiction

I agree to the conditions above

For Anna Travels \_\_\_\_\_ Signature of the Party Do. Alex George



**ST THOMAS COLLEGE OF TEACHER EDUCATION, PALA**  
RESEARCH CENTRE IN EDUCATION APPROVED BY MG UNIVERSITY, KOTTAYAM, KERALA, 686575

# സഞ്ചാരി

EXPLORER OF THE UNSEEN

04.03.23 TO 09.03.23

**Study Tour**  
**2021-23**  
**B.Ed. Batch**

Snow storm  
Kuttikkanam Tunnel  
Hogenakkal Waterfalls  
Mahabalipuram  
Chennai  
Marina Beach  
Pondicherry  
Auroville  
Kodaikanal  
Dolphin nose view point  
Marthoma Thero's Women's University

Designed By  
Suhana Chait  
Suhana Chait  
Suhana Chait

### Day One Report

A study being conducted in the field of early child development...

...the study is a preliminary study...

...the study is a preliminary study...



A study being done for this program as it helps children to get education and gain their confidence...

...the study is a preliminary study...

...the study is a preliminary study...

### Day Two

A study being done for the study being done...

...the study is a preliminary study...

...the study is a preliminary study...

The study is a preliminary study...

...the study is a preliminary study...

...the study is a preliminary study...

### Day Three - 2022 (The Report of the study)

The study is a preliminary study...

...the study is a preliminary study...

...the study is a preliminary study...

...the study is a preliminary study...

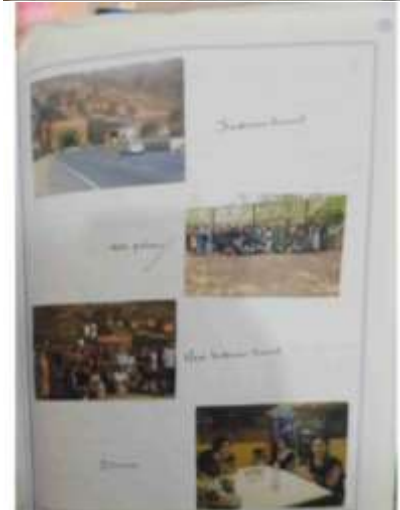
...the study is a preliminary study...

...the study is a preliminary study...



### Day 4 - Study

10:00 AM	Reporting of study
10:15 AM	Planning for study
10:30 AM	Starting of study
10:45 AM	Reporting of study
11:00 AM	Planning for study
11:15 AM	Starting of study
11:30 AM	Reporting of study
11:45 AM	Planning for study
12:00 PM	Starting of study
12:15 PM	Reporting of study
12:30 PM	Planning for study
12:45 PM	Starting of study
1:00 PM	Reporting of study
1:15 PM	Planning for study
1:30 PM	Starting of study
1:45 PM	Reporting of study
2:00 PM	Planning for study
2:15 PM	Starting of study
2:30 PM	Reporting of study
2:45 PM	Planning for study
3:00 PM	Starting of study



### Description of Study - Day 1

The study is a preliminary study...

...the study is a preliminary study...

...the study is a preliminary study...

### Day 2 - Study

10:00 AM	Reporting of study
10:15 AM	Planning for study
10:30 AM	Starting of study
10:45 AM	Reporting of study
11:00 AM	Planning for study
11:15 AM	Starting of study
11:30 AM	Reporting of study
11:45 AM	Planning for study
12:00 PM	Starting of study
12:15 PM	Reporting of study
12:30 PM	Planning for study
12:45 PM	Starting of study
1:00 PM	Reporting of study
1:15 PM	Planning for study
1:30 PM	Starting of study
1:45 PM	Reporting of study
2:00 PM	Planning for study
2:15 PM	Starting of study
2:30 PM	Reporting of study
2:45 PM	Planning for study
3:00 PM	Starting of study



Handwritten text describing a group of people, possibly a family or a group of friends, smiling and posing together.




Handwritten notes, possibly a list or a schedule, with some text and a small table.


Day 2 - ...

...	...
...	...
...	...

Handwritten notes, possibly a list or a schedule, with some text and a small table.

...	...
...	...
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Handwritten text and captions for the photographs, including 'Lighthouse of ...' and '... of ...'.

Handwritten notes, possibly a list or a schedule, with some text and a small table.

...

Handwritten notes, possibly a list or a schedule, with some text and a small table.

...

Marine Bank

Marine Bank / Marine is a national bank in the United States. The bank was founded in 1852 by the United States Marine Bank for the United States Marine Bank. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

Bank of America

The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

Day 4 - Schedule

March 4	
7:30 AM	Class and from Washington
8:00 AM	Bus / Traffic / morning
8:30 AM	Off to Washington
9:00 AM	Arrival at Washington
9:30 AM	Class / Washington morning
10:00 AM	Class / Washington

2nd day  
3rd day  
4th day  
5th day  
6th day



The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

Marine Bank

The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

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Bank of America

The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

Day 4 - Schedule

March 4	
7:30 AM	Class and from Washington
8:00 AM	Bus / Traffic / morning
8:30 AM	Off to Washington
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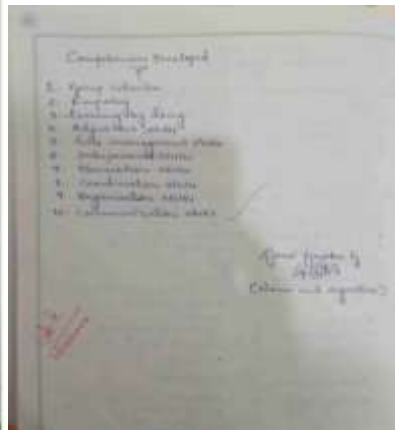


The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.

Bank of America

The national bank in the United States is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System. It is a national bank in the United States and is a member of the Federal Reserve System.









## Field Internship in Field Site relevant to Cluster C

Students made a field visit to Bird Sanctuary at Kumarakom on 16<sup>th</sup> July 2022. Kumarakom Bird Sanctuary is among the most popular bird watching spots in the country. Spread out over 14 hectares, one comes across numerous rare avian species in these parts. Located on the banks of the Vembanad Lake in Kottayam, one gets to see a variety of migratory birds that flock in thousands, ranging from places like the Himalayas to Siberia.





## 6. Conducting Outreach/ Out of Classroom Activities

- Blood donation



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## St. Thomas College of Teacher Education, Pala MEGA BLOOD DONATION CAMPAIGN

Organised by Red Ribbon Club, Health Club, Pala Blood Forum, Marygiri  
Hospital Bharanganam,  
29 September 2022

### Blood Donors List

SL NO	NAME	DEPARTMENT
1.	Sr. Ancymol Joy	English Education
2.	Nayana Babu	English Education
3.	Sivani Sai	English Education
4.	Emma Maria	English Education
5.	Amrutha Sunil	English Education
6.	Sr Linta Joseph	Mathematics Education
7.	Linta Eldos	Natural Science Education
8.	Alphonsa Mathew	Natural Science Education
9.	Sandeep Kumar V	Natural Science Education
10.	Alan Maria Benny	Natural Science Education
11.	Catherine Jose	Natural Science Education
12.	Riya Tresa Royce	Natural Science Education
13.	Jeffin Jose James	Physical Science Education
14.	Fathima Salim	Physical Science Education
15.	Denna Jose	Physical Science Education
16.	Sr. Tessa Kurian	Physical Science Education
17.	Anand K S	Natural Science Education
18.	Athira Mohan	Natural Science Education
19.	Anita Thomas	Natural Science Education
20.	Alby Mohan	Natural Science Education
21.	Sr. Lidwin George	Natural Science Education
22.	Nibin Babu	Social Science Education
23.	Lijo Jose	Social Science Education
24.	Annu Abraham	Social Science Education
25.	Annu Paulin	Social Science Education
26.	Elizabeth Cyriac	Commerce education
27.	Meriya Veronica Sam	Commerce education
28.	Devika R	Commerce education
29.	Sreeshma Das	Commerce education

- **Nirakkott – painting walls of Excise range office**

**REPORT - NIRAKKUT - EXCISE RANGE OFFICE PALA**

The 17th session of Workshop was a really nice experience for the students, as for the first time the programme was run in a novel way of painting schools to painting in open spaces subject to public observation. The students appreciated the same motto of the Excise Range Office, Pala after the Excise officials broadly supported the college for the same. The officials were very impressed with our previous work, which they want to see in person. Hence it was decided to do the necessary and the last day of our Community Living Centre was to be the occasion for it.

On 24/12/22 at 9:30 am a group of five students went to the site to reach the initial situation. Since it was different from the previous occasions, the nature of the projects was also different. Pictures such as that of a Karthika's costume, Sri Swamin, Excise Inspector, etc. were drawn. The students were divided into two groups prior to the initiation, while 20 students were selected for painting the car were asked to compete to the "Vandaloo" plan of the Excise department which works for the eradication and prevention of substance abuse.

At 6:30 am the painting activities were officially started after a short program featuring the Excise officials. Excise Inspector, Sri C. K. Kishore Kumar, Excise Office Pala, addressed the gathering. Afterward, the students continued to paint the banner that was their work, while the students worked for the banner had an interaction with the Excise officials regarding the "Vandaloo" plan and its activities. Following the completion the

The painting activity of the day was completely different from the previous occasions, as it was done in a novel way. Parents consistently engaged the students regarding the event and conveyed their appreciation for the same. Several students who were there first the start, time and again requested their members for the colorful paintings. Several Magister personnel visited the site and expressed their appreciation. Media personnel from different agencies were also a regular presence at the location. Refreshments were provided to the students frequently by the officials, so it was a very hot day. The students concluded their work by 2:00 pm and went back to the college for lunch with hearts filled with satisfaction.



- **OTHUCHERAM** -World human rights day on 10/12/2022

As part of Human Rights Day and the second phase of the State Government's anti-drug campaign, students of St. Thomas College of Teacher Education, Pala arranged a meeting called, 'Othucheram' near to Marian Centre, Pala. Ms. Nibin Babu (college chairman) gave the human right message and Amrutha P. Sunil delivered anti-drug message. <https://youtu.be/U3D8GI4RY50>



- Antidrug rally and performed flash mob

**ST. THOMAS COLLEGE OF  
TEACHER EDUCATION, PALA**  
KOTTAYAM (D.L.), ERNACULAM, KERALA, INDIA  
Recognized by A Grade by NAAC  
Affiliated to Mahatma Gandhi University, Kottayam, Kerala, India  
E-mail: sttpala@gmail.com | Website: sttpala.ac.in

**വിമുക്തി**

**NO TO DRUGS**

**ലഹരിക്കെതിരെ  
നവകേരള മുന്നേറ്റം  
കോളേജ് തല ഉദ്ഘാടനം**  
2022 ഓഗസ്റ്റ് 06 ന് 9.30 a. m കാലേജ് കൗൺസിലിൽ

**ഉന്നതം, ഉയരം, ലഹരിക്കെതിരെ....**

Dr. F. D. Kuttanadan, Head, Psychology  
Dr. Sreedharan, Head, Education  
Dr. Anandakrishnan, Head, English  
Dr. Anand Kuttanadan, Head, Mathematics

<https://youtu.be/DuB-eDLtajI>



വിദ്യാർത്ഥി കമ്മിറ്റി

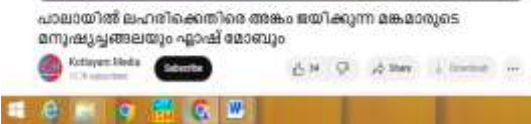
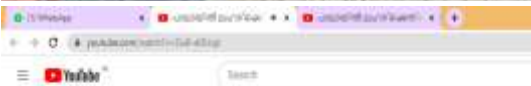
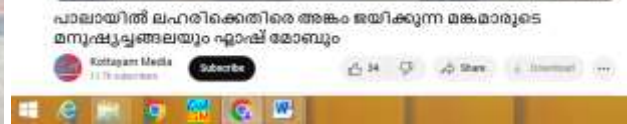
കമ്മിറ്റിയിൽ : (നവംബർ 2023 - 2024)  
 ചെയർമാൻ : വിദ്യാർത്ഥി  
 സെക്രട്ടറി : വിദ്യാർത്ഥി  
 കോർഡിനേറ്റർ : വിദ്യാർത്ഥി  
 അംഗങ്ങൾ : 1. വിദ്യാർത്ഥി (നവംബർ)  
 2. വിദ്യാർത്ഥി, നവംബർ 2023 (നവംബർ)  
 3. വിദ്യാർത്ഥി, നവംബർ 2023 (നവംബർ)

**ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA**  
**VINAYAKI CLUB 2023-24**

 Dr. M. Suresh Kumar Principal	 Dr. V. S. Sankaranarayanan Vice-Principal	 Dr. Alex George Teacher in Charge
 Anitha Mathan President (Human Resource)	 Raju Jose Secretary (Human Resource)	 Jyoti Jose Treasurer (Physical Education)
 Anil Mathan Executive Member (Human Resource)	 Shreya S. S. Executive Member (English)	 Ananya S. Executive Member (Human Resource)







- World waterday observance and Meenachil River conservation campaign (25/03/2023). <https://youtu.be/aqr1VD-FQfQ>



- Adolescent counselling and Mentoring service



- Interschool speech competition for LP and UP school students. (04/02/2023)

**മലബാർ അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം, പാലക്കാട് സംഘടിപ്പിക്കുന്ന**  
**അഖില കേരള മലയാള പ്രസിംഗമത്സരം**  
**LP, UP വിദ്യാർത്ഥികൾക്ക്**  
**വിഷയം : ഔദ്യോഗികവാദനം**  
**തിയ്യതി: 2023 ഫെബ്രുവരി 4 ന്റെ**  
**സമയം: 09.30ഓം മുതൽ 12.30ഓം വരെ**  
**സ്ഥലം: മലബാർ അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം, പാലക്കാട്, കേരളം**

**UP** - 10-ാം ക്ലാസ്സ്  
**LP** - 5-ാം ക്ലാസ്സ്

**Organized by: Alumni Association | Ostrory Club**  
**വിമുക്തി**

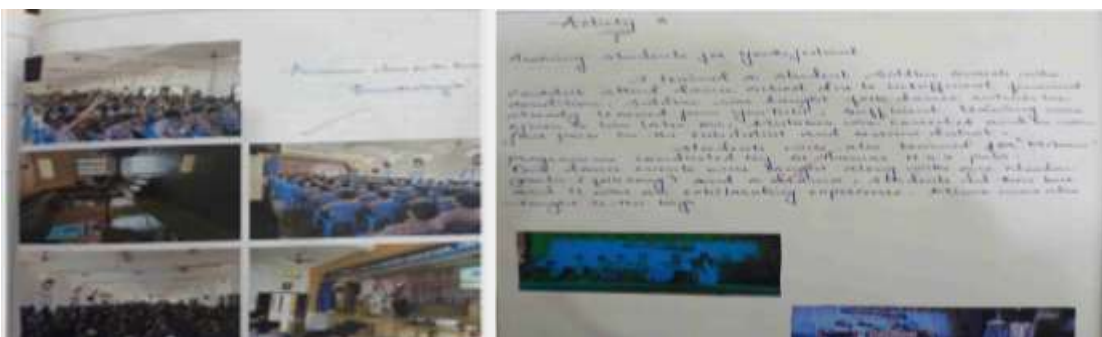
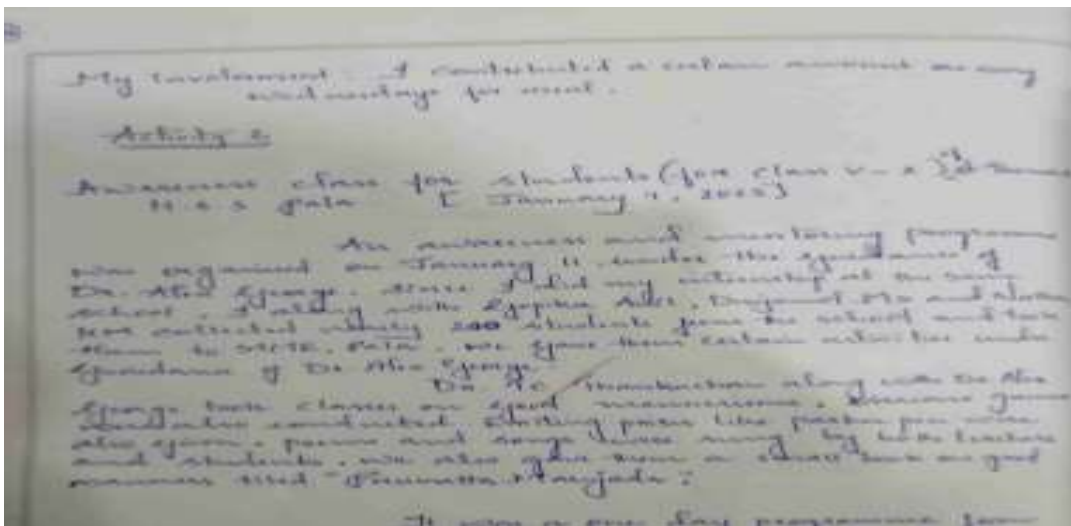
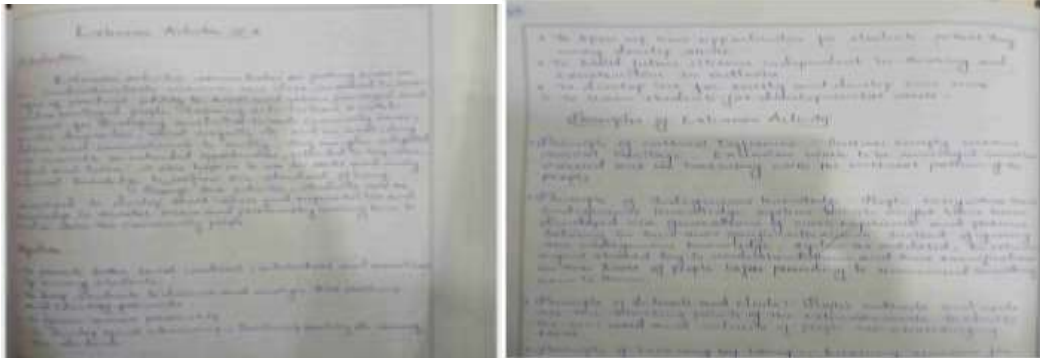
**മലബാർ അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം, പാലക്കാട് സംഘടിപ്പിക്കുന്ന അഖില കേരള മലയാള പ്രസിംഗമത്സരം**  
**എന്നും**  
**പ്രശ്നങ്ങൾ**

- 1.00 - പ്രശ്നങ്ങൾ (വിദ്യാർത്ഥികൾക്ക് വിവരിക്കാൻ)
- 1.10 - 1.20 - അദ്ധ്യക്ഷൻ്റെ പ്രഖ്യാപനം എഴുതാൻ
- 1.20 - വിദ്യാർത്ഥികൾക്കുവേണ്ടി എഴുതാൻ (വിഷയം എഴുതാൻ സഹായം നൽകും)
- 1.30 - പ്രശ്നങ്ങൾക്കുവേണ്ടി
- 1.40 - പ്രശ്നങ്ങൾ - എഴുതാൻ വിവരിക്കാൻ
- 1.50 - 2.00 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം
- 2.00 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം - അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം
- 2.10 - 2.20 - വിദ്യാർത്ഥികൾക്ക് അഭിപ്രായം എഴുതാൻ സഹായം നൽകും
- 2.30 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം
- 2.40 - എഴുതാൻ വിവരിക്കാൻ - അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം
- 2.50 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം
- 3.00 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം - അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം
- 3.10 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം
- 3.20 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം - അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം
- 3.30 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം
- 3.40 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം - അക്കാദമി ഹോളണ്ട് മലയാളി വിദ്യാലയം
- 3.50 - അദ്ധ്യക്ഷൻ്റെ അഭിപ്രായം

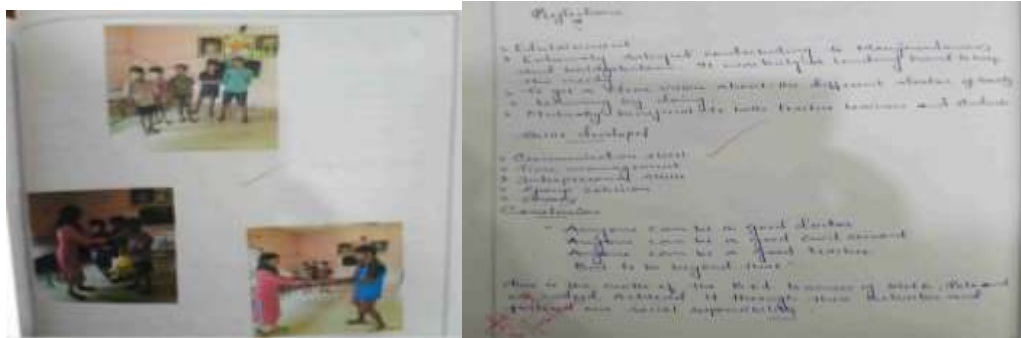
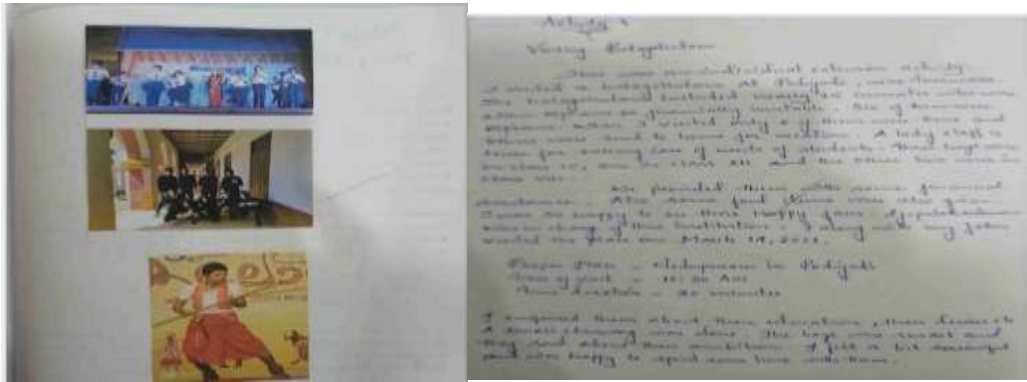


# Page 67

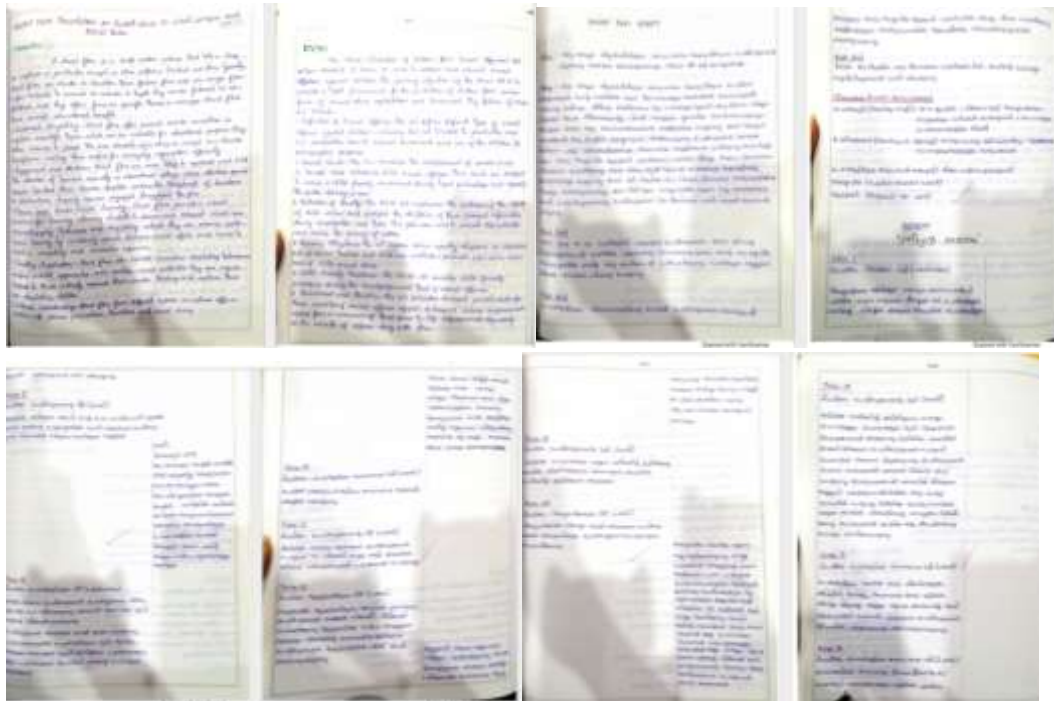
- Extension activities at teaching practice school -report



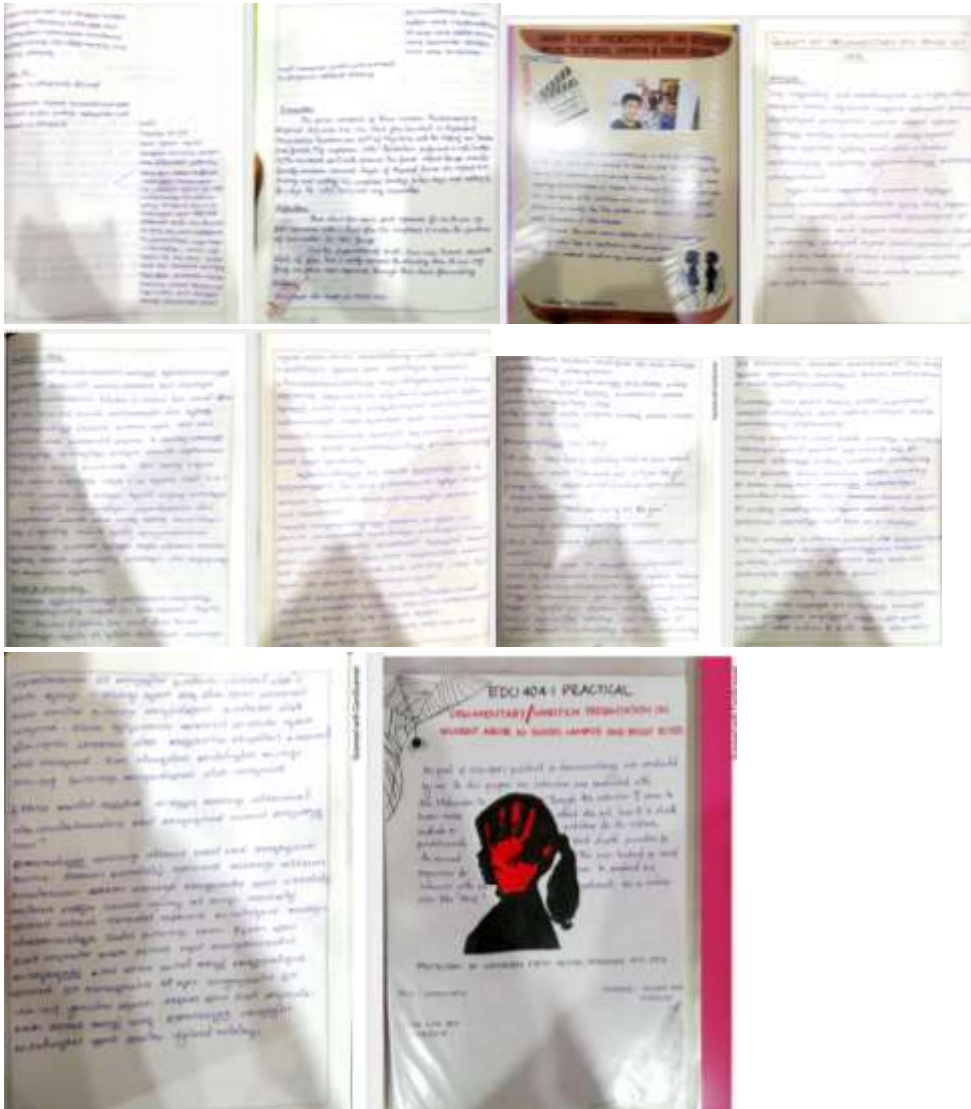
# Page 68



- Short film / documentary based on the theme POCSO act were presented



# Page 69



- Interview with an eminent teacher and documentation of the interview report







## 7. Community Engagement

- Anganwadi visit



**INTRODUCTION**

The period from birth to eight years old is one of the remarkable age for brain development of children and with a constant intake of opportunity for education between early childhood care and education (ECEC) that truly makes a much more than just preparation for primary school. It can be the foundation for emotional well-being and learning throughout life and one of the best investments a country can make as to promote holistic development, gender equality and social values. The first 1000 days of life are critical to human life since the rate of development in these years are more rapid than any other stage of development. ECEC makes a positive contribution to children's long-term development and learning by stimulating and enabling environment in these foundation years of life by learning through and over games and activities, providing a stimulating learning environment and also just love and a belief in three years, preschool is a formal learning environment.

Every child is a unique individual with his own skills and abilities that can be further enhanced and nurtured. A good early childhood care and education can give the foundation of children and ensure that the children develop

Physically, socially, emotionally, mentally and intellectually. It is probably true that the main aim of providing quality education during early years is to enable the child to grow up as a holistic individual and to realize his/her potential to the fullest in all the areas of development.

**OBJECTIVES OF ECEC**

The aim of Early Childhood Care and Education is to provide optimum development of a child's full potential and lay the foundation for lifelong development and life long learning. While parents and home have the main responsibility of the welfare of child, a strong partnership between the community and ECEC centres is important for the well-being of the child and in achieving the following objectives.

The broad objectives of ECEC programmes in India are as follows:

1. To ensure each child is valued, respected, feels safe and secure and develops a positive self concept.
2. Enable a sound foundation for physical, social, mental development of each child - so far as each child's potential.
3. Instill good personal, social, health habits, hygiene, personal and self respect skills.
4. Enable children for effective communication and foster both receptive and expressive language.
5. Promote development and integration of senses.

6. Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment.
7. Enhance development of personal skills, social competencies and emotional well-being.
8. Develop sense of aesthetic appreciation and stimulate creative learning process.
9. Instill authority and developmental appropriate behavior and core human values of respect and love for fellow human beings.
10. Enable smooth transition from home to ECEC centres for formal education.
11. Enhance scope for overall personality development.

**GENERAL PRINCIPLES OF ECEC**

Keeping the vision of holistic and integrated development of the child with the focus on care and early learning at each substage of the developmental continuum and the interrelationships of the domains of development, there is a need to have separate sections for both the three year and 3-6 years or for as specified are being laid out.

In the life span approach to care and learning in the first three years of life focus on creating stimulating and protective environment with appropriate child care supporting child development in primary care and strengthening resilience and protection factors and ensuring

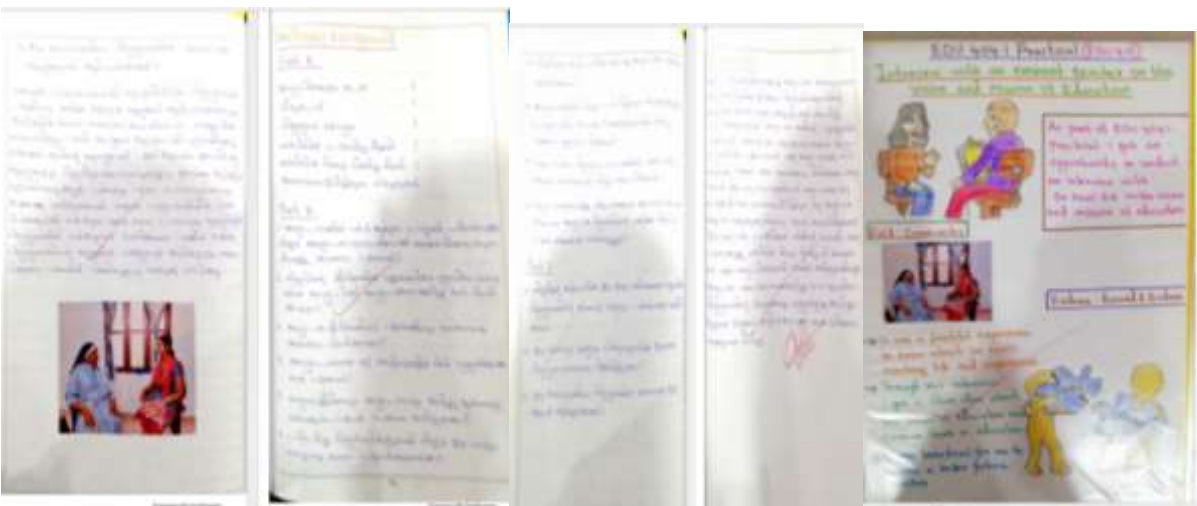
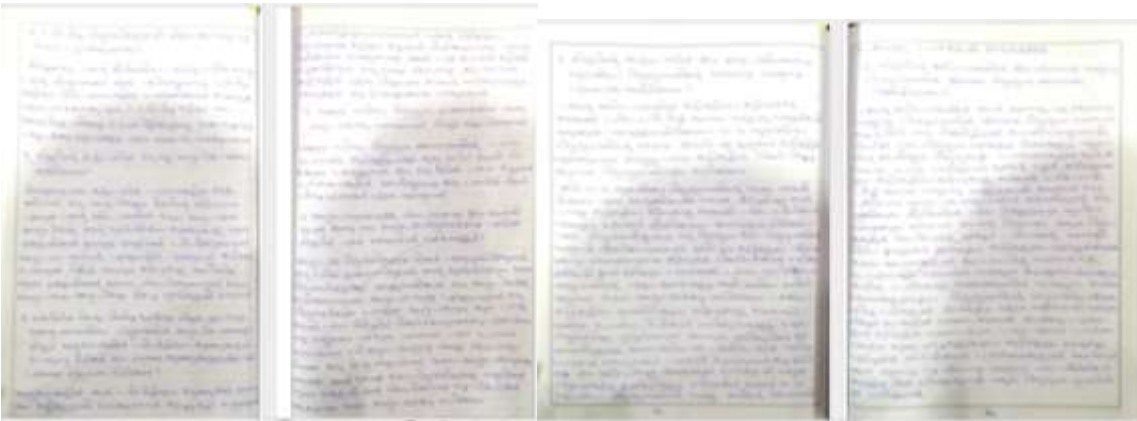
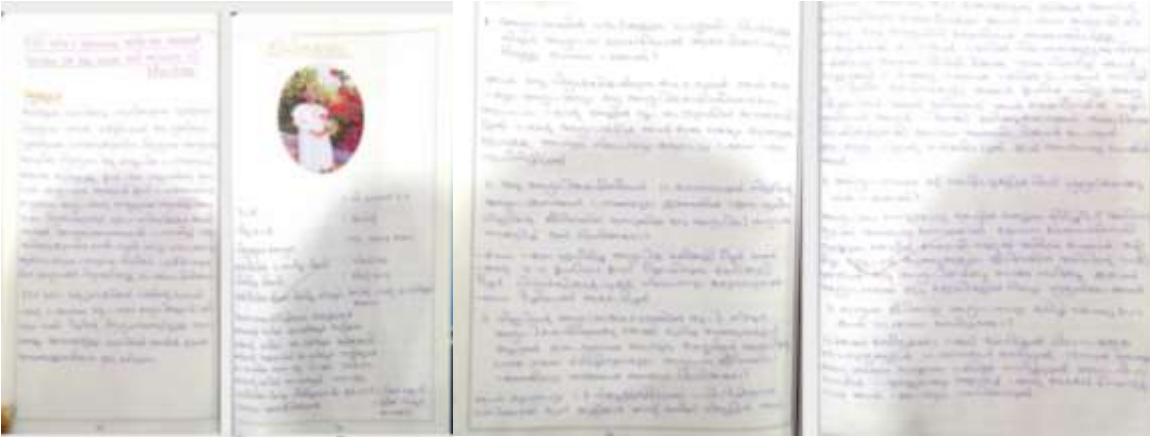
**THE BACKGROUND**

I visited an Anganwadi centre my home is adjacent to it and of my 4th year curriculum for the observation was to write the report which is based on observations made during the visit to the Anganwadi centre. I observed the children of the Anganwadi centre and before entering the centre which is a small building with a porch and a gate. The children were sitting on the floor and were engaged in various activities. I observed the children and their parents were sitting on the floor and were engaged in various activities. I observed the children and their parents were sitting on the floor and were engaged in various activities.

that I observed and noted with. I observed the children and their parents were sitting on the floor and were engaged in various activities. I observed the children and their parents were sitting on the floor and were engaged in various activities.



- Interview with an eminent teacher



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- **Survey on social issues**

<b>Name of the student</b>	<b>Topics</b>
Ajmeya Suliman	Study on problems faced by Pineapple farmers in vazhakkulam
Albi Mohan V	A study on reasons and problems of drug abuse among students
Anand K S	A study on thr univervdity level evaluation practices: Issues and challenges
Anita Thomas	A study on the health issues faced by lower primary school children in Kozhuvanal, Kottayam district
Athira Mohan	Study on digital divide among school students with special reference to tribal area of Attappadi, Palakkad district
Divya Thankachan	A study on challenges and prospects of research on selected research scholars in India
Lidwin Maria George	A study on scientific research facilities in Kerala
Nithin C T	A study on plastic waste management practices in Aymanam, Kottayam district
Aleena Elizabeth Alex	Technostress and mental health among IT professionals
Anse Maria Tomy	Study on waste management in Elikkulam Panchayath-Project
Denna Jose	Study on Postcovid unemployment in Akalakunnam panchayat
Fathima Salim	A study on water pollution in Manimala river
Jeffin Jose James	Cost of education - A comparison between state & CBSE
Sethulakshmi T K	Study on financial crisis among rubber farmers
Sona Alex	Impact of social media among college students
Tessy Kurian	International migration -problems faced by parents
Ajina Joseph	A Study on Depression Among Adolescents In Kottayam District
Amalu K Alias	A Study on Opinion of College Students On Offline And Online Learning With Special Reference To Devikulam Thaluk
Elizebeth Cyriac	Study On Factors Influencing International Migration Of Students With Reference To Kottayam District
Devika R	A Study On Work Life Balance Of College Teachers With Special Reference To Kottayam District
Merrin Ann Philip	A Study On Work Life Balance Of Corporate Employees With Special Reference To Infopark Kochi
Meriya Veronica Sam	A Study On Skills Supplementing The Learning Content Among B.Ed Students In Stcte, Pala

- **Survey on social issues – model**

ST. THOMAS COLLEGE OF TEACHER EDUCATION,  
PALA, KERALA



**Practical Edu. III**  
(2012-2013 S.S. Batch)

**File Project on socio-economic development (EDU III)**  
Submitted to: \_\_\_\_\_  
Subject: Practical Edu.  
Date: \_\_\_\_\_  
City of Submission: Pala, Kerala  
Submitted by: \_\_\_\_\_  
St. Thomas College of Teacher Education, Pala, Kerala.

Principal: \_\_\_\_\_  
College Coordinator: \_\_\_\_\_

**DECLARATION**

I, \_\_\_\_\_, do hereby declare that the project work submitted by me is my own work and I have not copied it from any other source. I have not used any material which is not properly acknowledged. I have not used any material which is not properly acknowledged. I have not used any material which is not properly acknowledged.

Place: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_  
Signature of Teacher: \_\_\_\_\_

**CERTIFICATE**

This is to certify that \_\_\_\_\_ has completed the project work on \_\_\_\_\_ and has submitted it to me for evaluation. The project work is found to be satisfactory and has been evaluated as \_\_\_\_\_.

Place: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of Teacher: \_\_\_\_\_  
Signature of Student: \_\_\_\_\_

**CONTENTS**

1. Introduction \_\_\_\_\_

2. Objectives \_\_\_\_\_

3. Methodology \_\_\_\_\_

4. Data Collection \_\_\_\_\_

5. Data Analysis \_\_\_\_\_

6. Results and Discussion \_\_\_\_\_

7. Conclusion \_\_\_\_\_

8. Bibliography \_\_\_\_\_

9. Appendix \_\_\_\_\_

10. References \_\_\_\_\_

11. Glossary \_\_\_\_\_

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**INTRODUCTION**

The socio-economic development of a country is a complex process. It involves the growth of the economy, the improvement of the living standards of the people, and the development of the infrastructure. The project aims to study the socio-economic development of Kerala and to identify the factors that influence it.

**OBJECTIVES**

The objectives of the project are:

- To study the socio-economic development of Kerala.
- To identify the factors that influence the socio-economic development of Kerala.
- To suggest measures to improve the socio-economic development of Kerala.

**METHODOLOGY**

The methodology used in the project is the survey method. The data was collected from the people of Kerala through a questionnaire. The data was then analyzed using statistical methods.

**RESULTS AND DISCUSSION**

The results of the project show that the socio-economic development of Kerala has improved over the years. However, there are still many challenges that need to be addressed. The factors that influence the socio-economic development of Kerala are the growth of the economy, the improvement of the living standards of the people, and the development of the infrastructure.

**CONCLUSION**

The project concludes that the socio-economic development of Kerala is a complex process. It involves the growth of the economy, the improvement of the living standards of the people, and the development of the infrastructure. The project aims to study the socio-economic development of Kerala and to identify the factors that influence it.

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**Methodology**

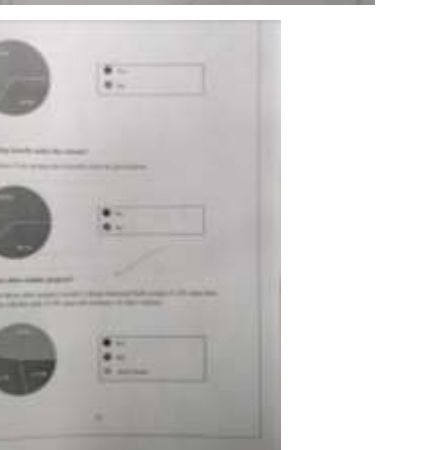
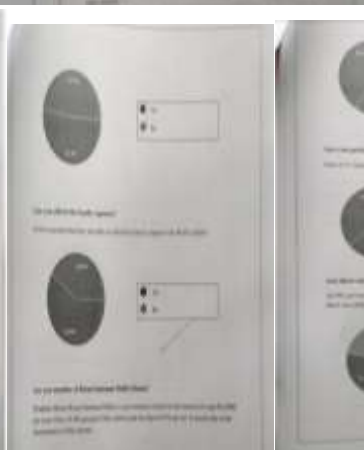
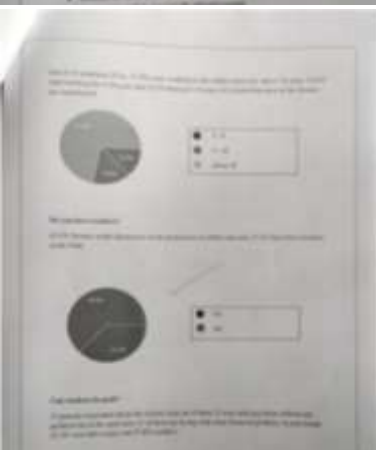
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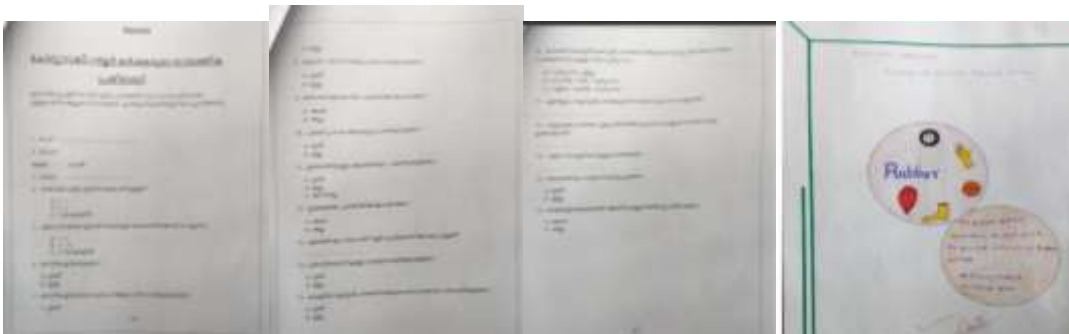
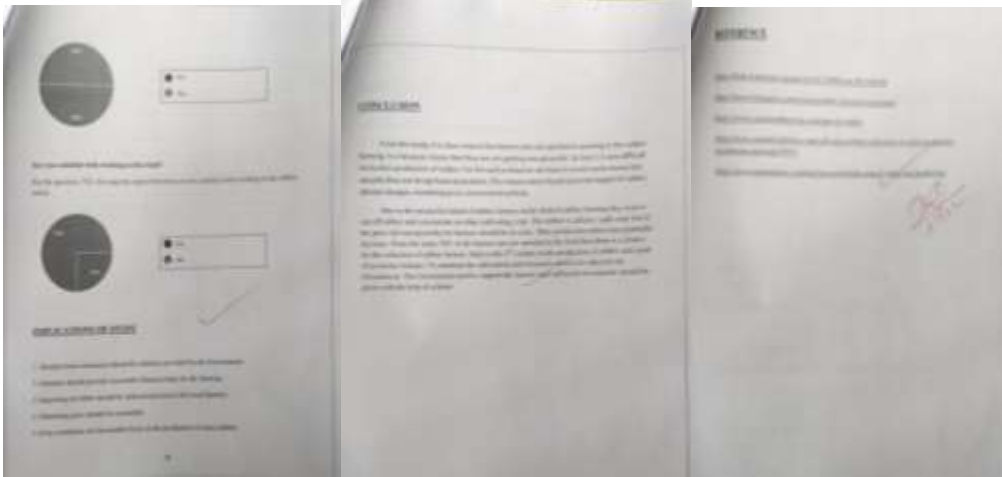
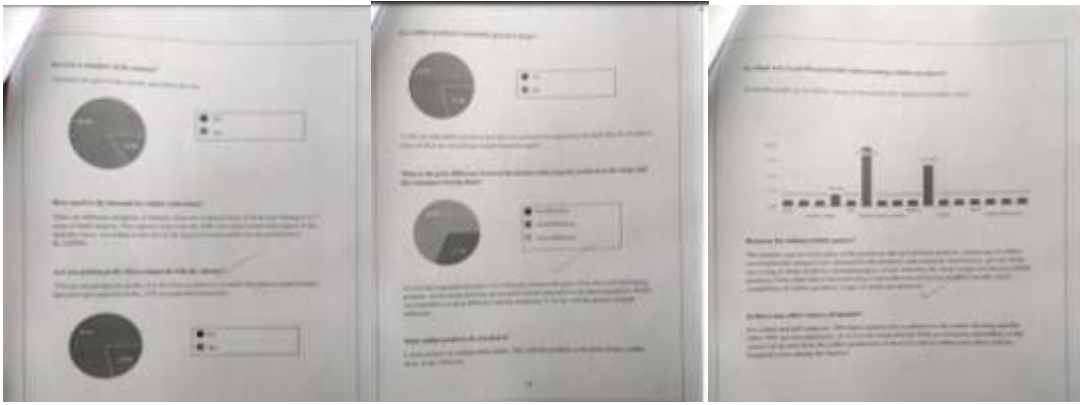
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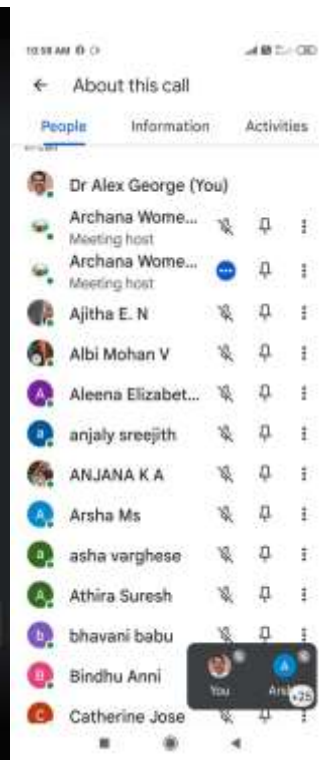
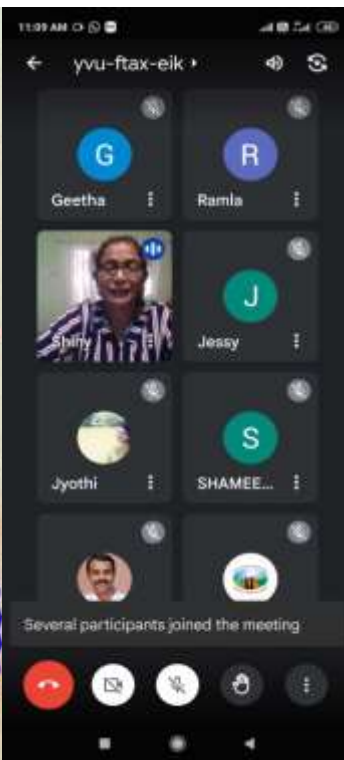


- Beautiful minds - St. Thomas College of Teacher Education, Pala and Civil Service Institute of Pala jointly organized a one year programme called 'Beautiful Minds'. The class was organized based on the theme of 'Motivation and Mentoring: Exploring Special Talents and Capabilities'. BEd Senior students (48) mentored and motivated the students.



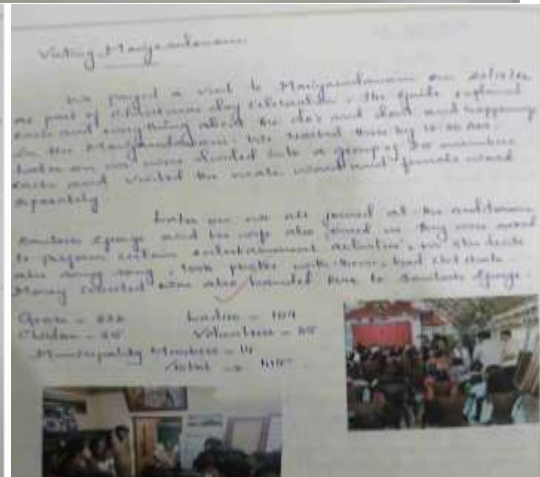
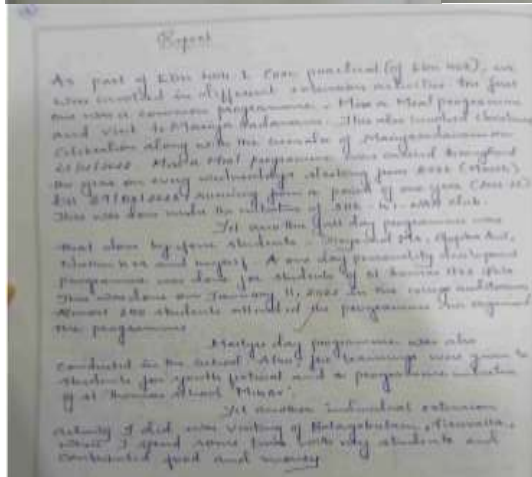
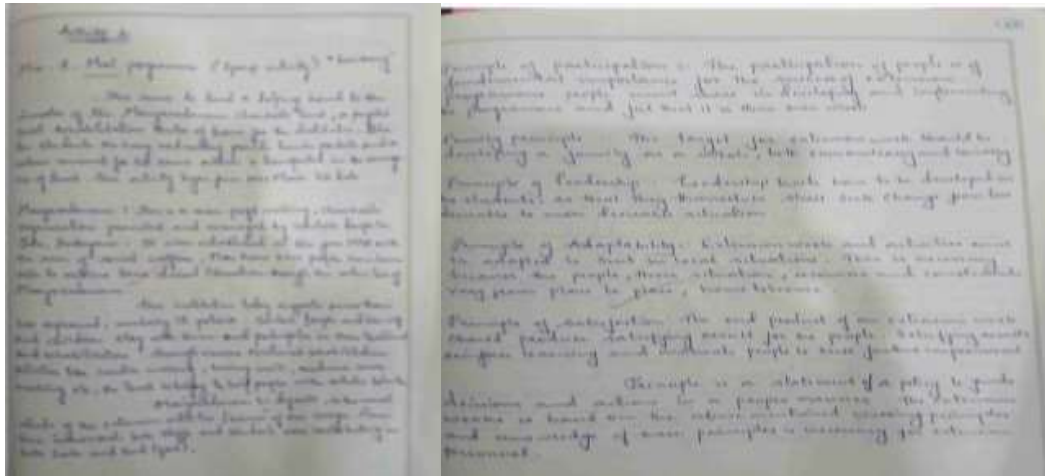


- Participated in the national webinar series namely, 'JAGRATHA' 2021. (B.Ed.).



- Miss a meal programme for Mariasadan and christmas celebration with Mariasadanam on 23/12/2022.



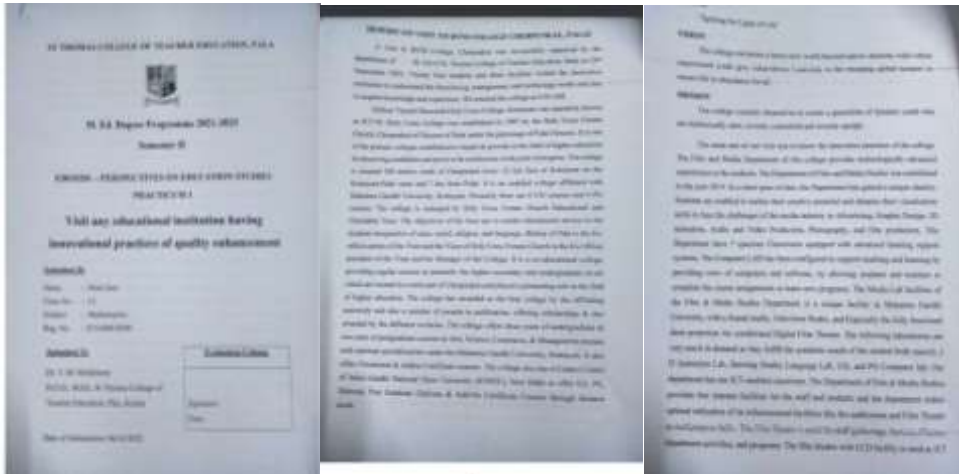


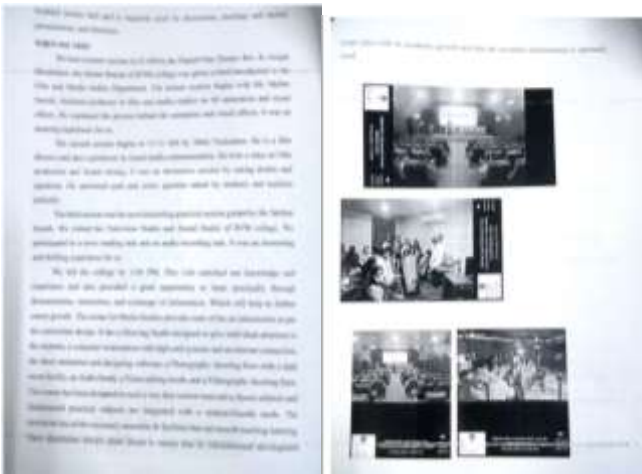
- Anti drug leaflet distribution in order to erase drug related issues in the society. The anti drug leaflet distribution was held on 22nd December 2022 near the college. <https://youtu.be/anvZ4QeMOzQ>



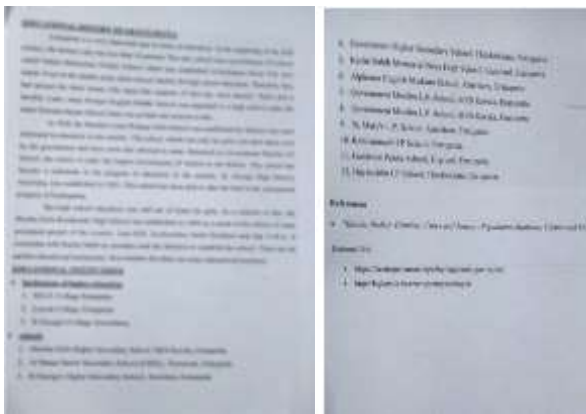
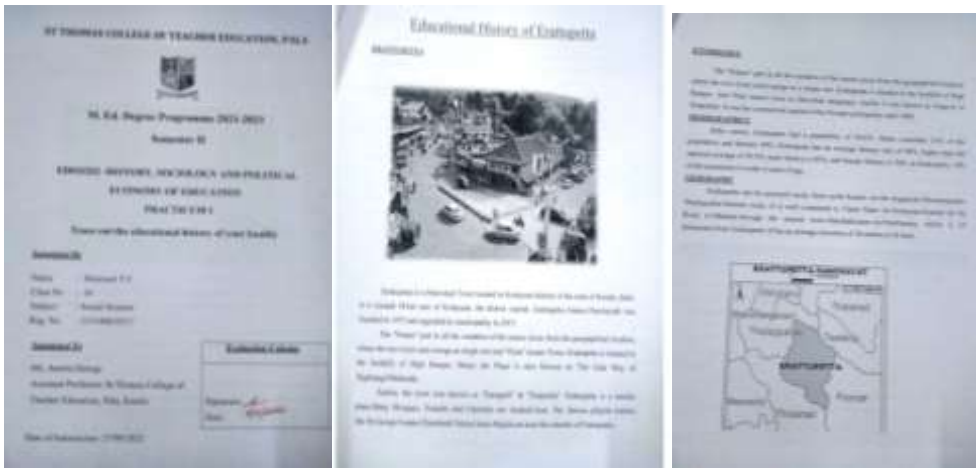
## MEd

- Visit to educational institution having innovative practice for quality enhancement





- Educational history of the locality



- Internship at TTI

TEN DAY  
Internship



School Profile  
 Name of the School : St. Mary's L.P. School  
 Place : Pala  
 Head Mistress : Sr. Lily F.C.  
 Number of teachers : 16  
 Number of students : 700  
 Working time : 9.30 am - 3.45 pm  
 Classes : I - IV  
 Number of District : 16  
 Number of clubs : 19  
 09/20/2022

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About St. Mary's L.P. School Pala  
 St. Mary's L.P. School Pala is established in 1955 and it is managed by the P.V. School. It is located in Pala, Kerala. It is a co-educational school of approx. 700 students. The school consists of classes from I to IV. The school is co-educational and it has a separate building for boys and girls. The school is not a boarding school and it is not using school building. The school is established in the medium of Malayalam in the school but it is approached by all students in the school. The school has a separate building. It has got 12 classrooms. The school has a playground. All the



DAY - 1 REPORT  
 At the end of our 10 day internship we have to do a report. We visited St. Mary's L.P. School Pala. We visited the school with your pleasure and enthusiasm. We visited the school and we were there for 10 days. We visited the school when we were in Kerala. First we saw the headmistress Sr. Lily F.C., we introduced ourselves to her and she warmly welcomed us to the school. The school was fully busy with its activities. The teachers and students were fully engaged in their work in the room. When a girl was practicing for her work.

**DAY-2** 19-10-2022  
Monday

If this is the second day of school today we started at 8:30 am. We went to school by 8:30 am. Even though we were in 7:45 am we didn't go to the bus. The school started with some sports. The first sports competition was 100m race. We had to run 100m. The teacher said that the competition was very easy. I don't understand with the teacher. It was a 100m race. I ran with these boys. We had to run 100m. I ran very fast. Some boys and girls played on the ground. During lunch time it is very hot. We don't have any water. In the school we have to go to the canteen. Just to look after them I was shocked.

**DAY - 3** 20-10-2022  
Tuesday

If this is the third day of school today we started at 8:30 am. We went to school by 8:30 am. Even though we were in 7:45 am we didn't go to the bus. The school started with some sports. The first sports competition was 100m race. We had to run 100m. The teacher said that the competition was very easy. I don't understand with the teacher. It was a 100m race. I ran with these boys. We had to run 100m. I ran very fast. Some boys and girls played on the ground. During lunch time it is very hot. We don't have any water. In the school we have to go to the canteen. Just to look after them I was shocked.



**DAY-4** 21-10-2022  
Wednesday

If this is the fourth day of school today we started at 8:30 am. We went to school by 8:30 am. Even though we were in 7:45 am we didn't go to the bus. The school started with some sports. The first sports competition was 100m race. We had to run 100m. The teacher said that the competition was very easy. I don't understand with the teacher. It was a 100m race. I ran with these boys. We had to run 100m. I ran very fast. Some boys and girls played on the ground. During lunch time it is very hot. We don't have any water. In the school we have to go to the canteen. Just to look after them I was shocked.



**Day-5** 22-10-2022  
Thursday

If this is the fifth day of school today we started at 8:30 am. We went to school by 8:30 am. Even though we were in 7:45 am we didn't go to the bus. The school started with some sports. The first sports competition was 100m race. We had to run 100m. The teacher said that the competition was very easy. I don't understand with the teacher. It was a 100m race. I ran with these boys. We had to run 100m. I ran very fast. Some boys and girls played on the ground. During lunch time it is very hot. We don't have any water. In the school we have to go to the canteen. Just to look after them I was shocked.



**DAY-6** 23-10-2022  
Friday

Today was the sixth day of school today we started at 8:30 am. We went to school by 8:30 am. Even though we were in 7:45 am we didn't go to the bus. The school started with some sports. The first sports competition was 100m race. We had to run 100m. The teacher said that the competition was very easy. I don't understand with the teacher. It was a 100m race. I ran with these boys. We had to run 100m. I ran very fast. Some boys and girls played on the ground. During lunch time it is very hot. We don't have any water. In the school we have to go to the canteen. Just to look after them I was shocked.

**DAY-7** 18-10-2022  
Tuesday

Today was the seventh day of our internship. On Sunday 9th we did school. Today competition day about our skills. In the afternoon, the teacher brought some chairs and gave him to work on tables. It was very happy. All the teachers a lot of things this time. There was also some get to know each other by afternoon. Our works were completed. The teachers are very happy and thanked us a lot. By 11:55 am we came to have noon meal. We also took food from home. I went to class 10 in the afternoon because there was



**DAY-8** 19-10-2022  
Wednesday

Today was the eighth day of our internship. Today some teachers were absent. They had some children for competition. We were asked to make a table for our experience. It was very much fun. We used materials and made a table with some card, egg shell, bamboo stick. Some members of materials should be made with their hands. Another teacher also helped them to learn some materials. They were practicing very hard for getting this award. I really thank my class teacher who worked very hard for me and all my friends. Today there were no for standard student.



**DAY-9** 20-10-2022  
Thursday

Today was the ninth day of our internship. Some teachers were coming to the school. We came to know that there was assembly. The school has some activities for all competitions. Such as some work, poster, word expression. At the school board, board at 9:00 am and started at 10:30 am. A girl said the commandment in English and some other things. The prayer song. Then there was exercise. Started by 3 boys. It was very nice to see that. After that, we talked to them. The high school assembly was also going on. Some of girls were not



**DAY-10** 21-10-2022  
Friday

Today is our last day and the 10th day of our internship. We started the school by 9:00 am. There was assembly at 9:30 am. There was prayer and some activities. There was an English competition. It was a debate. There was a lot of questions by the teacher. The principal of the school (Ajay Kumar) was present. There were some questions to students about learning and about their schoolwork. There was a very good student who gave a very good answer and got 10 in a test and kept it in their class. We gave our report at 12 pm and



## 8. Facilitating Inclusive Education

- Study on exceptional children in schools

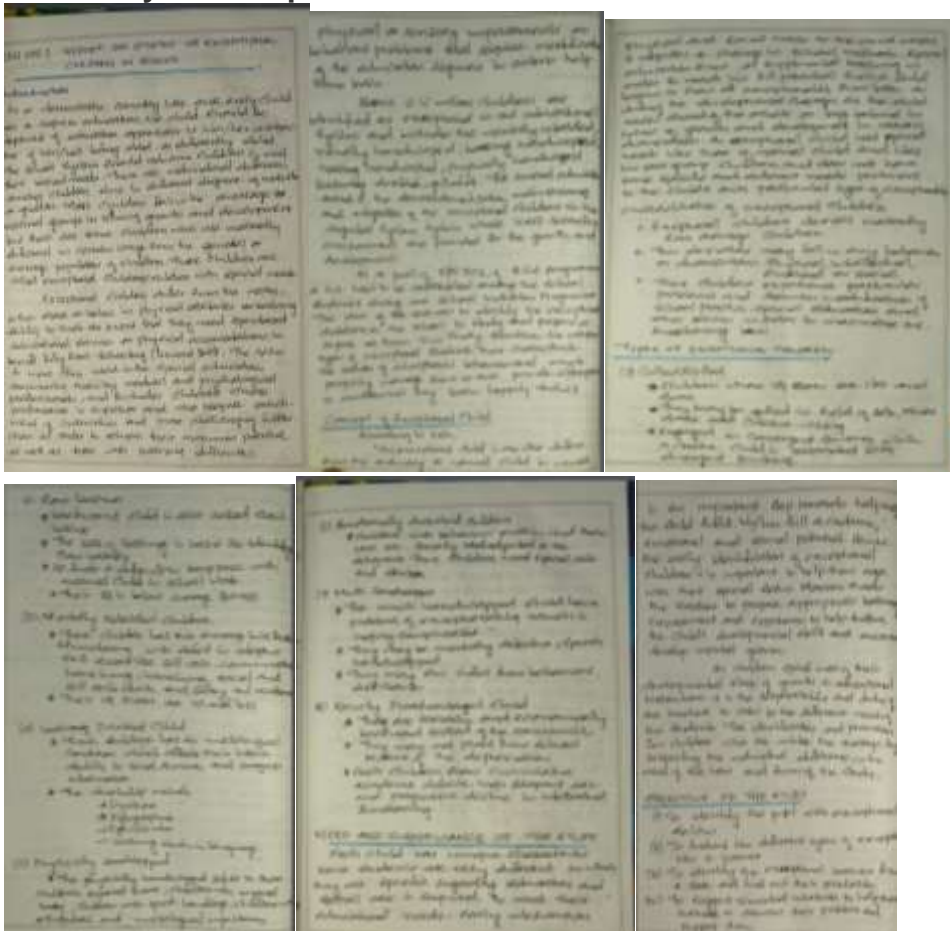


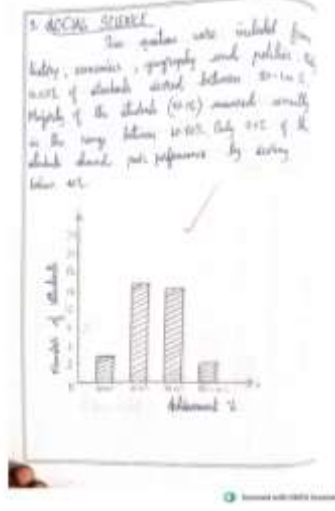
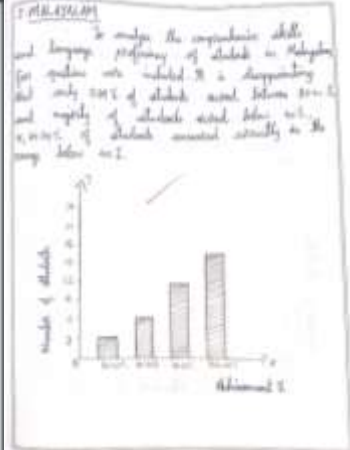
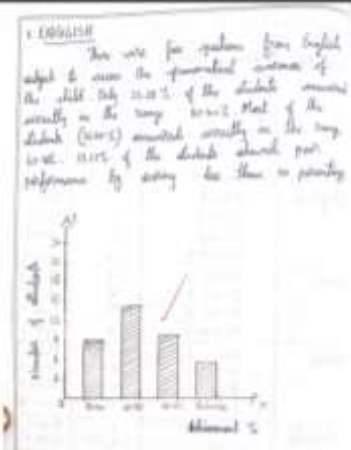






Table 2: Subject wise analysis

Subject Area	Achievement Percentage of students	Number of students	Percentage
1. English	80-100 %	7	23.44 %
	60-80 %	14	44.84 %
	40-60 %	19	61.72 %
2. Mathematics	80-100 %	4	12.77 %
	60-80 %	7	22.22 %
	40-60 %	19	61.72 %
3. Social	80-100 %	7	22.22 %
	60-80 %	16	51.1 %
	40-60 %	19	61.72 %
4. Science	80-100 %	4	12.77 %
	60-80 %	11	34.84 %
	40-60 %	19	61.72 %
5. Maharashtra	80-100 %	7	22.22 %
	60-80 %	14	44.84 %
	40-60 %	19	61.72 %



2. IMPORTANCE

Some equally important was had to analyze the level of empathy among the students. The questionnaire included 10 statements for which five options were given based on the selected options were 40% given and a student score within a maximum of 20 score. Higher the score is the level of empathy. As a threshold score 30 was found that 23 students out of 38 students scored above 40 and can be stated that 60.5% of students have empathical feelings towards the society and 37.1% of students lack empathy. Although the number of students who lack empathy is far in number, it is the responsibility of teachers to cultivate empathical feelings in the students and reduce the number to give students should be able to understand and share the feelings of their peers and the society. Empathy which is a major part of emotional intelligence should be instilled in the minds of the students.

- Findings
- Only 23% of students have good knowledge in English grammar.
  - Only 12% of students scored above 80% in Maharashtra but which indicates that students lack their knowledge in Maharashtra.
  - Students showed poor performance in History when compared with other social science subject.
  - Only 12% of students could give excellent performance in social science.
  - Although skills and retention of the students are below 60% 33% of students scored below 40% of marks.
  - 60% of students have better awareness in science.
  - 60% of students have positive level of emotional intelligence which is out of school.

Implications of the study

The teacher should try to provide students which help to build the comprehension of language, ensuring the student to engage in meaningful conversation.

provide opportunities to share with their mathematical problem which increase student's ability to solve mathematics.

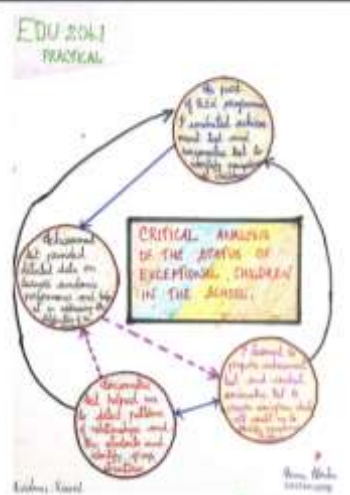
- conduct conversation regularly.
- create a healthy atmosphere for discussing any performance and various content to enhance the general awareness of students.
- provide training on paper usage of English grammar.
- conduct experiment to build scientific aptitude in students.

Conclusion

The scientific assessment had made me to understand the relationship between the students of class VIII of 50000. From the survey, I identified the other main aspects of the school. Parents should be given more attention, care and encouragement to help them to create healthy relationships and help them to work on their skills. It is important to express their interactive skills. It is important to have a good understanding about the dynamics and should help and motivate the students to maintain healthy relationships among the students of the school.

References

- <https://relatived.com/why/transforming.html>
- <https://www.mindgarden.org/why/transforming.html>
- <https://www.governance.com/why/transforming.html>



- Review of a film on exceptional learners



**1. Values / Concepts**  
 Address issues of access and participation by all to ensure a common school system open to all children irrespective of caste, creed, community, religion, economic condition, ability, social status, and the establishment of an integrated programme setting handicapped children to study in regular schools.

**2. The Right to Education Act, 2009**  
 The act gives the responsibility of ensuring regular attendance and completion to the government as far as the standard of the 10th standard studies with children who has not been included in the definition of the child belonging to the disadvantaged section in Art 21 of the Constitution.

**National Curriculum Framework (2005-2006)**  
 The National Curriculum Framework on school education framework making the curriculum flexible and appropriate to address the diversity of school children including those with disabilities in both regular and the separate areas.

After for this section a very number of programme has been prepared in order to cater with special needs and also for children with disabilities to be seen from:

- 1) Design and special books are developed in regular and separate.
- 2) Teachers are trained to help children.
- 3) Assigning the work of special children to finish the books leaving from among difficulty child children.
- 4) This kind framework of various suggested devices.
- 5) Assigning the program of special children for.
- 6) The faculty of curriculum has a committee which is composed in 100 years for and putting the faculty of work is undertaken for all children with disabled disability.

**The National Curriculum Framework (2005-2006) states:**

All apply and interest in the inclusion of children, to ensure that all children in them - the children rights.

**Conclusion**  
 It says that one of the greatest is on the accommodation of children in all ways. The main is national unity of each and every child of the country with their needs, capabilities and individual differences. We have to understand what they find of themselves at the year, but at school as well as job. We should in every place and school to ensure that we will in being included but in not this days in to with the unity in long and short of practice of the school and program is the benefit of the or school to the body.

**1. Seminar**  
 Seminar on the Right to Education (2009-2010)  
 National Seminar on the Right to Education for the children with special needs in India 2009 - 2010  
 2009-2010 National Seminar on the Right to Education for the children with special needs in India

**EDU 802 ELECTIVE COURSE  
 Special & Government Schools  
 in Special Education Systems**

Provide insight into various government schemes like under the umbrella of the special education system.

## MEd

- Seminar on inclusive education

**UNIVERSITY OF TEACHER EDUCATION, PONDICHERRY**  
**M. Ed Paper Programme 2021-2022**  
**Abstract**  
**Subject: Special Education and Inclusive Education, Module 4: Inclusive Education for the 21st Century**

**Abstract**  
 The purpose of this seminar is to provide an overview of the current state of inclusive education in India and to explore the challenges and opportunities associated with it. The seminar will focus on the following areas: the current state of inclusive education in India, the challenges and opportunities associated with it, and the role of government and non-governmental organizations in promoting inclusive education.

**Introduction**  
 Inclusive education is a process of ensuring that all children, regardless of their abilities, are able to learn together in regular schools. This process involves removing barriers to learning for children with disabilities and ensuring that they are able to participate fully in the educational process. Inclusive education is a key component of the Sustainable Development Goals (SDGs) and is essential for achieving the goal of quality education for all.

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- Assignment on individual differences

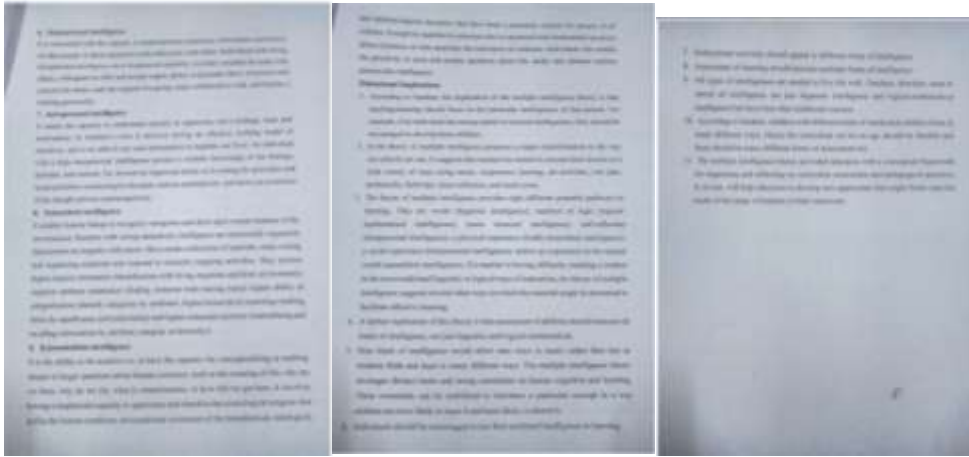
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M. Ed. Paper Program 201-2021  
Semester II  
BANKING AND FINANCIAL SERVICES: PREFERENCE: INDIVIDUAL DIFFERENCES  
ASSIGNMENT

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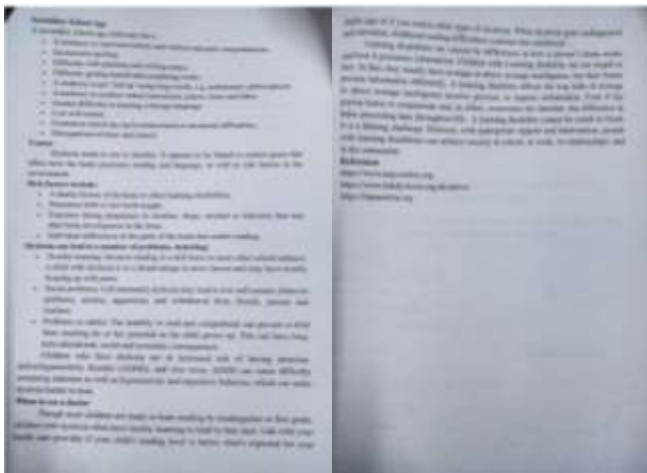
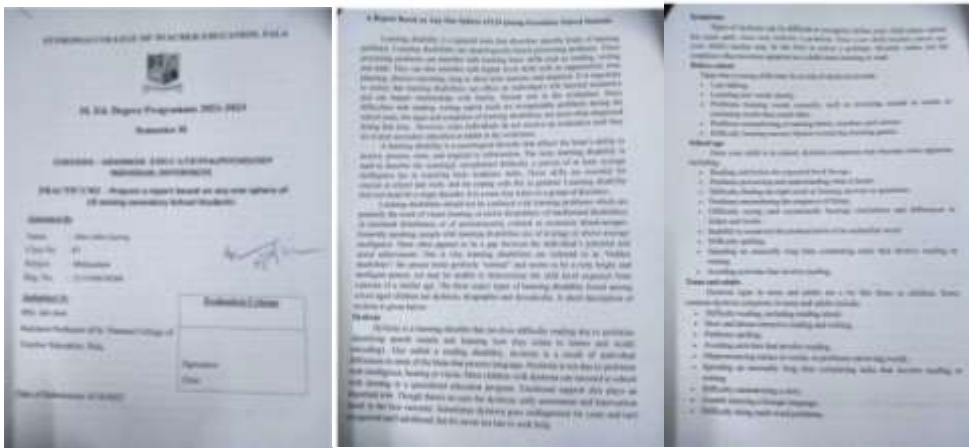
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- Learning disability among secondary students



- Special school visit



## BRANCHING PROGRAMME

Topic : Plant Tissues

ATHIRA MOHAN  
NATURAL SCIENCE

## Plant tissues

**Parenchyma**

- Composed of cells with the simplest structure
- Seen in the soft parts of the plant
- Helps in photosynthesis and storage of food

**Collenchyma**

- Composed of cells that are thick only at the corners of the cell wall
- Provides flexibility and support to plant parts

**Sclerenchyma**

- Composed of cells that are uniformly thick all over the cell wall
- Provides strength and support to plant parts

ST THOMAS COLLEGE OF TEACHER EDUCATION PALA  
EDU 303 – PRACTICUM WORK

## BRANCHED PROGRAMMING

Class ID :  
Unit - Energy Management

Topic : LPG

Submitted by:  
Athira John  
Practical work  
Date: 11

## LPG (Liquefied Petroleum Gas)

**Uses of LPG**

- Cooking
- Room heating
- Motor fuel
- Refrigeration
- Propellant
- Agriculture – Drying processes
- Chemical feedstock

- Non renewable source of energy
- Colourless, odourless gas.
- Obtained through fractional distillation of petroleum.
- Domestic LPG produces an odour since ethyl mercaptan is added as an indicator to detect the gas leakage.
- Main component of LPG is Butane.
- Other constituents are propane and iso-butane.
- Friendly to the environment
- Limit of flammability
- Calorific Value – Heat value

## EDU 103 – PRACTICUM BRANCHING PROGRAMME

Submitted by:  
Anna Paulin Joseph  
B. Ed Social Science  
Class No. 36  
Date: 22/12/2022

Submitted to:  
Dr. Lavina Dominic  
Assistant Professor  
St. Thomas College of Teacher Education, Pala

## TAXES

Tax is the main source of income to the government.

Tax is a compulsory payment to the government made by the public for meeting expenditure towards welfare activities and developmental activities.

Taxes are of two types:-

- Direct Tax
- Indirect Tax

**Direct Tax:** Under direct tax, the burden of the tax is borne by the same person on whom tax is imposed (i.e. the tax is paid by the person on whom it is imposed). Example – Property tax, Personal income tax, Corporate tax etc.

## WELCOME

Submitted by: Elizabeth Cyrilac  
B.Ed Commerce  
Roll No. 46

Submitted to: Dr. Lavina Dominic  
Asst. Professor  
St. Thomas College  
Of Teacher Education,  
Pala

## MANAGEMENT

Management is the **process** of getting things done with the aim of achieving goals **effectively** and **efficiently**.

Process refers to primary functions or activities that management performs to get things done.

Effectiveness is concerned with doing the right task, completing the activities and achieving the goals.

Efficiency means doing the task correctly and with minimum cost.

## SEEDS AND DEEDS

E-LEARNING CONTENT PREPARATION

Standard V III, Part A, Unit 2

Submitted by:  
Anayal Jose  
English Education  
Roll No. 2

Submitted to:  
Dr. Prabhakaran Rajan  
Assistant Professor  
St. Thomas College of Teacher Education, Pala

## UNIT AT A GLANCE

**INTRODUCTION**

**PROSE**

The Light on the Path (Classy Clifford)  
Home Parka, Set South (Bress Parka)

**POETRY**

The Sunset (Victor Hugo)  
The Village Blacksmith (H. W. Longfellow)

**DRAMA**



**WELCOME**

EDU 205.19 - PRACTICUM

Preparation of E-Learning Material on a Topic in Social Science

Submitted By  
Annu Paulin Joseph  
Class: Social Science  
Class No: 35



**WELCOME**

Submitted to Mr. Jolly J Njavall  
Asst. Professor  
St. Thomas College Of Teacher Education, Pala

SUBMITTED BY: ELIZBETH CYRIAC  
B.ED COMMERCE  
NO.46

### OBJECTIVES

- Identify factors determining disease of form of organisation
- Understand different forms of organisation
- Know the features, merits and limitations of different forms of organisation
- Distinguish between different forms of organisation

**MEDICINAL PLANTS**

ATHIRA MOHAN  
B.T. B. Ed NATURAL SCIENCE  
ST. CYRIL PALA

### *Justicia adathoda*

• "Vasaka" for bronchitis  
• Respiratory ailments like asthma, cough and common cold  
• Joint pain, sprain, eczema, malaria, rheumatism and swellings  
• Treatment of piles and sexual disorders


**Dr A. P. J ABDUL KALAM (1931-2015)**

- Dr. A.P.J. Abdul Kalam, was the 11th President of India (2002-2007)
- By profession he was a scientist and an administrator in India.
- He worked with Indian Space Research Organisation (ISRO) and Defense Research and Development Organisation (DRDO) as an aerospace engineer before becoming the President of India.

Kalam addresses engineering students at IIT Guwahati

Kalam along with Vladimir Putin and Manmohan Singh during his presidency


ST. THOMAS COLLEGE OF TEACHER EDUCATION,  
PALA



Submitted by  
ANNU FRIGLIN-JOSEPH  
SOCIAL SCIENCE  
2022 - 2024

Submitted to  
DR. SUNU AGSTIN  
26 - 08 - 2022

**MAX WEBER**



(1864 - 1920)

Max Weber was a German sociologist and political economist. He is regarded as one among the most important theorists of the development of modern Western society. He is recognized as one among the fathers of sociology.

His notable work, "The Protestant Ethic and the Spirit of Capitalism" (1905) is considered as founding text in economic sociology. In the book, Weber wrote that capitalism in Northern Europe evolved when the Protestant ethic influenced large numbers of people to engage in work in the secular world, developing their own enterprises and engaging in trade and the accumulation of wealth for investment.



**INDIAN FINANCIAL SYSTEM**

Submitted to : Jolly J Navvethi  
Submitted by : Elizabeth Dytac

