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

2.4.2 STUDENTS GO THROUGH A SET OF ACTIVITIES AS PREPARATORY TO SCHOOL-BASED PRACTICE TEACHING AND INTERNSHIP. PRE PRACTICE TEACHING / INTERNSHIP ORIENTATION / TRAINING ENCOMPASSESS CERTAIN SIGNIFICANT SKILLS AND COMPETENCIES

C) 2.4.2 DOCUMENTARY EVIDENCE IN SUPPORT OF EACH SELECTED ACTIVITY

2.4.2 Documents related to the various activities that students go through as preparatory to school-based practice teaching and internship

1.Formulating learning objectives

Discussion Lesson Plan

DISCUSSION TEACHING MANUAL 1

Name of the teacher : Ancymol Joy
Name of the college : STCTE Pala
Standard : X
Duration : 40 minute
Date : 09/01/2023

Subject : English
Unit : Glimpses of Green
Lesson : Adventures in a Banyan Tree (Prose) (Paragraph 1-3)

Content Analysis

Theme : Nature

Sub theme : Beauty of Nature, author's adventurous childhood, experiences in nature

Ideational Content

The story 'Adventures in a Banyan Tree' written by Ruskin Bond, describes the experience of a young being delighted and enjoying nature while sitting in a Banyan tree. The first three paragraphs explain about the banyan tree situated in his house and about his friendship with a squirrel

Linguistic Content

Vocabulary items : Magnificent /magnifisənt/, maze /meiz/, nesting /nestiŋ/, arching /a:(r)tʃiŋ/, catapult /'katəpʌlt/, delving /delviŋ/

Synthetic content : Diary entry on the narrator's friendship with the squirrel

Presentation of Teacher's version / PPT

Diary entry on the narrator's friendship with the squirrel

09/01/2023
Monday
9 PM

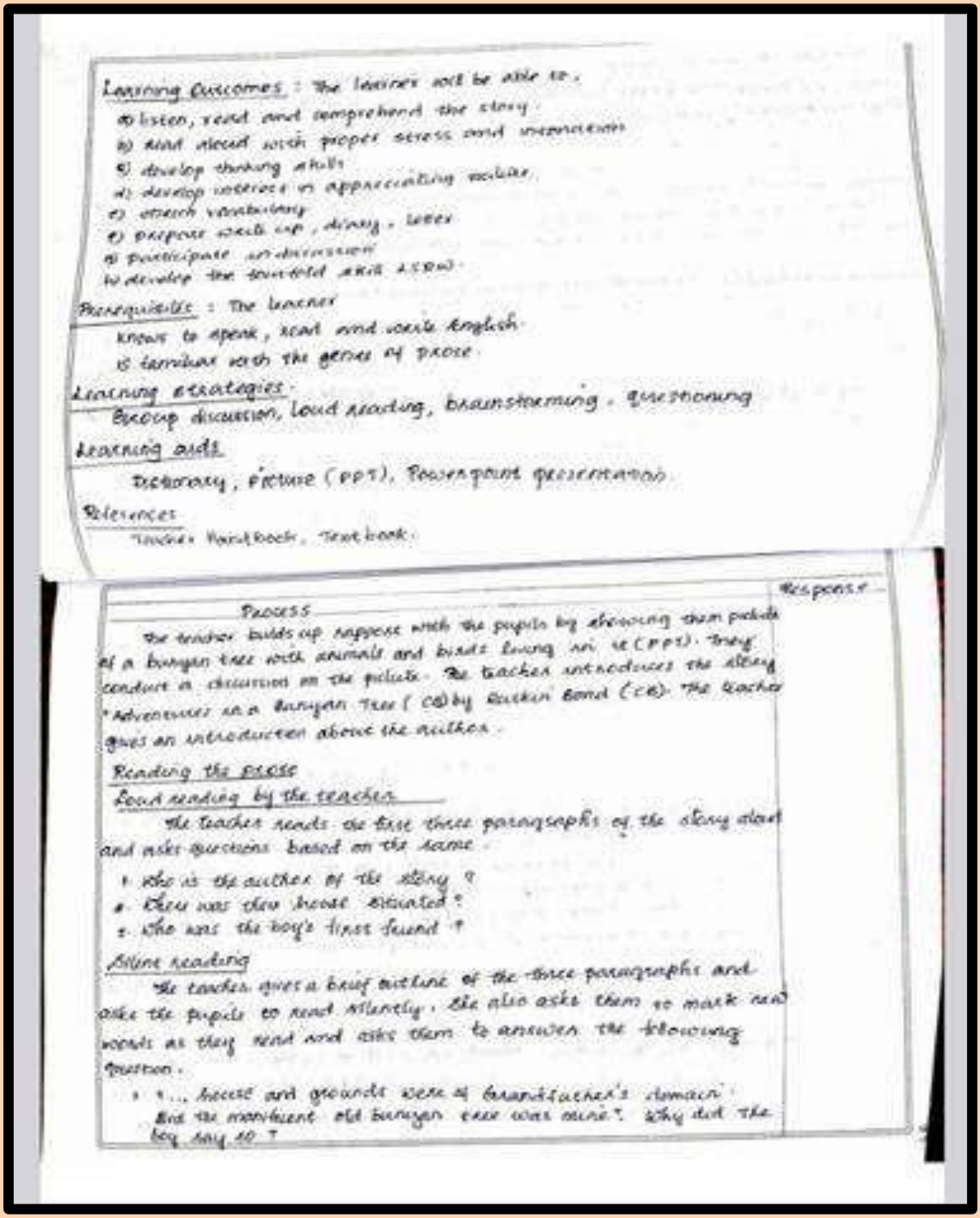
Dear Diary,

Today was an unforgettable day in my life. When I was under my banyan tree, I met a new friend. It was a grey squirrel. At first he seemed to resent my invasion of his privacy. But later he came near me as he found that I was unarmed. A little cute squirrel was he! Now he is very friendly and familiar with me even to take food from my hands. I am so happy to enjoy my vacation here.

Follow up activity

The teacher asks the pupils to write a diary entry based on their experience with the nature.

Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF TEACHER EDUCATION
PALA



Learning Outcomes : The learner will be able to :

a) listen, read and comprehend the story
b) read aloud with proper stress and intonation
c) develop thinking skills
d) develop interest in appreciating nature
e) enrich vocabulary
f) prepare word cap, diary, letter
g) participate in discussion
h) develop the four fold skill (LSRW)

Prerequisites : The learner

knows to speak, read and write English
is familiar with the genres of prose

Learning strategies :

Group discussion, loud reading, brainstorming, questioning

Learning aids

Dictionary, Picture (PPT), Powerpoint presentation

References

Teacher's Handbook, Text book

Process

Response

The teacher builds up rapport with the pupils by showing them pictures of a banyan tree with animals and birds living on it (PPT). Then conduct a discussion on the picture. The teacher introduces the story "Adventures in a Banyan Tree" (CB) by Ruskin Bond (CB). The teacher gives an introduction about the author.

Reading the prose

Loud reading by the teacher

The teacher reads the first three paragraphs of the story aloud and asks questions based on the same.

1. Who is the author of the story ?
2. Where was their house situated ?
3. Who was the boy's first friend ?

Silent reading

The teacher gives a brief outline of the three paragraphs and asks the pupils to read silently. She also asks them to mark new words as they read and asks them to answer the following question.

1. "... house and grounds were a grandfather's domain"
But the magnificent old banyan tree was mine". Why did the boy say so ?

Demonstration Lesson Plan

DEMONSTRATION LESSON PLAN - 2

Name of the teacher : Riya Rose Johns
Name of the school : St. Thomas H.S Pala
Class : IX Div : A
Strength : 24 Nos

Subject : Mathematics
Unit : Prism
Topic : Prisms
Date : 10-01-2023
Duration : 40 minutes

CURRICULAR OBJECTIVES

1) The students develop the concept of prisms
2) The students identify and define the faces, lateral faces and base of prism
3) The students will be able to construct prisms in geogebra.

CONTENT ANALYSIS

Terms : Solids, Prisms, faces, lateral faces and bases of prism
Concepts : i) Solids - Solids, also called three-dimensional objects, are those with a horizontal spread and vertical height.
ii) Prisms are solids whose surfaces are made up of two identical polygons and rectangles of same height, with polygons as opposite sides.
iii) Faces - The polygons and rectangles in a prism
iv) Bases - The polygons on top and bottom of the prism
v) Lateral faces - The rectangles in a prism are its lateral faces.

STEPS

Step 1 - Shows the cutout of 2D shapes and models of 3D objects to compare and identify the differences and to define the solids
Step 2 - Shows the models of prism to observe and identify the features and define it
Step 3 - Construct prisms using geogebra

LEARNING OUTCOMES

i) The students develop competency in acquiring knowledge of solids, prisms and its features
ii) The students develop competency in comprehending the process of developing above concepts.
iii) The students develop competency in applying above process in unfamiliar situations
iv) The students develop creativity in giving real life examples of prisms

LEARNING STRATEGY

Discussion, Group activity, Brain Storming

PRE-REQUISITES

2-D Shapes, 3-D objects, polygons

LEARNING MATERIALS

Paper cutout of square; Models of cuboid, square prism, triangular prism; Worksheet to identify prisms from given figures; PPT showing features and real examples of prisms.

PROCESS / ACTIVITY	RESPONSE
Activity 1 The teacher shows a cutout of square and a model of cuboid and asks them to observe and identify the differences between them. **Consolidation** The first cut out is a square • It is 2D and has length and breadth • It has a horizontal spread The second model is a cuboid • It is 3D ; has height, length and breadth • Thus it has a horizontal spread and vertical height. **Activity 2** The teacher asks the students to try to give a definition for 3-D objects, also called solids. Teacher then divides them into 2 groups. Group 1 is given a square prism and group 2, a triangular prism and asks each group to count the number of surfaces of the model	

Consolidation

3-D objects or solids are those objects with a horizontal spread and vertical height

Group 1 - 2 square surfaces and 4 rectangular surfaces

Group 2 - 2 triangular surfaces and 3 rectangular surfaces

Activity 3

The teacher asks the students to identify the common features of the two models given below

Consolidation

Both the models have rectangular surfaces all around and two identical polygons at both ends.

Such solids whose surfaces are made up of two identical polygons and rectangles of the same height, with polygons as opposite sides are called prisms.

Activity 4

The teacher asks the students to discuss among themselves and try to identify and define the faces, lateral faces and bases of a prism.

PROCESS / ACTIVITY	RESPONSE

Consolidation

- The polygons and rectangles in a prism are called its faces
- The polygons on top and bottom of the prism are its bases
- The rectangles in a prism are called its lateral faces.

Activity 5

The teacher divides the class into 6 groups and hands out a worksheet to each, containing pictures of a heptagonal prism, hexagonal prism, octagonal prism, some pyramids and pictures of objects that are not prisms. Teacher asks each group to identify those that are prisms and name them.

Consolidation

In the prisms identified, the base polygons are changing. Therefore they can be named based on the polygon at the base.

The prisms identified are -

Heptagonal prism

Hexagonal prism

Octagonal prism

Application Activity

The teacher demonstrates the construction of prisms in Geogebra and asks the students to identify the steps involved.

Consolidation

Step 1 - In Geogebra 3D Calculator, select 'tools' option
Step 2 - Click 'more tools' option and select 'Regular polygon'
Step 3 - Enter the number of vertices for the polygon
Step 4 - Select 'Extrude to prism' and then select the polygon obtained in Step 3
Step 5 - Enter the required height for the prism

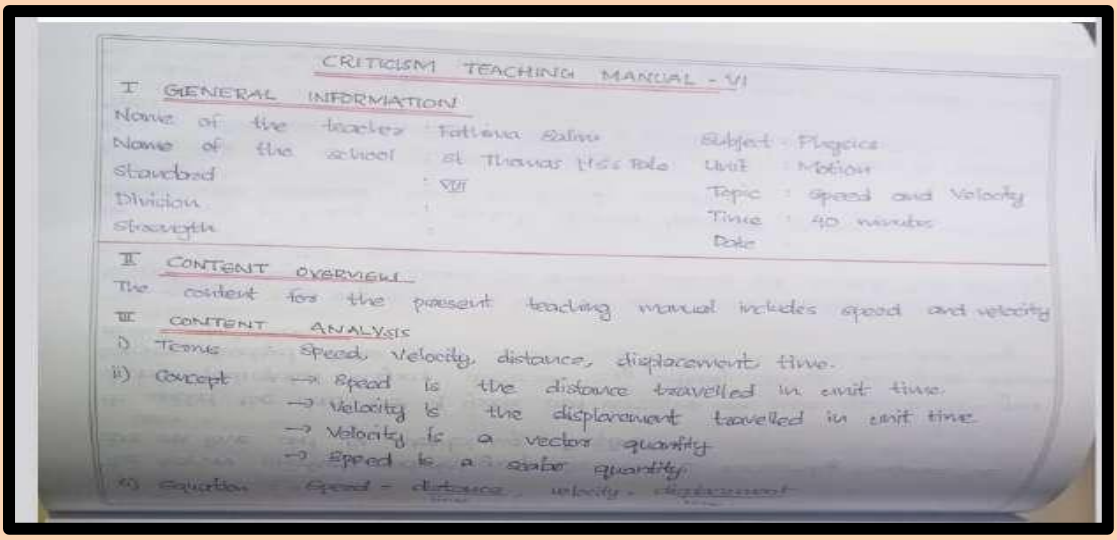
Extension Activity

Construct an octagonal prism using Geogebra

Teacher's Reflection

3/4/23

Criticism Lesson Plan



CRITICISM TEACHING MANUAL - VI

I GENERAL INFORMATION

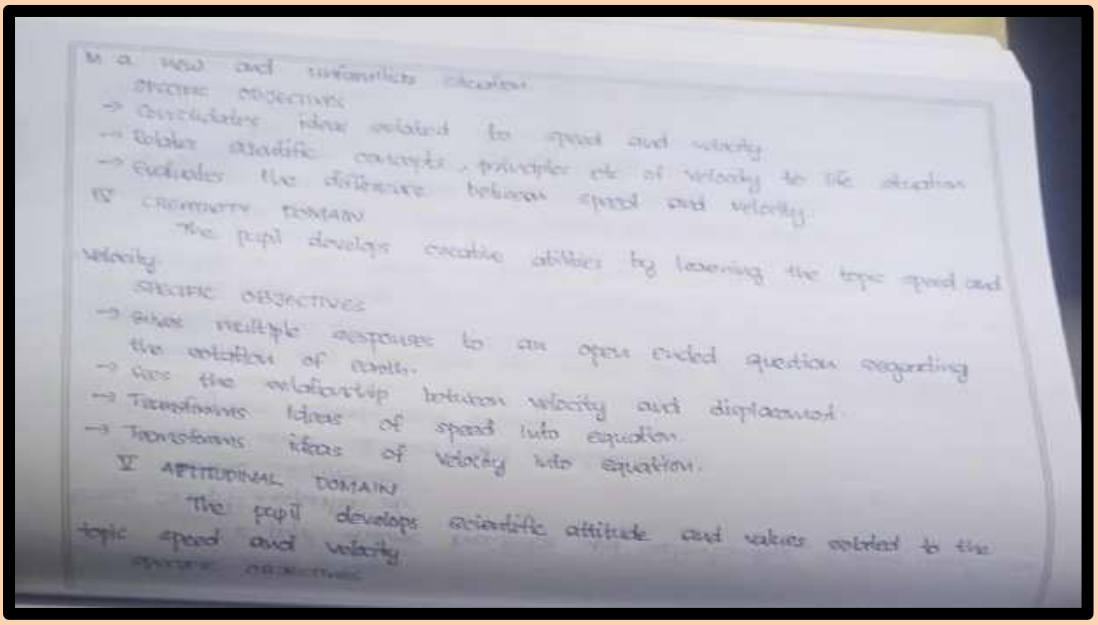
Name of the teacher : Fatima Salim
Name of the school : St Thomas Girls Sole
Standard : VIII
Division :
Strength :
Subject : Physics
Unit : Motion
Topic : Speed and Velocity
Time : 40 minutes
Date :

II CONTENT OVERVIEW

The content for the present teaching manual includes speed and velocity

III CONTENT ANALYSIS

i) Terms : Speed, Velocity, distance, displacement, time.
ii) Concept → Speed is the distance travelled in unit time.
→ Velocity is the displacement travelled in unit time.
→ Velocity is a vector quantity
→ Speed is a scalar quantity
iii) Equation : Speed = distance / time, velocity = displacement / time



a new and unfamiliar situation

SPECIFIC OBJECTIVES

→ Correlates ideas related to speed and velocity
→ Relates quantitative concepts, principles etc of velocity to the situation
→ Evaluates the difference between speed and velocity

IV AFFECTIVE DOMAIN

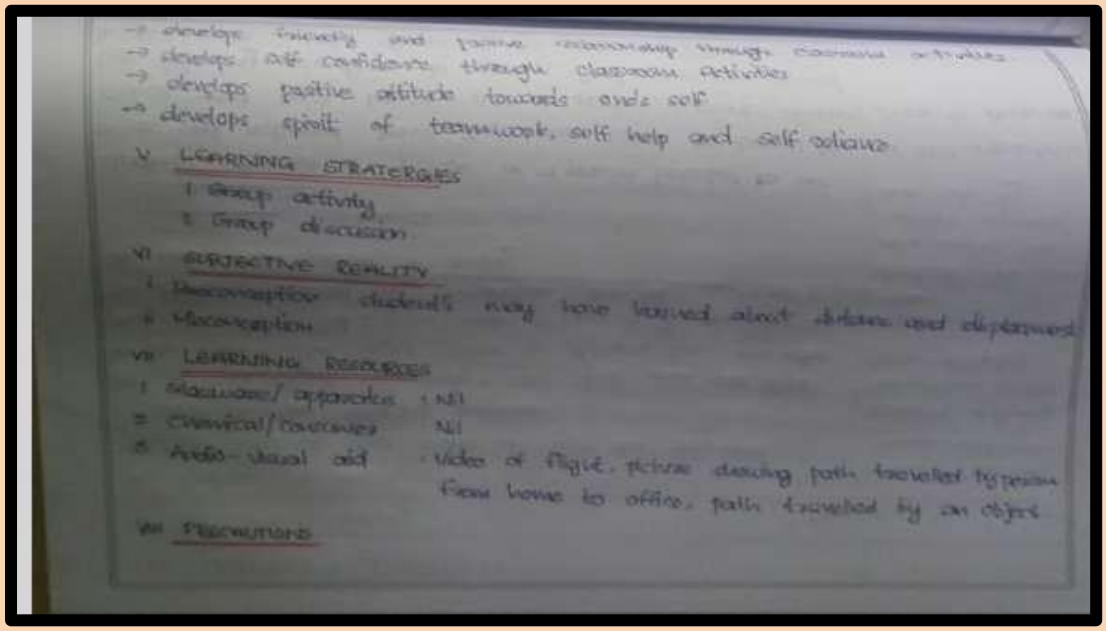
The pupil develops creative abilities by learning the topic speed and velocity

SPECIFIC OBJECTIVES

→ Gives multiple responses to an open ended question regarding the solution of math.
→ Uses the relationship between velocity and displacement
→ Transforms ideas of speed into equation
→ Transforms ideas of velocity into equation

V AFFECTIVE DOMAIN

The pupil develops scientific attitude and values related to the topic speed and velocity



→ develops curiosity and positive relationship through classroom activities
→ develops self confidence through classroom activities
→ develops positive attitude towards one's self
→ develops spirit of teamwork, self help and self reliance

V LEARNING STRATEGIES

1 Group activity
2 Group discussion

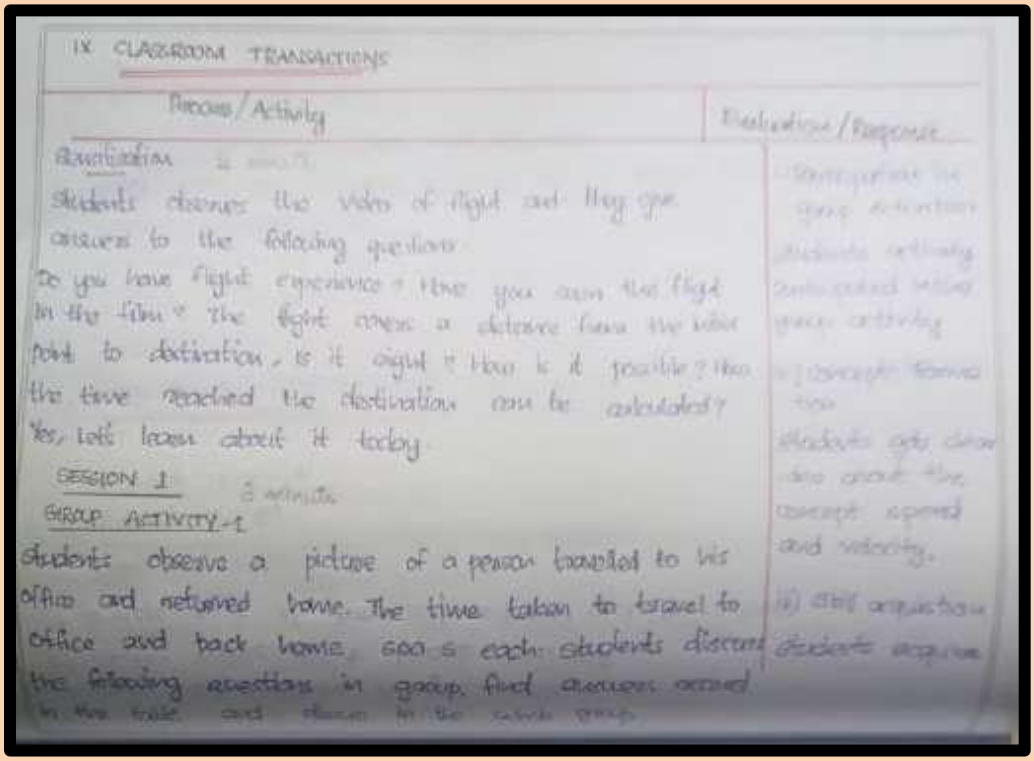
VI SUBJECTIVE REALITY

1 Preconception : student's may have learned about distance and displacement
2 Misconception :

VII LEARNING RESOURCES

1 Hardware/ apparatus : Nil
2 Chemical/ reagents : Nil
3 Audio-visual aid : Video of flight, picture showing path travelled by person from home to office, path travelled by an object

VIII PRECAUTIONS



IX CLASSROOM TRANSACTIONS

Process / Activity | Evaluation / Response

Motivation

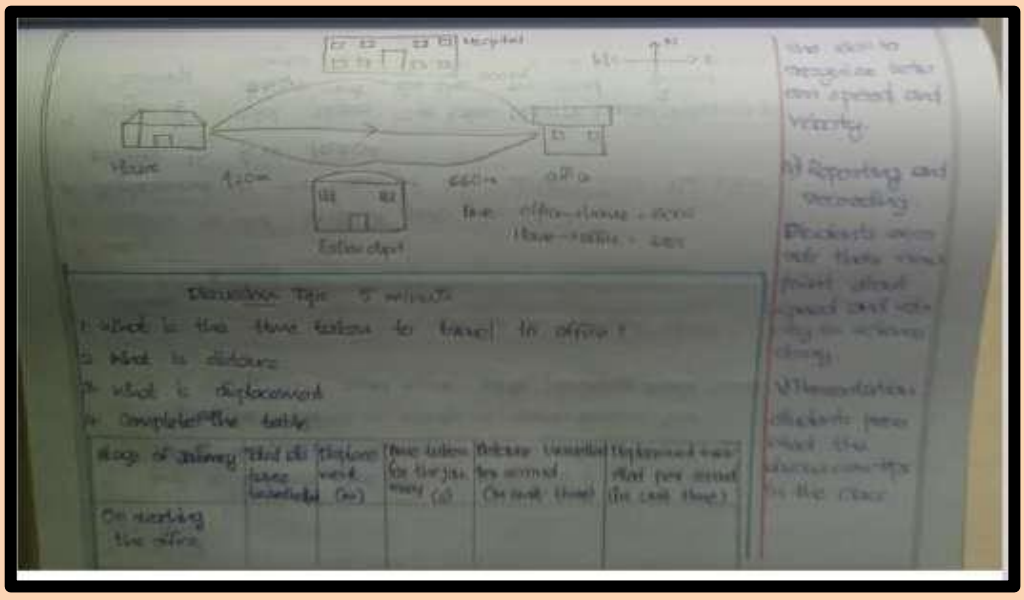
Students observes the video of flight and they give answers to the following questions

Do you have flight experience ? How you seen the flight in the film ? The flight covers a distance from the start point to destination, is it right ? How is it possible ? How the time reached the destination can be calculated ? Yes, let's learn about it today.

SESSION 1

GROUP ACTIVITY-1

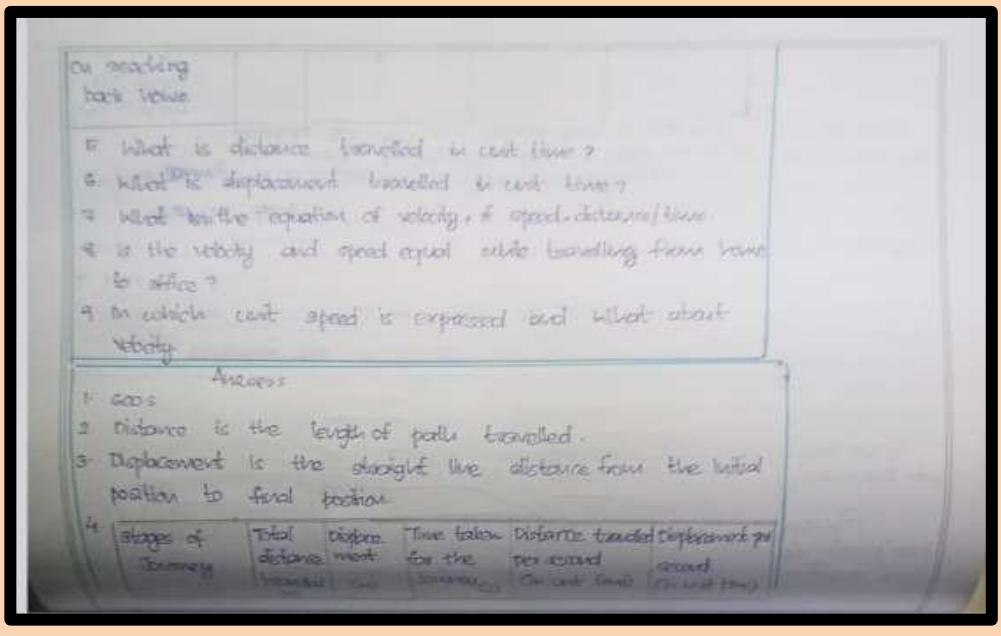
Students observe a picture of a person travelled to his office and returned home. The time taken to travel to office and back home, goes to each students discuss the following questions in group, find answers record in the table and discuss in the whole group.



Discussion Type 5 minutes

1. What is the time taken to travel to office ?
2. What is distance
3. What is displacement
4. Complete the table

Stage of Journey	Total distance travelled	Displacement	Time taken for the journey	Distance travelled per second	Displacement per second
On reaching the office					



On reaching back home

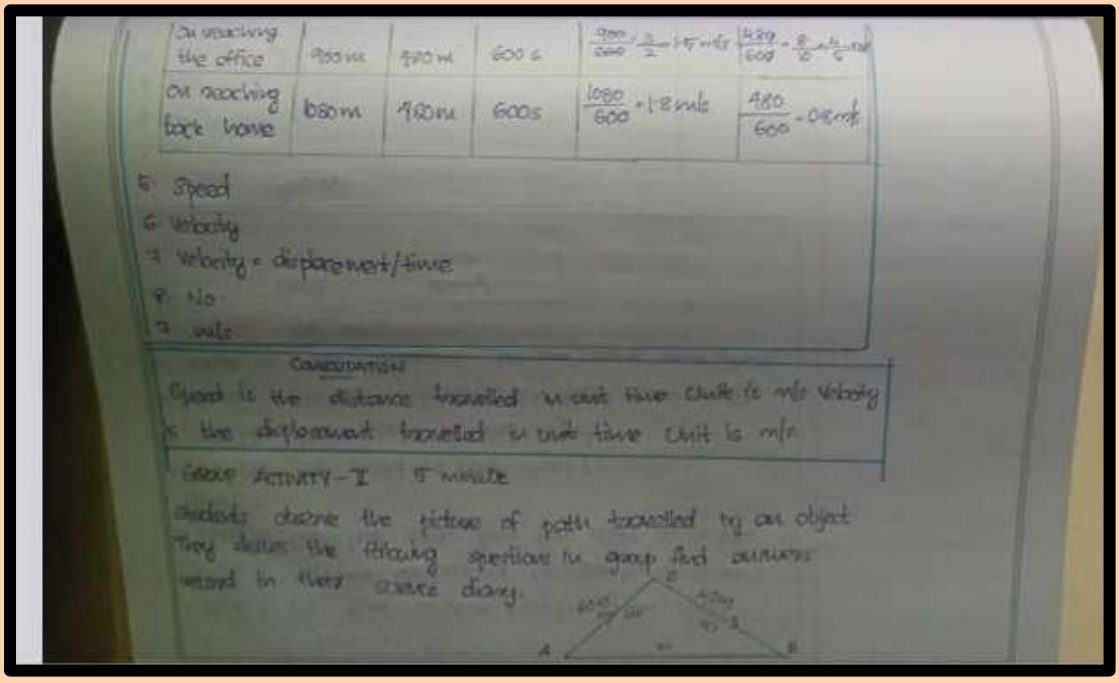
5. What is distance travelled in each time ?
6. What is displacement travelled in each time ?
7. What is the equation of velocity, & speed - distance/time
8. Is the velocity and speed equal while travelling from home to office ?
9. In which unit speed is expressed and what about velocity

Answers

1. cars
2. Distance is the length of path travelled.
3. Displacement is the straight line distance from the initial position to final position

4.

Stages of Journey	Total distance travelled	Displacement	Time taken for the journey	Distance travelled per second (in unit time)	Displacement per second (in unit time)



On reaching the office	900m	900m	600 s	$\frac{900}{600} = \frac{3}{2} = 1.5$ mins	$\frac{420}{600} = \frac{7}{10}$ m/s
On reaching back home	1080m	480m	600s	$\frac{1080}{600} = 1.8$ mins	$\frac{480}{600} = 0.8$ m/s

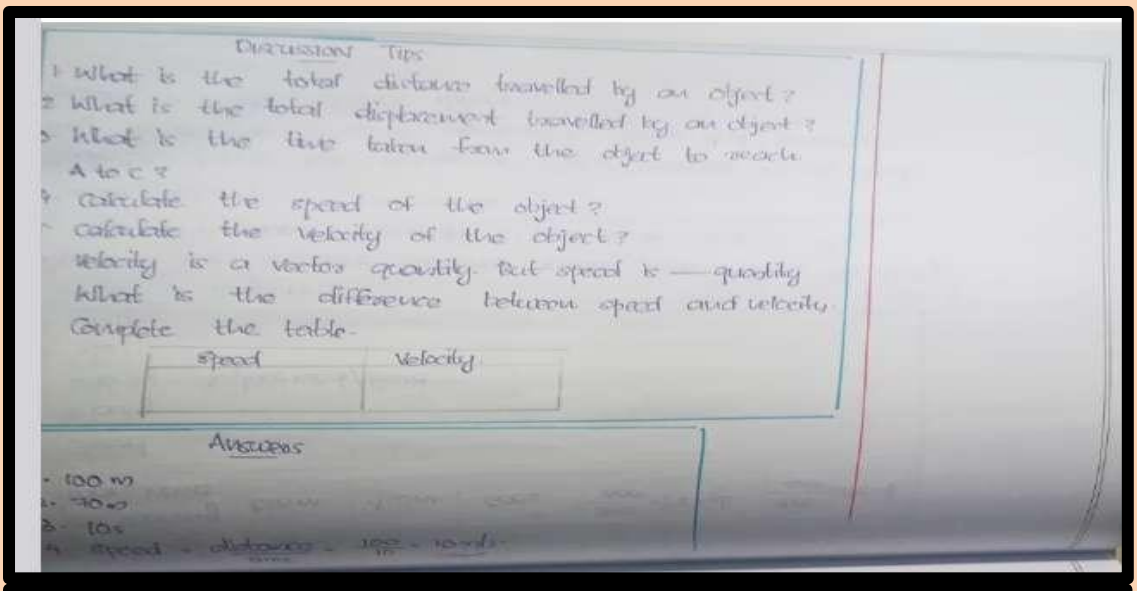
5. Speed
6. Velocity
7. Velocity = displacement/time
8. No
9. m/s

CONCLUSION

Speed is the distance travelled in unit time Unit is m/s Velocity is the displacement travelled in unit time Unit is m/s

GROUP ACTIVITY-I 5 minute

Students observe the picture of path travelled by an object They discuss the following question in group and answers record in their science diary.



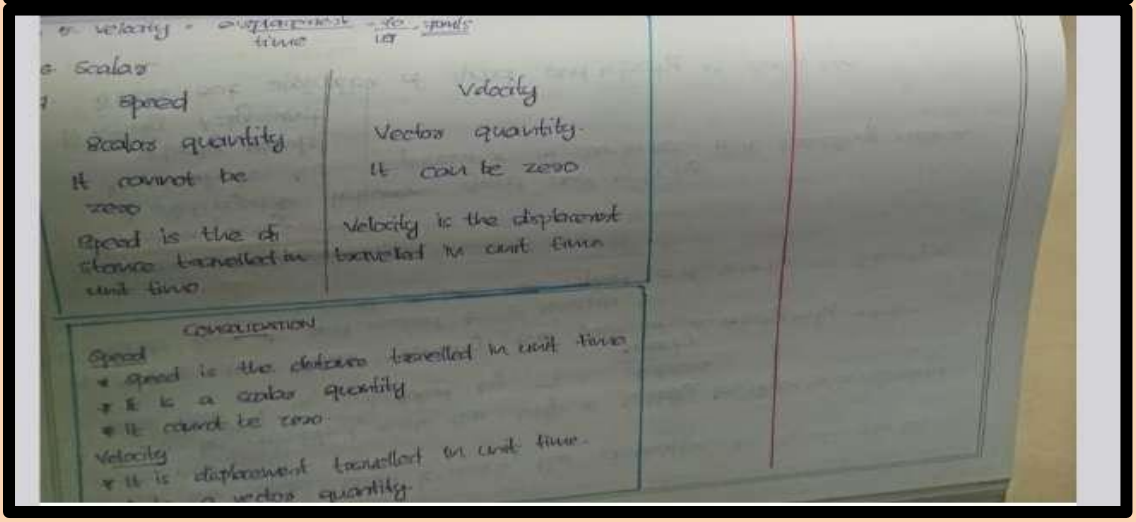
DISCUSSION TIPS

1. What is the total distance travelled by an object?
2. What is the total displacement travelled by an object?
3. What is the time taken from the object to reach A to C?
4. Calculate the speed of the object?
5. Calculate the velocity of the object?
6. Velocity is a vector quantity but speed is ——— quantity
7. What is the difference between speed and velocity
8. Complete the table.

Speed	Velocity

ANSWERS

1. 100 m
2. 70 m
3. 10 s
4. speed = distance = $\frac{100}{10}$ = 10 m/s



5. velocity = $\frac{\text{displacement}}{\text{time}} = \frac{70}{10}$ = 7 m/s
6. Scalar
7. Speed

Scalar quantity

It cannot be zero

Speed is the distance travelled in unit time

Velocity

Vector quantity

It can be zero

Velocity is the displacement travelled in unit time

CONCLUSION

Speed
- Speed is the distance travelled in unit time
- It is a scalar quantity
- It cannot be zero

Velocity
- It is displacement travelled in unit time.
- a vector quantity

X APPLICATION

Q: How the time taken to reach the destination in flight can be calculated

A: It can be calculated with the help of velocity. In flight 'v' is constant. Then time 't' is calculated by Time = distance / velocity.

Q: Observe the figure showing the path of a velocity body which starts from A and moved to C through B.

a) calculate the speed and velocity of the object

XI FOLLOW UP ACTIVITY

a) Written Assignment

i) distinguish between speed and velocity

ii) What is the displacement of car in 30s. If it travelling with a velocity 15 m/s

b) Activity Assignment

i) Find out application of speed and velocity in daily life.

XII REFLECTION NOTES

SELF REFLECTION

As a part of our B.Ed Curriculum, I had conducted a criticism class on 15/6/2023 about the topic speed and velocity at St Thomas H.S Pala. The class was delivered to the students of class VIII.

On the day of class, I was feeling excitement what is going to be happened. I was bit nervous at the beginning of class because the the students have no proper preconception about the topic. The problem that arise during the class make students a bit confusing.

But I try to make class interesting with gesture, voice modulation. The learning aids helped me to convey the topic easily. I tried to divide the students into different groups. But I am not given any scores to the score board.

I realised immediately after the class is to improve my consolidation and try to avoid problem based doses. By the regular practices I can try to improve my Consolidation.

Criticism Lesson Plan – Peer

CRITICISM LESSON PLAN - 3

Name of the teacher : Alphonsa Mathew
Name of the school : St Thomas H S , Pala
Class : 9 Div : D
Strength : 22/29

Subject : Mathematics
Unit : വൃത്തങ്ങൾ
Topic : വൃത്തങ്ങളും ഞാണുകളും
Date : 13 - 6 - 2023
Duration : 40 minutes

Curricular Objectives

- വിദ്യാർത്ഥികൾ ഞാൺ എന്ന ആശയം പരിചയപ്പെടുന്നു
- വിദ്യാർത്ഥികൾ വൃത്തത്തിലെ ഏതു ഞാണിന്റെയും സമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും എന്ന പൊതുതത്വം രൂപീകരിക്കുന്നു

Content Analysis

Term : ഞാൺ
Concept : ഞാൺ - വൃത്തത്തിലെ രണ്ട് ബിന്ദുക്കൾ യോജിപ്പിക്കുന്ന വരയെ ആണ് ഞാൺ എന്നു പറയുന്നത്
Principle : വൃത്തത്തിലെ ഏതു ഞാണിന്റെയും സമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും

Steps
Step 1 : വൃത്തത്തിൽ പല ഞാണുകൾ വരച്ച് അവയുടെ സമഭാജി വരയ്ക്കുവാനുള്ള പ്രവർത്തനങ്ങൾ നൽകുന്നു
Step 2 : ഞാണുകളുടെ സമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകുന്നു എന്ന് മനസിലാക്കുന്നു
Step 3 : തുടർന്ന് പൊതുതത്വം രൂപീകരിക്കുന്നു

Learning Outcomes

- The pupils develop competency in acquiring knowledge of the concept chord
- The pupils develop competency in comprehending the process of developing the general principle
- The pupils develop competency in applying the above process in unfamiliar situations
- The pupils develop creativity in finding solutions to problems.

Learning Strategy

Discussion , Individual activity , Group activity

Pre-Requisites

വൃത്തം , ആരം , വ്യാസം , സമഭാജി

Learning Materials

Worksheet - containing activities to develop the principle
Power point presentation - to display activities and the principle

Process / Activity	Response / Evaluation
Activity 1 അധ്യാപിക വിദ്യാർത്ഥികളോട് ബോർഡിലെ ആകൃതിയെപ്പറ്റി ചോദിക്കുകയും ആ ആകൃതിയിലുള്ള മറ്റ് ഉദാഹരണങ്ങൾ പറയുവാനും ആവശ്യപ്പെടുന്നു തുടർന്ന് ഒരു വിദ്യാർത്ഥിയോട് ആ ആകൃതി ബോർഡിൽ വരയ്ക്കുവാനും ആവശ്യപ്പെടുന്നു.	
Consolidation: ബോൾ വൃത്താകൃതിയിലാണ് വൃത്താകൃതിയിലുള്ള മറ്റ് ഉദാഹരണങ്ങൾ : ചപ്പാത്തി , ചക്രം , വള , നാണയം 	
Activity 2 അധ്യാപിക വിദ്യാർത്ഥികളോട് ഒരു വൃത്തം വരയ്ക്കുന്നത് എങ്ങനെയെന്ന് വിശദീകരിക്കാൻ ആവശ്യപ്പെടുന്നു തുടർന്ന് ഒരു വിദ്യാർത്ഥികളോട് അവർക്കിഷ്ടമുള്ള ആരം എടുത്ത് ഒരു വൃത്തം ബുക്കിൽ വരയ്ക്കുവാൻ പറയുന്നു	

Process / Activity | Response / Evaluation

Consolidation

വൃത്തകേന്ദ്രത്തിൽനിന്നും വൃത്തത്തിലെ ഏതു ബിന്ദുവിലേക്കുമുള്ള അകലം തുല്യമാണ്. ഈ അകലമാണ് വൃത്തത്തിന്റെ ആരം എന്ന് പറയുന്നു.

വരയ്ക്കണ വൃത്തത്തിന്റെ വൃത്തകേന്ദ്രവും ആരവും അറിയാമെങ്കിൽ കോമ്പസ് ഉപയോഗിച്ച് വൃത്തം വരയ്ക്കാനാകും.

Activity 3

അദ്ധ്യാപിക വിദ്യാർത്ഥികളോട് 3 cm ആരമുള്ള വൃത്തം നോട്ട് ബുക്കിൽ വരയ്ക്കുവാൻ ആവശ്യപ്പെടുന്നു. തുടർന്ന് വൃത്തത്തിന്റെ വ്യാസം എന്നാൽ എന്താണെന്ന് ചോദിക്കുകയും വരച്ച വൃത്തത്തിന്റെ വ്യാസം കണ്ടുപിടിക്കുവാനും പറയുന്നു.

Consolidation

വൃത്തത്തിലെ രണ്ട് ബിന്ദുക്കളെ തമ്മിൽ കോർപ്പിച്ചുകൊണ്ട് വൃത്തത്തിന്റെ കേന്ദ്രത്തിലൂടെ കടന്നുപോകുന്ന രേഖയാണ് വ്യാസം. വൃത്തത്തിന്റെ വ്യാസം അതിന്റെ ആരത്തിന്റെ ഇരട്ടിയാണ്.

വൃത്തത്തിന്റെ ആരം = 3 cm

∴ വ്യാസം = 2 × ആരം = 2 × 3 = 6 cm

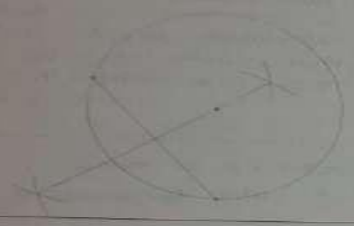
Activity 4

അദ്ധ്യാപിക വിദ്യാർത്ഥികളെ വിവിധ ഗ്രൂപ്പുകളാക്കി തിരിക്കുകയും ഓരോ ഗ്രൂപ്പിനും വൃത്തം വരച്ച വർക്ക് ഷീറ്റ് നൽകുകയും ചെയ്യുന്നു. തുടർന്ന് അദ്ധ്യാപിക ഗ്രൂപ്പുകൾക്ക് നിർദ്ദേശങ്ങൾ നൽകുന്നു.

- നൽകിയിരിക്കുന്ന വൃത്തത്തിലെ രണ്ട് ബിന്ദുക്കൾ അടയാളപ്പെടുത്തുക.
- അടയാളപ്പെടുത്തിയ ബിന്ദുക്കൾ തമ്മിൽ കോർപ്പിക്കുക.
- ബിന്ദുക്കൾ കോർപ്പിച്ച വരയുടെ ലംബസമഭാജി വരയ്ക്കുക. തുടർന്ന് ലംബസമഭാജിയും വൃത്തകേന്ദ്രവും തമ്മിലുള്ള ബന്ധം കണ്ടെത്തുക.

Process / Activity | Response / Evaluation

Consolidation



ലംബസമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകുന്നു.

Activity 5

അദ്ധ്യാപിക വിദ്യാർത്ഥികളോട് നോട്ട്ബുക്കിൽ ഒരു വൃത്തം വരച്ച് അതിലെ രണ്ടു ബിന്ദുക്കളെ കോർപ്പിച്ചിരിക്കുന്ന വരയുടെ ലംബസമഭാജി വരയ്ക്കുവാൻ ആവശ്യപ്പെടുന്നു. ശേഷം ഒരു രണ്ട് ബിന്ദുക്കൾ അടയാളപ്പെടുത്തി അവയെ കോർപ്പിച്ചിരിക്കുന്ന വരയുടെയും ലംബസമഭാജി വരയ്ക്കുവാൻ ആവശ്യപ്പെടുന്നു. ലംബസമഭാജികളും വൃത്തകേന്ദ്രവും തമ്മിലുള്ള ബന്ധം നിരീക്ഷിക്കുവാനും ആവശ്യപ്പെടുന്നു.

Consolidation

രണ്ട് ചെമ്പരത്തിപൂക്കളും വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നു പോകുന്നു

Activity 6

അദ്ധ്യാപിക വിദ്യാർത്ഥികളോട് അവരുടെ കൈത്തണ്ടയിൽ നിന്നും ഒരു പൊതുത്വം രൂപീകരിക്കുവാൻ ആവശ്യപ്പെടുന്നു

Consolidation

വൃത്തത്തിലെ ഏതു രണ്ടു ബിന്ദുക്കൾ യോജിപ്പിക്കുന്ന വരയുടെയും ലംബസമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും

Process / Activity	Response / Evaluation

Activity 7

അദ്ധ്യാപിക താൻ എന്ന ആശയം വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുന്നു. കഴിഞ്ഞ പ്രവർത്തനത്തിൽ രൂപീകരിച്ച പൊതുത്വം താൻ എന്ന ആശയം ഉപയോഗിച്ച് മാറ്റിയെഴുതാൻ ആവശ്യപ്പെടുന്നു.

Consolidation

വൃത്തത്തിലെ രണ്ടു ബിന്ദുക്കൾ യോജിപ്പിക്കുന്ന വരയെ ഞാൻ എന്ന് പറയുന്നു

അപ്പോൾ നേരത്തെ പറഞ്ഞ തന്നെ ഇങ്ങനെ ആക്കാം :

വൃത്തത്തിലെ ഏതു ഞാണിന്റെയും ലംബസമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും

Activity 8

അദ്ധ്യാപിക വിദ്യാർത്ഥികളോട് ഒരു വള ഉപയോഗിച്ച് വൃത്തം വരയ്ക്കുവാനും ആ വൃത്തത്തിന്റെ കേന്ദ്രം കണ്ടെത്തുവാനും ആവശ്യപ്പെടുന്നു

Consolidation

ഇപ്പോൾ രൂപീകരിച്ച പൊതുത്വം താൻ, വൃത്തത്തിലെ ഏതു ഞാണിന്റെയും ലംബസമഭാജി വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും

അതിനാൽ വൃത്തത്തിലെ ഏതാനുമിലും രണ്ട് ഞാൺ വരച്ച് അവയുടെ ലംബസമഭാജി വരച്ചാൽ രണ്ട് ലംബസമഭാജികളും വൃത്തകേന്ദ്രത്തിലൂടെ കടന്നുപോകും

വൃത്തകേന്ദ്രം രണ്ടു ഈ ലംബസമഭാജികളിലും ഒരുപോലെതന്നിനാൽ, അവ മുറിച്ചു കടക്കുന്ന ബിന്ദുവായിരിക്കും വൃത്തകേന്ദ്രം

Extension Activity

ചുവടെ ഒരു വൃത്തത്തിന്റെ ഭാഗം നൽകിയിരിക്കുന്നു. ഇതിൽ നിന്നും വൃത്തത്തിന്റെ മുഴുവൻ കാണത്തക്കവിധം വൃത്തം പൂർത്തിയാക്കുക

Teacher's self reflection

CRITICISM CLASS EVALUATION

The criticism class by Alphonsa Mathew was held on 12th June 2023 for the students of class IX on the topic Circles and Lines from the chapter Circles

Introduction - The teacher was successful in creating a rapport with the students. The teacher introduced the topic by asking questions related to real life situations which helped to arouse interest and concentration of students in the class.

Subject Competence - The topic presented by the teacher was content rich and accurate for providing clarity among students about the content.

Communicative Competence - The subject matter was presented in a sequential manner with clarity and appropriate and simple use of language. The teacher could effectively communicate through oral and visual medium and also through proper expressions and gestures.

Learning Aids - The teacher used different learning aids like powerpoint, worksheets, chalk board etc. The teacher could ensure the involvement of students in the class through these learning aids

Also the chalk board works were very neat and legible.

Techniques / Strategies Employed - The teaching techniques adopted by the teacher were learner centered and activity oriented. The content was developed through various activities ensuring participation of students.

Class Management - The teacher conducted group works in an effective way. The teacher also had good classroom management skills and maintained the discipline in class. The teacher couldn't finish the content within the time limit.

Group Activity - The teacher could properly divide students into groups and effectively monitored the group activities. The teacher interacted well with the groups and at the same time provided individual attention to students.

Questions - The teacher used simple and relevant questions throughout the class. The teacher could have included more thought provoking questions.

Answers - The teacher effectively dealt with the responses of students and provided positive and negative reinforcements appropriately in an effective manner.

Concluding the lesson - The teacher couldn't summarize and conclude the lesson due to lack of time.

Personality of the teacher - The teacher acted as a facilitator, co-ordinator and co-learner. The teacher was confident, friendly and pleasant in the class and maintained a good posture.

10/7/23

Induction Lesson Plan

INDUCTION: TEACHING MANUAL I

Name of the Teacher Trainee: Annu Paulin Joseph
Name of the Institution: St. Joseph's HSS, Vilakkumadom
Subject: Social Science
Unit: Water on Earth
Topic: Water is Life and Water Cycle

Standard: VIII
Division: C
Date: 16-2-2023
Strength: 36
Duration: 40 minutes.

CONTENT OUTLINE

⇒ Watery Planet
⇒ Water Cycle.

CONTENT ANALYSIS

Terms:

Watery planet, Saline water, Fresh water, Water cycle, Evaporation, Transpiration, Condensation, Precipitation

Facts:

⇒ 71% of the earth's surface is covered in water
⇒ 97% of water on earth is saline water
⇒ 3% of water on earth is fresh water
⇒ Only 0.33% of fresh water is accessible to us
⇒ Sources of fresh water include oceans, rivers, lakes etc.

Concepts:

⇒ Sources of ground water include wells, ponds, tube well etc.

⇒ Watery Planet: As three-fourth of Earth's surface is covered with water, the planet earth is known as Watery Planet.

⇒ Evaporation: It is the process in which liquid is converted into gas or vapour.

⇒ Transpiration: It is the process of water movement through a plant and its evaporation from leaves, stems and flowers.

⇒ Precipitation: Water falls to earth's surface in the form of rain, snow or hail or sheets is called precipitation.

Learning Outcome:

⇒ The learners
- realise that only 0.33% of fresh water on earth's surface is available to us.
- get to know the fact behind the term 'watery planet'
- understand the process of water cycle.
- will be able to classify surface water and ground water sources.

Values, Attitudes & Interest:	⇒The learner - realises the need for water conservation in our day to day life. - gets to know about different states of water found on earth. - shows interest in understanding the whole process of 'water cycle'.
Skill:	⇒The learner - gets the ability to classify sources of water on earth. - gets the skill to write a short essay on topic 'water cycle'. - acquires the skill to write a short essay on the importance of water conservation.
Teaching Learning Materials:	• Globe • Poster • PPT presentation having the video on preciousness of water and video on water cycle • Activity cards -

Learning Product:	⇒Diagram of water cycle drawn in the notebooks by the learners.

Learning Process	Response
INTRODUCTORY ACTIVITY. Teacher build rapport with the students and begins the class by showing a poster which gives message on bad effects of certain human activities on the availability of fresh water for future generation. Students recognises the significance of World Water Day and share their observations about the poster. BB Water on Earth. Students observe a video on preciousness of water. On the basis of video, student's observations are then checked by the teacher. "Can you say about the main content reflected in the video"?	Students keenly observed the video and actively gave answers.

"Have you got any messages from this video? What are they"?

DEVELOPMENTAL ACTIVITY

Activity 1 – Observation of Globe

Students are asked to observe the globe and answer the following questions.

"What does the blue colour on the globe depicts?"

"How many oceans can be found on Earth's surface"?

"Can you mention their names"?

Students discuss about importance of water and realise the reason behind the terms watery planet and blue planet with the help of globe.

BB

Earth → 3/4th is water (71%).
↳ Also called watery planet or Blue planet

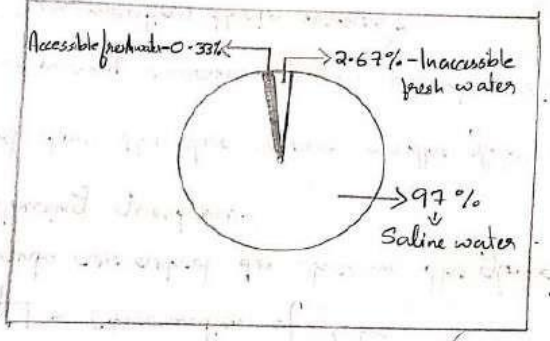
Students enthusiastically observed the globe and understood the concept 'watery planet'.

Students learn the concept 'Watery planet'

Activity 2 : Observation of Pie chart

Learners observe the pie chart drawn on the board and recognise the percentage of fresh water and saline water found on earth's surface. They also realise the meagre availability of fresh water for us.

BB



1. The students realises the fact that only 0.33 percent of fresh water is available to us.

Students observed the pie chart and realised the meagre availability of fresh waters on earth

Activity 3 – Video Presentation

Students observe the video of water cycle and learn the various steps in the water cycle with the help of teacher's explanation. Students draw the water cycle and write the main steps in it on their notebooks by observing the diagram of water cycle drawn on blackboard. Students read different slides in PPT which help them to acquire an idea about different steps in water cycle.

On the basis of the video, students are asked following questions:

"What was the first step in water cycle"?

"Have you observed boiling of water. What happens during that time?"

"What happens when solar radiation falls on the water bodies"?

"Have you noticed evaporation happening from plants as sun heats up"?

Students observed the video and PPT slides. They responded with correct answers

Evaporation

Evaporation occurs when the water in ocean, rivers and other water bodies turns into vapour and rises into the sky as sun heats up.

PPT

Transpiration

It is process in which the plants lost its water in the form of water vapour from aerial parts like flower, stem leaves etc.

PPT

Condensation

Condensation is the process of water vapour turning back into liquid water through cooling.

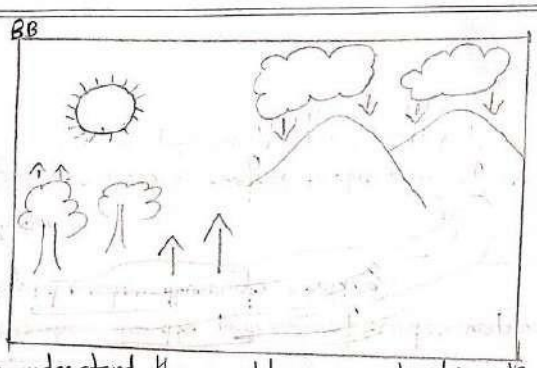
PPT

Precipitation

Water falls to Earth's surface in the form of rain, snow, hail or sheet is called precipitation.

Students correctly drew the picture of water cycle in their notebook

BB



Students understand the complete process of water cycle.

Activity 1 - Group discussion and filling activity card.

The entire class is divided into several groups and ask them to discuss and identify various sources of surface water and ground water. Then the activity card is given to each group on which they write 3 examples of sources of ground water and surface water.

Students enthusiastically participated in the group discussion and filled the activity cards with correct answers.

Ground water sources	Surface water sources
①	①
②	②
③	③

The learners will be able to classify ground water and surface water sources.

CONCLUDING ACTIVITY

Activity cards are distributed the students and they are asked to fill it.

- Earth is also known by another name. What is it? _____
- Which is the first step in water cycle? _____
- What is the name of the process which converts water vapour turns back into liquid water? _____

Students completed the activity cards correctly

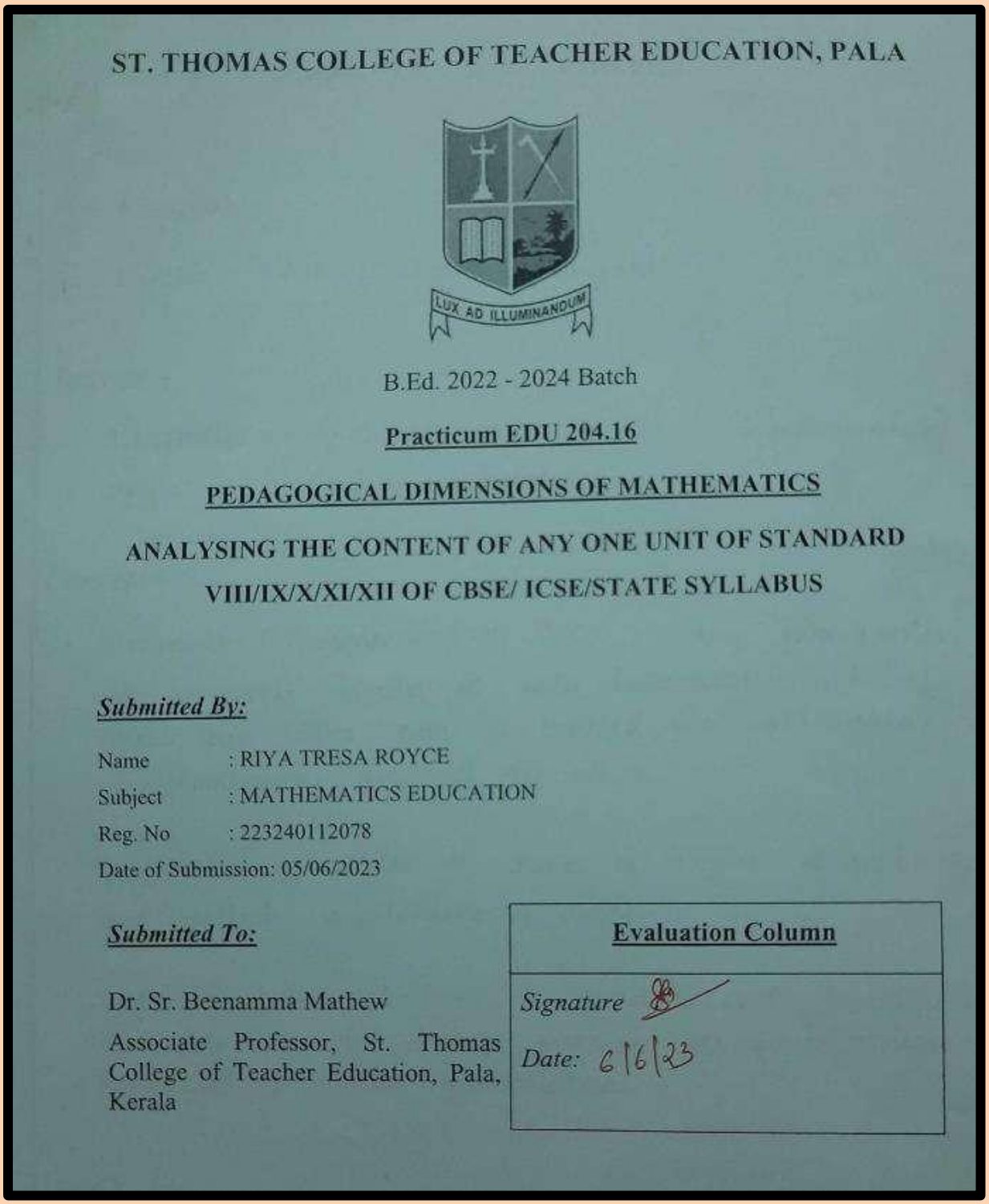
Follow up activity

Draw a picture depicting water cycle and its various steps.

Extension activity

Write a short essay on importance and uses of water in our daily life?

2. Content mapping



ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

LUX AD ILLUMINANDUM

B.Ed. 2022 - 2024 Batch

Practicum EDU 204.16

PEDAGOGICAL DIMENSIONS OF MATHEMATICS

ANALYSING THE CONTENT OF ANY ONE UNIT OF STANDARD VIII/IX/X/XI/XII OF CBSE/ ICSE/STATE SYLLABUS

Submitted By:

Name : RIYA TRESA ROYCE
Subject : MATHEMATICS EDUCATION
Reg. No : 223240112078
Date of Submission: 05/06/2023

Submitted To:

Dr. Sr. Beenamma Mathew
Associate Professor, St. Thomas College of Teacher Education, Pala, Kerala

Evaluation Column

Signature
Date: 6/6/23

CONTENT ANALYSIS - CLASS X

CHAPTER 2 - CIRCLES

Pre-Requisites :

Circles , Arc , Chord , Polygons

Terms :

Alternate arc / Complementary arc , Supplementary angles , Cyclic quadrilateral

Concepts :

- Alternate / Complementary arc - Any two points on a circle divide it into two arcs. Each of these two arcs can be called the alternate / complementary arc of the other.
- Supplementary angles - Pairs of angles of sum 180° are called supplementary angles.
- Cyclic quadrilateral - A quadrilateral for which a circle can be drawn through all four vertices is called a cyclic quadrilateral.

Facts :

- A diameter of a circle divides it into two equal parts.
- All rectangles and isosceles trapeziums are cyclic quadrilaterals.

Principles :

- If we join the ends of a diameter of a circle to a point on the circle, we get a right angle.
  That is, angles in a semi circle is right.

- If a pair of lines drawn from the ends of a diameter of a circle are perpendicular to each other then they meet on the circle.

- All pairs of mutually perpendicular lines drawn from the ends of a fixed line meet on the circle with that line as diameter.

- If we draw mutually perpendicular lines from a point on a circle and join the points where they cut the circle, then we get a diameter of the circle.

- Any chord which is not a diameter splits the circle into unequal parts.
  The angle got by joining any point on the larger part to the ends of the chord is half the angle got by joining the centre of the circle to these ends.

  The angle got by joining any point on the smaller part to the ends of the chord is half the angle at the centre subtracted from 180°.

- The angle made by an arc of a circle on the alternate arc is half the angle made at centre

- All angles made by an arc on the alternate arc are equal ; and a pair of angles on an arc and its alternate arc are supplementary.

- If all four vertices of a quadrilateral are on a circle then its opposite angles are supplementary.

- If one vertex of a quadrilateral is outside the circle drawn through the other three vertices, then the sum of the angles at this vertex and the opposite vertex is less than 180° ; if the vertex is inside the circle, the sum is more than 180°.

- If the opposite angles of a quadrilateral are supplementary, we can draw a circle passing through all four of its vertices.

- If two chords of a circle intersect within the circle, then the products of the parts of the two chords are equal.

$$PA \times PB = PC \times PD$$

- If two chords of a circle intersect within a circle, then the rectangles formed by the parts of the same chord have equal area.

- The product of the parts into which a diameter of a circle is cut by a perpendicular chord is equal to the square of half the chord

$$PA \times PB = PC^2$$

- The area of the rectangle formed of parts into which a diameter of a circle is cut by a perpendicular chord is equal to the area of the square formed by half the chord.

- For any pair a, b of different numbers

$$\frac{1}{2}(a+b) > \sqrt{ab}$$

Process :

Locating the centre of a circle

- Place a set square with its right angle on the circle and mark the points where the perpendicular edges cross the circle. The line joining these two points is a diameter.

- Now change the position of the set square and draw another diameter.
- The point where these diameters cross gives the centre of the circle.

Drawing half an angle

- Consider the angle θ°
- With the corner of the angle as the centre, draw a circle
- Extend one side of the angle to meet the circle and join that point to the point where the other side of the angle cuts the circle. This gives half the angle θ°.

6/6/23

3. Lesson planning/ individualized education plans (IEP)

CLASSES ON INDIVIDUALISED EDUCATION PLANS

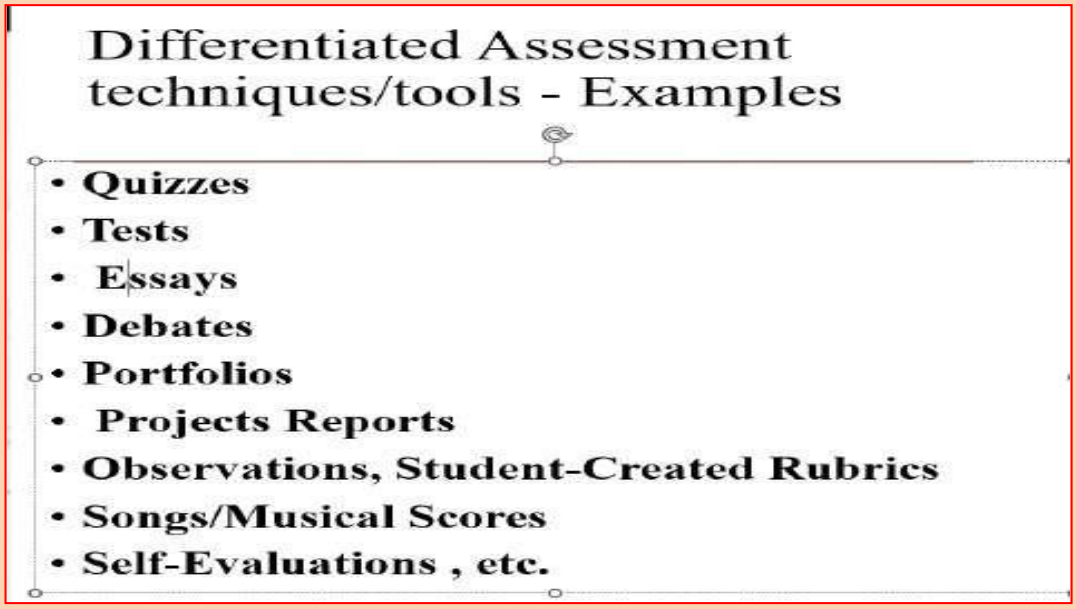
Student Diversity vs Uniqueness

Matter of concern in present days

- Student diversity – **multicultural** – **multi lingual** – children with **physical and mental challenges** of all kinds – **learning disorders**
- **Immigration** – mobility of families – climate oriented relocations
- Development in the field of **Brain science** – each brain is unique

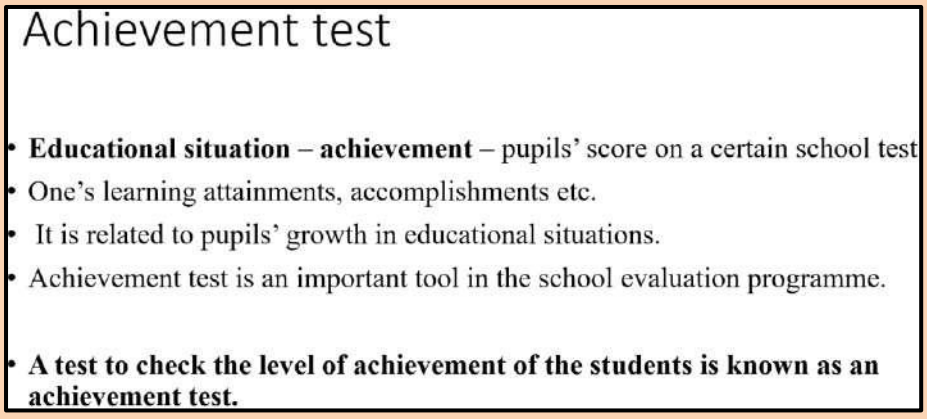
Classes on :

- **Identifying varied student abilities**
- **Dealing with student diversity in classrooms**
- **Visualising differential learning activities according to studentneeds**



Assessing student learning

Classes on preparation of Achievement Tests



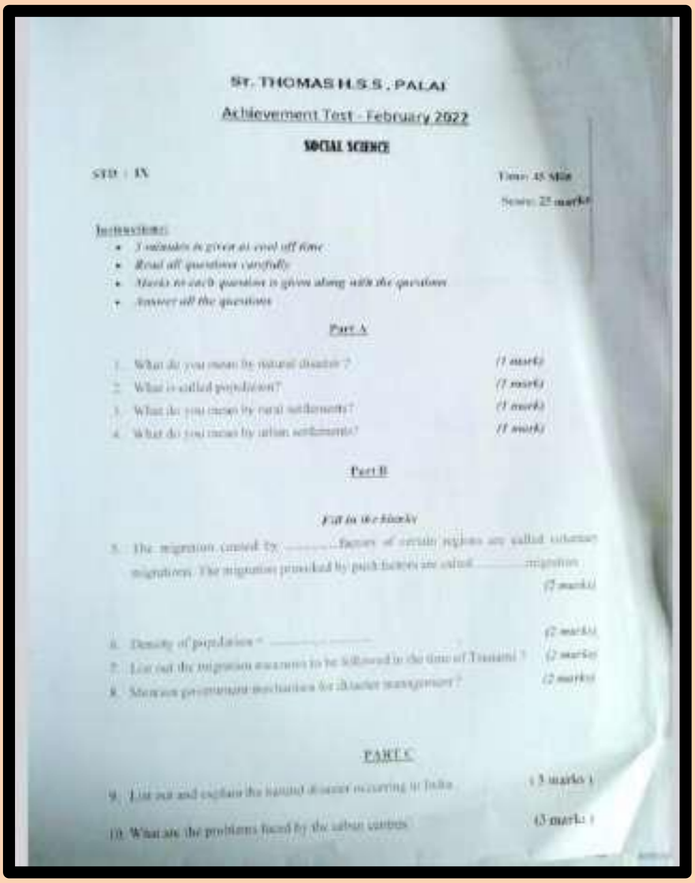
Functions of Achievement Tests

- Provide basis of promotion to the next grade.
- Help in finding out at the beginning of the year where each student stands in the various academic areas.
- Help in determining the relative position of a student in a particular subject or area of learning.
- Help the teacher to sees for himself how effectively he is doing, what is getting across to pupils and what is not.
- Helps the teacher in identifying pupils' difficulties and arranging for remedial measures.
- Provides the teacher evidence relating to the realization of objectives, effectiveness of learning activities provided and mode of instruction employed.
- Motivate the students before a new assignment is taken up.

PREPARATION OF AN ACHIEVEMENT TEST

The important steps envisaged in the preparation of a good achievement test are:

1. Planning the test
2. Designing the test items (questions)
3. Reviewing and Editing of test items
4. Arranging the items
5. Providing Directions for answering the test
6. Preparation of scheme of evaluation - Scoring Key and Marking Scheme
7. Evaluating the test – Question wise analysis / Item analysis
8. Administration of the test



St. THOMAS H.S.S, PALAI

Achievement Test - February 2022

SOCIAL SCIENCE

STD : IX

Time: 45 Min

Score: 25 marks

Instructions:

- 5 minutes is given as cool off time
- Read all questions carefully
- Marks to each question is given along with the questions
- Answer all the questions

Part A

1. What do you mean by natural disaster? (1 mark)
2. What is called population? (1 mark)
3. What do you mean by rural settlements? (1 mark)
4. What do you mean by urban settlements? (1 mark)

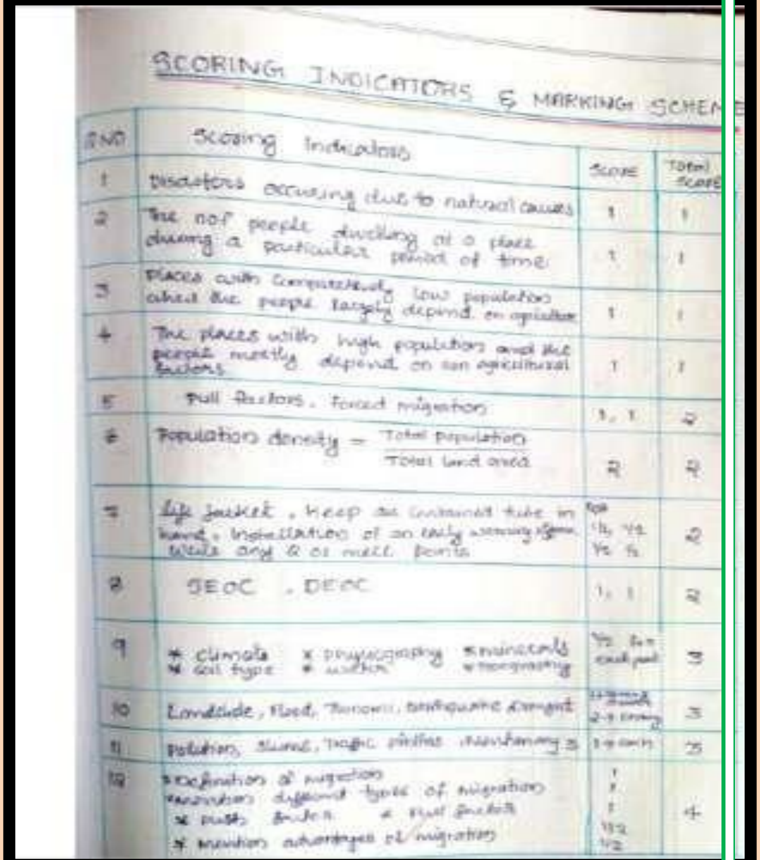
Part B

Fill in the blanks

5. The migration caused by .... factors of certain regions are called voluntary migrations. The migration provoked by push factors are called .... migration (2 marks)
6. Density of population = ... (2 marks)
7. List out the mitigation measures to be followed in the time of Tsunami? (2 marks)
8. [illegible] government mechanism for disaster management? (2 marks)

PART C

9. List out and explain the natural disaster occurring in India (3 marks)
10. What are the problems faced by the urban centres (3 marks)



SCORING INDICATORS & MARKING SCHEME

S.NO	Scoring Indicators	Score	Total Score
1	Disasters occurring due to natural causes	1	1
2	The no of people dwelling at a place during a particular period of time	1	1
3	Places with comparatively low population where the people largely depend on agriculture	1	1
4	The places with high population and the people mostly depend on non agricultural factors	1	1
5	Pull factors, forced migration	1, 1	2
6	Population density = Total population / Total land area	2	2
7	Life jacket, keep an inflated tube in hand, installation of an early warning system. Write any 2 or more points	[illegible] ½, ½, ½, ½	2
8	SEOC, DEOC	1, 1	2
9	* climate * physiography * minerals * soil type * water * topography	½ for each point	3
10	Landslide, flood, Tsunami, earthquake [illegible]	[illegible]	3
11	Pollution, slums, traffic [illegible]	[illegible]	3
12	* Definition of migration [illegible] different types of migration * push factors * pull factors * mention advantages of migration	1, 1, 1, ½, ½	4

QUESTION WISE ANALYSIS

Sl.No	Content	Learning outcomes	Form of question	Level of difficulty	Score	Time
1	Natural disaster	1	objective	Easy	1	1
2	Population	3	objective	Easy	1	2
3	Rural settlements	9	objective	Easy	1	2
4	Urban settlements	8	objective	Easy	1	2
5	migration	4,5,6	very short answer	Average	2	5
6	Population density	7	very short answer	Average	2	5
7	Natural disasters	1	very short answer	Average	2	5
8	Disaster mitigation measures	2	very short answer	Average	2	5
9	population	3	short answer	Average	3	6
10	Natural disaster	5	Short answer	Average	3	6
11	urban settlements	7	short answer	Average	3	6
12	Migration	4,5,6	Essay	Difficult	4	15

DATA ANALYSIS AND INTERPRETATION

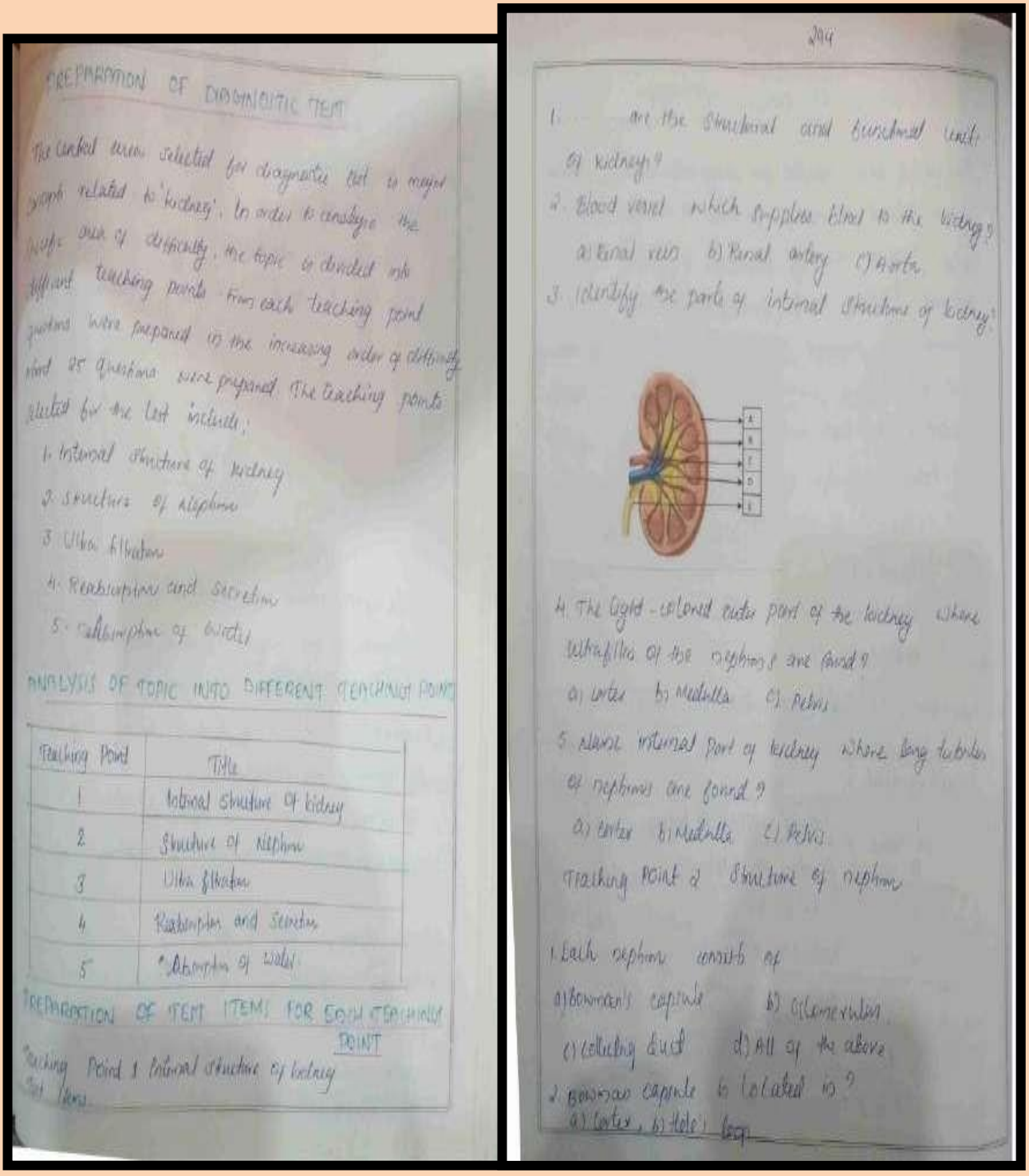
A systematic presentation of the values by taken by variable together with corresponding frequencies is called frequency distribution of the variable. It is presented in tabular form is called frequency table

Raw scores

19, 24, 24, 16, 17, 20, 16, 21, 14, 20, 24, 21, 20
18, 14, 17, 24, 16, 16, 23, 23, 8, 15, 20
21, 16, 20, 9, 8, 16

Class Interval	Frequency
0 - 5	-
5 - 10	2
10 - 15	2
15 - 20	12
20 - 25	14

Diagnostic Test



PREPARATION OF DIAGNOSTIC ITEM

The content areas selected for diagnostic test is major topics related to 'kidney'. In order to analyse the topic area of difficulty, the topic is divided into different teaching points from each teaching point questions were prepared in the increasing order of difficulty level 25 questions were prepared. The teaching points selected for the test includes;

1. Internal structure of kidney
2. Structure of nephron
3. Urine filtration
4. Reabsorption and Secretion
5. Reabsorption of water

ANALYSIS OF TOPIC INTO DIFFERENT TEACHING POINT

Teaching Point	Title
1	Internal structure of kidney
2	Structure of Nephron
3	Urine filtration
4	Reabsorption and Secretion
5	Absorption of water

PREPARATION OF TEST ITEMS FOR EACH TEACHING POINT

Teaching Point 1 Internal structure of kidney

Test items

204

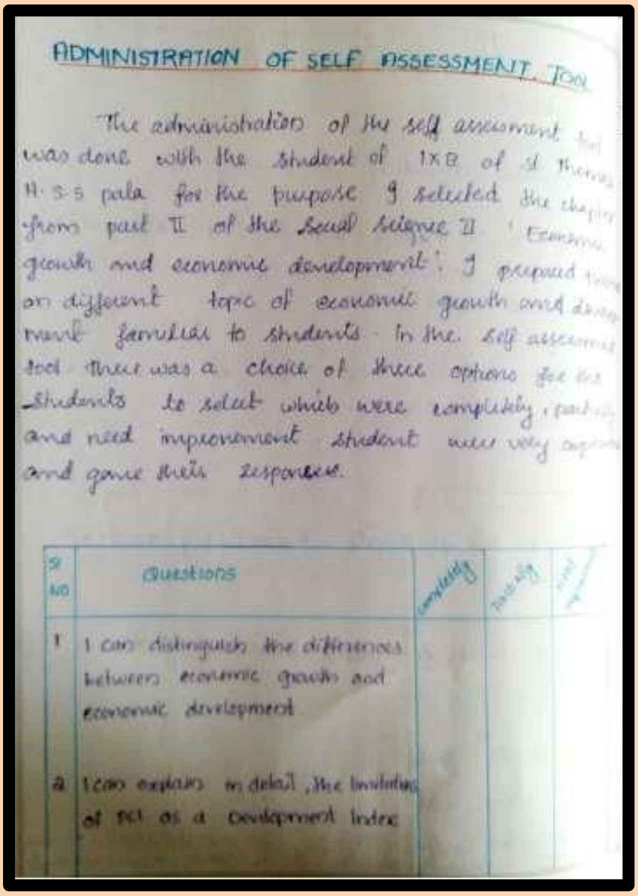
1. are the structural and functional units of kidney?
2. Blood vessel which supplies blood to the kidney?
   a) Renal vein b) Renal artery c) Aorta
3. Identify the parts of internal structure of kidney?

4. The light-coloured outer part of the kidney where ultrafiltration of the nephrons are found?
   a) cortex b) Medulla c) Pelvis
5. Inner internal part of kidney where long tubules of nephrons are found?
   a) cortex b) Medulla c) Pelvis

Teaching Point 2 Structure of nephron

1. Each nephron consists of
   a) Bowman's capsule b) Glomerulus
   c) collecting duct d) All of the above
2. Bowman capsule is located in?
   a) Cortex, b) Hole's loop

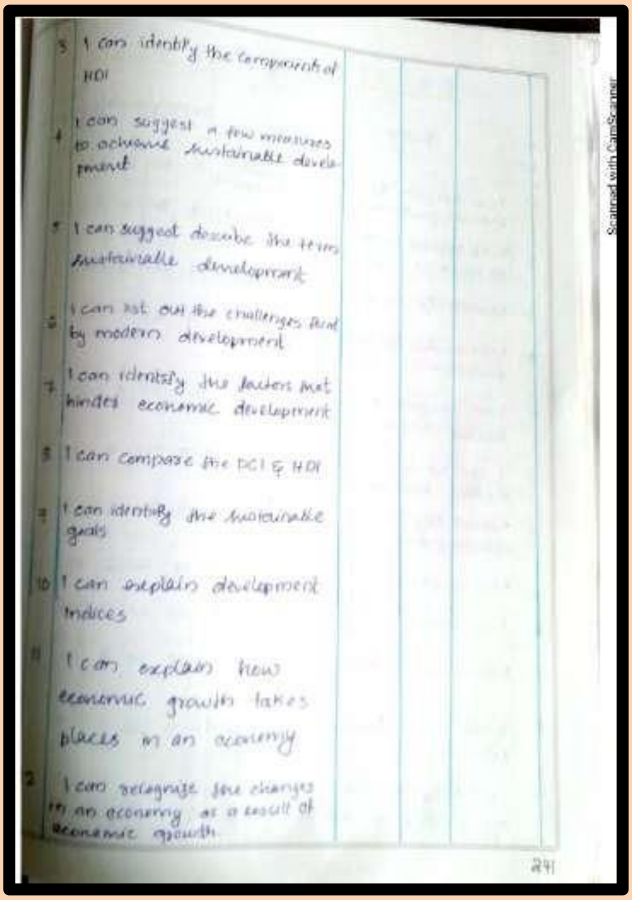
Self-Assessment Test



ADMINISTRATION OF SELF ASSESSMENT TOOL

The administration of the self assessment tool was done with the student of IX B of St Thomas H.S.S pala for the purpose I selected the chapter from part II of the Social Science II 'Economic growth and economic development'. I prepared [illegible] on different topic of economic growth and development familiar to students. In the self assessment tool there was a choice of three options for the students to select which were completely, partially and need improvement student were very [illegible] and gave their responses.

Sl No	Questions	Completely	Partially	Need improvement
1	I can distinguish the differences between economic growth and economic development			
2	I can explain in detail, the limitations of PCI as a development Index			



3	I can identify the components of HDI			
4	I can suggest a few measures to achieve sustainable development			
5	I can suggest describe the term sustainable development			
6	I can list out the challenges faced by modern development			
7	I can identify the factors that hinder economic development			
8	I can compare the PCI & HDI			
9	I can identify the sustainable goals			
10	I can explain development indices			
11	I can explain how economic growth takes places in an economy			
12	I can recognize the changes in an economy as a result of economic growth			

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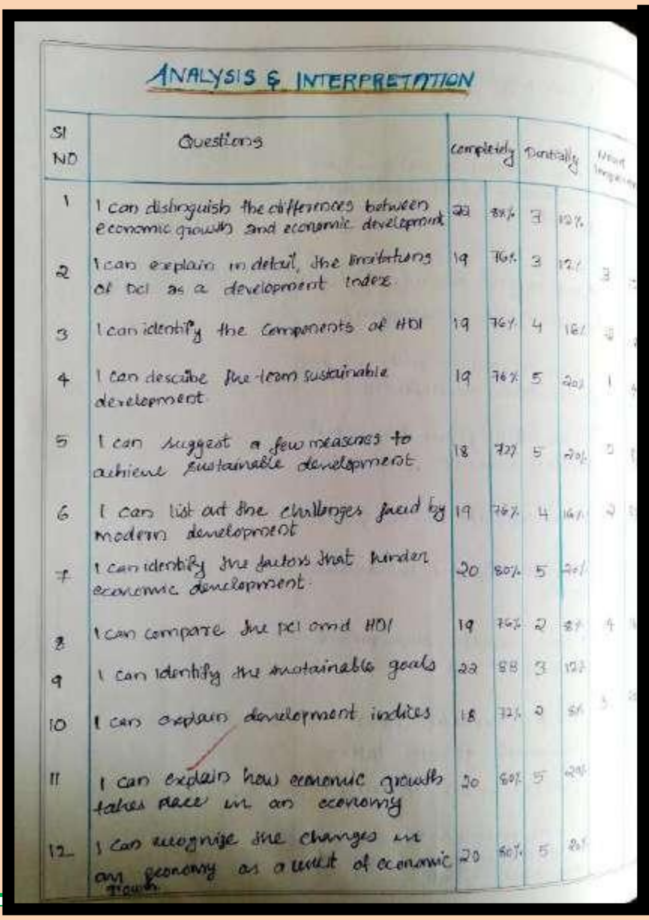
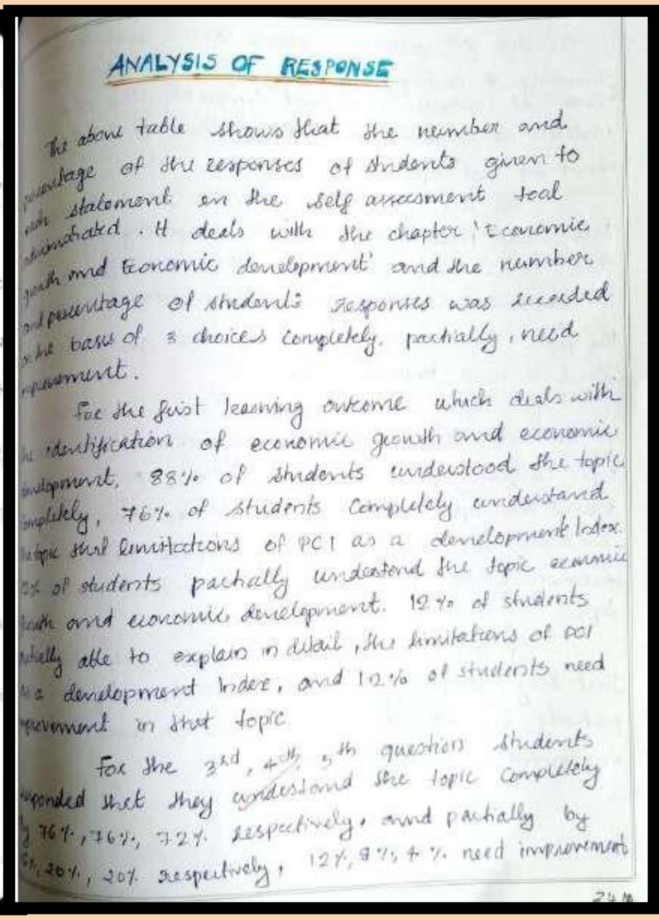


ANALYSIS & INTERPRETATION

Sl No	Questions	Completely		Partially		Need improvement	
1	I can distinguish the differences between economic growth and economic development	22	88%	3	12%		
2	I can explain in detail, the limitations of PCI as a development index	19	76%	3	12%	3	[illegible]
3	I can identify the components of HDI	19	76%	4	16%	2	[illegible]
4	I can describe the term sustainable development	19	76%	5	20%	1	[illegible]
5	I can suggest a few measures to achieve sustainable development	18	72%	5	20%	2	[illegible]
6	I can list out the challenges faced by modern development	19	76%	4	16%	2	[illegible]
7	I can identify the factors that hinder economic development	20	80%	5	20%		
8	I can compare the PCI and HDI	19	76%	2	8%	4	[illegible]
9	I can identify the sustainable goals	22	88	3	12%		
10	I can explain development indices	18	72%	2	8%	5	[illegible]
11	I can explain how economic growth takes place in an economy	20	80%	5	20%		
12	I can recognize the changes in an economy as a result of economic growth	20	80%	5	20%		



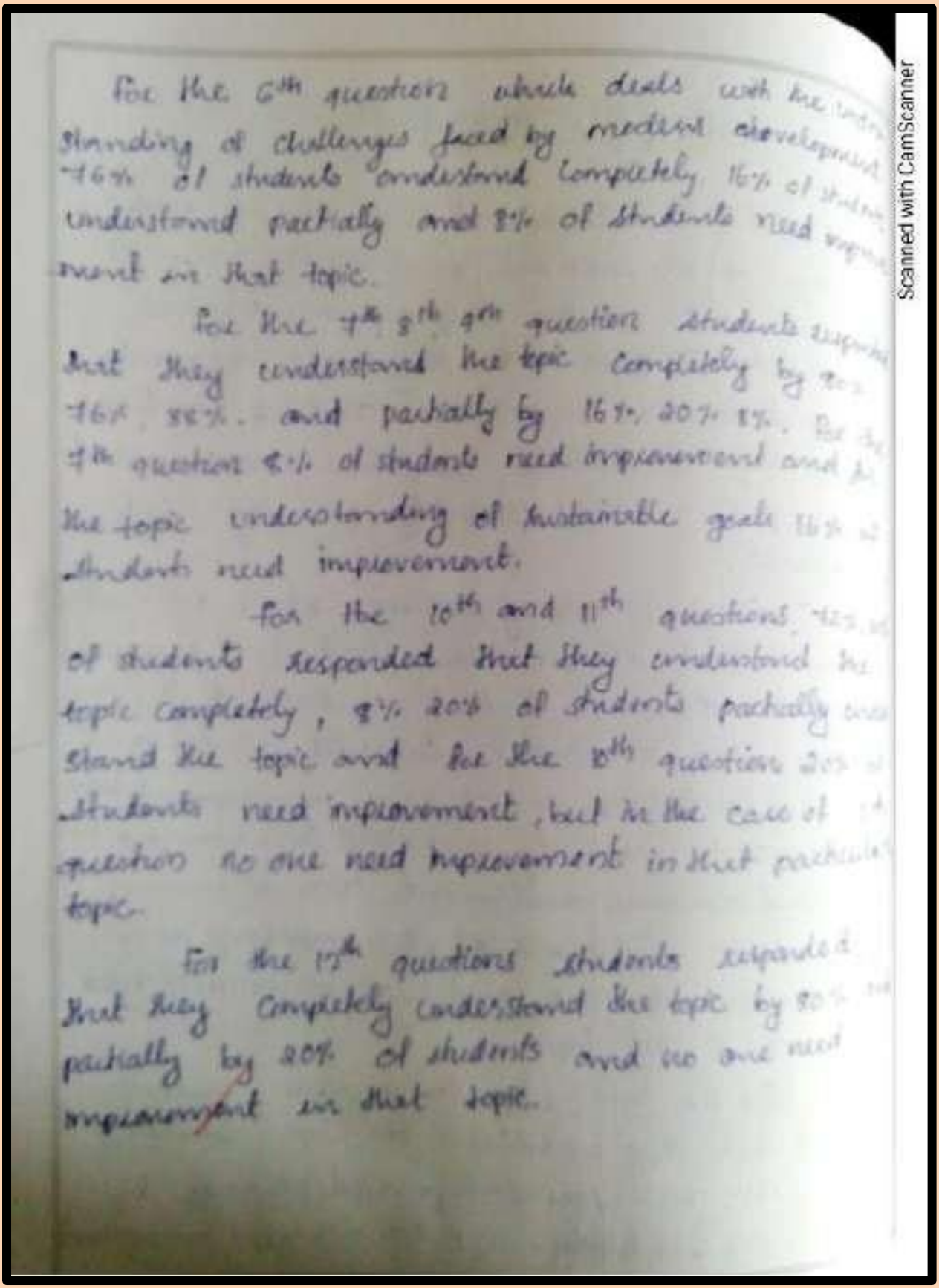
ANALYSIS OF RESPONSE

The above table shows that the number and percentage of the responses of students given to each statement on the self assessment tool administrated. It deals with the chapter 'Economic growth and Economic development' and the number and percentage of students responses was recorded on the basis of 3 choices completely, partially, need improvement.

For the first learning outcome which deals with the identification of economic growth and economic development, 88% of students understood the topic completely, 76% of students completely understand the topic the limitations of PCI as a development Index. 12% of students partially understand the topic economic growth and economic development. 12% of students partially able to explain in detail, the limitations of PCI as a development Index, and 12% of students need improvement in that topic.

For the 3rd, 4th, 5th question students responded that they understand the topic completely by 76%, 76%, 72% respectively, and partially by 16%, 20%, 20% respectively, 12%, 8%, 4% need improvement

24[illegible]



For the 6th question which deals with the understanding of challenges faced by modern development 76% of students understood completely 16% of students understood partially and 8% of students need improvement in that topic.

For the 7th 8th 9th question students responded that they understood the topic completely by 76%, 88%. and partially by 16%, 20%, 8%. For the 7th question 8% of students need improvement and for the topic understanding of sustainable goals 16% of students need improvement.

For the 10th and 11th questions 92% of students responded that they understood the topic completely, 8% 20% of students partially understand the topic and for the 12th question 20% of students need improvement, but in the case of 11th question no one need improvement in that particular topic.

For the 13th questions students responded that they completely understood the topic by 80% partially by 20% of students and no one need improvement in that topic.

Dealing with student diversity in classrooms

Classes on Differentiated Instruction – Student Diversity

Differentiated instruction

- Every child unique – special needs – range of differences
- An effective curriculum - essentially a basic curriculum that has been modified to meet their individual needs
- Successful learning
- Differentiated instruction - A teaching philosophy based on the premise that teachers should **adapt instruction** to student differences
- A strategy used by educators **to meet the special needs** of students
- Used more prominently in special education classrooms
- Also, **an important strategy** for modern classrooms that consist of diverse cultures, learning styles and academic challenges (learning disabilities)

How can curriculum be differentiated?

In a differentiated curriculum teachers offer different approaches to what students learn (content), how students learn (process) and how students demonstrate what they have learned (product)

... Tomlinson & Allan (2000)

- Teachers can differentiate three aspects of the curriculum: content, process, and products.
- *Content* (what is learned)
- *Process* (how the content is taught)
- *Product* (how the learning is observed and evaluated)

Inclusive Education

- Inclusive education is defined as a learning environment that promotes full personal, academic and professional development of all learners irrespective of colour, race, class, gender, disability sexual preferences, learning style and languages.

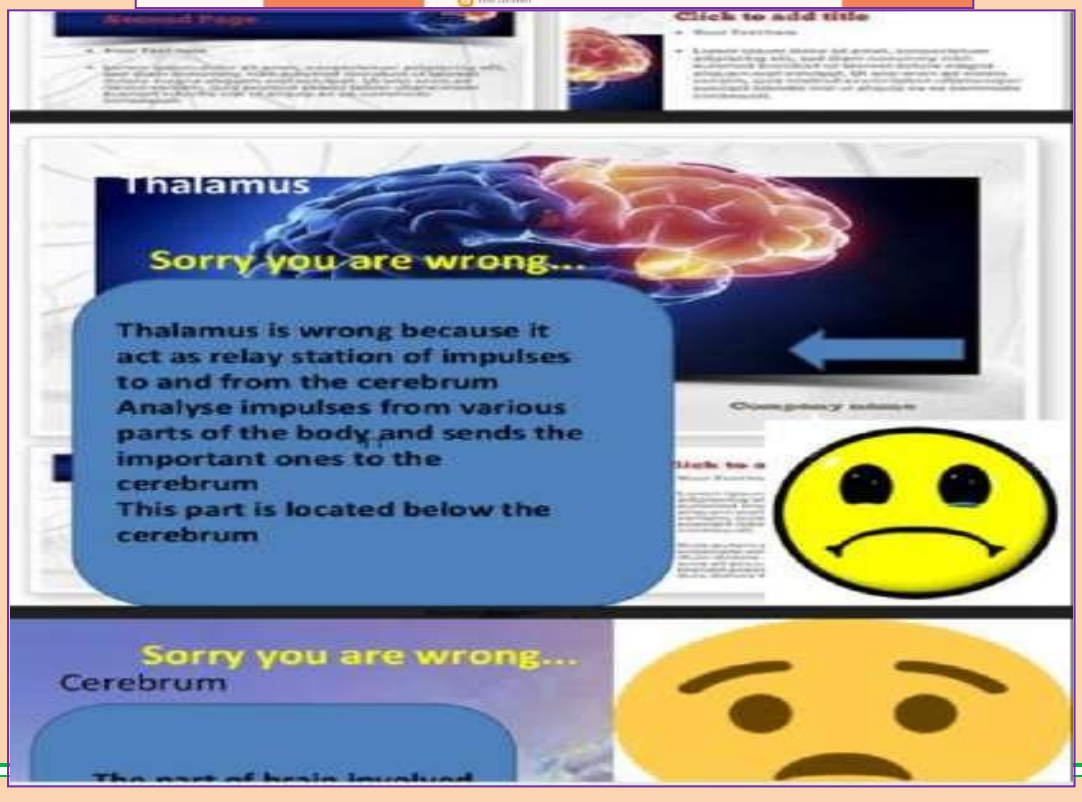
CONCEPT OF INCLUSIVE EDUCATION

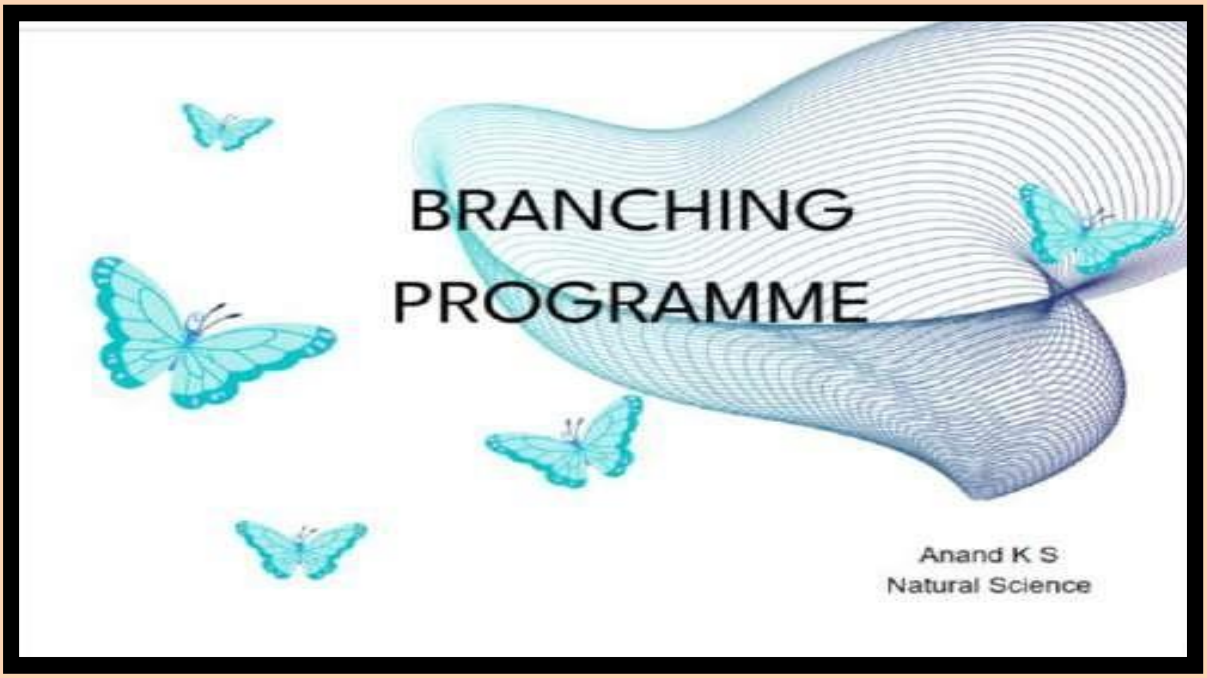
- Inclusive Education is a concept of providing a barrier free, need based education for all children irrespective of any specific criteria.

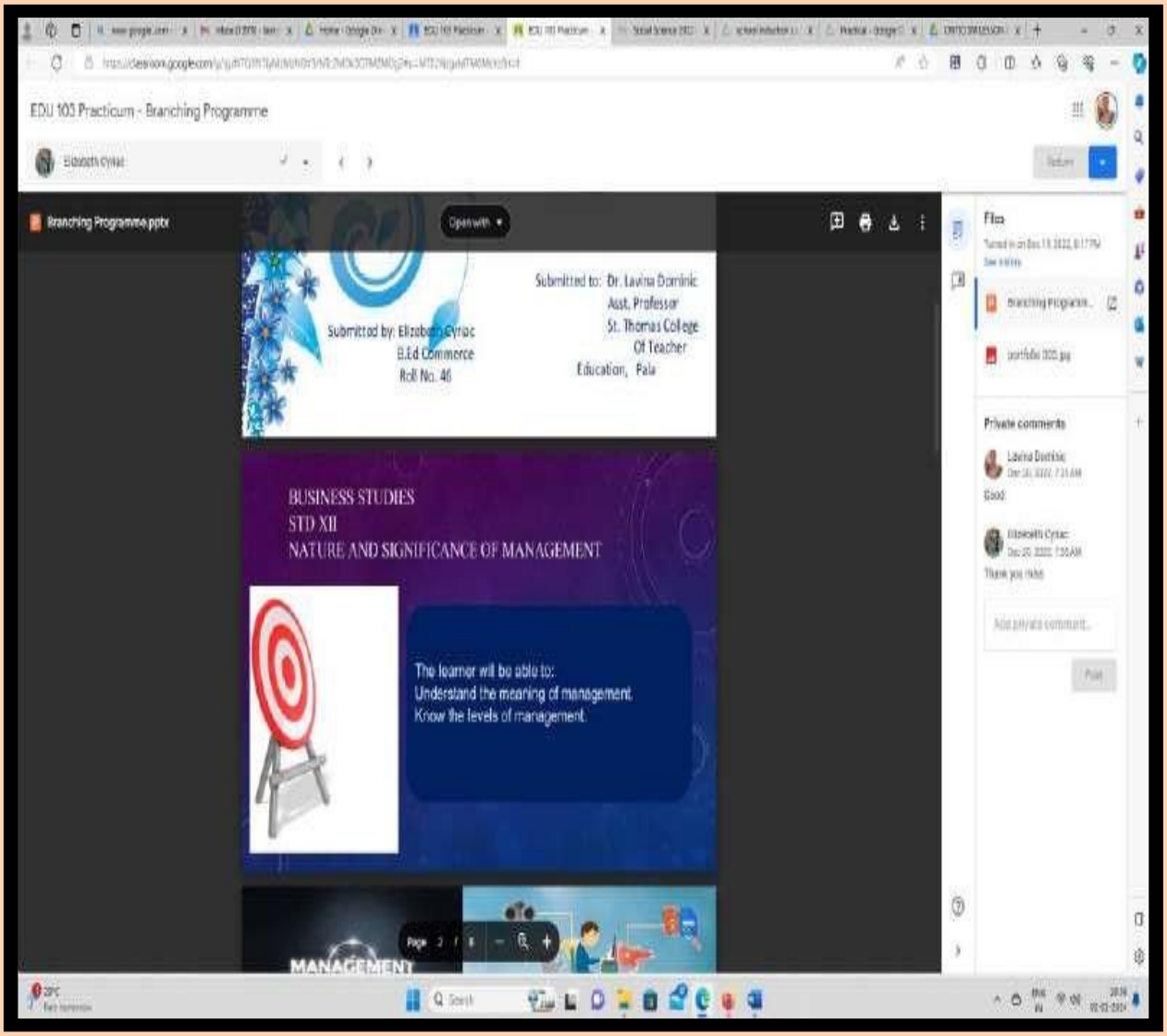
Evolving ICT based learning situations

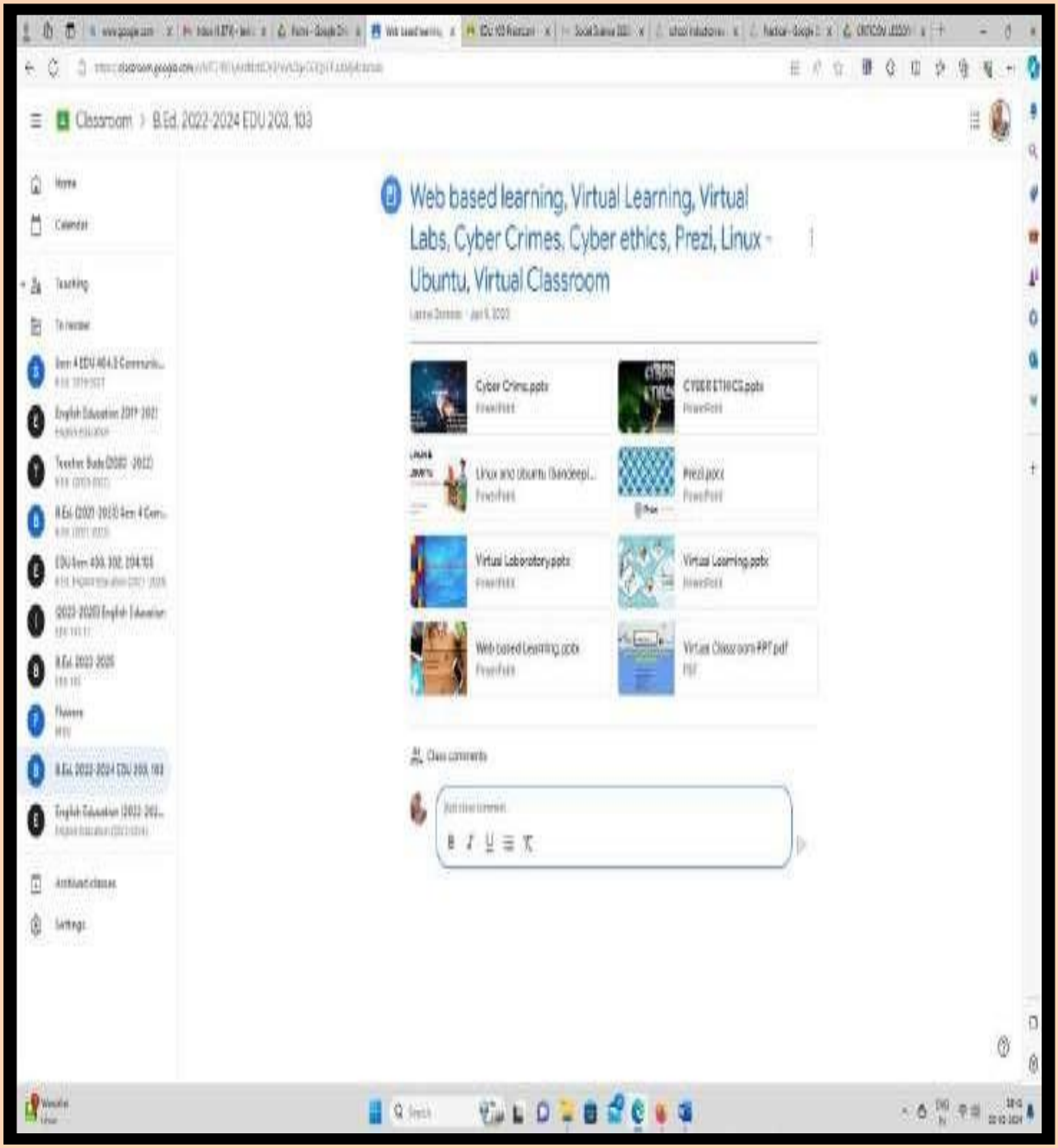
Training in ICT incorporation in Teaching – Preparation of ICT enabled learning materials

ICT incorporated Branching Programmes based on School topics

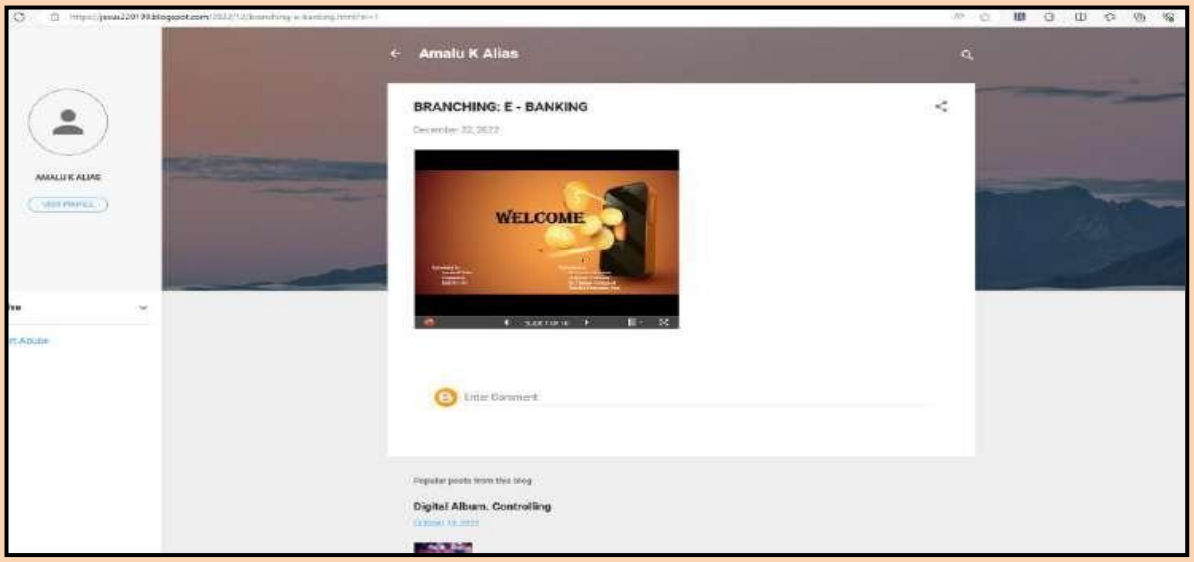



BRANCHING
PROGRAMME
Anand K S
Natural Science


EDU 103 Practicum - Branching Programme
Branching Programme.pptx
Submitted by: Elizabeth Cyriac
B.Ed Commerce
Roll No. 46
Submitted to: Dr. Lavina Dominic
Asst. Professor
St. Thomas College Of Teacher Education, Pala
BUSINESS STUDIES
STD XII
NATURE AND SIGNIFICANCE OF MANAGEMENT
The learner will be able to:
Understand the meaning of management.
Know the levels of management.
MANAGEMENT
Private comments
Good
Thank you miss


Classroom > B.Ed. 2022-2024 EDU 203, 103
Web based learning, Virtual Learning, Virtual Labs, Cyber Crimes, Cyber ethics, Prezi, Linux - Ubuntu, Virtual Classroom
Cyber Crime.pptx
CYBER ETHICS.pptx
Linux and Ubuntu (Sandeep...
Prezi.pptx
Virtual Laboratory.pptx
Virtual Learning.pptx
Web based Learning.pptx
Virtual Classroom PPT.pdf
Class comments

Preparation of Blogs



https://www.blogger.com/u/1/blog/posts/7407823698756

https://mathworld1916.blogspot.com/?m=1

https://marketing-gateway.blogspot.com/

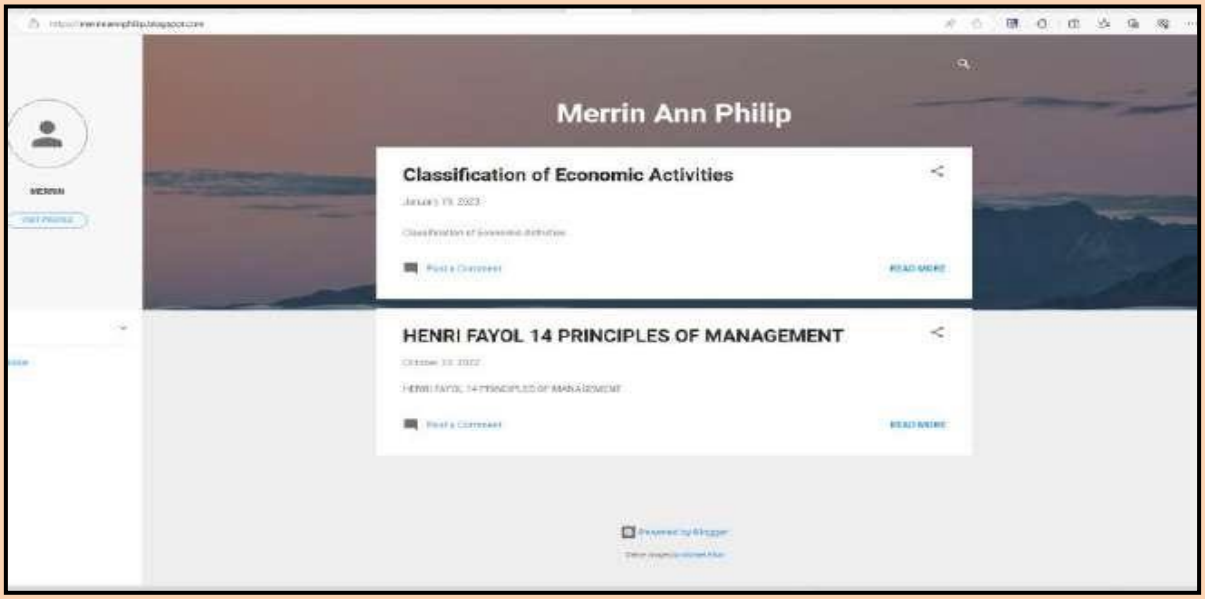
https://pearl-annie-

Links of digital albums prepared by students

- **https://docs.google.com/presentation/d/1ST3BXJikCpsI5TTZaKLfQweJKXyoq6PZ/edit?usp=drive_link&ouid=104316520778182419699&rtpof=true&sd=true**

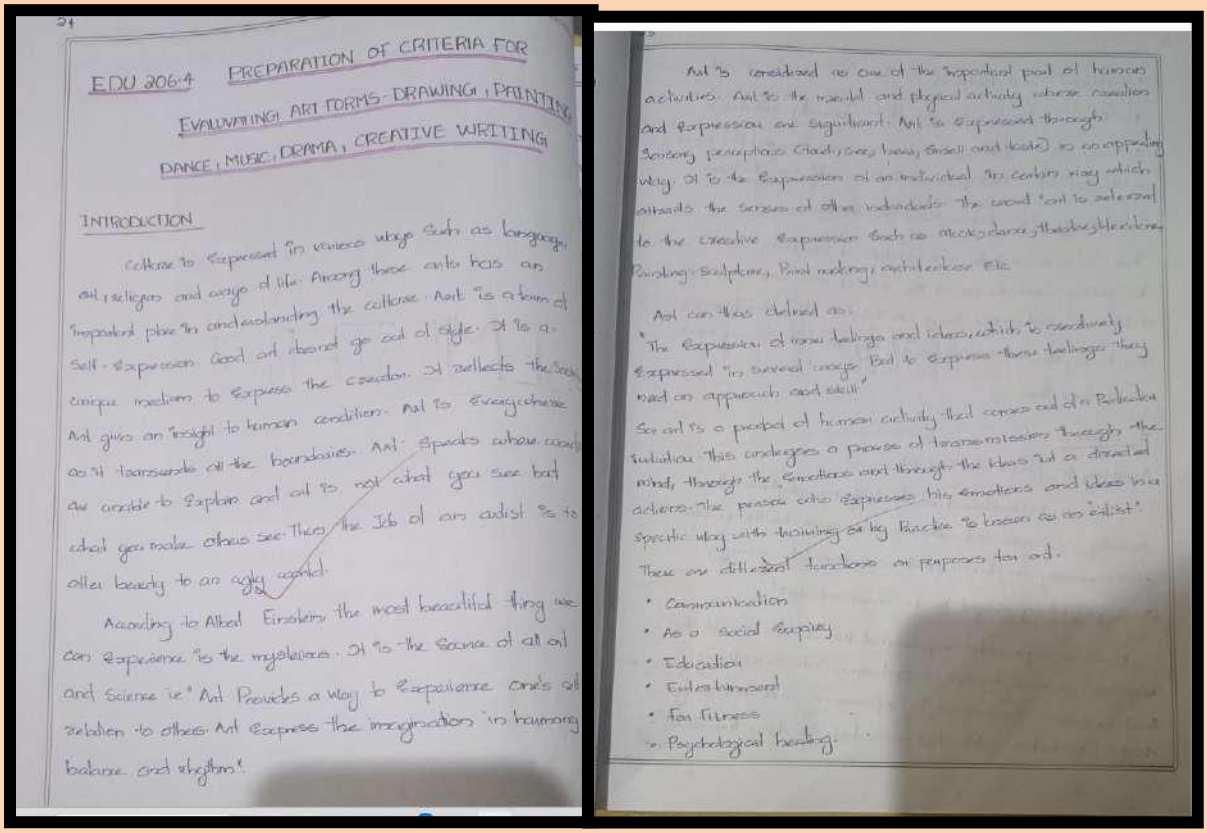
E Learning Material prepared by students

- **https://docs.google.com/presentation/d/1z4dca9qvA5GrUXJJY5EBOuo-n6iVN7ZZ/edit?usp=sharing&ouid=107945043878125361733&rtpof=true&sd=true**
- **https://docs.google.com/presentation/d/1wkIU33ICc1zYWI5jRyDzgLJsUFQsj6uP/edit?usp=share_link&ouid=118117606810919997075&rtpof=true&sd=true**
- **https://docs.google.com/presentation/d/1Gkosfv0vue1gPn6Sz7vM27lM9rNMBC0/edit?usp=drivesdk&ouid=101003936282518898280&rtpof=true&sd=true**
- **https://docs.google.com/presentation/d/1Q39bDOPyK6iBqKbFORtazRjPMXT7FCwTee-sNcv-DW8/edit?usp=sharing**


Merrin Ann Philip
Classification of Economic Activities
HENRI FAYOL 14 PRINCIPLES OF MANAGEMENT


God is mercy
Branching Program
PYTHAGORAS

CLASSES ON ART FORMS AND CRITERIA FOR EVALUATING ART FORMS



EDU 206.4 PREPARATION OF CRITERIA FOR EVALUATING ART FORMS- DRAWING, PAINTING, DANCE, MUSIC, DRAMA, CREATIVE WRITING

INTRODUCTION

College to Expressed in various ways such as language, art, religion and ways of life. Among these arts has an important place in understanding the college. Art is a form of Self-Expression. Good art doesn't go out of style. It is a unique reaction to Express the creation. It reflects the Soul. Art gives an insight to human conditions. Art is Everywhere as it transcends all the boundaries. Art speaks where words are unable to explain. Art is not what you see but what you make others see. Thus, the Job of an artist is to add beauty to an ugly world.

According to Albert Einstein the most beautiful thing we can Experience is the mysterious. It is the Source of all art and Science ie" Art Provides a way to Experience one's self relation to others. Art Express the imagination in harmony balance and rhythm".

Art is considered as one of the important part of human activities. Art is the mental and physical activity where creation and Expression are significant. Art is Expressed through Sensory perceptions (Touch, See, hear, Smell and taste) in an appealing way. It is the Expression of an individual in certain way which attracts the senses of other individuals. The word 'art' is related to the creative Expression such as music, dance, theatre, literature, Painting, Sculpture, Print making, entertainment Etc

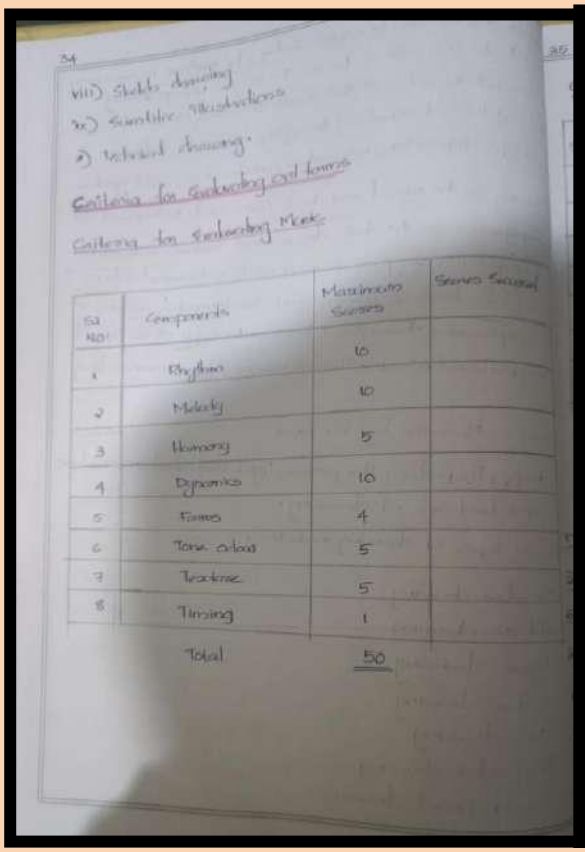
Art can thus defined as:

"The Expression of ones feelings and ideas, which is creatively Expressed in several ways. But to Express these feelings they need an approach and skill"

Social is a product of human activity that comes out of a Particular situation this undergoes a process of transmissions through the mind, through the emotions and through the knowledge of a directed actions. The person who Expresses his emotions and ideas in a specific way with training or by Practice is known as an "artist"

There are different functions or purposes for art.

- Communication
- As a Social Enquiry
- Education
- Entertainment
- For Fitness
- Psychological healing.

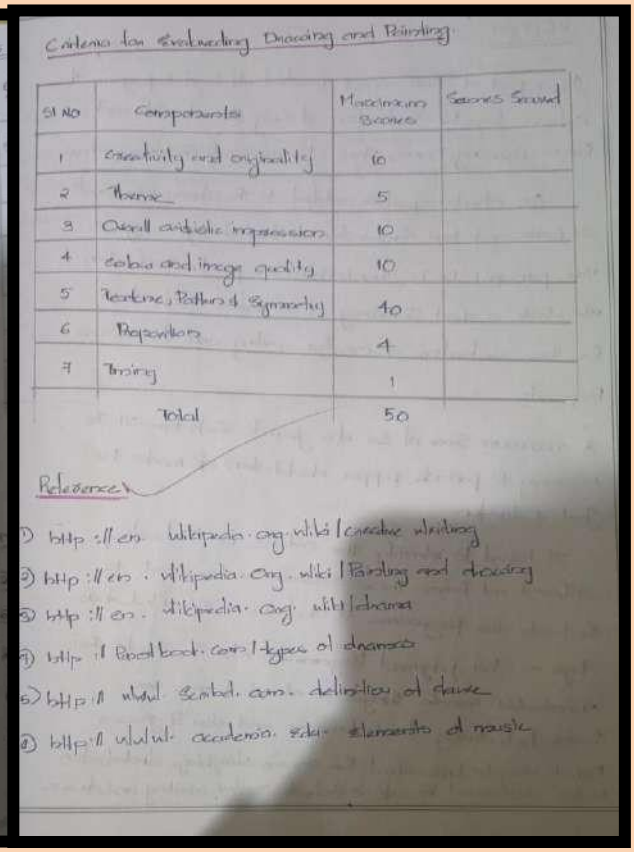


viii) Sketch drawing
ix) Creative illustrations
x) Pictorial drawing.

Criteria for Evaluating art forms

Criteria for Evaluating Music

Sl No:	Components	Maximum Scores	Scores Secured
1	Rhythm	10	
2	Melody	10	
3	Harmony	5	
4	Dynamics	10	
5	Tempo	4	
6	Tone colour	5	
7	Texture	5	
8	Timing	1	
	Total	50	



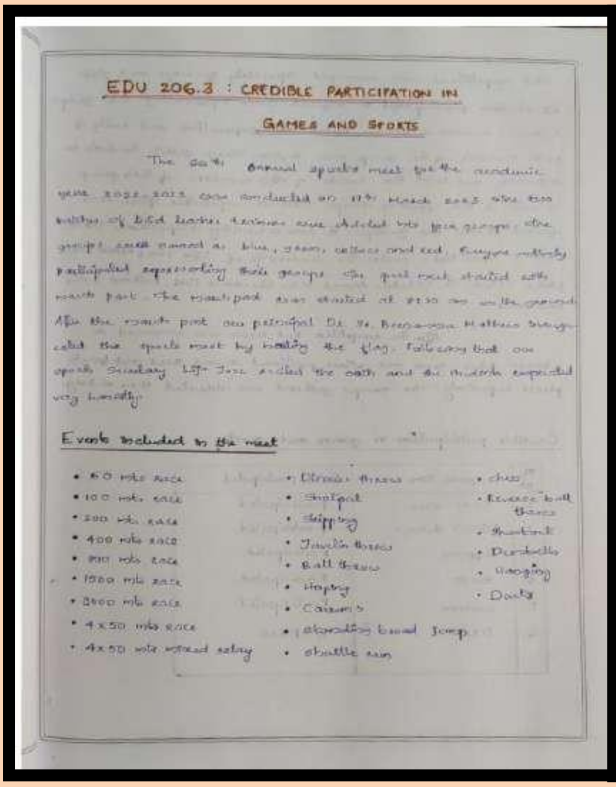
Criteria for Evaluating Drawing and Painting

Sl NO	Components	Maximum Scores	Scores Secured
1	Creativity and originality	10	
2	Theme	5	
3	Overall artistic impression	10	
4	Colour and image quality	10	
5	Texture, Pattern & Symmetry	10	
6	Proportions	4	
7	Timing	1	
	Total	50	

References

1) http://en.wikipedia.org/wiki/Creative_writing
2) http://en.wikipedia.org/wiki/Painting and drawing
3) http://en.wikipedia.org/wiki/drama
4) http://Poetbook.com/types of drama
5) http://www.scribd.com/definition of drama
6) http://www.academia.edu/elements of music

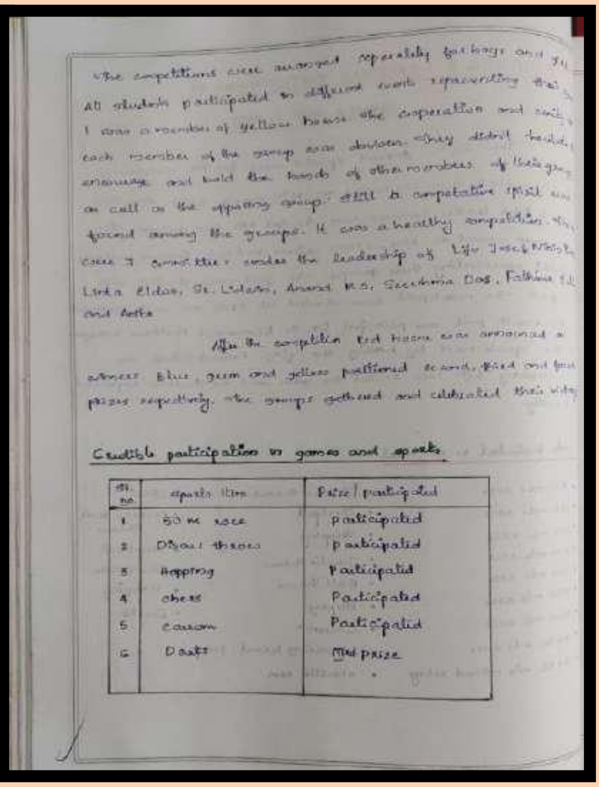
Physical Education Classes



EDU 206.3 : CREDIBLE PARTICIPATION IN GAMES AND SPORTS

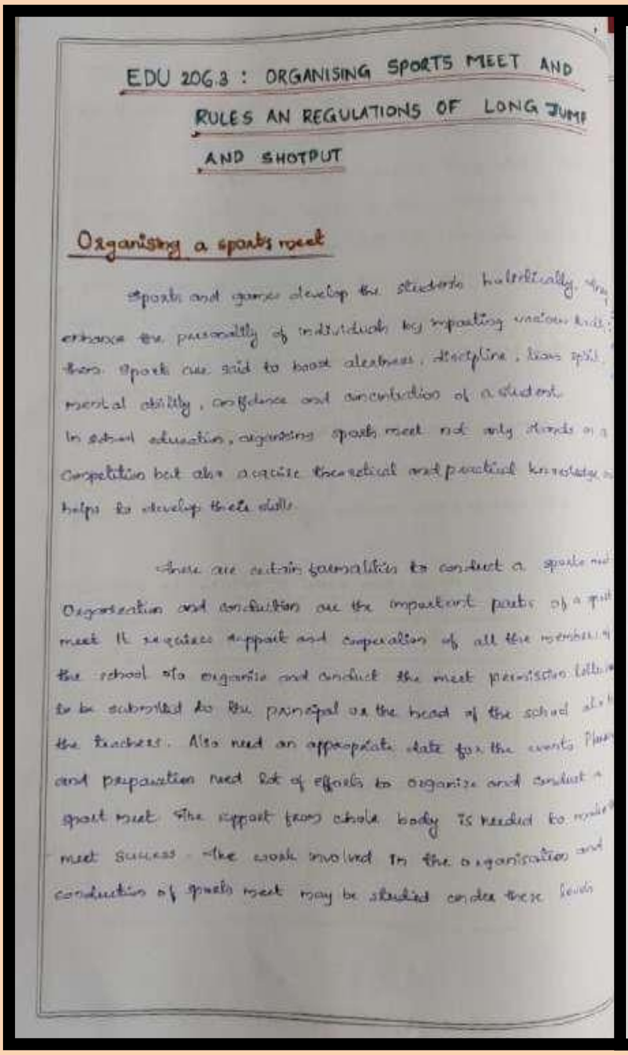
Events included in the meet

- 60 mts race
- 100 mts race
- 200 mts race
- 400 mts race
- 800 mts race
- 1500 mts race
- 3000 mts race
- 4x50 mts race
- 4x50 mts mixed relay
- Discus throw
- Shotput
- Skipping
- Javelin throw
- Ball throw
- Hopping
- Caroms
- Standing broad jump
- Shuttle run
- Chess
- Reverse ball throw
- Shootout
- Dumbells
- Hanging
- Darts



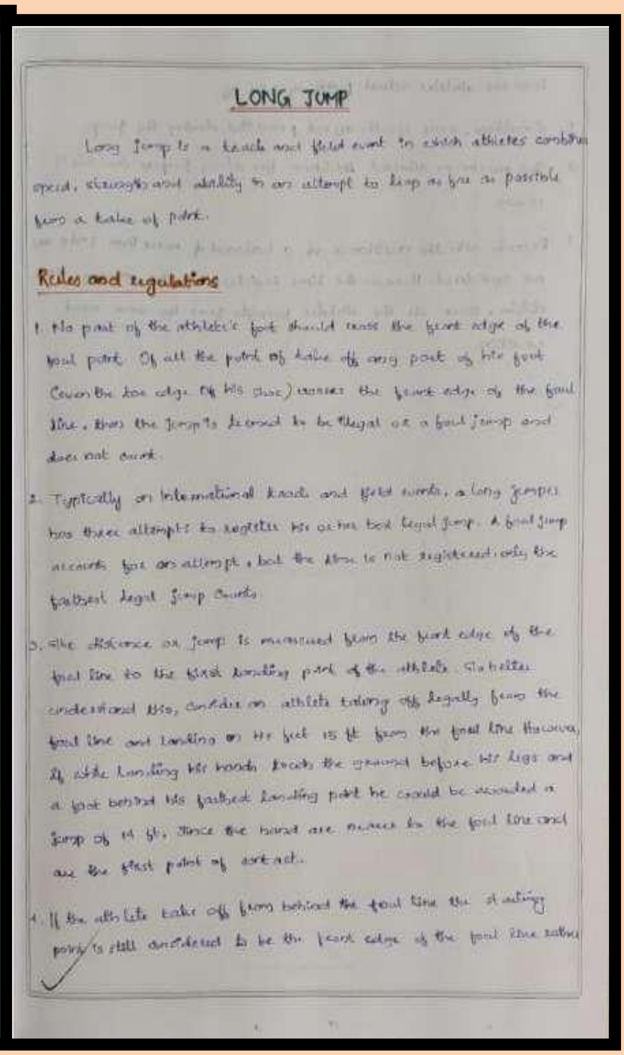
Credible participation in games and sports

Sl. no.	Sports item	Prize / participated
1	50 m race	participated
2	Discus throw	participated
3	Hopping	Participated
4	chess	Participated
5	Carrom	Participated
6	Darts	IInd prize



EDU 206.3 : ORGANISING SPORTS MEET AND RULES AN REGULATIONS OF LONG JUMP AND SHOTPUT

Organising a sports meet



LONG JUMP

Rules and regulations

SHOT PUT

Shot put is a track and field event involving throwing/putting a heavy spherical object - the shot, as large as possible. Shot put ball is made of different kinds of material depending on the weight. The materials used include sand, iron, solid, steel etc. There are various size and weight standards for the implement that depends on the age and gender of the competitors as well as the national problems of the governing body. The shot shall be 7.26 kg for men and 4 kg for women.

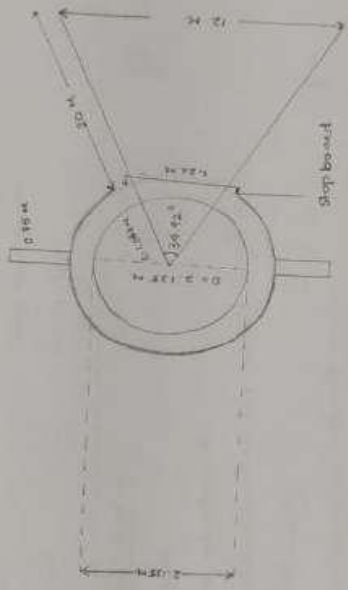
Construction of shot put circle

The circle shall be made of iron sheet or suitable material the top of which shall be flushed with the ground outside. The interior of the circle may be constructed as concrete or something non-slippery material. The inside diameter shall be measured to 2.135 metres. A white line 5 cm wide shall be drawn from the top of the material 'x' on extending for atleast 1.8 cm either side of the circle.

Stop Board Construction

The board shall be made of some wood or other suitable material in the shape of an arch so that the edge curved the inner edge of the circle and it can be firmly fixed to the ground. The board shall measure 122 mm - 116 mm and 1.22 mm - 1.2 m long in middle and 9.8 mm - 102 mm height on the relation to the level of the

Labelled Diagram of shot put circle



Morning Assembly

ST. Thomas College of Teacher Education, Pala (STCTE Pala)

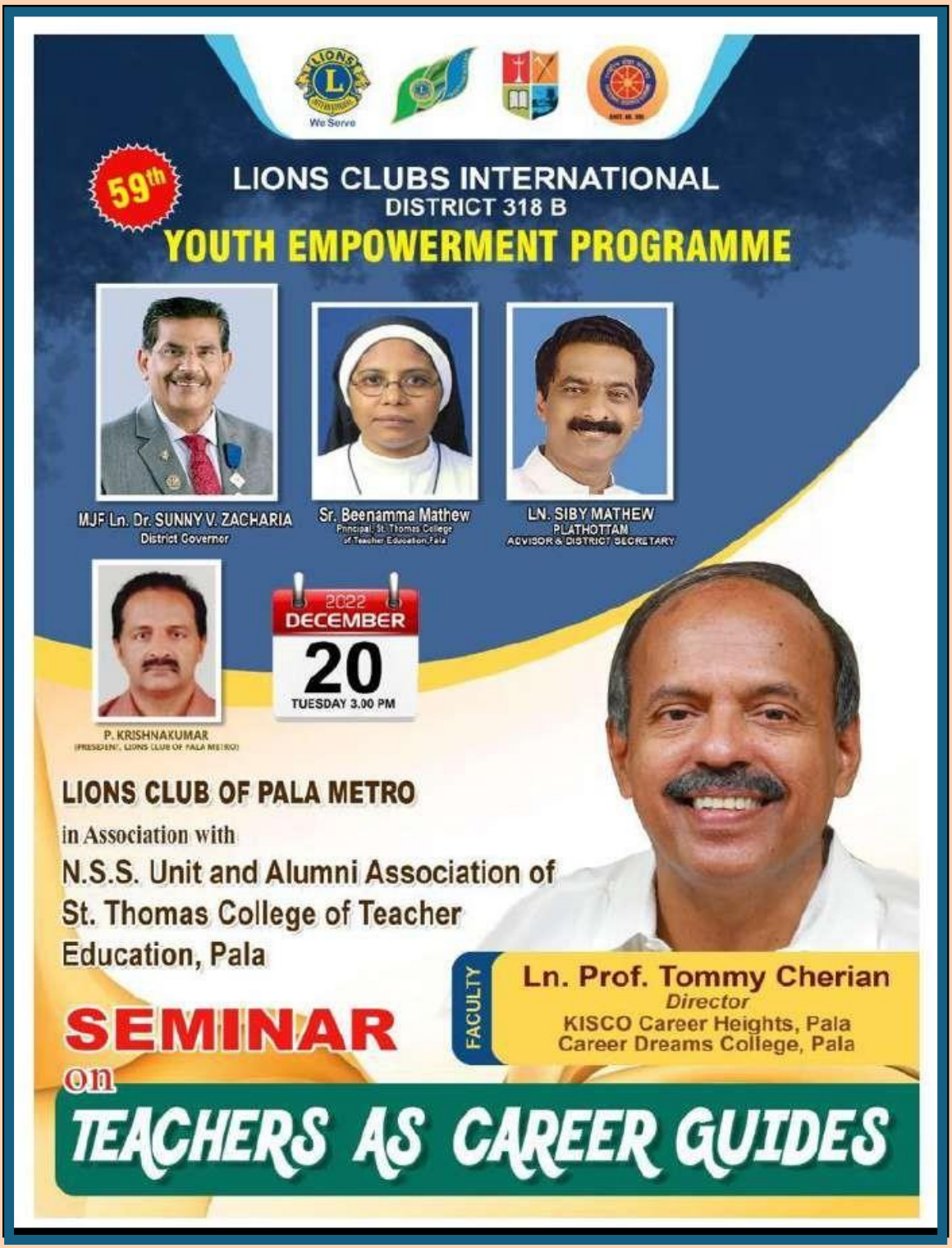
Link to Value Added Courses offered by the college

Community engagement - The students engage in several community related activities

Mega Blood Donation Camp

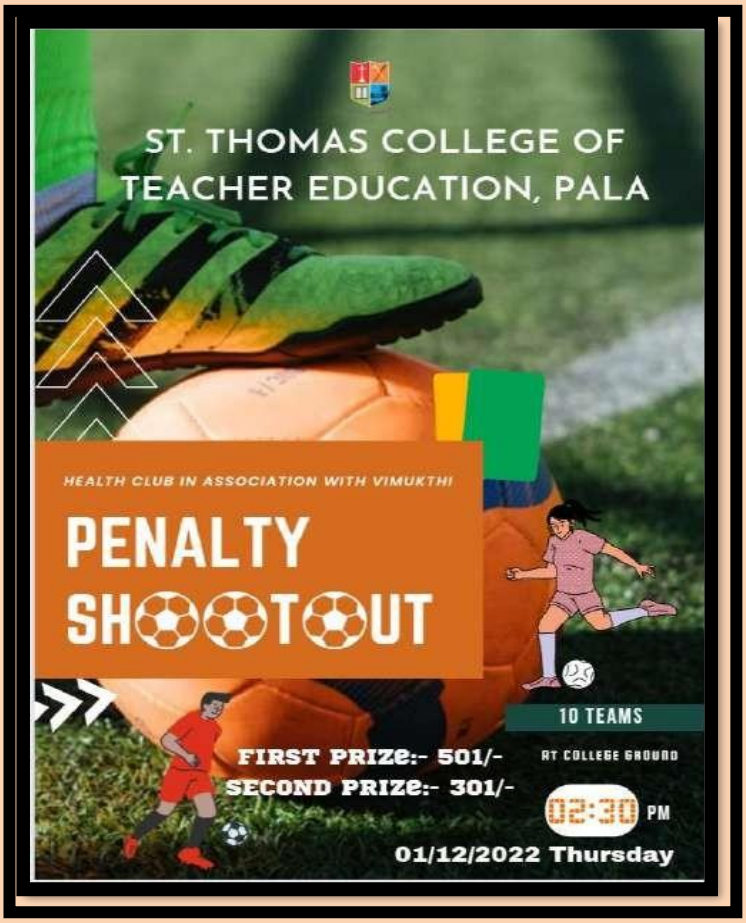
Seminar on Teachers as Career Guides –

Youth Empowerment Programme

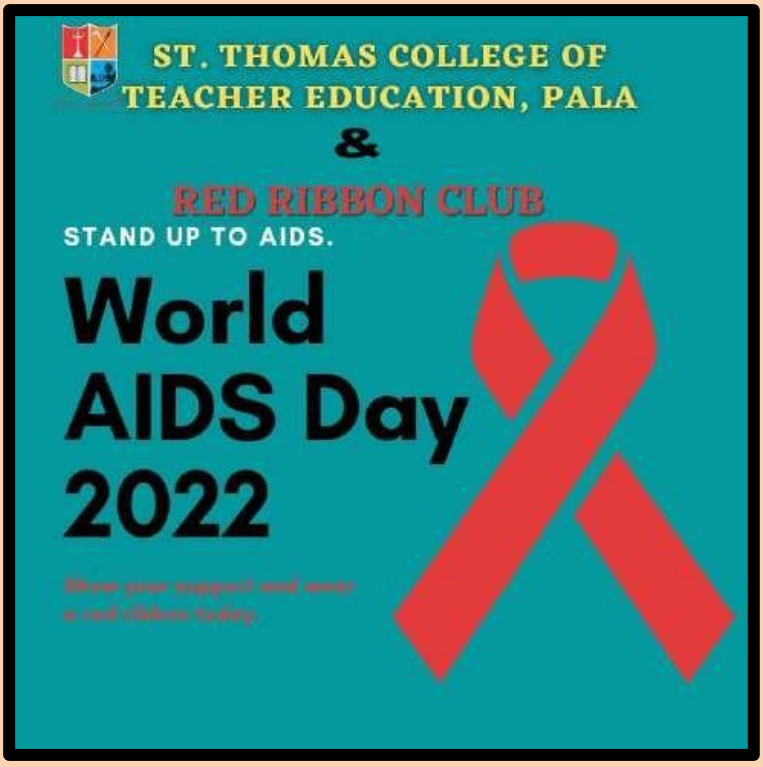


Anti Drug Campaign –

Health Club in association with Anti-Drug _ Vimukthi Club conducted



https://youtu.be/4HArj_8BLxI




ST.THOMAS COLLEGE OF TEACHER EDUCATION, PALA
KOTTAYAM (Dt.) - 686575, KERALA, INDIA
Re-accredited at A Grade by NAAC
Affiliated to Mahatma Gandhi University, Kottayam, Kerala, India
E-mail : stcepala@gmail.com | Website: stcte.ac.in
വിമുക്തി
NO TO DRUGS
ലഹരിക്കെതിരെ
നവകേരള മുന്നേറ്റം
കോളേജ് തല ഉദ്ഘാടനം
2022 ഒക്ടോബർ 06 ന് 9.30 a. m കോളേജ് ഓഡിറ്റോറിയം
10 a. m സാന്നിധ്യമായ ഉദ്ഘാടനം :
ശ്രീ. പിണറായി വിജയൻ (ബഹു. കേരള മുഖ്യമന്ത്രി)
ഉണരാം, ഉയരാം, ലഹരിക്കെതിരെ....


ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA
NSS
UNIT NO. 90A
and
Jointly Organise
RED RIBBON CLUB
National Youth Day 2023
Aim:
To motivate youth for carrying out activities for creating awareness about HIV and DRUG ABUSE realted issues
Resource person
DR. KRISHNADAS K. V.
ASSISTANT INSURANCE MEDICAL OFFICER
ESI HOSPITAL, KANJIRAPPALLY
AT COLLEGE AUDITORIUM
3 PM TO 4 PM
ANTI DRUG EXHIBITION
AT COLLEGE AUDITORIUM
9 AM TO 1 PM
18/01/2023
Organising Committee
DR.SUNIL THOMAS
(ANTI NARCOTIC CELL NODAL OFFICER)
DR.ALEX GEORGE
(NSS PROGRAMME OFFICER)
LIJO JOSE
ANAND K. S.
(COORDINATORS)
വിമുക്തി


ST.THOMAS COLLEGE OF TEACHER EDUCATION, PALA

NSS – Preparation of Home made cleaning lotions

https://youtu.be/U3D8Gl4RY50

Cleaning of the classrooms and halls

Cleaning of local river – NSS unit of the college in collaboration with the town municipality

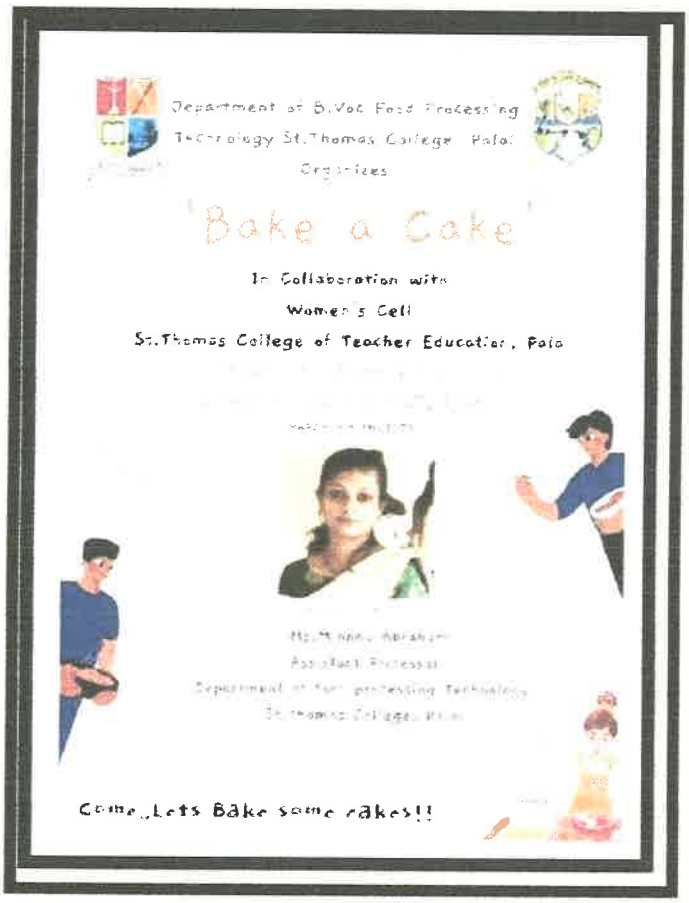
https://youtu.be/aqr1VD-FQfQ

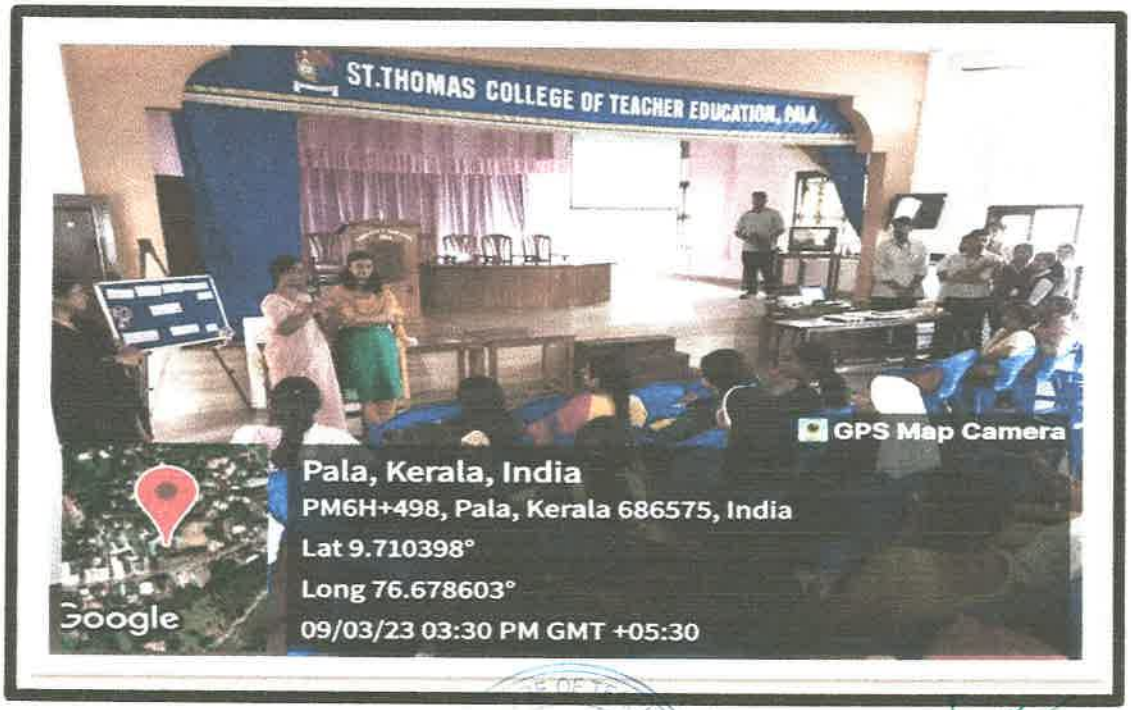
Sharing a meal with our brethren at Maria Sadanam – A non-profit charitable organisation – A psycho social rehabilitation centre

Seminar on Food Safety

Women's Cell

Bake a Cake in collaboration with the Dept. of B.Voc , St. Thomas College of Teacher Education, Pala , a sister institution





Prof. Dr. BEENAMMA MATHEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA