



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

**2.4.5 ADEQUATE SKILLS ARE DEVELOPED IN
STUDENTS FOR EFFECTIVE USE OF ICT FOR
TEACHING LEARNING PROCESS**

**B) 2.4.5 SAMPLE EVIDENCE SHOWING THE TASK CARRIED OUT
FOR EACH OF THE SELECTED RESPONSE**

CONTENT	PAGE NO.
1. Preparation of lesson plans	1-34
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Link for Other Evidences	
ICT-based classes of Students	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/student-classes
ICT based activities – Flip Books	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/flip-books
Google Classrooms	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/google-classrooms
Podcasts	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/podcasts
E-Contents	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/e-content
Magazines	https://sites.google.com/stcte.ac.in/stctelibrarypala/e-resources/college-magazine

2.4.3(A)

EFFECTIVE USE OF ICT FOR TEACHING-LEARNING PROCESS

1. PREPARATION OF LESSON PLANS

- English Education

Internship Teaching Manual - 42

Name of the teacher: <u>Beena P Beena</u>	Subject: <u>English</u>
Name of the school: <u>Mathuram Gandhi Govt H.S. Palu</u>	Unit: <u>Class and Time</u>
Standard: <u>VIII</u>	Lesson: <u>The school for sympathy by L.V. Prasad</u>
Duration: <u>35 minutes</u>	Paragraphs: <u>Introduction and paragraph 1</u>
Date: <u>25-07-23</u>	

Content Analysis

Theme: Human values

Pathways: Sympathy, Friendship, (1) need of love and care to the differently abled, (2) understanding and cooperation

Horizontal Content

The school for sympathy by L.V Prasad depicts the need for sympathy towards the differently abled. In this story he talks about the school which where the children have to undertake an exercise of going through the blind day from the darkness and the deaf day to get the kind experiences about the school.

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previously mentioned people in the last paragraph. This exercise introduces us to the main text and its description from an eight-year-old boy helps to get of better with a teacher's eye.

Linguistic content

Vocabulary items

- Sympathy - a feeling of sharing someone else's sorrow when it is experiencing something even if transient
- acquire - to learn or to get or obtain something
- Planted - I planted... an area of ground where flowers are planted.

grammatical items prepositions - A preposition is a short word that is employed in sentences to show the relationship among phrases or phrases have with other parts within the respective sentences.

eg. when I arrived at school, I was glad of what teacher

Synthetic content Write a paragraph about your school.

Learning Outcomes

The learners will be able to

- Listen with comprehension
- understand the major events of the story
- describe their life

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Beena

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	<ul style="list-style-type: none"> v) Read aloud with proper stress, intonation and accent. v) understand the proper usage of prepositions. v) write a paragraph about one's own school.
3. <u>Pre-requisites</u>	<p>The learner:</p> <ul style="list-style-type: none"> i) knows to read, write and speak English. ii) has a basic understanding of grammar terms. iii) is familiar with the genre of short stories.
4. <u>Learning Strategies</u>	video presentation, discussion, loud reading, group activity.
5. <u>Learning Aids</u>	youtube video, ppt, dictionary, images.
6. <u>References</u>	Teacher's text, Coursebook, dictionary, online resources.

Process	Response
<p><u>Entry activity / Introduction</u></p> <p>The teacher builds rapport with the student. Then the teacher shows a ^{youtube} video. The video presents three chicks eating grains while a blind chick tries hard to get grains. Seeing this, the teacher then asks what can they do to help that poor thing and one of the chick says that it will eat only after the blind chick eat. The teacher then asks:</p> <ul style="list-style-type: none"> i) What will you do if you are the chicks? ii) What is the message of this video? <p>Then the teacher consolidates their responses and introduces the new lesson 'The school for sympathy' by E.V. Lucas (C-8).</p> <p>The teacher asks about the meaning of the title and elicit response from students. The teacher then explains the theme and biography of the author, with the help of ppt.</p>	<p>Students watched the video eagerly and responded to the questions.</p> <p>no response, some said that they will help.</p> <p>students said "the need of care and share"</p> <p>some students said "the meaning of the word sympathy"</p>
<p>The school for sympathy is a short story by E.V. Lucas which depicts the need for sympathy towards differently abled. A lady named Mrs. Brown owns the school and students are taught to have concern for people with disabilities. Friendship, empathy, co-operation, love care etc are the major...</p>	

Process	Response
<p>Edward Small Lucas, popularly known as E.V. Lucas was a famous English humanist, critic, playwright, poet and short story writer. His major works include 'The Tree on the Wall', 'Songs of the East' etc.</p> <p><u>Reading the Story.</u></p> <p>1) <u>Lead reading by the teacher.</u> The teacher reads aloud the story and asks following questions</p> <p>1) Who is the narrator of the story? 2) Who was the manager of the school?</p> <p>2) <u>Silent reading by the students.</u> The teacher asks the learners to read the paragraph silently and underline new words. The teacher asks a few pre-reading questions.</p> <p>1) How old was the girl whose eyes were covered? 2) What was the sight the narrator saw there?</p>	<p>"the author, E.V. Lucas" "Miss Beam"</p> <p>students said - teacher has students could stand from the bus</p>

<p>3) <u>Collaborative reading.</u> The teacher asks students to sit in groups and discuss the of the story and also the meaning of the new words. The students refer dictionary to find out the meaning of the new words. The teacher explains the meanings of words using different techniques. Images of flowerbed are shown for better understanding.</p> <p>d) <u>Scaffolding reading.</u></p> <p>1) Have you visited any other school? What all things did you find attractive in that school? 2) Why, do you think, the writer wanted to visit Miss Beam's school?</p> <p>e) <u>Lead reading by the learners.</u> The teacher asks a few students to read the paragraph aloud.</p> <p><u>Consolidation.</u></p> <p>Today we saw the introductory paragraph of the story 'The School for Sympathy' by E.V. Lucas. The narrator introduces us to the school run by Miss Beam. We also learned about preparations.</p>	<p>those</p> <p>students asked about the meaning of words like acquire, describe, flowerbed, etc. they referred dictionary and found out the answer.</p> <p>many of them talked about neighbouring schools that they have visited.</p> <p>three students read the paragraph aloud and necessary correction was given.</p>
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<p><u>Writing Activity</u></p> <p>1) <u>Individual writing</u> : The teacher asks students to write a paragraph about the school.</p> <p>2) <u>group writing</u> : The teacher asks the students to discuss in group and edit their writings, modify it further.</p> <p>3) <u>Editing</u> : The teacher asks students to exchange their writings. The teacher guides them in editing with regard to syntax, capitalization, tense.</p> <p><u>Presentation of teacher's version</u></p> <p><u>My school</u></p> <p>I am studying in MCGHSS Pat. The school is named after Mahatma Gandhi. And N.S.S. lab. The school gives equal importance to academics, art and sports. I love my school and my teachers.</p> <p><u>Follow up Activity</u> : Write a short poem on your school</p> <p><u>Self reflection</u> - Today the students were very active and co-operative. They answered all the questions and wrote about their school. They shared their thoughts and feelings.</p>	<p>most of them wrote a paragraph about their school</p> <p>students helped each other</p> <p>students edited their works with the help of the teacher</p> <p>students wrote it down</p> <p><i>Answer</i></p>
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- Mathematics Education

DEMONSTRATION TEACHING MANUAL - 2

Name of the teacher : Riga Rose Johns	Subject : Mathematics
Name of the School : St Thomas HS Pala	Unit : Prisms
Class : 6c	Topic : Prisms
Division : B	Date : 22.06.2022
Strength : 13	Duration : 30 minutes

Curricular Objectives

1. To familiarise the concept of solids
2. To develop the concept of prisms
3. To define the base, lateral face of the prisms
4. To construct a prism using geogebra

Prerequisite Analysis

Terms

Solids, Prisms, lateral faces of prisms, 3-D shapes

Fact

1. A prism has two polygonal ends
2. Prism is solid
3. All the lateral faces of prism are rectangles.

Concepts

1. Solids - Shapes that have 3 dimensional - height, length and breadth.
Process
Step 1 : Shows the papercuts of 2 dimensional figures such as triangle, square, pentagon, hexagon etc to recall the concept of 2D shapes.
Step 2 : Shows the models of solids like rectangular prism, triangular prism and square prism and use the method of comparison to develop the concept of 3D shapes.
2. Prisms : A solid with identical polygonal base and rectangular lateral faces.
Process
Shows models of different prisms such as square prism and triangular prism and recording the common features of the solids.
3. Lateral faces - The rectangle in a prism are called its lateral face.

Learning Outcomes

1. The pupils develop competency in acquiring knowledge of the above terms, fact and concepts
2. The pupils develop competency in process of developing the above concepts
3. The pupils develop competency in applying above process in unfamiliar situations.

4. The Pupils develop creativity in developing new solids.

Learning Strategies

Brain storming, heuristic method, individual activity

Pre-requisites

Surface, Polygon, 2D shapes

Learning material

Models of different types of prisms

Paper cutouts of 2 dimensional shapes

PPT - To show the real life examples of prisms and deformations

Geogebra - Construction of prism

Process/Activity

Response

Activity 1

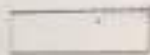
After a small interaction with students, teacher asks the students to give some examples of geometrical shapes in mathematics.

Consolidation

Triangle, square, Hexagon, Pentagon, Octagon, Rectangle

Activity 2

Teacher asks the students to identify the shapes of the paper cutouts and find its properties



(a)



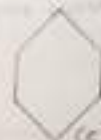
(b)



(c)



(d)



(e)

Consolidation

(a) - Rectangle, (b) - Square, (c) - Triangle, (d) - Pentagon
(e) - Hexagon

They are polygons

They have 2 dimensions

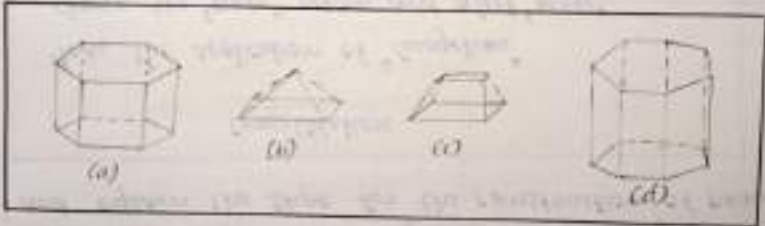
They have only length and breadth


They are closed figure


Activity 3

Teacher shows some models of irregular prisms, square prisms and rectangular prism and asks them to identify its common name and

Process/Activity	Response
<p>Why they called?</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Consolidation</u></p> <p>Solids or 3-dimensional shapes Because they have thickness Solids have height, length and breadth</p> </div> <p><u>Activity 4</u> Teacher shows some models of square prisms and triangular prisms and asks them to identify their common features and identify their base and name the prism with its base.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Consolidation</u></p> <p style="text-align: center;"><u>Common features</u></p> <p>The surface of both sides are made up of two identical polygons and other surfaces are rectangles of the same height. The two identical polygons are opposite to each other</p> </div>	

<p><u>Prisms</u> - A solid with identical polygonal base and rectangular faces.</p> <ul style="list-style-type: none"> • Base is square • Square prisms • Base is triangle • Triangular prisms. 	
<p><u>Activity 5</u> Teacher gives a worksheet to each bond and asks them to identify prisms from the following figures and write their names.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;">  </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Consolidation</u></p> <p>(b) and (c) are prisms (a) - Hexagonal prism, (d) - Heptagonal prism</p> </div>	

Process / activity	Response
<p><u>Activity 6</u></p> <p>Teacher construct a pentagonal prism using geogebra and explain the steps for the construction of prism.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Consolidation</u></p> <p>Take the application of 'Geogebra' choose the 'tools' option and select 'more'. Select 'polygon' option and mention the number of vertices Select 'x Root to Prism' and mention altitude.</p> <div style="text-align: center;">  </div> </div>	

<p><u>Application Activity</u></p> <p>1. Teacher asks to the students to construct a octagonal prism.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><u>Consolidation</u></p> <div style="text-align: center;">  </div> </div>	
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Process/Activity	Response
<p>2. Teacher asks the students to find the real life examples of prisms</p> <div data-bbox="383 392 718 772" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"><p style="text-align: center;"><u>Consolidation</u></p><ol style="list-style-type: none">1. Rubik's cube2. Tents3. Gift boxes4. Matchbox5. Ice cube6. Dice</div> <p><u>Extension Activity</u></p> <ol style="list-style-type: none">1. Construct an octagonal prism in geogebra and note down the number of faces	
<p>2. Find more real life examples of prisms and name each of them</p> <p><u>Teacher's Reflection</u></p>	



- Natural Science Education

<u>INTERNSHIP LESSON PLAN - 4.4</u>	
<p>Name of the teacher: <u>Arshiyah abel</u></p> <p>Name of the school: <u>1866453 Islamia High School</u></p> <p>Standard: <u>11th</u> <u>DB: 11</u></p> <p>Strength: <u>23</u></p>	<p>Subject: <u>Biology</u></p> <p>Unit: <u>Division for growth and reproduction</u></p> <p>Topic: <u>Cytokinesis - Animal Cell</u></p> <p>Date: <u>15-05-2023</u></p> <p>Duration: <u>20 minutes</u></p>
<p><u>Topic</u></p>	<p style="text-align: center;"><u>General Outcome</u></p> <p style="text-align: center;"><u>Cytokinesis - Animal Cell</u></p> <p><u>Content Analysis</u></p> <p>Cytokinesis animal cell, organelles, daughter cells</p>
<p><u>Topic</u></p>	<ul style="list-style-type: none"> - Cell division becomes completed only after the division of cytoplasm - Division of cytoplasm is known as Cytokinesis - It is the second most important step in the event of mitosis - Cytokinesis is preceded by karyokinesis - The process of cytokinesis is almost similar in all eukaryotes - The cytoplasmic division of an animal cell is referred to as animal cytokinesis - The cells are directed by the formation of a cleavage furrow on both sides of the mother cell - The division happens anisotropically - The cell membrane is pinched off into two daughter cells
<p><u>Concepts</u></p>	<ul style="list-style-type: none"> - A contractile ring is formed in the middle by actin and myosin filaments that pull the cleavage furrow towards the centre - The process of separation of the cytoplasmic contents of a cell into two separate daughter cells is referred to as cytokinesis. It is the second most important step in the event of mitosis. Cytokinesis is preceded by karyokinesis, which is the division of a nucleus into two daughter nuclei - The process of cytokinesis is almost similar in all eukaryotes. However, it tends to differ in cells that have a cell wall, like plants. The cytoplasmic division of an animal cell is referred to as animal cytokinesis. The cells are directed by the formation of a cleavage furrow on both sides of the mother cell.
<p><u>Process</u></p>	<p style="text-align: center;"><u>Cytokinesis</u></p>
<p><u>Learning Objectives</u></p>	<p>The pupil acquires knowledge and competences to,</p> <ul style="list-style-type: none"> - Recall the significance of karyokinesis - Illustrate stages of animal cytokinesis - Describe the process of cytoplasmic division in animals - Identify the changes occurring to plasma membrane during cytokinesis
<p><u>Knowledge Evidences</u></p>	<p>The pupil develops process skills to,</p> <ul style="list-style-type: none"> - Organise concepts regarding cytokinesis - Infer the role of cleavage furrow in animal cytokinesis - Explain by using their own words the process of animal cytokinesis - Raise questions regarding changes occurring to plasma membrane
<p><u>Success Domain</u></p>	<p>The pupil develops process skills to,</p> <ul style="list-style-type: none"> - Organise concepts regarding cytokinesis - Infer the role of cleavage furrow in animal cytokinesis - Explain by using their own words the process of animal cytokinesis - Raise questions regarding changes occurring to plasma membrane

<p>Application Domain</p>	<p>The pupil applies knowledge to:</p> <ul style="list-style-type: none"> - Articulate ideas regarding animal cytokinesis - Evaluate the significance of cleavage furrow in cytokinesis - Establish relationship between plant and animal cytokinesis - Actively think about different stages of animal cytokinesis
<p>Attitude Domain</p>	<p>The pupil develops positive scientific attitude towards:</p> <ul style="list-style-type: none"> - Explain the significance of cytokinesis in fruiting culture - Interact with others regarding animal cytokinesis - Show eagerness to trace and understand the process of animal cytokinesis - Develop morality towards life
<p>Creativity Domain</p>	<p>The pupil develops creativity to:</p> <ul style="list-style-type: none"> - Elaborate ideas regarding animal cytokinesis - Visualize the stages of cytokinesis division in animal cell - Construct model of animal cell showing cleavage furrow
<p>Pre-requisite</p>	<p>The pupil knows that:</p> <ul style="list-style-type: none"> - Cell division becomes completed only after division of cytoplasm - Division of cytoplasm is not same in plant & animal cell - Cytoplasmic division results in the formation of 2 daughter cells
<p>Learning Strategies</p>	<p>Comp discussion, Discussion, Think, Pair, Share, ICT content, Learning</p>
<p>Learning Materials</p>	<p><u>Activity 1</u> Slide showing different stages of cell division</p> <p><u>Activity 2</u> Video showing animal cell cytoplasmic division</p> <p><u>Activity 3</u> Slide showing labelled diagram of animal cell cytokinesis</p> <p><u>Activity 4</u> Activity card containing true or false statements regarding animal cell cytokinesis</p>
<p>Values</p>	<p>Respect towards life, consciousness about cytokinesis</p>
<p>Expected Product</p>	<p>Discussion notes, Slide reflection, Video reflection, Completed activity card</p>
<p>Teacher/Learning Activity</p>	<p>Diagram/Calculator</p>
<p>Situation Teacher starts the class by asking questions</p>	

We have already discussed how a mother cell divides into two

What are that process?
- Cell Division

Yes what about the division of nucleus?
- Karyokinesis

Do the division process come together with it?
- No

What are the major component which can be started after nucleus division?
- Cytokinesis

Very correct

So the process of Cytokinesis division is same or just forward?

Definitely No

Let's learn the process by which cytokinesis of an animal cell starts

Cytokinesis in Animal Cell

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Resources

Activity-1

Student choose a slide showing different stages of cell division. They discuss in groups and identify stages of cell division.



Consolidation

- Interphase
- M-phase
 - Prophase
 - Metaphase
 - Anaphase
 - Telophase
- Cytokinesis

Activity 2

Teacher shows a video regarding animal cell cytokinesis. Student are asked to pass within a group and share their thoughts on animal cell cytokinesis.

Link: <https://www.youtube.com/watch?v=0b1d1w0f0t0g>

Consolidation

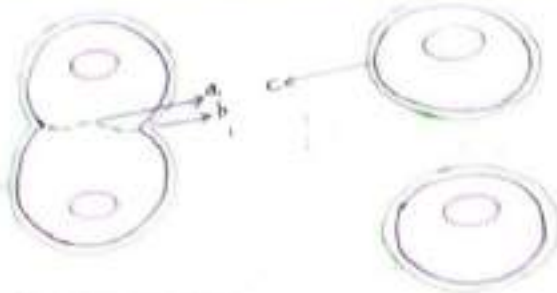
- Cytokinesis is generally defined as the division of the cytoplasm during M phase of cell cycle.
- It is the 5th step in M phase. This process cannot occur without karyokinesis.
- In animal cell cytokinesis occurs during cleavage furrow formation in the plasma membrane.
- Cleavage furrow deepens towards equator which results in the formation of two new daughter cells.
- The division continues antipodally, from periphery to center.

Student observed the slide showing different stages of cell division with some interest. All groups actively participated in the discussion.

Student observed the video showing animal cell cytokinesis especially how the cleavage furrow forms and about their class regarding the video content. Some students found it interesting.

Activity 3

They observe a slide showing a labelled diagram of animal cell cytokinesis. They are asked to label the figure appropriately after group discussion.



Conclusions

- a) Cleavage furrow
- b) Cleavage furrow
- c) Daughter cells

Activity 4

Each group is provided with an activity card containing four statements regarding animal cell cytokinesis. They are asked to check the correctness of each statement after discussion in group.

1. Cytokinesis cannot occur without karyokinesis
2. In animal cell cytokinesis takes place through the formation of cleavage furrow
3. Cleavage furrow is formed by golgi bodies and vacuoles
4. Animal cell cytokinesis division happens centrifugally.

Conclusions

- 1) True 2) True 3) False 4) False

Follow up activity

1. Color a red on 'Animal cell cytokinesis' in Science class
2. Prepare a hand showing diagram of animal cell cytokinesis
3. Construct model showing cleavage furrow

Reflections

My End-of-Term Assessment

I was confident in the class I was able to perform as I prepared

all groups actively participated group 3 had completed the activity quickly all groups completed the activity within the time given

all groups actively participated group 3 had completed the activity quickly all groups completed the activity within the time given



all groups actively participated. Some groups made incorrect responses.



- Physical Science Education

<u>DISCUSSION TEACHING MANUAL-1</u>	
<u>I. GENERAL INFORMATION</u>	
Name of the teacher : Hanna Elisabeth Joy	Subject : Chemistry
Name of the school :	Unit : Compounds of Non-metals
Standard : 8	Topic : Ammonia
Division :	Time : 40 minutes
Strength :	Date : 06/06/2022
<u>II. CONTENT OVERVIEW</u>	
The content for the present discussion teaching manual includes properties, uses and preparation of ammonia.	
<u>III. CONTENT ANALYSIS</u>	
i) <u>TERMS</u> : Ammonia, Liquid ammonia, Liquid Ammonia, Quicklime	
ii) <u>FACTS</u> : → When calcium is added to water and left well, pungent smelling gas is produced → Ammonia turns red litmus to blue → Ammonia has a pungent smell → Ammonia is colorless → When ammonia is taken in a round bottom flask and dipped in a beaker containing water → Ammonia in the water rises in the jet tube and water spreads as fountain	

- ii) CONCEPTS :- Ammonia is an important raw material for the production of nitrogenous fertilizers
- Ammonia is essential for the growth of plants.
 - Quick lime is used to remove the moisture during ammonia preparation.
 - Ammonia is highly soluble in water.
 - Ammonia is basic in nature.
 - Ammonia is used for the manufacture of chemical fertilizers like ammonium sulphate, ammonium phosphate and urea.
 - It is a refrigerant in ice plants.
 - It is used to clean tiles and window panes.
 - Ammonia gas can be liquified easily by applying pressure.

iii) DEFINITIONS :- A highly concentrated aqueous solution of ammonia is called liquid ammonia.

- Liquid ammonia is known as liquid ammonia.

iv) EQUATIONS :- $\text{NH}_3 + \text{H}_2\text{O} \rightarrow \text{NH}_4\text{OH}$

- $2\text{NH}_4\text{Cl} + \text{Ca(OH)}_2 \rightarrow \text{CaCl}_2 + 2\text{H}_2\text{O} + 2\text{NH}_3$

v) FORMULAE :- NH_4Cl , Ca(OH)_2 , CaO , NH_3

vi) PROCESS :- Haber process

Industrial preparation of ammonia is Haber process.

IV LEARNING OBJECTIVES

1) KNOWLEDGE DOMAIN:

The pupil acquires knowledge regarding the above mentioned terms, facts, concepts, definitions, equations, formulae and process.

Specific objectives :

- Recalls the use and properties of ammonia in daily life.
- Describes the classroom preparation of NH_3 .
- Translates the statement regarding laboratory preparation of ammonia into chemical equations.
- Recognizes that ammonia is basic in nature.
- Lists the apparatus used in the laboratory preparation of ammonia.
- Recognizes that CaO is a drying agent.
- Recognizes the common name and chemical name of CaO .

ii) PROCESS DOMAIN:

The pupil develops process skills required to develop the knowledge and understanding of the above mentioned terms, facts, concepts, definitions, equations, formulae and process.

Specific objectives :

- Observes the steps in the laboratory preparation of NH_3 by watching a video.
- Organizes concepts and ideas regarding the properties and preparation of ammonia.
- Draws the shape of various apparatus used in the laboratory preparation of ammonia.
- Defines the concepts namely liquid ammonia and liquified ammonia operationally.
- Draws inferences regarding the properties of ammonia namely basic nature, solubility in water and density.

- Raises question on passing of ammonia through drying tower and collection of NH_3 in inverted gas jar
- Formulates hypothesis regarding the use of inverted gas jar and the use of drying tower in the laboratory preparation of ammonia

III) APPLICATION DOMAIN :

The pupil applies above mentioned knowledge and understanding in new and unfamiliar situations.

Specific objectives :

- Applies the ideas and concepts related to the properties of ammonia in daily life situations
- Consolidates ideas related to the properties of NH_3 namely basic nature, solubility in water and density
- Generalises ideas regarding collection of gases which are less dense than air and passing gases through drying tower to remove the moisture content.
- Relates the ideas and concepts related to properties of ammonia in agricultural sector.
- Making decisions regarding the use of NH_3 in daily life situations especially in agricultural sector.
- Analyses unknown situations to check the applicability of ammonia and its properties.

IV) CREATIVITY DOMAIN :

The pupil develops creative abilities by learning the topic ammonia and its properties.

Specific objectives :

- Gives multiple responses to the open-ended questions regarding the use of inverted gas jar, drying tower etc.
- Visualises images related to the shapes and arrangements of apparatus in the laboratory preparation of NH_3 .

V) ATTITUDINAL DOMAIN :

The pupil develops scientific attitudes and values related to the topic preparation and properties of NH_3 .

Specific objectives :

- Develops friendly and positive relationships through classroom activities
- Develops self confidence through group interactions
- Develops positive attitudes oneself through group interactions
- Develops spirit of teamwork, self help and self reliance.

VI) LEARNING STRATEGIES

- 1) Demonstration
- 2) Group activity
- 3) Group discussion

VII) SUBJECTIVE REALITY

- 1) Preconception : Students may have learn about density, solubility, colour change of litmus paper and importance of ammonia in plant growth.

ii) Mis-conception : Not identified any

VII LEARNING RESOURCES

- i) Glassware/Apparatus : Watch glass, test tube, litmus paper, glass rod.
- ii) Chemicals/Consumables : Ammonium chloride and calcium hydroxide (Ca(OH)_2)
- iii) Audio-visual aids : Videos showing the laboratory preparation of ammonia and basic nature.

iv) PRECAUTIONS : Chemicals should be handled with care

IX CLASSROOM TRANSACTIONS

PROCESS / ACTIVITY	EVALUATION / RESPONSE
<p>SENSITISATION (3 mts)</p> <p>Students observe the pictures of certain nitrogenous fertilizers (Ammonium sulphate, ammonium phosphate, urea etc.)</p> <p>Students give answers to the following questions.</p> <ol style="list-style-type: none"> 1) Are you familiar with these chemical compounds? 2) Which is the common element present in these compounds? 3) What is the importance of these compound in agricultural and industrial sectors? 4) Have you studied any of the nitrogen compound? <p>Let us learn more about ammonia today</p>	<ol style="list-style-type: none"> 1) Participation in group activities 2) Concept formation 3) Skill acquisition 4) Reporting/Recording 5) Recitation.

SESSION-1

DEMONSTRATION (4 mts)

Students observe the following experiment

Take a little NH_4Cl in a watch glass and add a little calcium hydroxide (Ca(OH)_2) to it & seal with stopple. Show blue and red litmus paper over the watch glass one by one.

Observation tips

- Sense the smell
- Colour change of the litmus paper

GROUP DISCUSSION (6 mts)

Students discuss the following questions in groups, find out answers, record in their science diary and present to the whole group

DISCUSSION TIPS

- 1) Which is the gas produced?
- 2) What is the colour of ammonia?
- 3) What is the colour of ammoniac?
- 4) What is the colour change of litmus papers?
- 5) What do you infer from this?
- 6) How can we prepare ammonia in the classroom?

3) What is the importance of ammonia in agricultural sector?

ANSWERS

- 3) Ammonia
- 4) Pungent
- 5) Colourless
- 6) Red to blue
- 7) Ammonia is basic
- 8) $\text{NH}_4\text{Cl} + \text{CaCO}_3 \rightarrow \text{NH}_3$
- 9) Essential for plant growth

CONCLUSION

Ammonia is a colourless pungent smelling gas. It is prepared by mixing NH_4Cl & CaCO_3 in a watch glass, heating it well. It is basic in nature. It is an important raw material for the production of nitrogenous fertilizers which is essential for the growth of plants.

GROUP ACTIVITY (5 mts)

Students observe the video presentation of laboratory preparation of ammonia. They also observe the following figure showing the laboratory preparation of ammonia (NH_3).



Observation tips

- Reactants and products
- Apparatus used
- Position of gas jar

GROUP DISCUSSION II (7 mts)

Students discuss the following questions in groups and put answers, record in the science diary and present in the whole group.


DISCUSSION TIPS

- 1) Which are the apparatus shown in the figure?

- 2) Which are the reactants and products?
- 3) Write the balanced equation.
- 4) Which is the compound used in drying tower?
- 5) Why is ammonia gas passed through quick lime?
- 6) What is a drying agent?
- 7) What is the common name of CaO?
- 8) What is the position of gas jar?
- 9) What may be the reason for collecting ammonia in this manner?
- 10) What is your inference about the density of ammonia from this?
- 11) Draw the shapes of various apparatus shown in the figure.

ANSWERS

- 1) Test tube, drying tower, gas jar
- 2) NH_4Cl and Ca(OH)_2 are reactants and NH_3 is the product.
- 3) $2\text{NH}_4\text{Cl} + \text{Ca(OH)}_2 \rightarrow \text{CaCl}_2 + 2\text{H}_2\text{O} + 2\text{NH}_3$
- 4) CaO
- 5) To remove the moisture

- a) something which removes moisture
- f) quick lime
- g) inverted
- h) The density of NH_3 is lighter than air
- i) lighter than air
- ii) 

CONSOLIDATION

Ammonia is prepared by heating NH_4Cl with Ca(OH)_2 and balanced chemical equation is $2\text{NH}_4\text{Cl} + \text{Ca(OH)}_2 \rightarrow \text{CaCl}_2 + 2\text{H}_2\text{O} + 2\text{NH}_3$. Ammonia gas is passed through a drying tower containing quick lime (CaO) to remove the moisture present in it & collected in an inverted gas jar since it is less dense than air.

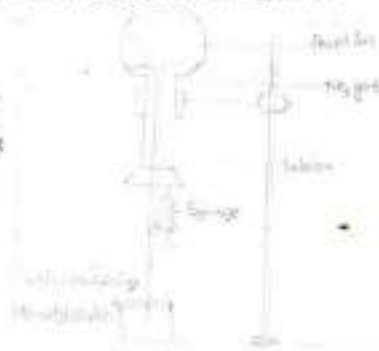
SESSION-II

GROUP ACTIVITY-1 (8 mls)

Students observe the video presentation of experiment demonstrating the solubility of ammonia in water, which is described as follows. They discuss the

Following questions in groups, find out answers, record in the science diary and present in the whole group.

Arrange the apparatus as shown in the figure.
Dip the jet tube in the beaker containing water, in which some phenolphthalein is added. Using a syringe add a few drops of water into the flask in which ammonia is taken.



Observation tips

- Movement of water
- Colour of water

DISCUSSION TIPS

- 1) What do you observe in the video?
- 2) Why does water rush into the flask?
- 3) What is your inference about solubility of ammonia in water?
- 4) Why does water entering the flask change its colour?

Dip the jet tube in the beaker containing water, in which some phenolphthalein is added. Using a syringe add a few drops of water into the flask in which ammonia is taken.



Observation tips

- Movement of water
- Colour of water

DISCUSSION TIPS

- 1) What do you observe in the video?
- 2) Why does water rush into the flask?
- 3) What is your inference about solubility of ammonia in water?
- 4) Why does water entering the flask change its colour?

- 1) Which property of ammonia is responsible for this colour change?
- 2) What is the product obtained when ammonia is dissolved in water?
- 3) Write the chemical equation of the above mentioned reactions.

ANSWERS

- 1) water rises upwards like a fountain
- 2) change in vapour pressure
- 3) Ammonia is highly soluble in water
- 4) Ammonia is basic in nature
- 5) Basic
- 6) Ammonium hydroxide
- 7) $\text{NH}_3 + \text{H}_2\text{O} \rightarrow \text{NH}_4\text{OH}$

CONSOLIDATION

Ammonia is highly soluble in water. A highly concentrated aqueous solution of ammonia is liquid ammonia. Ammonia gas is liquified easily by applying pressure. Liquified ammonia is known as liquid ammonia.

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APPLICATION

Q1: When an ammonia tanker leaks, water is sprayed to reduce its intensity. What is the reason for this?

A1: Ammonia is highly soluble in water.

Q2: How do you check for ammonia leak?

A2: By observing its pungent smell or by testing with a litmus paper.

FOLLOW UP ACTIVITIES

1) Written Assignment

- 1) Explain laboratory preparation of ammonia with a neat labelled diagram.
- 2) Describe an experiment to demonstrate water solubility and basic nature of ammonia.

2) Activity Assignment

Prepare a list of ammonia fertilizers used in your vegetable garden and agricultural use by discussing with your parents.

REFLECTION NOTES

1) My findings

2) Follow up activities and remedial measures.



20/10/2024



- Social Science Education

INDUCTION-TEACHING MANUAL - III	
Name of the Teacher/Trainee: Annu Paulin Joseph	Standards: VIII
Name of the Institution: St. Joseph's H.S.S, Vilakkumadam	Division: C
Subject: Social Science	Date: 20-2-23
Unit: Water on Earth	Strength: 35
Topic: Spring, Baysans, Wetlands	Duration: 40 minutes
<u>CONTENT OUTLINE</u>	<ul style="list-style-type: none"> ⇒ Spring ⇒ Baysans ⇒ Wetlands
<u>CONTENT ANALYSIS</u>	
<u>Topics</u>	Horizontal wells, Spring, Baysans, Fissures, Magna, Wetland, Swampy regions, Natural sink.
<u>Fact:</u>	⇒ At some places, there will be regular flow of spring while at some places spring dries up soon after the end of rainy season.

⇒ We can see the Old Faithful geyser at Yellow Stone National Park in USA.

⇒ The water that seeps through the fissures on the earth comes in contact with the magma and leads to the formation of hot springs and geysers.

⇒ Paddy fields, ponds, swampy region and all low lying regions come under the category of low lands.

⇒ Reclamation of the wet lands will lead to environmental problems like flood and lowering of water level.

⇒ World Wetlands Day is observed every year on February 2.

Concepts:

⇒ Spring: Spring occurs when water flows out along the surface whenever water table touches the ground.

⇒ Hot spring: Hot springs are naturally occurring spring of water that is warmed by heat within the earth.

Learning Outcomes

⇒ Geysers: The phenomenon of severe ejection of water from within the earth at regular intervals is known as geysers.

⇒ Wetlands: Wetlands are the natural sinks of surface water.

The learners will:-

⇒ understand the concept "spring"

⇒ identify the features of hot spring.

⇒ be able to describe the formation of geysers

⇒ realize the environmental problems related to the reclamation of wetland.

Values Attitudes & Interests:

The learners:-

⇒ will be more interested to know more about Kasargod Swamans

⇒ will have an interest to enjoy the natural beauty of of springs around us

⇒ will recognise the significance of wetland in the ecosystem and a value of protecting our environment is instilled in their mind.

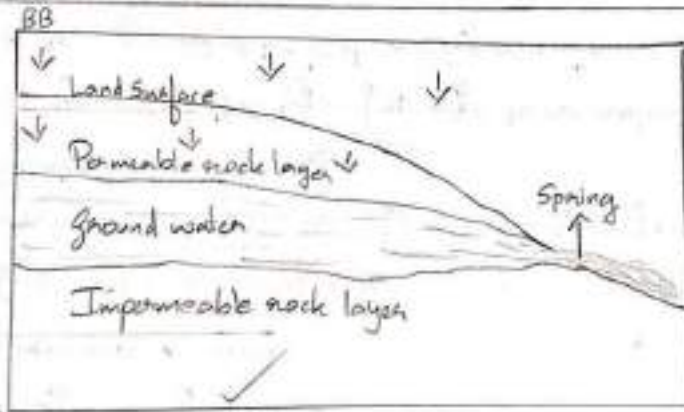
<p><u>Skill:</u></p>	<p>⇒ The learner will be able to distinguish between spring and geysers ⇒ The learner will be able to identify the factors which causes the disappearance of wetlands in our area.</p>
<p><u>Teaching Learning Material:</u></p>	<p>PPT with video and pictures</p>
<p><u>Learning Product:</u></p>	<p>Students learn about the formation of spring by drawing the picture.</p>

Learning Process	Response
<p><u>INTRODUCTORY ACTIVITY</u></p> <p>Teacher creates rapport with children and talks friendly with them. Teacher then ask about multitude of wells which was taught in the previous class. Teacher begins the class by saying the interesting facts about Swargams.</p> <p>* Have you heard about Swargams in Kasargod ?</p>	<p>Students enthusiastically observed video and responded very actively.</p>

<p>"Have you heard about Horizontal well?"</p> <p>Students observe the video of Swargams in Kasargod and analyse its features.</p>	
<p><u>DEVELOPMENTAL ACTIVITY</u></p>	
<p><u>Activity:</u> - Observation of video</p>	
<p>Students observe the video of a natural spring water flow and identifies it is a spring.</p>	
<p>"Have you noted this type of springs in our environment?"</p>	
<p>"When does you noted it? Is it in rainy season?"</p>	
<p>"Does anybody have permanently or regularly flowing spring on your country?"</p>	
<p>Students then learn about the formation of spring and hot spring with the help of teacher's explanation.</p>	<p>Students observed the video and responded with correct answers.</p>

Consolidation

Spring occurs when water flows out along the surface whenever water table touches the ground. At some places the water flowing out will be hot. They are hot springs.



Students understand the fact behind the formation of spring

Students correctly drew the picture of spring in their notebook.

Activity 2 - Observation of video

"Does anybody know about the Yellow Stone National Park in USA?"

Students observe the video of Old Faithful geyser found in Yellow Stone National Park in USA and recognise its features with the help of teacher's explanation.

Consolidation:

The phenomenon of severe ejection of water from within the earth at regular intervals is known as "geysers". The water that seeps through the fissures on the earth comes into contact with the magma and leads to the formation of hot springs and geysers.

Students get a clear idea about geysers and its features.

Students keenly observed the video and identified the features of geysers

Activity 3 - Observation of Pictures

Pictures of various wetlands, flood and wetland reclamation are displayed on slide and students observe the pictures. Students then learn about the features of wetlands. On the basis of their comprehension, they are asked the following questions :-

- "Can you say some examples of wetland?"
- "What are the uses of wetlands?"
- "What will be the role of wetlands during flood?"
- "What will be the reason for frequent floods happening in Kerala?"
- "What are the activities human beings which lead to the disappearance of wetlands?"

Students keenly observed the pictures and actively responded to the questions by giving proper answers.

"Other than flood, what are the bad effects of reclamation of wetlands?"

Consolidation:

Wetlands are natural sinks of surface water. Paddy fields, ponds, swamp regions, mangrove forests and all low lying regions come under the category of low lands. The water stored here form the part of underground water. Reclamation of wetlands can lead to several environmental problems like lowering water levels in wells and flood.

Students realise the need and significance of wetlands.

CONCLUDING ACTIVITY

The class is divided into two groups and a quiz is conducted. The questions are the following.

→ Name the phenomenon in which hot water flow out

Students enthusiastically attended the class and got a clear idea about the importance of wetlands.

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along the surface of ground?

- In which country, Old Faithful geyser located?
- Name the phenomenon of severe ejection of water from within the earth at regular intervals?
- What is known as the natural sink of surface water?
- Give two examples for wetlands?

FOLLOW UP ACTIVITY


Write a short essay on wetlands covering following topics

- Wetlands and the diverse ecosystems
- Significance of wetlands
- Threats faced by wetlands
- Steps to be followed to conserve wetlands.

SELF REFLECTION

✓ I was able to complete my lesson plan within 40 minutes. Students actively participated and responded in the class. I was also able to manage the class.

Students actively participated in the quiz



- Commerce Education

TEACHING MANUAL - 38	
NAME OF THE TEACHER : BEGENI THOMAS	SUBJECT : BUSINESS STUDIES
NAME OF THE INSTITUTION : HOLY CROSS HSS - CHEERUPPALLE	UNIT : SOCIAL RESPONSIBILITY OF BUSINESS AND BUSINESS ETHICS
CLASS : XI	CONTENT : REALITY OF SOCIAL RESPONSIBILITY
STRENGTH : 51	DATE : 13-01-2023
	DURATION: 45 MINUTES
Content Outline	Reality of social responsibility
Content Analysis	
Terms	Social responsibility, public regulation, labour movement, business education, social interest.
Facts	<ol style="list-style-type: none"> 1. Government take appropriate action to regulate the activities of business which act in a socially responsible manner. 2. Consumers are conscious of their rights and powers. 3. Development of business education helps people to become more sensitive towards social issues. 4. Social and business interests are not contradictory but they are complementary to each other.

	<p>↳ Modern education system needs supports that to manages to develop different attitude towards social responsibility.</p>
<p>Concept</p>	<p>Recent changes in the attitude of business people has led to the realization that they have social obligations to fulfill besides earning their own existence through profitable activity. Government takes appropriate action to regulate the activities of business which act in a socially irresponsible manner. Consumers are conscious about these rights and powers. Development of business education helps people to become more sensitive towards social issues.</p>
<p>Curricular objective</p>	<p>To help the learner to understand the concept of reality of social responsibility through observation, storytelling, general discussion and purpose role as reality of social responsibility.</p>
<p>Pre-requisites</p>	<p>The learner should have basic idea about meaning and importance of social responsibility, arguments for and against social responsibility.</p>
<p>Learning strategy Learning material</p>	<p>Observation, Storytelling, General Discussion</p> <ol style="list-style-type: none"> 1. Movie clip from the movie used here 2. Group of Indian Institute of Management 3. Movie clip from the movie Entrepreneur 4. Lila containing terms of reality of social responsibility.

GENERAL ACTIVITY	TYPICAL RESPONSE
<p><u>INTRODUCTORY ACTIVITY</u></p> <p>Teacher asks the following questions to the students.</p> <ol style="list-style-type: none"> 1. What do you mean by social responsibility? 2. Mention some of the arguments for social responsibility 3. What are the arguments against social responsibility 4. Now a days business enterprises are concerned with social responsibility why? <p>From the answers teacher introduces the topic.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Reality of Social Responsibility</div>	<p>Obligations of business towards society</p> <p>Business and growth</p> <p>Producers of consumer regulation</p> <p>Lack of social skills</p> <p>Violation of standards</p> <p>Without discharging social responsibility firms can't exist.</p>
<p><u>DEVELOPMENTAL ACTIVITY</u></p> <p><u>ACTIVITY 1: Observations</u></p> <p>Teacher shows a movie clip from the movie Used Here and asks the following questions to the students</p> <ol style="list-style-type: none"> 1. What is the situation of the movie clip? 2. Why did the police officers impound the bike? 3. What was the action taken by the thief after getting the car dead-end from the bike's kitchen? 	<p>New inspection held</p> <p>Impurities on industry</p> <p>It bad, I don't</p>

<p>4. Who is responsible to take appropriate action against business when it act in a socially responsible manner?</p>	<p>Government</p>
<p>From the answers teacher concludes that</p>	
<p><u>1. Threat of public regulations</u></p>	
<p>Business enterprise operates in a socially responsible manner, action is taken to regulate them for safeguarding people's interest. This threat of public regulations is important reason due to which business enterprise feels concerned with social responsibility.</p>	
<p><u>ACTIVITY 2 : Observations</u></p>	
<p>Teacher shows a movie clip from the movie 'gamephone' and asks the following questions to the students:</p>	
<ol style="list-style-type: none"> 1. What do you see in the movie clip? 2. Why did the employees are protesting against the factory owner? 3. How did the employees become alerted about their rights? 	<p>labour protest - to gain their personal benefit state made them aware about their rights.</p>

<p>4. If the business enterprises are not taken into account the welfare of the workers. How it will affect the functioning of business?</p>	<p>If employees are not motivated properly productivity will decrease.</p>
<p>From the answers teacher concludes that</p>	
<p><u>2. Pressure of labour movement</u></p>	
<p>Labour movements forced business enterprises to pay due regard to the welfare of the workers instead of following a policy of 'hire and fire'.</p>	
<p><u>ACTIVITY 3 : Storytelling</u></p>	
<p>Teacher narrates a story to the students and asks the following questions to the students:</p>	
<p>Muthus purchased a saree from 'Sharmada' during the Onam season. The colour of the saree went away after the first wash and she returned the product to the 'Lakshmi' shop. They were not ready to take the saree and they do not give any compensation to Muthus. So she file a complaint in the consumer court against 'Lakshmi' shop and the court made an order in favour of Muthus.</p>	

<ol style="list-style-type: none"> 1. Where did Madhu purchase some fruits? 2. What happened to the sales after the first week? 3. Why did another approach the customer credit? 4. How did she credit made an order? <p>From the answers teacher concludes that</p>	<p><u>Shamilla</u></p> <p>Customer of the store went away The shopkeeper take the sales and not give compensation to madhu Credit order was made in favour of madhu.</p>
<p><u>Impact of consumer consciousness</u></p> <p>Development of education and mass media and increasing competition in the market have made the consumer conscious of his right and price as determining market force.</p>	<p><u>Pragati</u></p> <p>They can't survive for long time. Business declining in the market.</p>
<p><u>ACTIVITY 4: General Discussion</u></p> <p>Teacher asks the following questions to the students.</p> <ol style="list-style-type: none"> 1. What is the main objective of business? 2. What will happen to business if it tries to maximise profit without considering the interest of the society? 3. Why did business enterprises are interacting with the members of the society? 	

<p>4. How did the business man become sensitive towards the social issues?</p> <p>From the answers teacher concludes that</p>	<p>Adoption of social, moral standards of a business - In business there are social needs and moral obligations towards social partners.</p>
<p><u>Development of social standard for business.</u></p> <p>New social standards consider the economic activity of business enterprises as legitimate but with the condition that they must also serve social needs.</p> <p><u>Development of business education</u></p> <p>Development of business education has made more and more people aware of the social purpose of the business.</p>	
<p><u>ACTIVITY 5: Observations</u></p> <p>Teacher shows the images of Indian Institute of Management and asks the following questions to the students.</p> <ol style="list-style-type: none"> 1. What kind of courses are offered in these institutes? 2. Why such courses are provided in the field of business administration? 	<p>Professional courses; Management courses To develop good managers for the business.</p>

3. How do professional managers attitude towards social responsibility differs from earlier class of managers?

4. Why such difference in attitude exists for professional managers?

From the answer teacher concludes that

Development of professional managerial class.

Professional management in education in universities have created a separate class of professional managers who have got an altogether different attitude towards social responsibility as compared to the earlier class of owner managers.

CONCLUDING ACTIVITY

Teacher distributes list containing reality of social responsibility and asks the student to explain the contents given in the list.

Threat of Public Regulation

Pressure of Labour Movements


They are identified to generate profit by satisfying the need of the society. This managerial class are defined by shared interests more.

Impact of consumer consciousness	Development of social standard of business
Development of Business education	Development of professional managerial class

CURRICULAR ACTIVITY
Teacher asks student to prepare note on reality of social responsibility

REFLECTION
Student response was good. I was able to convey the content effectively using participative presentation and other various teaching aids.

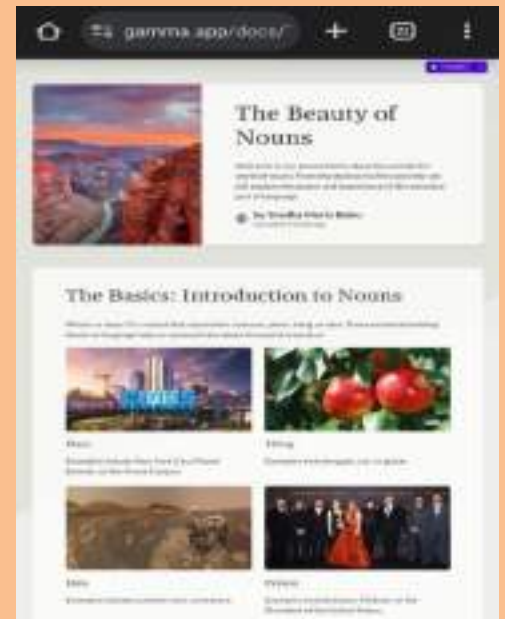
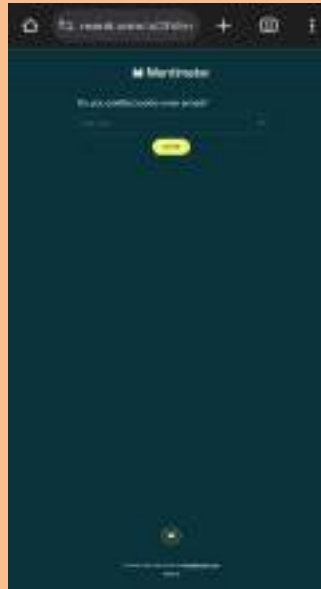
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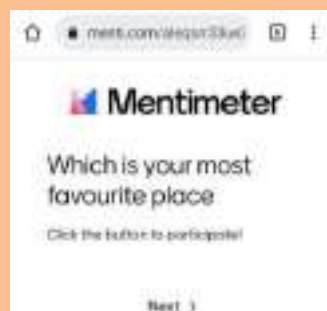
2. DEVELOPING ASSESSMENT TOOLS FOR BOTH ONLINE AND OFFLINE LEARNING

Book Widgets, Mentimeter, Gamma

- English Education

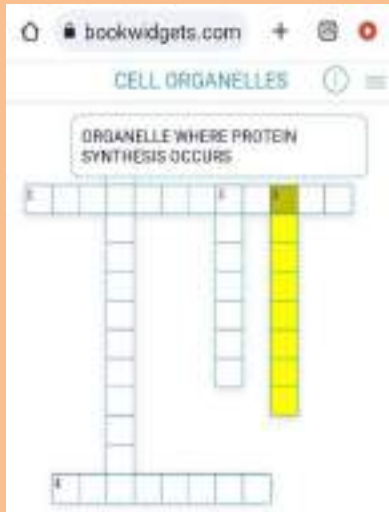


- Mathematics Education

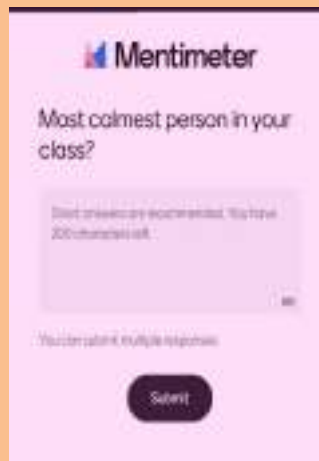


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- Natural Science Education

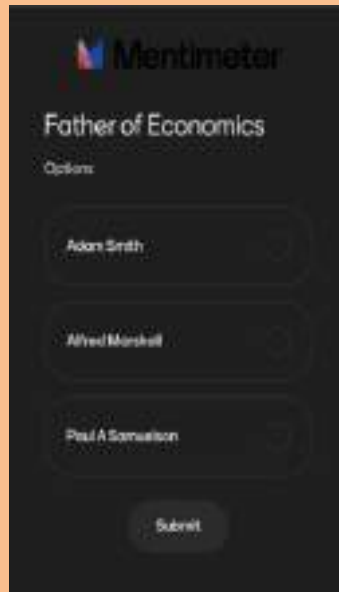


- Physical Science Education

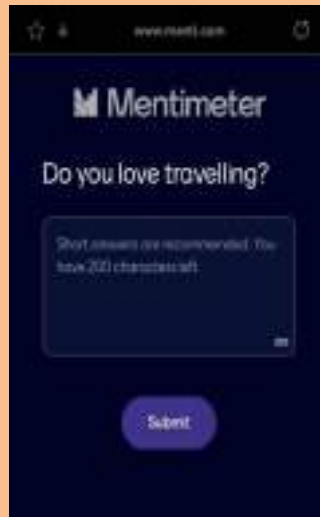


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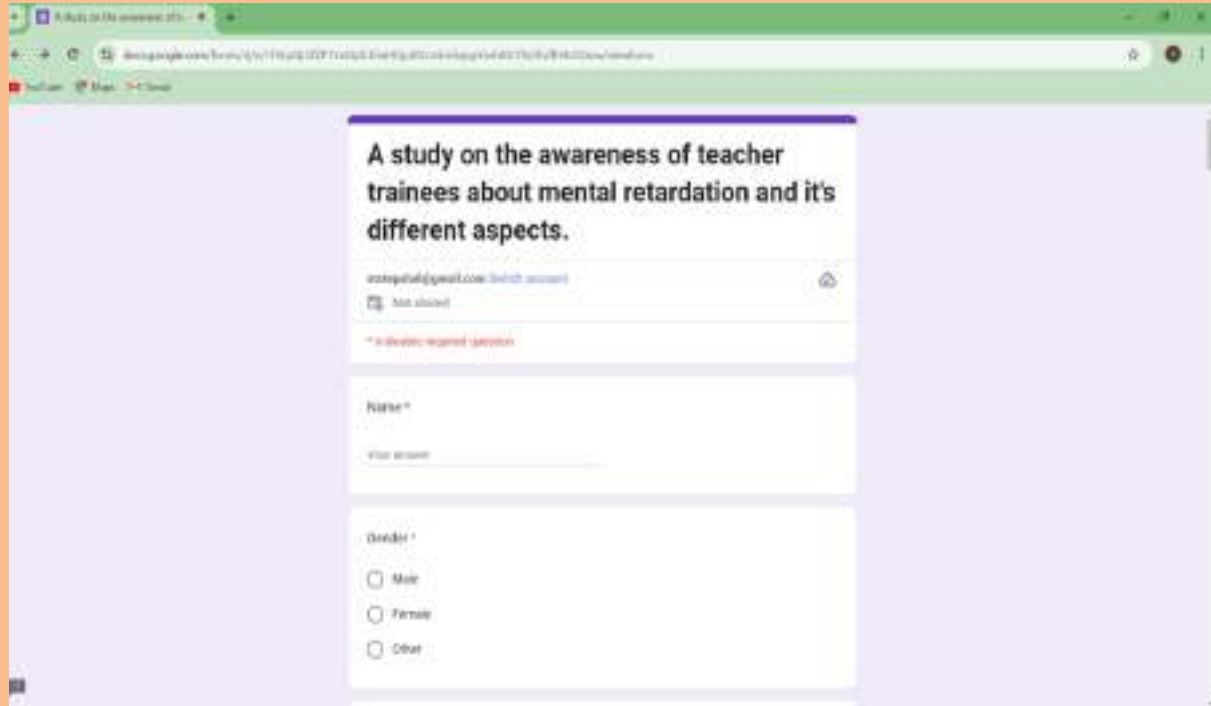
- Social Science Education




- Commerce Education




Google Forms



A study on the awareness of teacher trainees about mental retardation and its different aspects.

starepta01@gmail.com (with account) 

 Not shared

Name*

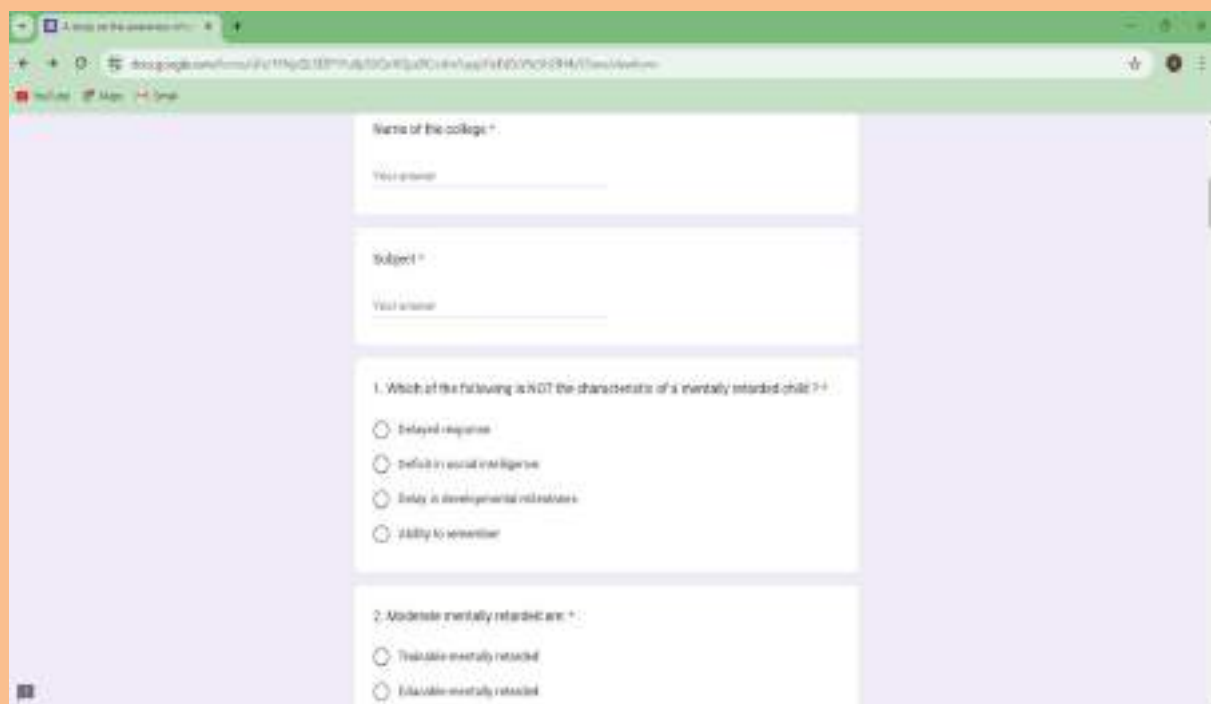
Your answer

Gender*

Male

Female

Other



Name of the college*

Your answer

Subject*

Your answer

1. Which of the following is NOT the characteristic of a mentally retarded child??

Delayed response

Deficit in social intelligence

Delay in developmental milestones

Ability to remember

2. Abolish mentally retarded are*

Treatable mentally retarded

Educable mentally retarded

A Study on the Awareness about Inclusive Education among Teacher Trainees

stcypw6t@gmail.com Switch account

Not shared

* Indicates required question

Name *

Your answer: _____

Gender *

Male

Female

Other

Test paper Business Studies

Total marks : 50

stcypw6t@gmail.com Switch account

Not shared

* Indicates required question

1. Email *

Your answer: _____

2. Name of the student *

Your answer: _____

3. Division & class number *

Your answer: _____

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The screenshot shows a Google Forms interface for a quiz titled "Number System Quiz". The form is set to "Not shared" and is owned by "stetepal6@gmail.com". It contains two multiple-choice questions. The first question asks "Which are the digits in the number system?" with options "1 to 9", "1 to 10", "0 to 9", and "0 to 10". The second question asks "The place value of the digit 5 in the number 8962 is" with options "5", "500", "50", and "5000".

Number System Quiz

stetepal6@gmail.com [Switch account](#)

Not shared

* Indicates required question

Which are the digits in the number system? *

1 to 9

1 to 10

0 to 9

0 to 10

The place value of the digit 5 in the number 8962 is *

5

500

50

5000

The screenshot shows a Google Forms interface for a quiz titled "General Quiz". The form is set to "Not shared" and is owned by "stetepal6@gmail.com". It contains two multiple-choice questions. The first question asks "Which is the largest planet in our solar system?" with options "Earth", "Mars", "Jupiter", and "Venus". The second question asks "What is the capital of France?" with options "London", "Berlin", and "Paris".

General Quiz

Quiz on general topic. Answer all the questions.

stetepal6@gmail.com [Switch account](#)

Not shared

* Indicates required question

1. Which is the largest planet in our solar system? *

Earth

Mars

Jupiter

Venus

2. What is the capital of France? *

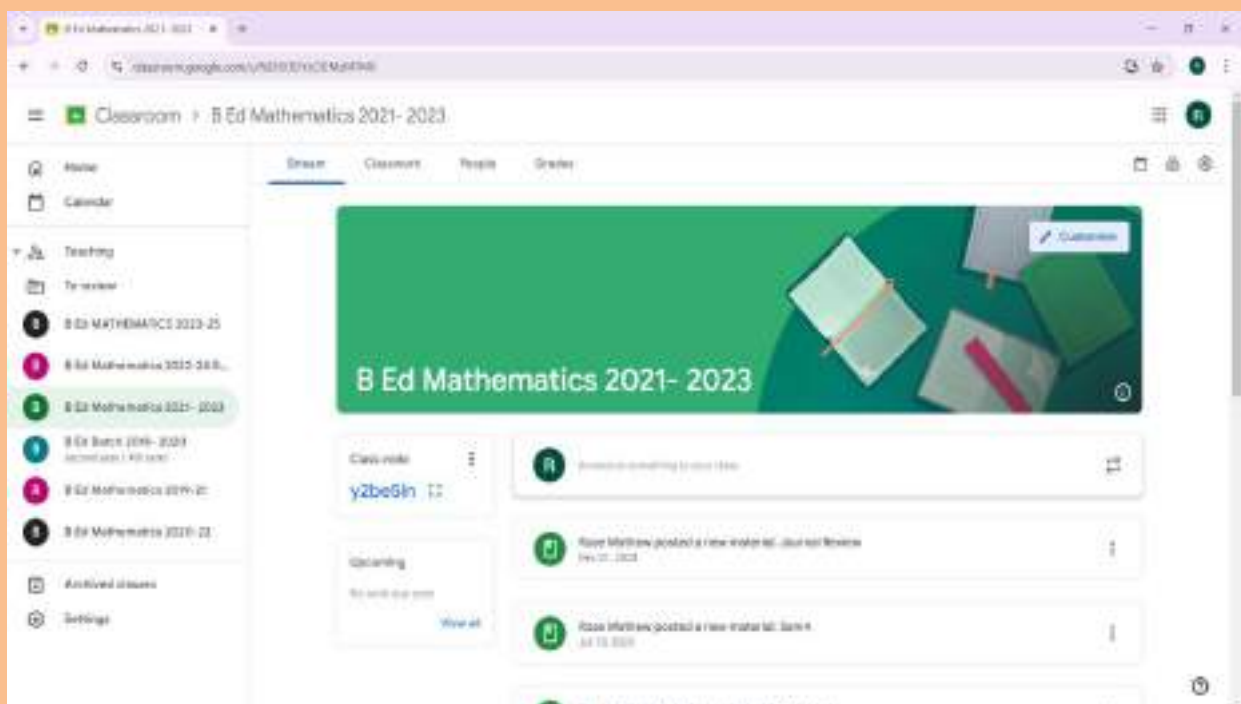
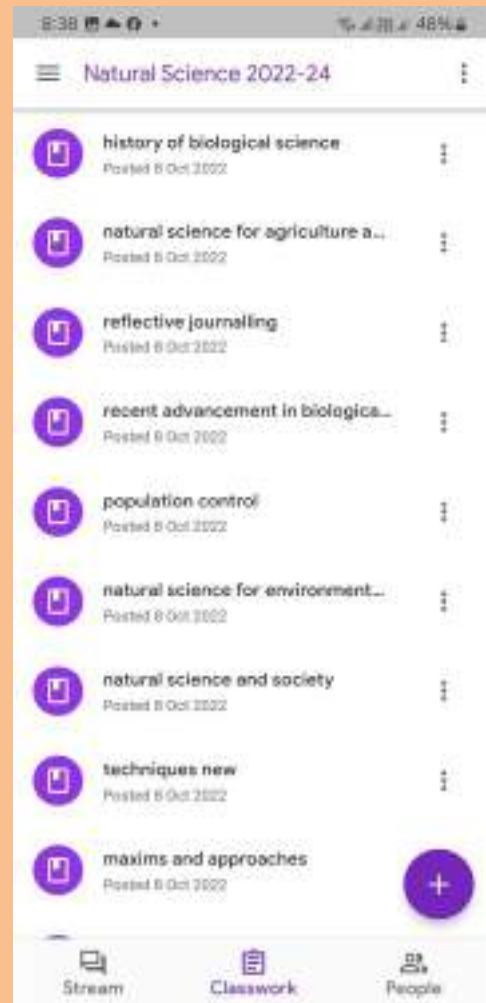
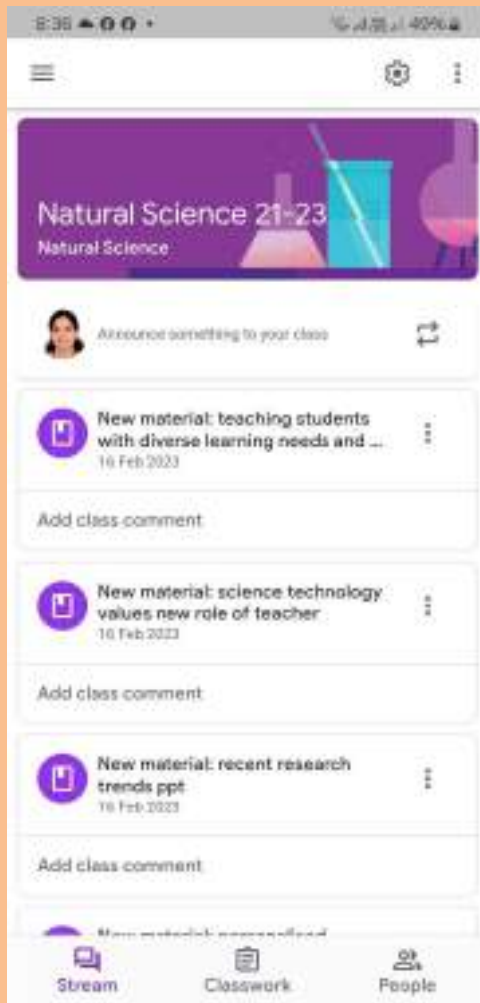
London

Berlin

Paris

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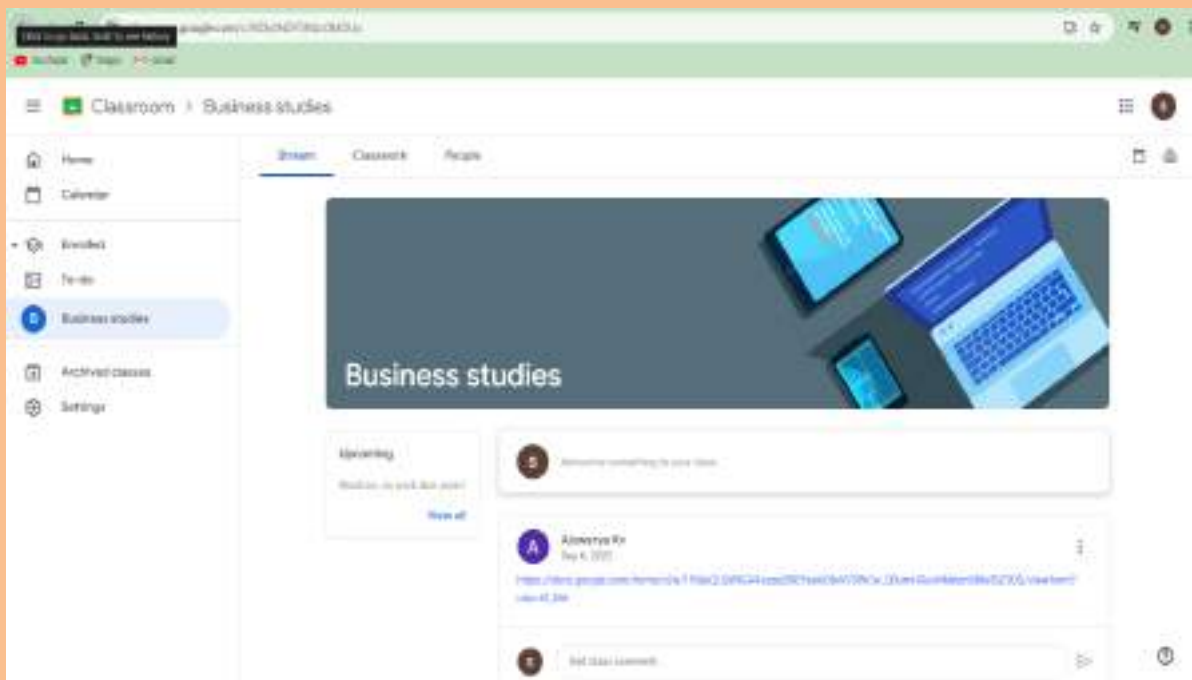
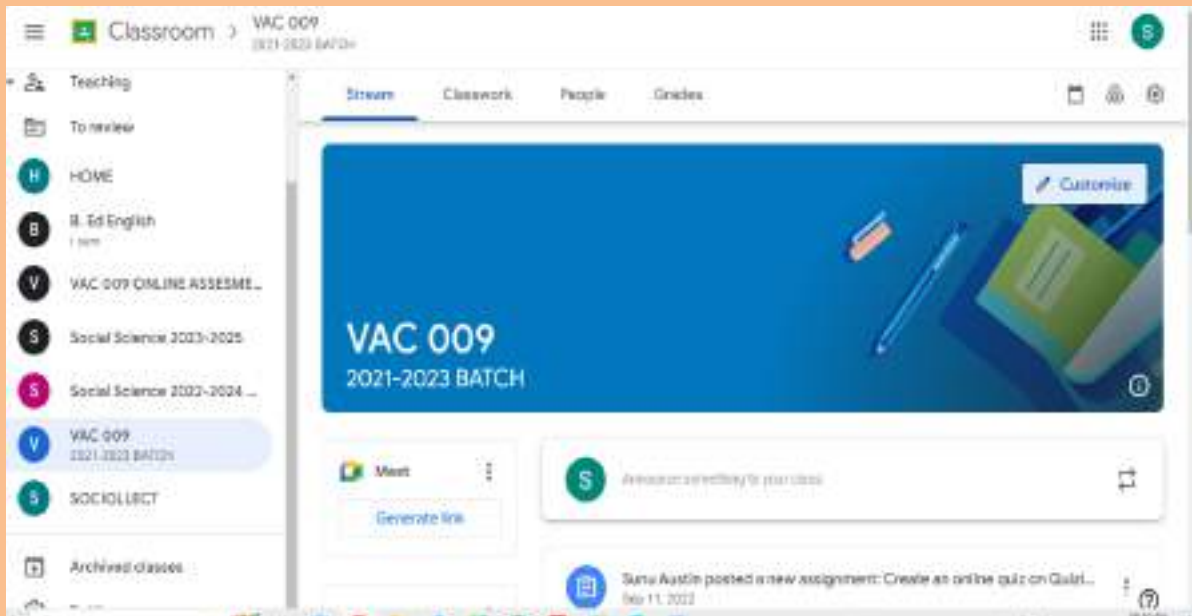
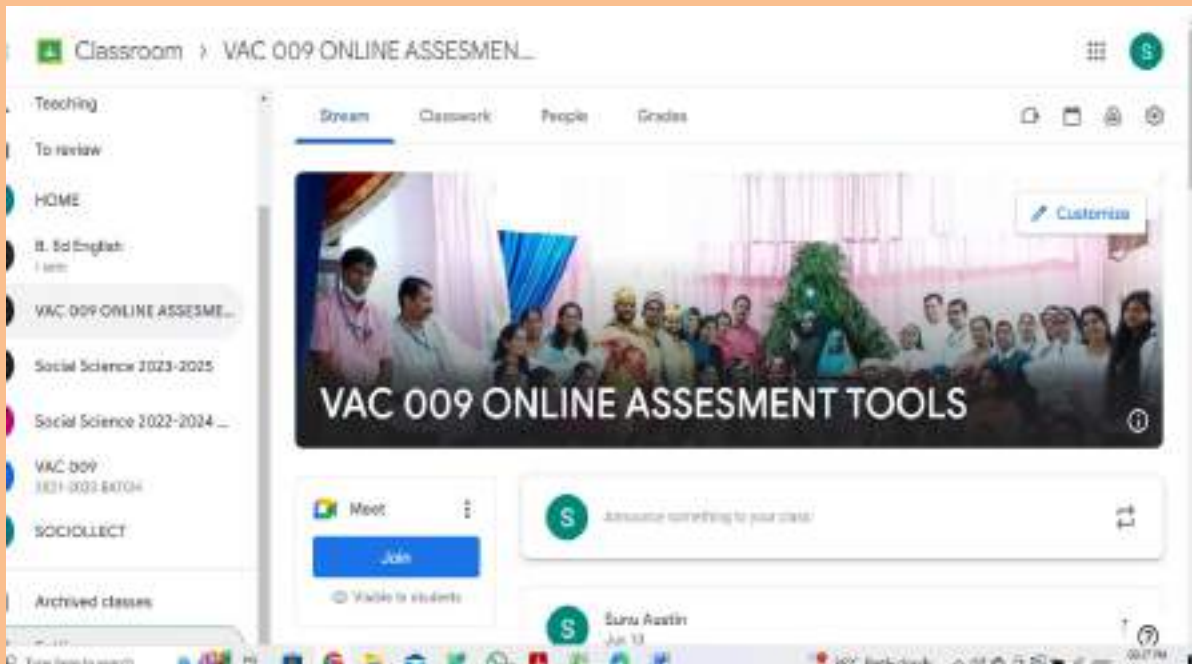
Google Classroom



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This screenshot shows a Canvas LMS page for a course titled "English Education (2022-2024) EDU 205.11, 104.11". The page features a navigation sidebar on the left with options like Home, Calendar, Learning, To do list, and a list of courses. The main content area includes a header banner with a group photo and a "Customize" button. Below the banner, there are sections for "Class code" (w3gkmy), "Learning" (with a "View all" link), and a list of announcements. The announcements list includes items such as "Laying Zimbo posted new material: EDU 205.11 Home page and unit work syllabus (2022-2024)" and "Laying Zimbo posted new material: EDU 205.11 English Education (2022-2024)".

This screenshot shows a Canvas LMS page for a course titled "EDU Sem 403, 302, 204, 105". The page layout is similar to the first screenshot, with a navigation sidebar and a main content area. The header banner features a group photo and the text "EDU Sem 403, 302, 204, 105" and "B.Ed. English Education (2021-2023)". The "Class code" is "w3gkvt3". The announcements list includes items such as "Laying Zimbo posted new material: EDU 403 Module 5" and "Laying Zimbo posted new material: EDU 403 Module 4".



QUIZZ Enter code Log in Sign up

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BIO LEARN
12th grade • Biology
16th accuracy • 21 Qs
Arshad Aliq
2 years

AI Enhance Worksheet Copy and Edit

Start now Assign

10 questions

1. Multiple Choice 20 seconds 2 points

1. Which of the following cell organelles is absent in animal cells and present in a plant cell?

cell walls cytoplasm
 vacuoles mitochondria

Suggestions for you

- Cell Organelles 12,1K plays
- Organellak 10K plays
- Cell Structures and Functions 1.4K plays
- Cell Structure and Function 404 plays
- Cell Organelles and Function 1.9K plays
- Kingdom Monera 1K plays

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Start now Assign

2. Multiple Choice 30 seconds 2 points

2. Which of the following cell organelles does not contain DNA?

nucleus lysosomes
 mitochondria chloroplast

3. Multiple Choice 30 seconds 2 points

3. Which of the following statements is true about the cell wall?

The cell wall is mostly composed of lipid The cell wall is mostly composed of starch
 The cell wall is mostly composed of protein The cell wall is mostly composed of cellulose

Build your own quiz

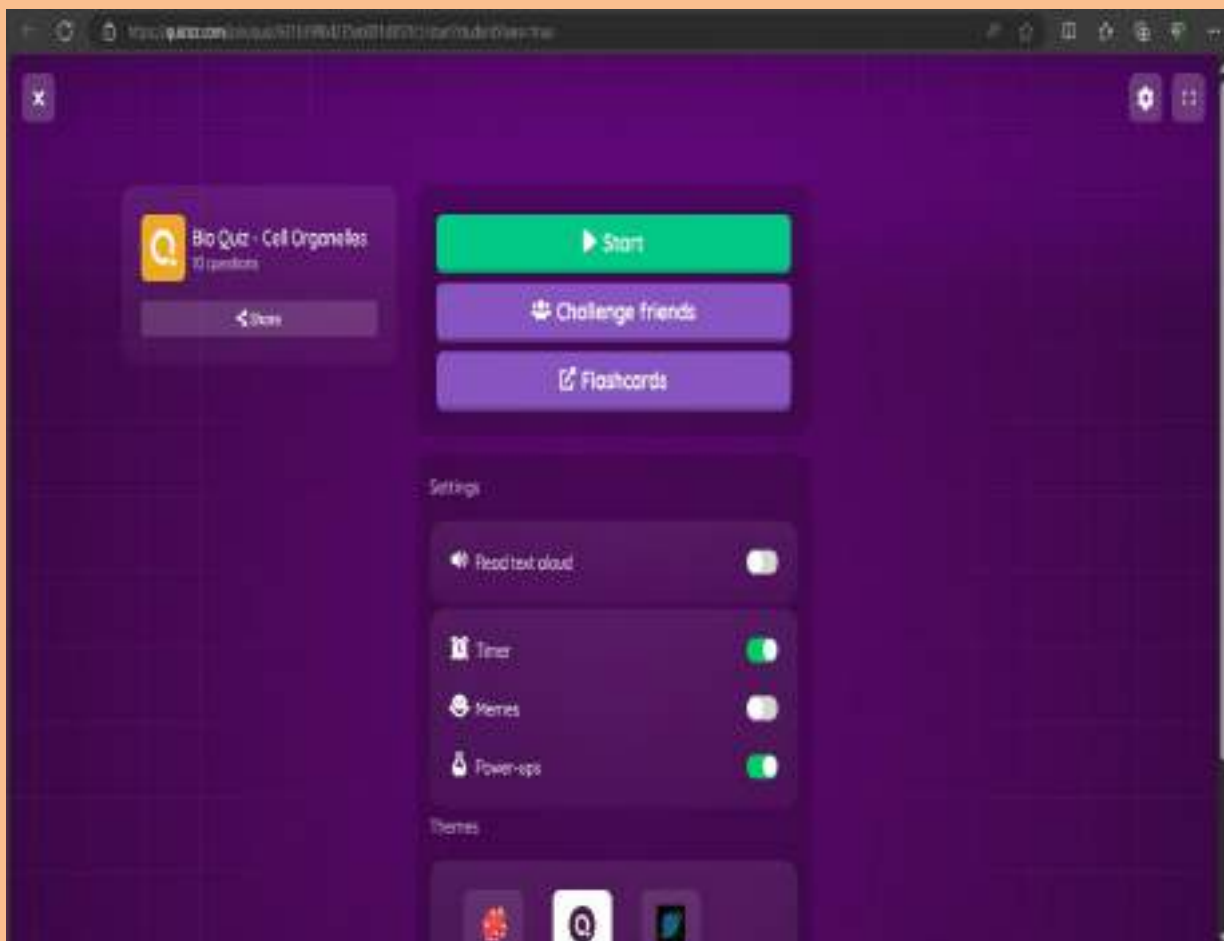
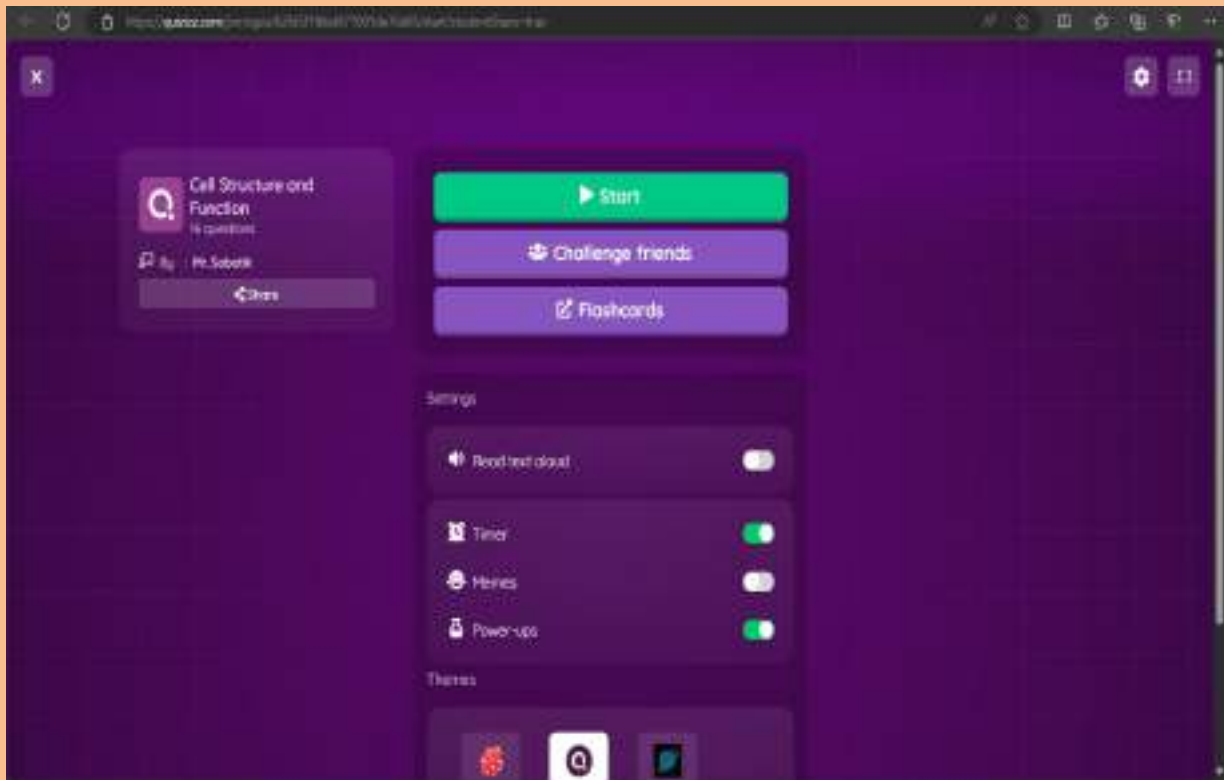
Create a new quiz

Explore all questions with a free account

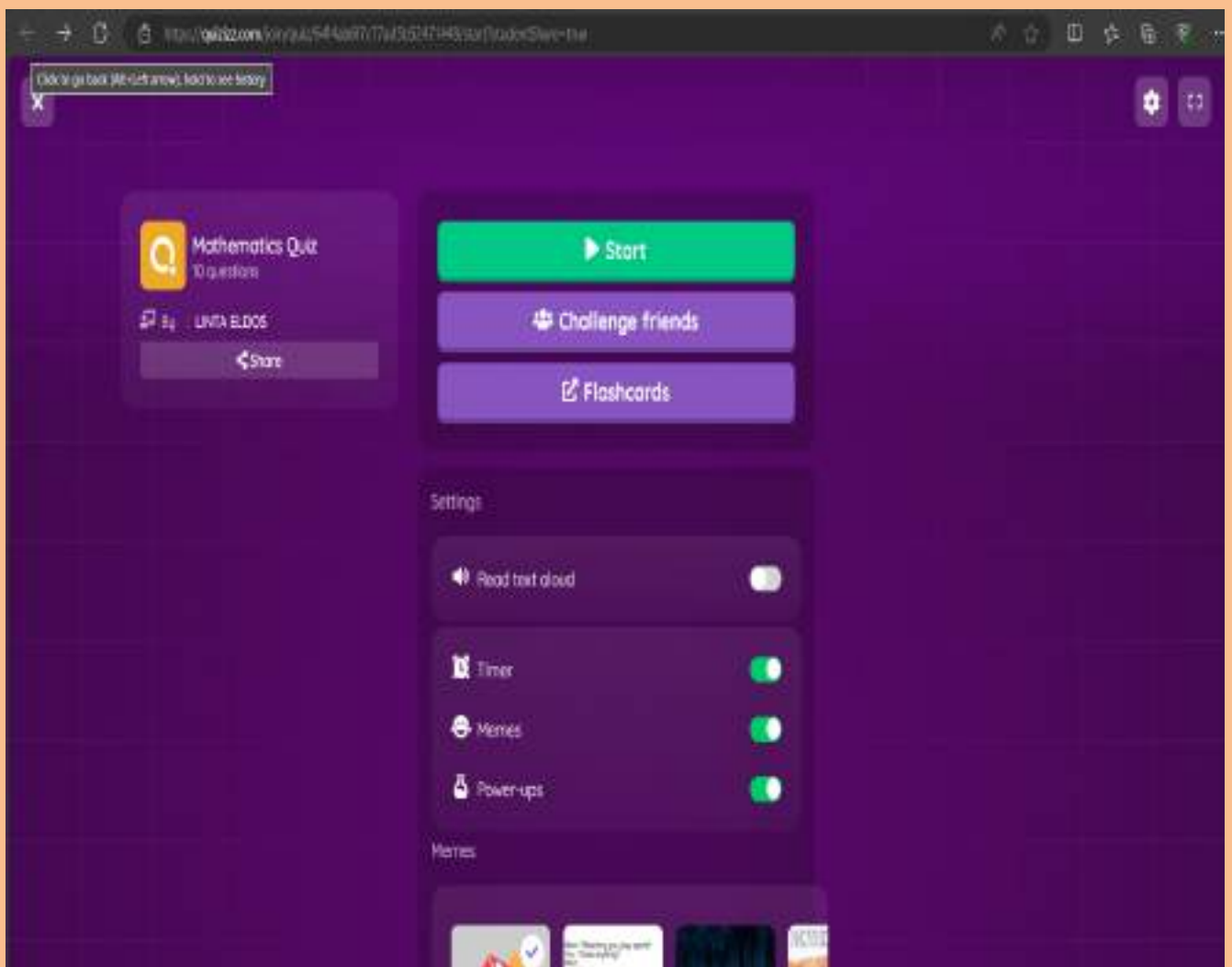
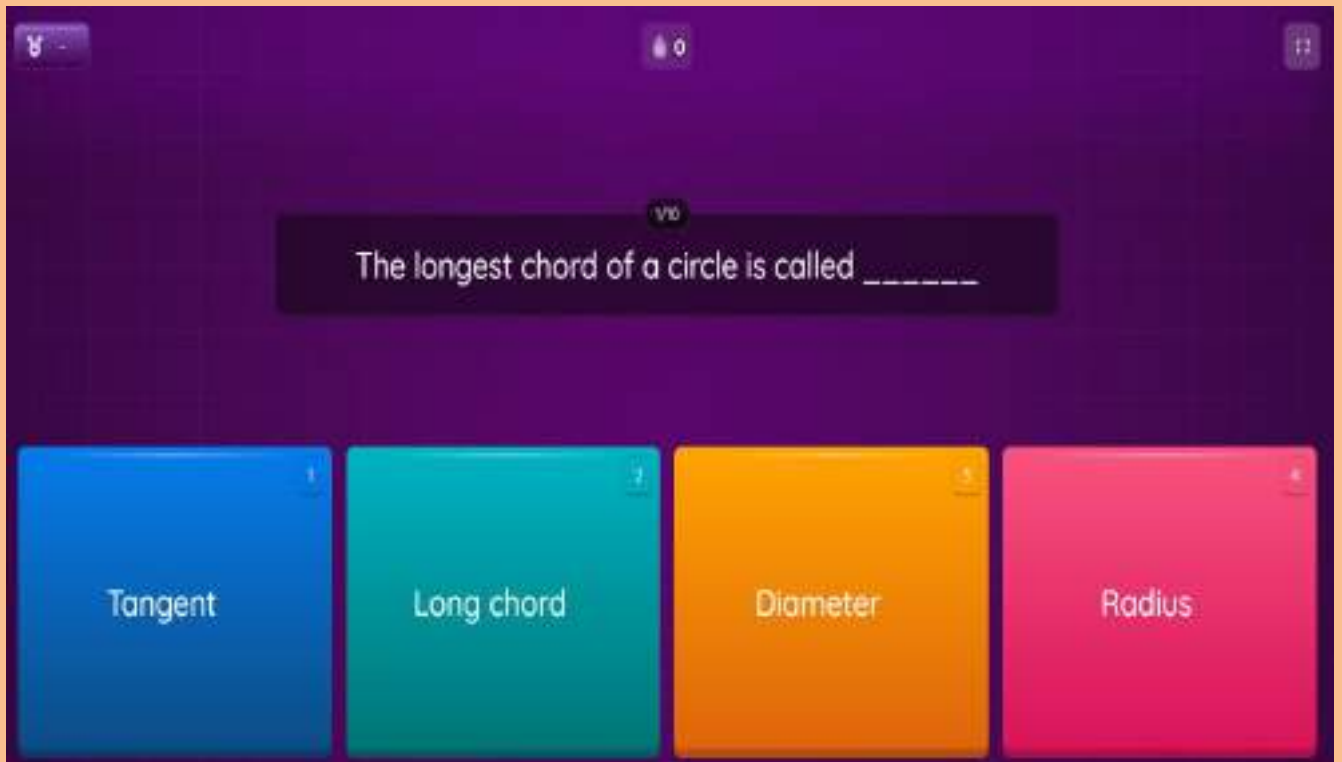
Continue with Google

Continue with phone number

Page 46



Page 47



Page 48

Flash Card

Flash Cards 00:05

study practice

What is the derivative of x with respect to x ?

X Wrong ✓ Correct

Flash Cards 00:09

study practice



Who is known as the "Father of Genetics"?


Show hint

X Wrong ✓ Correct

Flash Cards

study practice

Did you know me? PUZZLE



i am belonging to which system?

Show hint

The image shows a detailed anatomical diagram of the human heart. The left side of the heart (from the viewer's perspective) is colored red, representing oxygenated blood, and includes the left atrium and left ventricle. The right side is colored blue, representing deoxygenated blood, and includes the right atrium and right ventricle. Major blood vessels like the aorta and pulmonary artery are also visible.

Flash Cards

study practice

Identify this cell organelle



Show hint

The image is a cross-sectional diagram of a chloroplast. It features a green outer membrane and a thickened inner membrane that forms a series of stacked, disc-like structures called thylakoids or grana. The fluid-filled space surrounding these stacks is the stroma. Labels with lines pointing to various parts of the organelle are present, though the text is small.

Page 50

Flash Cards

study practice

Identify this cell organelle



Show hint

X Wrong ✓ Correct

The image shows a 3D diagram of a chloroplast, a green, bean-shaped organelle. It features a network of green, flattened, disc-like structures called thylakoids, which are stacked together in a column to form a structure called grana. The diagram is labeled with various parts: 'stroma' (the fluid-filled space surrounding the thylakoids), 'thylakoid', 'grana', 'granum', 'inner membrane', 'outer membrane', and 'stacked thylakoid'. The entire diagram is set within a light blue rounded rectangular frame.

Google Document

Google Docs interface showing a document titled "Normal text" with a list of definitions for pyramids and their parts.

Concepts:

1. Pyramids - The pyramids are solids with a polygonal base, a point at the top called apex and having triangular lateral faces.

Process:

Formulating the concept of pyramid by

- Constructing pyramids of different bases from the paper cuttings of specified measures and
- Comparing and contrasting between pyramids and prisms using the models of both

2. Base edges - The sides of the polygon forming the base of a pyramid are called base edges.

3. Lateral edges - The sides of triangular face in pyramids are called lateral edges

4. Apex - The top most point of a pyramid is called its apex

5. Height of a pyramid - The perpendicular distance from the apex to the base of the pyramid.

Comments

All comments For you

All types

Rohan Mathew Jul 25, 2021 Suggestion accepted

Rohan Mathew Jul 25, 2021 Add paragraph Suggestion rejected

Shruti Jayakumar Aug 1, 2021 Suggestion rejected

Rohan Mathew Jul 25, 2021 Define space (3 lines) Suggestion rejected

Shruti Jayakumar Aug 1, 2021 Suggestion rejected

Reply to all replies with @

3. EFFECTIVE USE OF SOCIAL MEDIA/LEARNING APPS/ADAPTIVE DEVICES FOR LEARNING

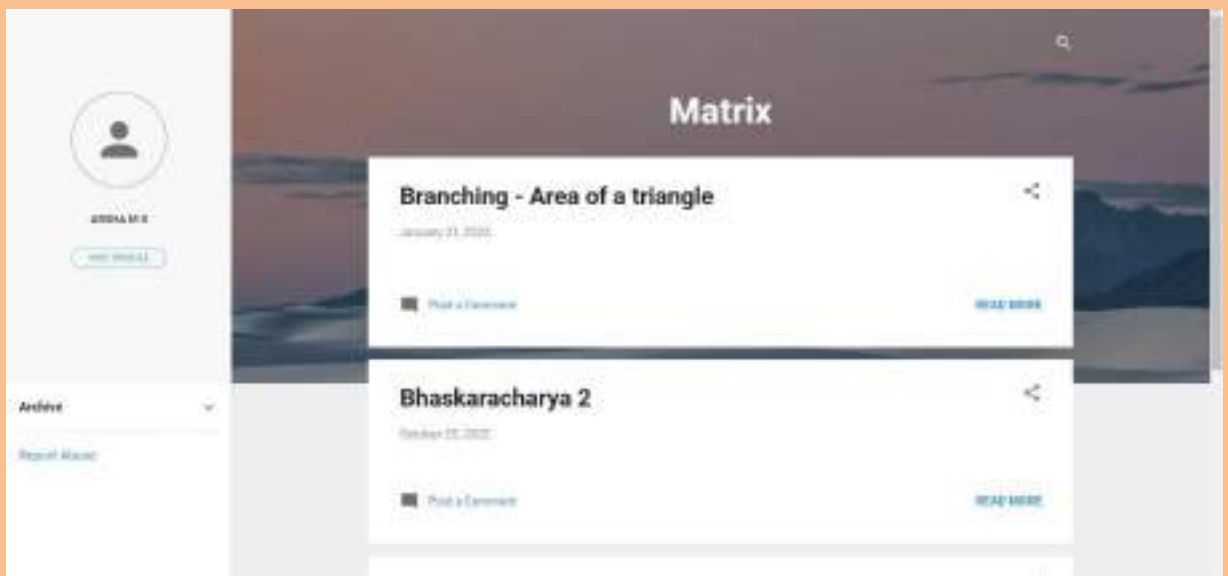
Blog

- English Education



<https://sradhameriababu1.blogspot.com/2023/01/edu.html>

- Mathematics Education



<https://matrix600.blogspot.com/?m=1>

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- Natural Science Education



<http://forsythias99.blogspot.com>

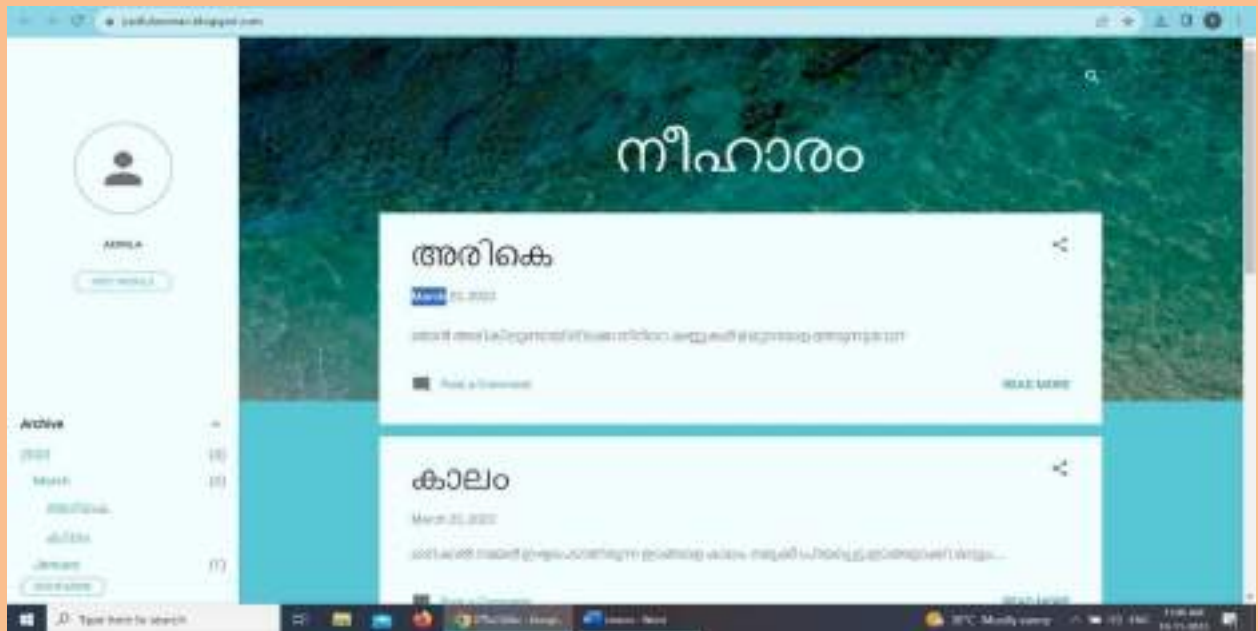
- Physical Science Education



<https://inceptra2022.blogspot.com/?m=1>

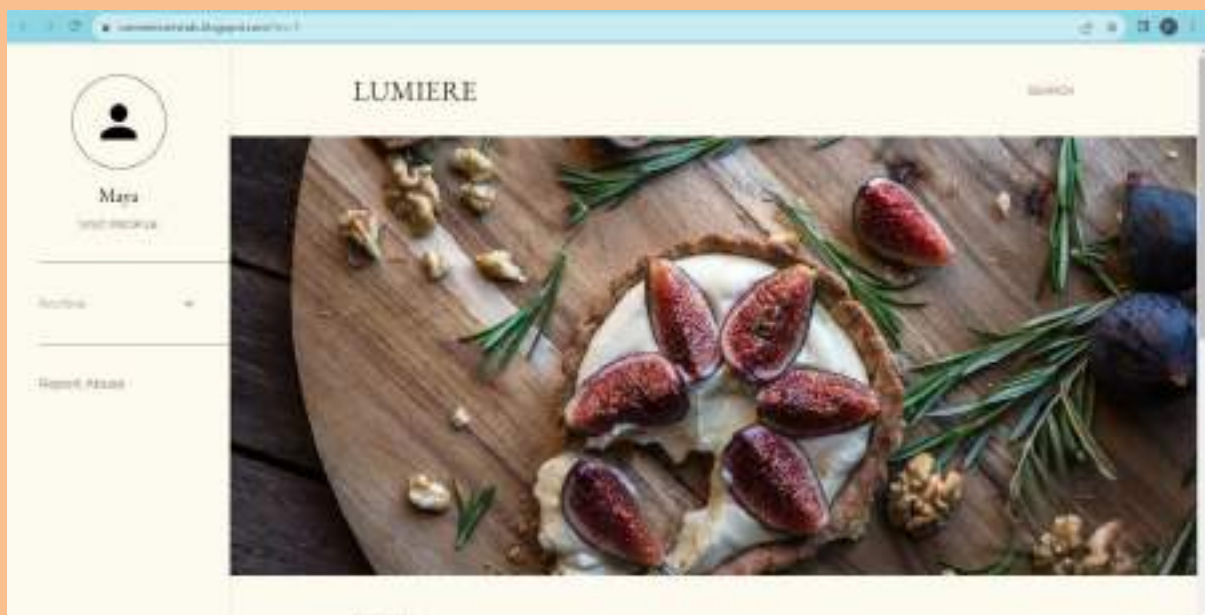
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- Social Science Education



<http://justfulwoman.blogspot.com/>

- Commerce Education



<https://commerceminds.blogspot.com/?m=1>

Youtube

youtube.com/watch?v=SawpM0C0w

YouTube Maps Gmail

stctepala

STANDARD 8

CHAPTER 9
Algebraic expressions and identities

Topics :
Types of polynomials , Like and Unlike terms

Name of the Teacher : AMAL THOMAS

004 / 24:24

"Understanding Polynomials: A Deep Dive into Algebraic Expressions and Identities"

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Mathematics

Std VIII
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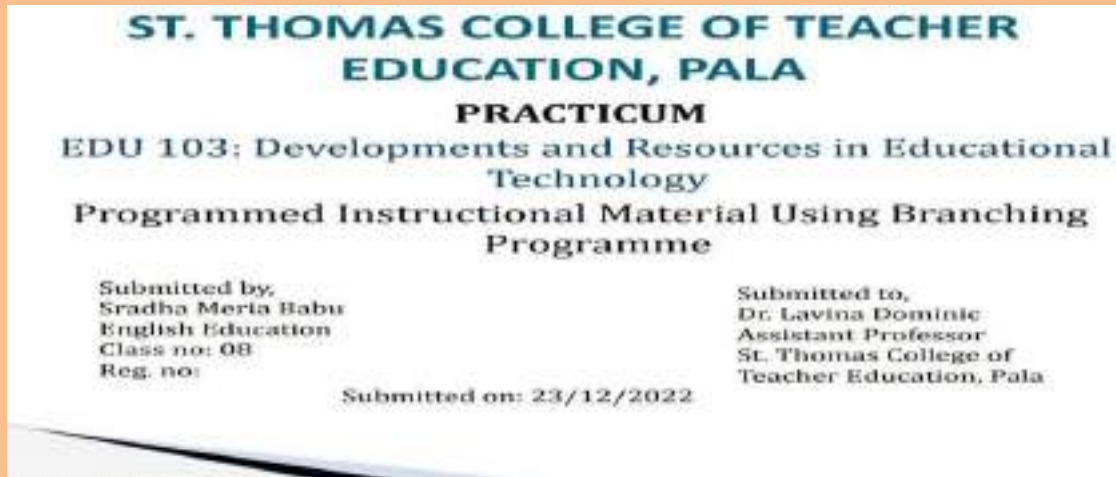
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4. IDENTIFYING AND SELECTING/DEVELOPING ONLINE LEARNING RESOURCES

Branching Programme

- English Education



- Mathematics Education



Polygons

- A polygon is a closed figure made by joining line segments where each line segment intersects exactly two others.
- The sides of polygon are made of straight lines connected to each other end to end.
- An n-sided polygon is called n-gon.

Polygon is the combination of two words, i.e. poly means many and gon means sides.



- Natural Science Education

BRANCHING PROGRAMME

Topic : Plant Tissues



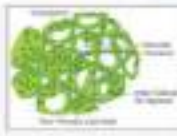
ATHIRA MOHAN
NATURAL SCIENCE



Plant tissues

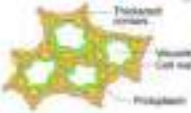
Parenchyma

- 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

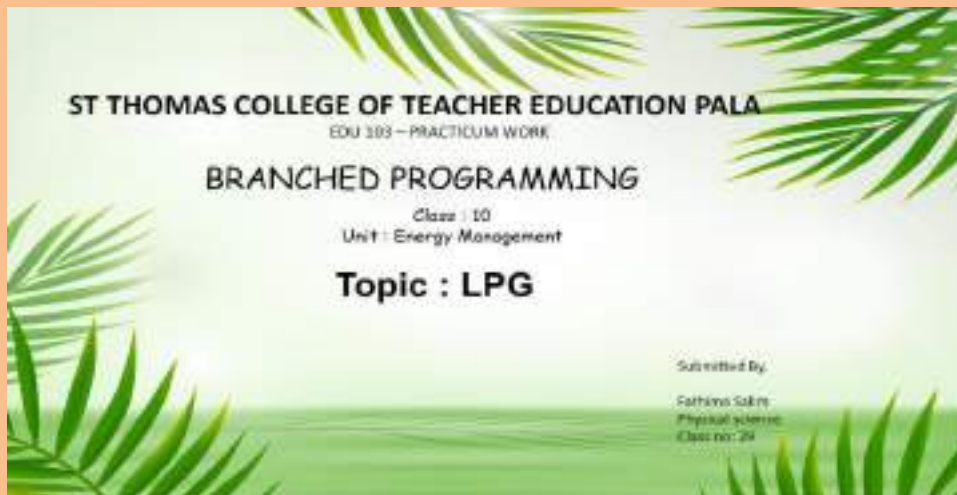


Sclerenchyma

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

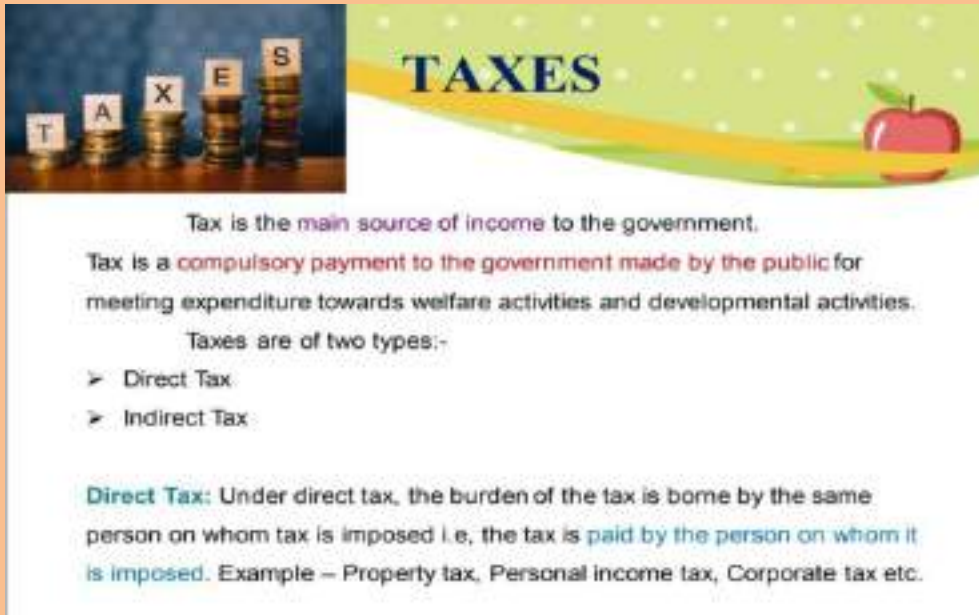


- Physical Science Education



- Social Science Education





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.

- Commerce Education



WELCOME

Submitted by: Elizabeth Cyriac
B.Ed Commerce
Roll No. 45

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.

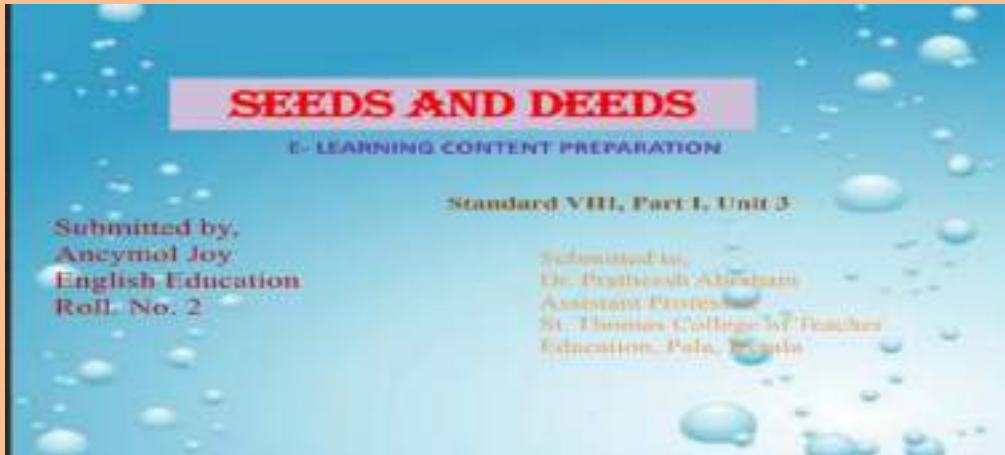
Effectiveness is concerned with doing the right task, completing the activities and achieving the goals.

Efficiency means doing the task correctly and with minimum cost.

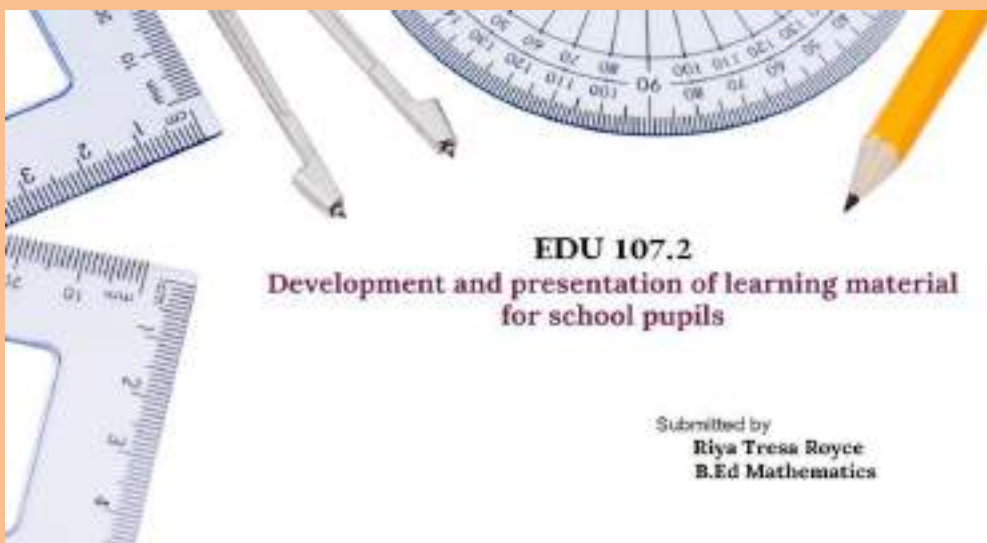
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E- Learning Material

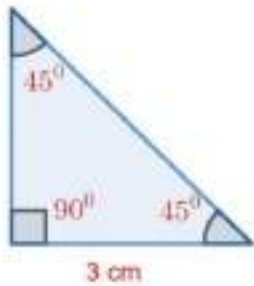
- English Education



- Mathematics Education



Have a look at this triangle

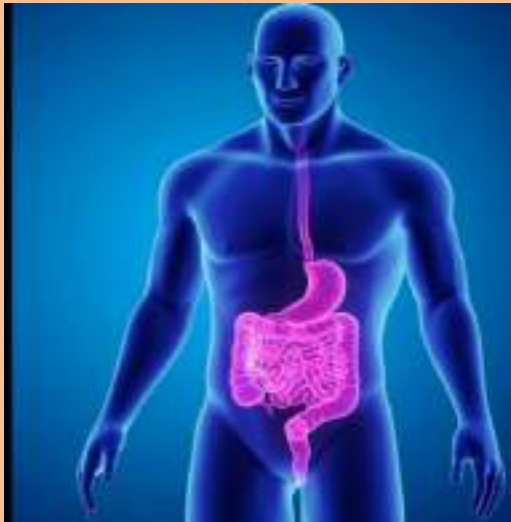


- ? What type of triangle is this
- ? What is the length of the perpendicular side opposite the 45° angle on the right
- ? What is the length of the hypotenuse
- ? Find the ratio of the side lengths



Check your answers

- Natural Science Education



FOOD THROUGH DIGESTIVE TRACT

E-LEARNING MATERIAL PRESENTATION

CLASS 9
CHAPTER 2

ATHIRA MOHAN
NATURAL
SCIENCE
ROLL NO :21



INTRODUCTION

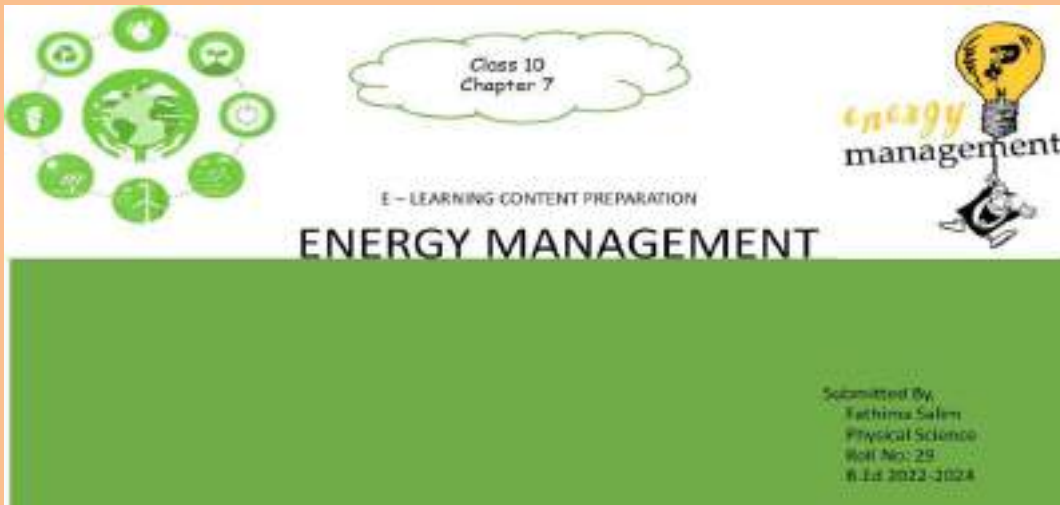
- Digestion is the process of converting complex food materials into simple absorbable forms
- We get nutrients required for life activities from the food we eat.
- Food materials we eat are not absorbed as such by our body.
- Digestion is the breaking down of nutrients into suitable nutrients

HOME

NEXT

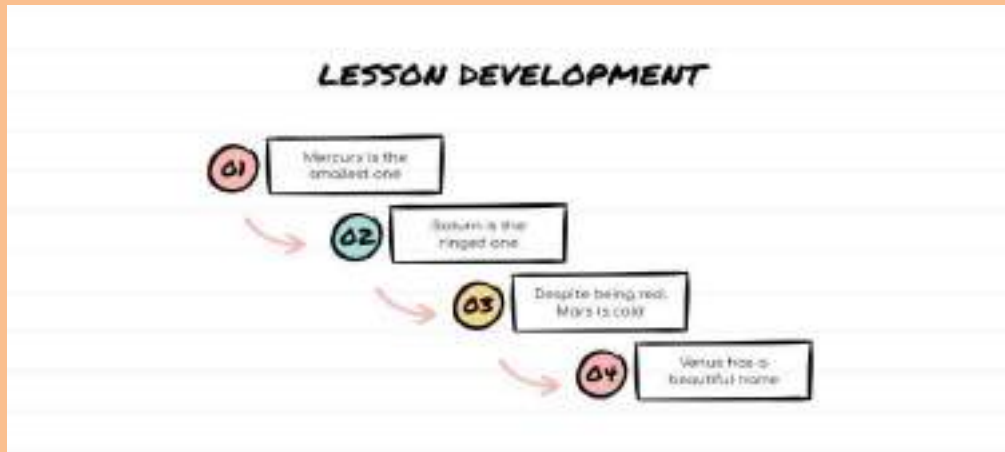
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- Physical Science Education



- Social Science Education






- Commerce Education



WELCOME


Submitted to: Mr. Joffy J. Njavallil
Asst. Professor
St. Thomas College Of Teacher Education, Pala

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



OBJECTIVES

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



Digital Album

- Natural Science Education



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



- Physical Science Education



- ◆ 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

- Social Science Education

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA



SUBMITTED BY
ANNU PAULIN JOSEPH
SOCIAL SCIENCE
2022 - 2024

SUBMITTED TO
DR. SUNU AUSTIN
26-09-2022

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 recognised 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.

- Commerce Education



Gamma Ai

Present 13

Discovering the Genius of Ramanujan

He is the greatest Indian mathematician. He is the only Indian to be elected a member of the Royal Society. He is the only Indian to be elected a foreign member of the Royal Society. He is the only Indian to be elected a foreign member of the Royal Society.

by sandeep official



Present 13

Present 13

Early Life and Education



Childhood Struggles

He was born in a poor family. He had to work as a clerk in a government office. He had to support his family. He had to work as a clerk in a government office.



Early Influences

He was influenced by the Hindu religion. He was influenced by the Hindu religion. He was influenced by the Hindu religion.



Educative Possibilities

He was a self-taught mathematician. He was a self-taught mathematician. He was a self-taught mathematician.

Present 13



Prof. Dr. BEYNA MATHIEW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA