



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

2.4.7 A VARIETY OF ASSIGNMENTS GIVEN AND ASSESSED FOR THEORY COURSES

A) 2.4.7 SAMPLES OF ASSESSED ASSIGNMENTS FOR THEORY COURSES OF DIFFERENT PROGRAMS

CONTENT	PAGE NO.
Library Work	
Field Exploration	
Hands-on Activity	
Preparation of Term Paper	
Identifying and Using the Different Sources for Study	
Sample 1	1-78
Sample 2	79-150

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Critical Analysis of Education Policies - Tool

Programme : B.Ed.
Core Course : Contemporary India and Education
Category : Practicum
Course Code : EDU101
Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the theme	4	3	2	1	4	EDU101 CLO 5 Analyse vision, aims of education and recommendations of various commissions in shaping the present education system of India
2	Content	4	3	2	1	4	
3	Critical Analysis with evidences	4	3	2	1	4	
4	Organisation	4	3	2	1	4	
5	Timely Submission	4	3	2	1	4	
Total						20/20	

(Signature)
23/11/23

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 101

(2022-2024 B.Ed. Batch)

Critical Analysis of Education Policies of Central and State Governments

NEP 2020: PROMOTION OF INDIAN LANGUAGES

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No :

Date of Submission: 22-11-2022

Submitted To:

Dr T C Thankachan

Associate Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column 20/20

Signature

Date:

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23/11/22

[Handwritten Signature]

Principal



[Handwritten Signature]

College Coordinator

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NEP 2020 : PROMOTION OF INDIAN LANGUAGES

INTRODUCTION

The Introduction of the National Education Policy (NEP) 2020, after three decades has been one of the biggest highlights in the Indian education industry. It is a comprehensive policy that emphasises universities' multidisciplinary and multimode approaches, and education backed by technology. It focuses on character as well as skill development in order to help students succeed in life. The main motto of NEP - "Equitable and Inclusive Education" assures that no child should be denied access to a quality education because of their socio-cultural background. The policy is aligned to the 2030 agenda for Sustainable Development and is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability. The policy also aims at overhauling the Indian education system on the lines of the country's linguistic, cultural and artistic heritage.

THE POWER OF LANGUAGE IN SHAPING PEOPLE AND CULTURES

Language always carries meanings and references beyond itself. And a particular language points to the culture of a particular social group. Different

languages see the world differently, and the structure of a language therefore determines a native speaker's perception of experience. In order to promote and preserve and culture one must protect and promote a culture's language.

NEED FOR PROTECTING INDIA'S LINGUISTIC DIVERSITY

Indian languages have not received due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 of Indian languages as 'endangered.' Various unscripted languages are particularly in danger of extinction. When a senior member of a particular tribe or community who speaks such languages passes away, these languages often perish with him/her. Most often no action is taken to record or preserve these languages.

NEED FOR MOTHER TONGUE AS MEDIUM OF INSTRUCTION

NEP 2020 has advocated that, "whenever possible the medium of instruction until at least grade 5, but preferably till grade 8 and beyond will be the home language / mother tongue / local language / regional language" for both public and private schools. In a 1953 report entitled "The Use of Vernacular Languages in Education" by the UN, two aspects stood out.

i) For every child the best medium of teaching is

the mother tongue of the pupil.

ii) All languages are capable of becoming media for school teaching.

Another report of UN of 2004, entitled "The Importance of Mother Tongue Based Schooling for Educational Quality" talks of 'submersion' or instruction through a language that learners do not speak because it is similar to holding learners under water without teaching how to swim. Therefore, use of mother tongue in schools in the early years is the cornerstone for enabling access, retention, transition and preventing drop-out.

PROMOTION OF MULTILINGUALISM

India is home to an array of distinct languages. The NEP 2020 emphasises rejuvenation of Indian languages, multilingual education, arts and culture. Children learn languages quickly during early years and multilingual children learn fast and are placed better later in life than those who are unilingual. Moreover, for effecting cultural enrichment and national integration the young people should be aware of India's linguistic diversity. A multi lingual India is better educated and integrated. NEP 2020, therefore, promotes multilingualism and regional languages in teaching and learning at all levels.

PROVISIONS FOR THE PROMOTION OF INDIAN LANGUAGES

- i) Launching of strong departments and programmes in Indian languages, comparative literature, creative writing, arts, music, philosophy etc across the country.
- ii) Four year B.Ed dual degrees in all the above mentioned subjects
- iii) Deployment of large number of quality teachers of art, language, music, philosophy and writing
- iv) Hiring of outstanding local resource persons as guest faculty to promote local languages and to ensure that students are aware of the culture and local knowledge of the area where they study.
- v) Use of mother tongue / local languages as mediums of instruction in HEIs and the offering of programmes bilingually to promote the strength, usage and vibrancy of all Indian languages.
- vi) Creation of high quality programmes and degrees in Translation and Interpretation, Art and Museum Administration, Archaeology, Artefact conservation, Graphic Design, and Web Design within the higher education system
- vii) Identification of 100 tourist destinations in the country under 'Ek Bharat Shreshtha Bharat' and the sending of students to these destinations to study the

history, scientific contributions, traditions, indigenous literature and knowledge of these places.

- viii) Creation of high quality degrees and programmes in higher education across the arts, languages and humanities and the expansion of high quality opportunities for employment that can make effective use of these qualifications.
- ix) Strengthening India's translation and interpretation efforts in order to make high quality learning materials and other important written and spoken materials available to the public in various Indian and foreign languages.
- x) Establishment of an Indian Institute of Translation and Interpretation (IITI) and the employment of numerous multilingual language and subject experts, and experts in translation and interpretation to promote all Indian languages.
- xi) Mainstreaming of Sanskrit language in schools, as one of the options in the three language formula, as well as in higher education institutions. Transformation of Sanskrit universities into large multidisciplinary institutions of higher learning. Professionalisation of large number of Sanskrit teachers across the country in mission mode through the offering of a 4 year integrated multidisciplinary B. Ed Dual degrees in Education and Sanskrit.

- xii) Expansion of the institutes and universities studying classical languages and literature, with strong efforts to collect, preserve, translate and study the tens of thousands of manuscripts that have not yet received due attention.
- xiii) Merging of classical language institutes with universities without hampering their autonomy to make them multi-disciplinary.
- xiv) Establishment of national institutes for Pali, Prakrit and Persian within a University campus.
- xv) Making of efforts to preserve and promote all Indian languages including classical, tribal and endangered languages by making use of technology, crowdsourcing, and participation of people.
- xvi) Establishment of academies for each of the languages mentioned in the 8th Schedule of the Constitution of India. These academies are to release on a regular basis, latest dictionaries on vocabulary made by scholars and native speakers. These dictionaries are to be widely disseminated for use in education, journalism, speech-making and writing and are to be made available on the internet as well as in the printed form.
- xvii) Documentation of all languages in India and their associated arts and culture through a web based platform, which include videos, recordings, dictionaries and people speaking the language, telling stories, reciting poems

and performing plays, dances etc. All these efforts are to be funded by NRF.

xviii) Providing of scholarships to people of all age categories to study Indian languages, arts and culture. Providing of incentives such as prizes for outstanding poems and prose in Indian languages.

xix) Inclusion of proficiency in Indian languages as qualification parameter for employment opportunities.

A CRITICAL APPRAISAL

i) Many schools have raised concerns regarding if they will need to shift their medium of instruction from English to a native language, which they are finding too much difficult.

ii) Insisting on mother tongue as medium of instruction in the early years is of no value if it doesn't have use all through one's life.

iii) English is a global language and for a country like India, English is a means to economic development. So the replacement of English regional languages cannot be made altogether.

iv) Promotion and preservation of local languages for their own sake would not be easy if the young generation does not find any future in learning them.

- v) English is accepted as the lingua franca among Indians. Hence the importance of such a language cannot be ignored.
- vi) Countries like Malaysia and Singapore who are linguistically diverse like India are practising multilingualism. They are giving equal importance to native languages and English. English is crucial to the economic development too.
- vii) English is a global language and no country can ignore this fact.
- viii) The availability of high quality learning materials in many different languages will be a challenge both in terms of time and money.
- ix) The compulsion to study a third language in addition to English and first language will increase the academic burden of the students.
- x) Hiring of teachers who are proficient in local languages may not be always possible.

PROPOSALS

Increase the investments in educational start-ups and give opportunity for them to co-ordinate with governments to make multilingual learning a reality for teachers and students across the country. In order to ease learning and to concur with NEP, start-ups

should be provided with adequate government support to create books and other teaching-learning materials in all minority and official languages. It is important to recruit and employ relevant community members who are also speakers of that particular language to ensure that full justice is done in making such learning resources.


The government has iterated that there is flexibility given to states to choose the languages for the three language formula. It is necessary that there should be the freedom to choose for the state govts in a democratic and decentralised manner.

A progress report of the implementation of NEP 2020 must be released within the earliest possible date for a fair evaluation of the initiatives undertaken by the governments.

CONCLUSION

The New Education Policy 2020 aims at 'decolonising' education and achieving aspirations, creating pride in Indian language, culture and knowledge. Preservation and promotion of native languages is a noble aim but this should not be confused with the development and growth of the nation. English

language must be given due importance. Along with that regional / home language must also be promoted. We need a language policy that paves way for the development of the nation.




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23/11/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Report Evaluation Tool

Programme : B.Ed.
 Core Course : EDU 102 CHILDHOOD AND GROWING UP
 Category : Practicum
 Course Code : EDU102
 Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating					Score (20)	Outcome
		Excellent	Very Good	Good	Average	Poor		
1	Relevance of Current Issue selected	5	4	3	2	1	5	EDU102 CLO - Examine the characteristic of human growth and development in childhood and adolescence
2	Comprehensiveness of Report	5	4	3	2	1	4	
3	Resources used	5	4	3	2	1	4	
4	Timely Submission	5	4	3	2	1	5	
Total							18/20	

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 22/12/2022

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 102

(2022-2024 B.Ed. Batch)

REPORT ON ANGANWADI VISIT

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No :

Date of Submission: 05-12-2022

Submitted To:

Dr Alex George

Associate Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

18
20

Signature

Alex George

Date:

22/12/2022

Bernice

Principal



Lavinia Dominic
College Coordinator

REPORT ON ANGANWADI VISIT

Location of the Anganwadi : Payappar
Panchayath : Karoor Grama Panchayat
Date of Visit : 26-11-2022

INTRODUCTION

Children are the first call on agenda for development - not only because young children are the most vulnerable, but because of the foundation for lifelong learning and human development is laid in the crucial early years. It is now globally acknowledged that investment in human resource development is a pre-requisite for the development of a nation. The first six years of a child's life are most crucial as the foundations for cognitive, social, emotional, physical, motor and psychological development are laid at this stage.

In India, Integrated Child Development Service (ICDS) is currently the most significant intervention made by the government for the maternal and child care. Based on the Directive Principles of State Policy, the Govt of India started ICDS programme in 1975 with support from UNICEF. ICDS programme provides a well integrated package of service through a network of community level Anganwadi Centres (AWC)

ICDS IN KERALA

The first ICDS programme in Kerala was set up in 1975 at Vengara block in Malappuram district under the first batch of projects launched in the country. At present there are more than 15,000 anganwadis functioning in 120 ICDS blocks in the state, with a copy to the monitoring cell in the Union Social Welfare Department.

CONTENT

About the Anganwadi:

The Anganwadi visited is Payappal anganwadi which is situated in the Karoor Grama Panchayath under the Lalam Block. The Anganwadi was established on 14th of September 2016. The inauguration was done by Sri K. M. Mani, the then MLA of Palu constituent Assembly. The site where the anganwadi is located was donated by Pulhuppallil P. G. Ramakrishnan Nair. The Anganwadi belongs to ward IV of Karoor panchayath and the Anganwadi number is 123. It functions with one teacher and one helper. Sabeela P.V. is the teacher and Smt. Mally Sebastian is the helper. Currently the anganwadi holds only six children between the age group of 2-4.

Among them 4 are girls and 2 are boys.

The time-table of the Anganwadi is as following. The Anganwadi functions six days a week i.e., from Monday to Saturday. Activities start at 9:30 in the morning with a prayer song. Then the worker makes sure that each and every children is neat and tidy. After that the children engage in different study as well as recreational activities like drawing, exercise, indoor games, story telling and doing actionsong. All these activities are done under the supervision of the children. Every month, the teacher has to prepare a theme chart. The chart contains the details of various activities for the physical, mental and social development of children and these activities have to be carried out systematically. The children are properly fed at regular intervals. At 10:30 am about 20 gm of peanut is given. At 12:30 pm a nutritious rice soup is provided. At present, the children have to bring the curries for the rice soup themselves. It is the duty of the anganwadi worker to prepare sufficient and nutritious rich foods for the children. After the lunch, the children are put to sleep. They are made to sleep for about 1-1½ hours. After waking up, they are given wheat uppamaw. Each day there ends at

3:30 pm with national anthem. Apart from the theme chart, the teacher has to keep a daily diary to record the day to day activities of the anganwadi. The Anganwadi conducts celebrations like Independence day, Republic day, Onam, Childrens day, Christmas celebrations etc.

Infrastructure

The anganwadi is accessible by road. It is located at a child friendly area in a rural area. The anganwadi has a building of its own. The building is concrete with a veranda, main room and kitchen. The courtyard is tiled and has playing equipments like seesaw, swing, playground slide etc.

Sanitary Conditions

The sanitary conditions in the anganwadi are generally satisfactory. It has a latrine. It has tap water facility. The water is supplied from an adjacent well. There are protected vessels for storing drinking water. The kitchen is separate with smokeless chulah. There is also a storeroom to keep foodstuffs. The anganwadi also has a weighing machine for preparing growth chart of children and monitoring their health.

Nutrition Programme

The nutrition programme for children, pregnant ladies and lactating mothers is one of the important services provided by the anganwadi. The afternoon diet provided to the pre-school children includes rice, dal and grams. The evening ration provided to the children as well as pregnant and lactating mothers is supposed to contain wheat, raggee, other cereals and grams and groundnut. The beneficiaries are allowed to take the food home. Raw food materials are also given to them to be taken home for preparing food.

Health Programmes

Immunisation continues to be one of the most important components of the health programmes of the anganwadi. The teacher ensures that all children are vaccinated on time. The anganwadi also has some essential medical stocks. Currently, the anganwadi has not been involved in the conduction of medical camps. Sanitary napkins are provided to all girls below 18 years of age at lower rates.

Health Education:

In the previous years, the anganwadi has
156 the initiative for conducting health education

programmes for adolescent girls and mothers, which were fairly well-attended. Health Department staff also attended such functions. The anganwadi workers make periodic visits to the beneficiary families. But such a programme was seriously affected during the COVID-19 pandemic times.

Anganwadi Workers

The anganwadi consists of one teacher and one helper. The teacher, Smt Sallcela P.V., is having more than 10 years of experience in this field. The teacher has received training under ICDS programme. There are associations of Anganwadi teachers. Unlike the teacher, the anganwadi ~~helper~~ does not need to attend any refreshment programmes.

Local Participation

According to the ICDS scheme, an anganwadi center should be run with the active participation of the communities concerned, particularly the mothers. Meetings of mothers are held, at least once in every year. Some old people of the locality have also been interacting with the children in the anganwadi. Currently the anganwadi does not hold any meetings.

for pregnant ladies or study tours for children.

The following are some of the suggestions that could be taken up by local bodies.

Supplementary Nutrition

- i) Provide locally available food stuffs.
- ii) Conduct camps for testing anaemia of children and mothers.
- iii) Instead of feeding at anganwadi, supply food packets to the needy children to be prepared at home by their mothers.

Pre-School Education

- i) Conduct sports and cultural festivals for children.
- ii) Provide audio-visual aids of teaching and learning.
- iii) Supply chart papers, colour pencils etc to the children.

Womens' Empowerment

- i) Provide employment opportunities to women through the training and preparation of nutritious foods for children, toys and pre-school kits.
- ii) Selected anganwadis can be developed as counselling and guidance centres for women.
- iii) Anganwadis can also be developed as meeting places.

for the women of the locality and can be used for organising cultural activities and library for women.

CONCLUSION

The anganwadi to which I paid the visit is set in a rural backdrop, with a calm and serene atmosphere. The anganwadi possesses adequate infrastructure and all the other essential facilities. Ever since its inception, the institution has done all its duties without a fail.

Sh. K.
22/12/2022

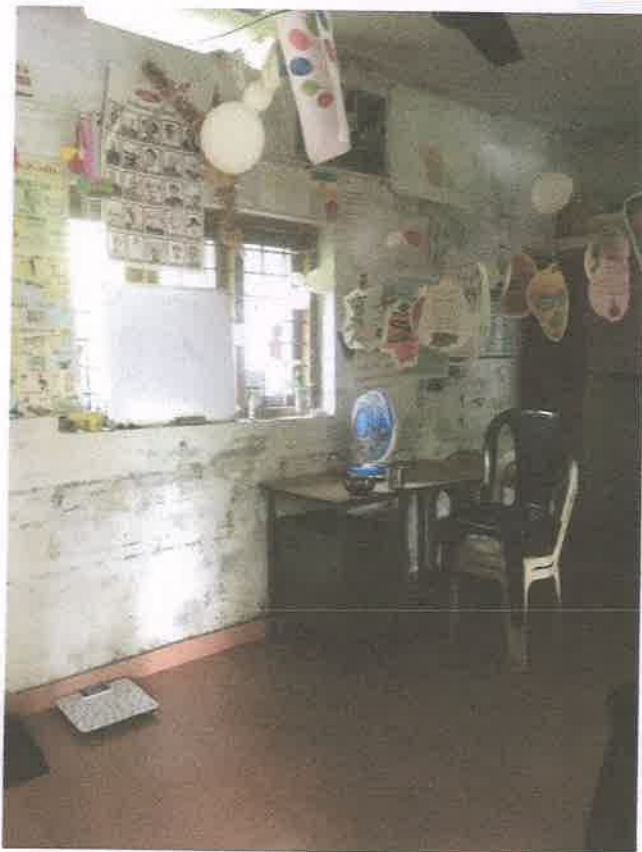
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model centre with community participation." Kerala
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APPENDIX



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ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

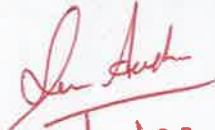
(Reviewed w. e. f. July, 2018)

Internal evaluation criteria

Preparation of four different types of timeline on any topic from secondary school textbook

Programme : B.Ed.
 Core Course : Understanding the Discipline of Social Science Education
 Category : Practicum
 Course Code : EDU105.19
 Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	<u>2</u>	EDU105.19 CLO 9 Prepare four different types of timeline on any topic in Social Science.
2	Accuracy of the content	2	1.5	1	0.5	<u>2</u>	
3	Procedure Adopted	2	1.5	1	0.5	<u>2</u>	
4	Creativity/innovativeness	2	1.5	1	0.5	<u>2</u>	
5	Timely Submission	2	1.5	1	0.5	<u>2</u>	
Total score obtained						<u>10/10</u>	


9/12/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 105.19

(2022-2024 B.Ed. Batch)

**Preparation of Four Different Types of Timeline on any Topic
from Secondary School Textbook**

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No :

Date of Submission: 15-11-2022

Submitted To:

Dr. Sunu Austin

Assistant Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

10/10

Signature 

Date: 9/12/22



Principal





College Coordinator

A timeline is a visual framework that highlights important events in a chronological fashion. It is the presentation of a chronological sequence of events along a drawn line that enables a viewer to understand temporal relations quickly.

Timelines are of different type. A progressive timeline shows a picture of events as they occurred in a certain period of time. A regressive timeline gives a picture of events in the reverse order of their occurrence during a specific period of time. The event that occurred most recently is mentioned first. Both progressive and regressive timelines can be drawn either vertically or horizontally. On the other hand a comparative timeline shows two or more subject areas which occurred at the same time. It compares two or more historical events in two or more countries or subjects. A pictographic timeline makes use of pictorial drawings and representations to communicate the order of occurrence of events.

Four timelines viz., progressive, regressive, comparative and pictographic are presented in this work.

WORLD

From the time of tool making hominoids

ANCIENT

(Fall of Rome)

476 CE

MIDIAEVAL

(Capture of Constantinople by Turks)

1453 CE

MODERN

Continuing

INDIA

From the time of tool making hominoids

ANCIENT

(Death of King Harsavardhan)

647 CE

MIDIAEVAL

(Battle of Plassey)

1757 CE

MODERN

Continuing

GENERAL

ANCIENT

(Fall of the Resturals of Mahadguyas)

1122 CE

MIDIAEVAL

(Landing of Vasco da Gama)

1498 CE

MODERN

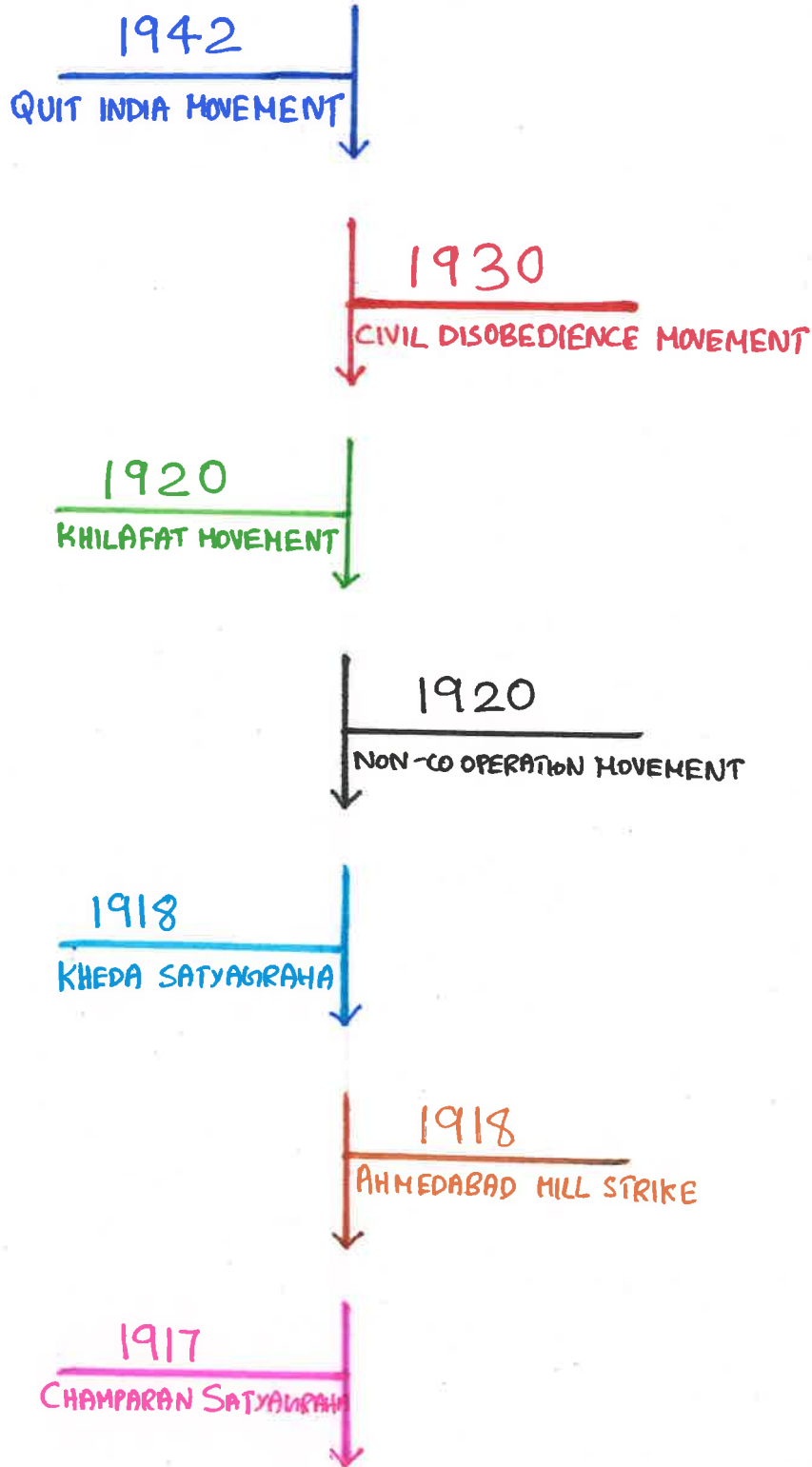
Continuing

COMPARATIVE TIMELINE OF THE TRIPARTITE DIVISION OF HISTORY

PROGRESSIVE TIMELINE OF
THE PERUMALS OF MAHODAYAPURAM



MAJOR MASS MOVEMENTS IN INDIA BY GANDHIJI :
A REGRESSIVE TIMELINE



PICTOGRAPHIC TIMELINE OF MAJOR ECONOMIC THEORISTS



1723-1790

Adam Smith



1818-1883

Karl Marx



1842-1924

Alfred Marshall



1898-1984

Lionel Robbins



1915-2009

Paul A. Samuelson

22/11/16

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

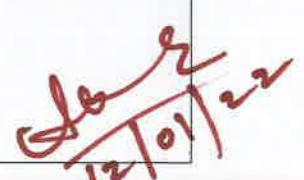
(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Special Education - Tool

Programme : B.Ed.
 Core Course : SPECIAL EDUCATION
 Category : Practicum
 Course Code : EDU 106.15
 Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	2	EDU106.15 CLO6 Analyse the theme, characters and technical aspects of the film and the relevance of the theme in contemporary scenario.
2	Accuracy of the content	2	1.5	1	0.5	2	
3	Procedure Adopted	2	1.5	1	0.5	2	
4	Organisation	2	1.5	1	0.5	2	
5	Timely Submission	2	1.5	1	0.5	2	
Total						10	


 12/01/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA



Practicum EDU 106.15

(2022-2024 B.Ed. Batch)

**Review of a Film on Exceptional Learners-
The Silent Child**

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No :

Date of Submission: 12-01-2023

Submitted To:

Dr Alex George

Associate Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

10
10

Signature

[Handwritten Signature]

Date:

12-1-2022

[Handwritten Signature]

Principal



[Handwritten Signature]

College Coordinator

Movie : The Silent Child

Written by : Rachel Shenton

Directed by : Chris Overton

Produced by : Julie Joy
Rachel Shenton

Chris Overton

Rebecca Harris

Starring : Rachel Shenton

Maisie Sly

Rachel Fielding

Philip York

Production Company : Slick Films

Release Date : 8 August 2017 ✓

Running Time : 20 minutes

Country : UK

Languages : English and British Sign Language

Directed by Chris Overton, **The Silent Child** is a 2017 short film that chronicles the story of Libby, a neglected deaf child who begins to find joy in life after a social worker is hired by her family to teach her sign languages. The film achieved critical acclaim upon release and managed to win the Oscar for Live Action Short

Film at the 90th Academy Awards.

Overton manages to capture the chaotic nature of Libby's family really well. With Libby's mother shuffling between hospitals and chores of her children and Libby's father barely having the resolve for anything other than his job, Overton makes it clear that ~~no~~ no one has time to tend to Libby. Help from above soon arrives in the form of Joanne, a lonely social worker who instantly takes a liking to Libby and Libby also gradually finds herself warming up to her.

Unfortunately, ~~as~~ fate would have it, the parents don't like the sign language direction focused on by Joanne and instead want the child to commit to speech therapy, believing that this would better help Libby assimilate with other kids. Joanne, who has invested her heart and soul into this beautiful child, is devastated. As Joanne and Libby exchange a tearful final goodbye at her new school, Libby must learn to survive in a school which is not equipped to deal with her special condition.

The film contributes greatly to the fight for sign languages to be recognised in every school across the globe. The film managed to deliver a strong message at the end of film with

several sobering facts.

- 9 out of 10 deaf children are born to hearing parents.
- Over 78% of deaf children attend mainstream school with no specialist support in place.

The film ends with the note that, don't focus on the 'normal' label too much. We have to find out each others strengths and accept our weakness. Deaf people usually get a tough ride, but deaf children get it even harder. Deafness is not a learning difficulty. With the right support a deaf person can achieve a successful life just like anybody else can. We learn English, Hindi, German and many other languages in schools today. But sign language (which is a beautiful language is still nowhere to be seen.

HH
12-01-2022

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Report - Evaluation Tool

Programme
Core Course
Category
Course Code
Name of the Student

: B.Ed.
EDU 202 Learning and Teaching
Practicum
EDU202
PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Report with Evidence	4	3	2	1	4	EDU202 CLO6 - Discuss the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
2	Organization of the Report	4	3	2	1	3	
3	Interpretation	4	3	2	1	4	
4	Language (Writing Style)	4	3	2	1	4	
5	Timely Submission	4	3	2	1	3	
Total						20 20	

June 2
4/7/2023

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 202

(2022-2024 B.Ed. Batch)

Reoprt on the Learning Difficulties faced by Children in Classrooms

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No : 223240112104

Date of Submission: 04-07-2023

Submitted To:

Dr Alex George

Assistant Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

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Signature

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Date:

07/07/2023.

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Principal



Lavina Dominic

College Coordinator

Introduction

Generally, a learning difficulty is a condition that affects a person's capacity to learn. When it comes to the learning context in a traditional classroom, a person with learning disabilities can experience mild to severe difficulties depending upon the level of difficulty that a person experiences. Learning difficulty is an issue with the brain's ability to process information. Since it cannot be cured, its impact may affect the person's life throughout.

Common Learning Difficulties in Classrooms

Dyslexia: A condition that can affect reading fluency and comprehension, writing, spelling, speech and recall. It is also known as language based disability.

Dysgraphia: An individual with dysgraphia finds it difficult to write legibly, space words consistently, spell, compose, think and write at the same time or plan spatially. This condition affects

handwriting and other fine motor skills

Dyscalculia: This condition may have an effect on one's ability to develop math skills, understand numbers and learn math based facts. It can be difficult for individuals with dyscalculia to comprehend math symbols, organise or memorise numbers, tell time and count.

Auditory Processing Disorder: Individuals with this condition may have difficulty recognising differences between sounds, understanding the order of sounds, recognising where sounds have come from or separating sounds from background noise.

Language Processing Disorder: This condition, a type of APD, makes it difficult for individuals to give meaning to sound groups in order to form words and sentences. It relates to the processing of both expressive and receptive languages.

Non-Verbal Learning Difficulties: These typically makes it difficult for individuals to interpret

facial expressions and body language. Visual-spatial, motor and social skills may all be affected.

Visual-Motor Deficit: Those with dysgraphia or non-verbal learning difficulty might also have a visual-motor deficit, which can impact the way a person understands visual information, the ability to draw and copy and hand-eye co-ordination.

Conclusion

Approximately 4 million teenagers and children have a learning difficulty. Learning difficulty is not same as intellectual difficulty and learning difficulties indicate a child's need for alternative learning methods. Interventions and support, which may be supplemented by counselling and other mental health services can help an individual with learning difficulty to achieve success.

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Assessment For Learning - Tool

Programme : B.Ed.
 Core Course : ASSESSMENT FOR LEARNING
 Category : Practicum
 Course Code : EDU203
 Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	2	EDU203 CLO 14 Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2	Accuracy of the content	2	1.5	1	0.5	2	
3	Procedure Adopted	2	1.5	1	0.5	2	
4	Organisation	2	1.5	1	0.5	2	
5	Timely Submission	2	1.5	1	0.5	2	
Total						10/10	<i>Lavinia Dominic</i> <i>12/6/23</i>

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 203

(2022-2024 B.Ed. Batch)

Comparison Between the Evaluation Systems in the School Leaving Examinations of State, CBSE and ICSE Boards

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No : 223240112104

Date of Submission: 08-06-2023

Submitted To:

Dr Lavina Dominic

Assistant Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

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Signature

12/6/23

Date:

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Principal




Lavina Dominic

College Coordinator

INTRODUCTION

In the context of school education, evaluation stands for a structured process of collecting, analysing and interpreting students' progress and achievement both in curricular and non-curricular areas. It involves taking into consideration factors like content, classroom processes and the growth of individual learners along with the appropriateness of the evaluation procedures.

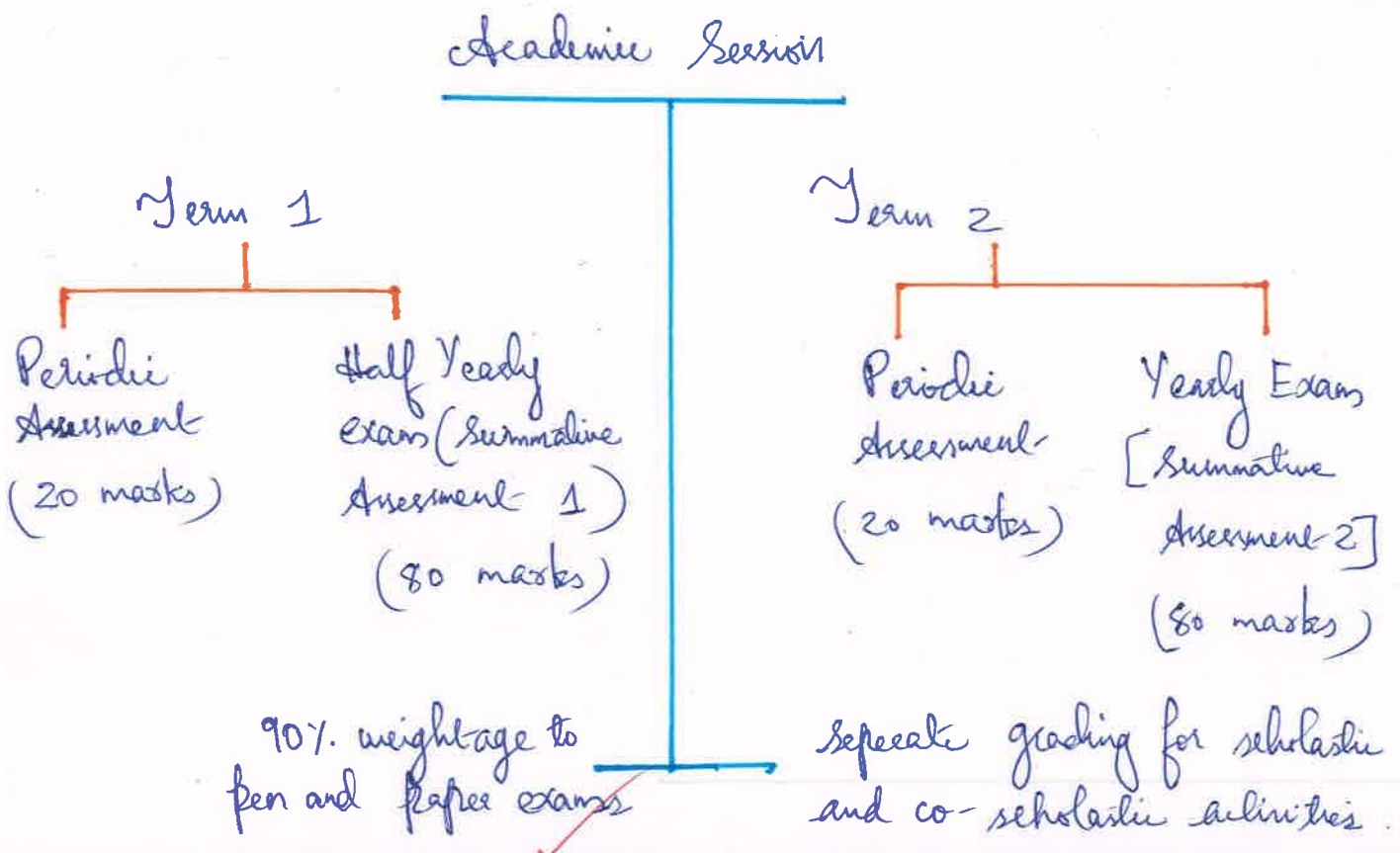
The secondary school leaving examination is generally a qualification exam which is most common in India for enrollment to higher secondary school. These exams are conducted by central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE) and different state level education boards. While there are several things in common in the evaluation of the 10th grade students of these boards, they display considerable variations in several matters especially the grading system.



Evaluation System of CBSE

The CBSE transitioned from its Continuous and Comprehensive Evaluation (CCE) pattern to a system of assessment and examinations from the academic year 2017-18 onwards, that saw the restoration of Board Examination / School-based Examination for grade X. This resulted in revised assessment structure for the grade X.

As per the new regime, each academic session is divided into two terms 100 marks each. The following figure explains it.



The students are evaluated on a 9 point grading system. Each grade, given on the basis of both formative and summative evaluations, corresponds to a range of marks as given below.

A 1	95 and above
A 2	90 to 94
A 3	85 to 89
B 1	80 to 84
B 2	70 to 79
C 1	60 to 69
C 2	50 to 59*
C 3	33 to 49
D	Less than 33

Assessment of theory / Practical papers in external subjects are in numerical scores. Subjects of internal examination are assessed on a five point scale i.e, A, B, C, D and E.

Evaluation system of ICSE

The evaluation of secondary school leaving students is conducted strictly as per the criteria in the book entitled "Internal Assessment an Integral Component of ICSE", issued by the council. Apart from the final examination, a first term and preliminary examinations are conducted.

First term and Preliminary Examinations

The internal assessments of students are made in terms of the first term and preliminary exams and both of them are evaluated by an external teacher.

For Science subjects there are practicals, viva voce and checking of lab manuals. Assessment in language subjects are done through oral and aural tests and a mark is awarded out of 20.

The aggregate result of each student is given in terms of a grade based on a five point scale as follows.

Grade	Standard
A	Very good

B	Good
C	Fair
D	Satisfactory
E	Unsatisfactory

Grade E is the fail grade and candidates who get this will not be eligible for the award of pass certificate.

Final Evaluation and Grading

Final exams are conducted for six subjects which must include the subject - English. Pass certificates are given to those candidates who procure pass marks in at least five subjects. ICSE grading system ranges from 1-9. Socially Useful Productive Work and Community Service will be shown on the result sheets.

Grade	Standard
1 2	Very good
3 4 5	Credit

6 7	Pass
8 9	Fail

Evaluation System of State Board, Kerala

The Kerala State Board follows the system of Continuous and Comprehensive Evaluation. The internal assessment of students is made on the basis of the first two terms. Practical examination is conducted, so far, only for IT paper. Concentration is made on written examinations. Public exam is conducted for 10 subjects. In the final evaluation grades are used in the place of marks. There exists a 9 point grading system with the highest grade value being 9 and the lowest being 1. The grading assesses the students on a scale ranging from A⁺ then followed by A, B⁺, B upto E. Students who fail to obtain at least a D⁺ grade, which is the minimum passing grade have to appear for the same year exams.

The maximum marks of SSLC exams is 640 out of which 490 marks are allotted to the written board exams while 130 marks are assigned for the internal assessment and the rest 20 marks are occupied by IT practical. The grades are conferred to the students by the Kerala Board of Public Examination.

Conclusion

Different boards of examinations in India follow different grading pattern for the evaluation of the secondary school leaving students. Continuous and Comprehensive Evaluation is practised by most of the boards in which assessment of students are made not solely on the basis of a final written examination. Each board has its own criteria to judge students' capabilities. It does seem that differences in the evaluation process of different boards often put students and parents in a dilemma. Discussions are going on regarding the idea 'one board; one exams'.

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Study of Existing Assessment Structure of CBSE Schools. Oxford University Press, 2022. <http://cbseacademic.nic.in/web-material/Manuals/Assessment-Structure21.Pdf>, Accessed on 5 April 2023

Internal Assessment - An integral Component of ICSE. Council for Indian School Certificate Examinations, October 2012. <http://14.139.60.153/handle/123456789/3857>. Accessed on 5 April 2023

Banal, Maitri. "Kerala SSLC Grading System Explained." NDTV, 1 July 2020. <https://www.ndtv.com/education/kerala-sslc-exam-grading-system-explained-2254927/amp/1>. Accessed on 4 April 2023.

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ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Master Time table/Album/Report Evaluation Tool

Programme : B.Ed.
 Core Course : Knowledge and Curriculum
 Category : Practicum
 Course Code : EDU201
 Name of the Student : PEARL ANNIE SEN

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance and Coverage	4	3	2	1	4	EDU201 CLO10 Analyse and apply the principles of effective management and practices of the schools
2	Content	4	3	2	1	4	
3	Analysis with evidences	4	3	2	1	4	
4	Organisation	4	3	2	1	4	
5	Timely Submission	4	3	2	1	4	
Total						20/20	


 10/4/23



Practicum EDU 201

(2022-2024 B.Ed. Batch)

**Preparation of Album on Educational Quotes of Indian and Western
Philosophers**

Submitted By:

Name : Pearl Annie Sen

Subject : Social Science

Reg. No : 223240112104

Date of Submission: 31-03-2023

Submitted To:

Dr T C Thankachan

Associate Professor

St. Thomas College of Teacher
Education, Pala, Kerala

<u>Evaluation Column</u>
Signature: <i>[Handwritten Signature]</i>
Date: <i>10/4/23</i>

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20



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Lavinia Dominic

Western Philosophers
on Education

"It must be remembered that the purpose of education is not to fill the minds of students with facts; it is to teach them to think."

- Robert M. Hutchins

"Education is what survives when what has been learnt has been forgotten."

- B F Skinner

"Why should society feel responsible
only for the education of the children
and not for the education of all
adults of every age?"

- Erich Fromm

"Education is the transmission of civilization."

- Will Durant

"The main hope of a nation lies in the proper education of its youth."

- Desiderius Erasmus

"Education is not preparation for life;
education is life itself."

- John Dewey

"Education is civil defence
against media fallout."

- Marshall McLuhan

"Education is the movement from
darkness to light."

- Allan Bloom

"Education is an ornament in prosperity
and a refuge in adversity."

- Aristotle

"Education is the leading of human souls to what is best, and making what is best out of them."

- John Ruskin

Indian Philosophers
on Education

"

The highest education is that which doesn't merely give us information but makes our life in harmony with all existence."

- Rabindranath Tagore

"The end product of education should be a free creature man, who can battle against historical circumstances and adversities of nature."

- Dr S Radhakrishnan

“Real education consists in drawing the best out of yourself. What better book can there be than the book of humanity.”

- Mahatma Gandhi

"Education is the chief remedy for all those great evils which afflict the country."

- K C Sen

" Become enlightened through education."

- Sri Narayana Guru

"Education doesn't only mean learning, reading, writing and arithmetic, it should provide comprehensive knowledge."

- Iswar Chandra Vidyasagar

"The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble cause."

- Sri Aurobindo,

"Education is the manifestation of perfection already in man."

- Swami Vivekananda

It is only through education that one can learn to distinguish between right and wrong and discover the true purpose of life

- Sir Syed Ahmed Khan

Page 78

"There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole life, from the moment you are born to the moment you die, is a process of learning."

- Jiddu Krishnamurthi

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING


(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Critical Analysis of Education Policies - Tool

Programme : B.Ed.
 Core Course : Contemporary India and Education
 Category : Practicum
 Course Code : EDU101
 Name of the Student : LIYA MATHEW

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance of the theme	4	3	2	1	4	EDU101 CLO 5 Analyse vision, aims of education and recommendations of various commissions in shaping the present education system of India
2	Content	4	3	2	1	4	
3	Critical Analysis with evidences	4	3	2	1	3	
4	Organisation	4	3	2	1	4	
5	Timely Submission	4	3	2	1	4	
Total						19/20	


 23/11/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA



Practicum EDU 101

(2022-2024 B.Ed. Batch)

Critical Analysis of Education Policies of Central and State Governments

NEP 2020: RE-IMAGINING VOCATIONAL EDUCATION

Submitted By:

Name : Liya Mathew

Subject : Social Science

Reg. No :39

Date of Submission: 21-11-2022

Submitted To:

Dr T C Thankachan

Associate Professor

St. Thomas College of Teacher
Education, Pala, Kerala

Evaluation Column

19/20

Signature

Date:

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23/11/22

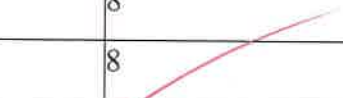
[Handwritten Signature]
Principal



[Handwritten Signature]
College Coordinator

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INTRODUCTION

Education is the process of facilitating learning, or obtaining of knowledge, values, ethics, convictions, habits and self-improvement. Formal education occurs in an organized environment. Typically, formal education happens in a school environment with study halls of different subjects along with a prepared, and confirmed educators of the subject. Widespread excellent education is the most ideal way for creating augmenting our country's rich talent and assets to benefit the individual, general public, nation, and the world. India will have the most noteworthy populous youngsters on the planet over the course of the following decade and our capacity to give great educational opportunities to them will decide the future of our country.

The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances such the rise of big data, machine learning, many unskilled jobs worldwide maybe taken over by machines, while the need for a skilled work force, particularly involving mathematics, computer science in conjunction with multidisciplinary abilities across the science, social sciences will be increasingly in greater demand. It is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education thus move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and multidisciplinary, and how to innovate, adapt and absorb new material in noval and changing fields. For this the curriculum must include basic arts, craft, and humanities in addition to science and mathematics to develop all aspects and capabilities of learners and make education more well-rounded, useful and fulfilling to the learner.

NATIONAL EDUCATION POLICY (NEP) 2020

The National Education Policy 2020 is the first education strategy of the 21st century and plans to address the many developing formative goals of our country. The goal of NEP 2020 is to have an education framework by 2040 that will be better in class, with impartial access to better education for all students regardless of social or economic background. This economic strategy proposes the revision of all aspects of the education framework including its instructions and administrations to make another policy that is lined up with the optimistic objectives of 21st century education, including SDG4, while building upon India's traditions and worth frameworks. The National Education Policy 2020 lays specific accentuation on the advancement of the imaginative capability of every person.

The vision of this policy for:

- India's Higher Education - NEP envisions an education framework established in Indian ethos that contributes straightforwardly to changing India, economically into an impartial and vibrant knowledge society, by giving excellent quality education to all and consequently making India a worldwide knowledge superpower.
- Holistic and Multidisciplinary Education-A holistic and multidisciplinary education would intend to foster all capacities of people's- scholarly, aesthetic, social, physical, emotional ,and moral in an incorporated ways.
- Research intensive universities- It focuses on an overall improvement which means now students can have the knowledge across fields through access to framework, trained faculties and other facilities at the advance education organizations.
- Autonomous degree granting colleges- will allude to an enormous multidisplinary organization of higher learning that awards degrees and is basically focused on the undergraduate teaching.
- Learning environment and support for student- Organization and teachers will have the independence to innovate on matters of educational program,

Instructional method and assessment within a broad framework of advanced education qualification.

- Internationalization- The large number of global students studying in India will provide greater mobility to Indian students to visit and study abroad. India will be promoted as a global study destination providing premium education at reasonable expenses.
- Students as the prime stake holder- Students activity and participation is ensured in terms of plenty of opportunities for participation in sports, culture, eco-clubs, and activities, local are based projects.
- Financial grants for students- Endeavors will be made to support the worth of students belonging to SC, ST, OBC and other SEDGs.
- Inspires, energized and capable faculty- Faculty will be offered the chance to design their own curricular and teaching methodology within the approved framework.
- Vocational courses incorporation- Vocational education will be introduced into all school and higher education institutions in an organized way over the course of the following decade.
- Establishment of a National Research Foundation (NRF) - The main objective of the NRF will be to empower a culture of research to pervade through our institutions.
- Regulatory system of higher education- It will ensure that the distant functions of regulation, accreditation, funding and academic standard setting will be performed by distinct, independent and empowered bodies.
- Effective Governance and Leadership for Higher Education Institutions.
- Promotion of Indian languages, arts and culture.
- 'Light but tight' regulatory framework- to ensure integrity, transparency, and resource efficiency of the educational system, audit and public disclosure is recommended.

RE- IMAGINING VOCATIONAL EDUCATION

The NEP 2020 aims at making '*India a global knowledge superpower*'. It promises a modern and progressive education system and is welcome by all concerned departments of the state and union territories. The policy aims to transform India's education system by 2040. It talks about the education system that lays emphasis on experiential learning along with a focus on 21st century skills like critical thinking, problem solving etc. So, the policy NEP 2020 is a progressive shift to a more scientific approach in education. The policy talks about introducing vocational courses in secondary schools and proposes to start vocational education "in a phased manner over the next decade".

Vocational Education

Vocational education is training that provides practical experience in a particular occupational field, as an agriculture, home economics or industry. It offers a path that imparts the skills and knowledge need to work in a given occupation it coordinated with the requirement of the labor market and is an integral part of the education system. There are some specific features of vocational education:

- It makes a student job ready.
- It is based on competency.
- It allows students to focus solely on training for a career.

These courses involve less of the traditional academic learning and more of hands – on training. Such courses focus on applying the skills learnt and are the ideal stepping stones from the world of education to a stable career. Students can graduate prepared to take a high-paying, skilled job immediately. The NEP 2020 policy focuses on bringing vocational education into mainstream education, as recommended by successive commissions on education over the year.

The Kothari Commission report (1966) recommended vocationalisation, at secondary levels, by introducing socially useful productive work (SUPW) as a separate subject in secondary classes and vocational degree courses at higher education level.

The vocational education space, over the years, has witnessed a painfully slow and stagnant growth. Only 2% of the persons of the 15-59 age groups had received formal vocational training. Nearly 6% of them were beneficiaries of non- formal vocational technical training. These low numbers are a matter of concern.

Even the 12th Five Year Plan (2012-2017) estimates indicate that fewer than 5% of the Indian workplace between the ages of 19-24 received formal vocational education in India. So, to overcome from this situation, the government unveiled the new education policy on July 29, 2020. This commentary further looks at whether the NEP addresses the existing challenges and sets appropriate future goals for the vocational education.

Provisions for Vocational Education in NEP 2020:

- A vision for balanced education – socially meaningful and aspirational.
- No hard separations in order to eliminate damaging ranking between different areas of learning.
- Re-imagination of vocational education and sensitization for building competencies.
- A holistic & multidisciplinary education.
- School internships for skill appreciation and craft centric learning.
- Professional development of teachers.
- Job market orientation with multiple entry and exit options.
- Recognition of prior learning and alignment with international standards.

Broadly speaking, the reasons for the failure of vocational education in India are twofold:

Organization and Implementation – The NEP 2020, highlights the issue that teachers, especially at higher secondary levels, are not fully skilled to teach vocational course. They teach these courses like any other subjects are taught. These courses are too well defined and taught in very ineffective way. Therefore, existing system fails to attract students in future. Even, at higher education level, there are no proper admission criteria for vocational education qualifications.

Socially Disgraceful – Apart from the mismanaged structure, vocational schooling creates a sense of ‘second class’ citizenship in society. A person opting a vocational course is considered inferior to those students pursuing for mainstream higher education avenues. Because usually everyone believes that employment through mainstream education has more dignity of labor as compared to the vocational system. Despite an increase in vocational training institutes, the data indicates that vocational education is still not a particularly preferred choice among students and parents.

Demand and Supply Side

Supply side: - Proper skills gap analysis and mapping of local opportunities; and proper assessment of prior learning of the enrolled students, which in turn will help in re – integrating the dropouts by aligning their practical experiences and appropriate level of the framework.

Demand side: - The integrating of vocational education programmers into mainstream education in all educational institutions in a phased manner; would lead to focusing on the dignity of labor and importance of various vocations involving Indian arts and artisanship

Implementation Challenges

The NEP 2020 aims to make “India a Global knowledge superpower”. This policy brings in a lot of desirable and ambitious changes nationwide along with the gigantic task of implementing it and executing it nationwide. To implement NEP, India has to open up more schools, appoint more principals and teachers and allocate budget accordingly. So budget is the biggest challenge to meet the large-scale magnitude of policy implementation. The new policy is a holistic and multidisciplinary undergraduate education approach. Students can select subject and electives as per their will. This will require educational institutions to introduce a wide range of courses and physical resources to implement them. There is a shortage of funds in India currently due to Covid hit economy.

Challenges in Opening of New Universities and Vocational Institutions

To implement the NEP 2020 policy there is a need to open 1000 more universities by 2035. It requires opening one university per week which does not seem possible. The principals and teachers also need to be hired proportionately to support those many students. The plan to open new vocational institutions is one of the biggest challenges in the implementation of NEP. The target is to enroll 50% of students in the professional services. This requires subsequent enrollment of the youth in educational sector. NEP demands research should be solution based, and hence creating an infrastructure and resources for research and practical's is a big challenge.

So, the possible challenges in implementing the policy lie mainly in the budgeting allocation and capacity of vocational institutes and administrators. Approximately 3000 cores have been allotted for skill development in the union budget of 2020-21, which is significantly increased over the last five years from 1007 cores in 2015-16.

CONCLUSION

The policy puts India on track to achieve the sustainable development goals set out by the United Nations “guaranteeing equal access to opportunities for access to quality technical and vocational education for everyone”. It is now the need to engage all the stakeholders’ i.e. the industry, government and students themselves to construct a road map to effectively realize the potential of India’s demographic dividend. A young workforce equipped with the practical industrial experience will enhance productivity and play a vital role in building a self-sufficient India.

REFERENCES

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- National Education Policy 2020.
- Dr. Pathak Rekha, NEP 2020: A road map to Vocational Development.
- Gowhar Rashid Gani, NEP, 2020: Challenges and Possible Solutions of Vocational Education and Training in India.

Dr. M. A.
23/11/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING


(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Report Evaluation Tool

Programme : B.Ed.
 Core Course : EDU 102 CHILDHOOD AND GROWING UP
 Category : Practicum
 Course Code : EDU102
 Name of the Student : LIYA MATHEW

Sl. No	Criteria	Rating					Score (20)	Outcome
		Excellent	Very Good	Good	Average	Poor		
1	Relevance of Current Issue selected	5	4	3	2	1	5	EDU102 CLO - Examine the characteristic of human growth and development in childhood and adolescence
2	Comprehensiveness of Report	5	4	3	2	1	4	
3	Resources used	5	4	3	2	1	4	
4	Timely Submission	5	4	3	2	1	5	
Total							18/20	


 22/12/2022

ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA



Practicum EDU 102

(2022-2024 B.Ed. Batch)

REPORT ON ANGANWADI VISIT

Submitted By:

Name : Liya Mathew

Subject : Social Science

Class No : 39

Date of Submission: 05/12/2022

Submitted To:

Dr. Alex George

Assistant Professor,

St. Thomas College of Teacher Education,
Pala, Kerala

Evaluation Column

Signature

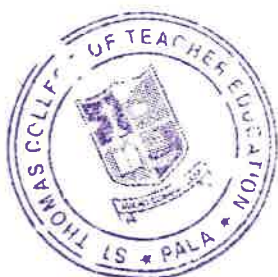
Date:

22-12-2022

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Beena

Principal



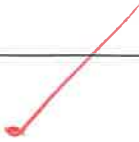
Lavina Dominic

College Coordinator

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INTRODUCTION

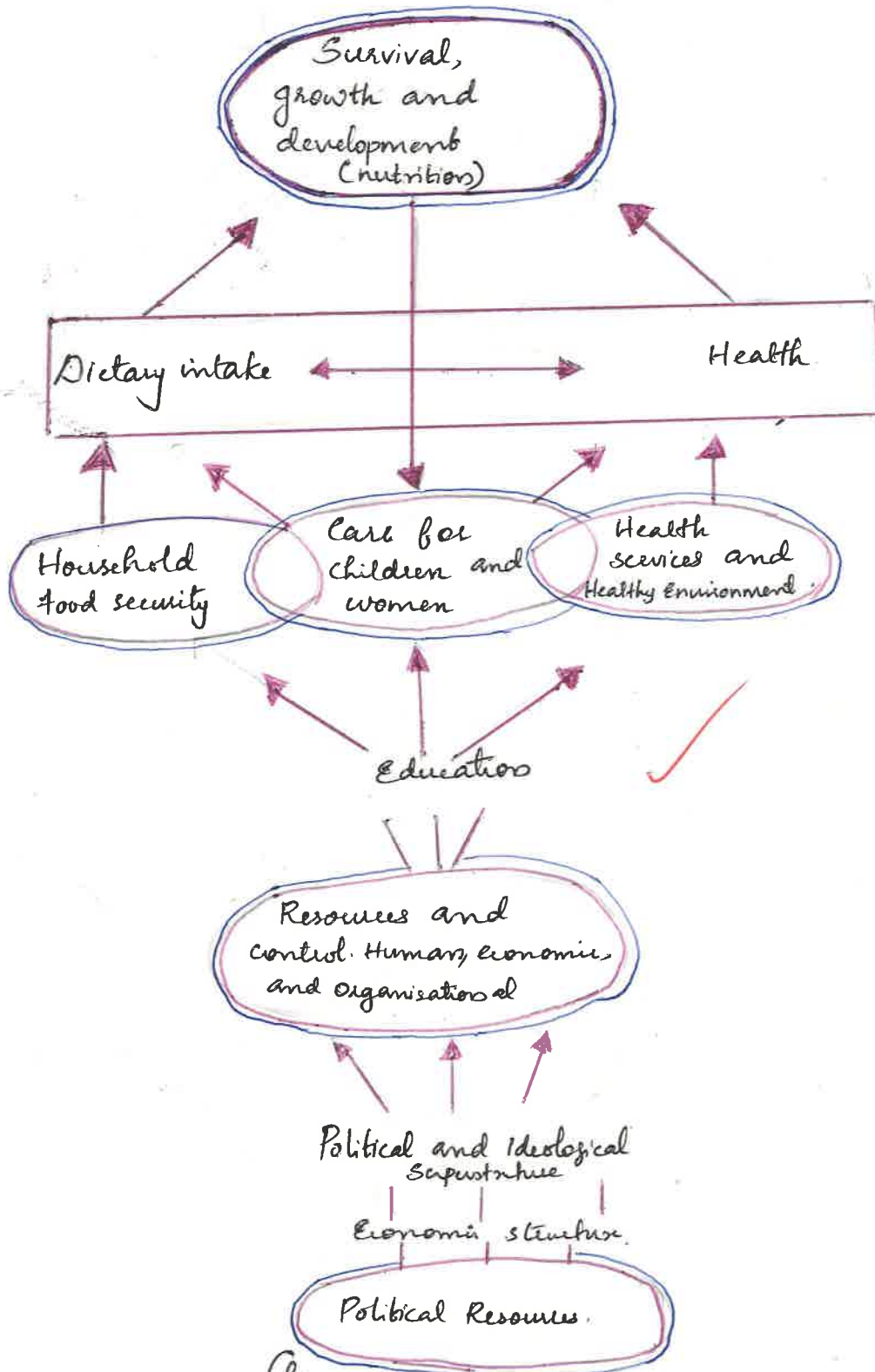
The period of early childhood is until the age of eight years. Life success, health and emotional wellbeing have their roots in early childhood. Investing resources to support children in their early years of life brings long-term benefits to them and to the whole community. Early childhood development outcomes are therefore important markers of the welfare of children, families and communities.

In order to cater the key issues related to child development, the Government of India, running a flagship scheme (ICDS) - (Integrated Child Development Scheme) to cater child development across the country. As part of the core course 'childhood and growing up', I visited, a nearby 'Anganwadi' centre which is an important centre through which the services of ICDS are extended. This is a brief report about Anganwadi I visited.

EARLY CHILDHOOD DEVELOPMENT

UNICEF Model of Care:

Determinants of Child Survival and Development



(Fig. 1.1)

The UNICEF model for care which presents the determinants of child survival and development can be examined in fig 1.1. It draws a direct relationship between survival, growth and development of children with the care of the infant and the mother. Further it points to a give and take between dietary intake and health of children. Casual relationship between community resources, health environment and education and the impact of economic resources and political ideology is also shown in (fig 1.1).

EARLY CHILDHOOD EDUCATION

ECD encompasses preschool education. In the preschool programme, children learn through manipulating objects and learn by doing. Preschool experiences provide tremendous developmental opportunities.

to young children and also lays the foundation for the rigours of formal schooling. Good quality ECD programmes necessarily address both care and education of children. They acquire the concept of shapes, sizes, numbers, space and relationship. Pregnant women, families and communities are also part of ECD as their skill and knowledge about safe motherhood and childhood practices determine what the children will receive from them.

The ECCE programme should ensure 'holistic development' of the child and reflect the inseparable nature of care and education by comprehensively addressing the need for care, nutrition, health and wellbeing of young children and parent counselling along with supporting the development of all domains.

DESCRIPTION ABOUT ANGANWADI

I visited an anganwadi centre on 29th november 2022 situated in Ezhachery which is in VIII ward of Ramapuram panchayat under uzhavur block ICDS. The anganwadi number is 11. It is run by the worker like Ushamani V.D and the helper Sumathi M.K.

Anganwadi centre of 8th ward. Started in 2001. Now, total ~~10~~ children are there in this anganwadi. when I visited, only 4 children are present, the rest were absent because of ^{viral} fever. The worker is providing the ICDS services to children and women in the community. She keeps the record of children, nursing and pregnant women and adolescent girls in the particular area.

The helper, assist the worker in her activities and other duties of helper are cleaning, cooking, sewing, distributing the supplementary nutrition, opening and closing of anganwadi etc.

It works in six days of week from 10.30^{AM} to 12.30 P.M. Most of the children reach the anganwadi by walking. Anganwadi has small veranda, single large room, a small kitchen.

BASIC SERVICES

The six basic services that are offered have been clarified as the following:

Supplementary Nutrition → Supplementary nutrition is made available to the children who are below six years of age, nursing mothers and the expectant mothers who belong to low income families. The women and young children belonging to underprivileged and destitute families cannot

afford healthy diet and experience problems in meeting their nutritional requirements, hence they are supported by this scheme. There are no avoidance with the guidelines for the purpose of the selection of the beneficiaries, this will be given for 300 days in a year.

Nutrition and Health Education → It is provided to women who are in the age group of 15 to 45 years. The individual who belong to underprivileged and marginalized communities need to possess adequate knowledge about diet and nutrition and maintenance of good health conditions. This applies mainly to expectant and nursing mothers; this information will help them in the implementation of child rearing in a better way.

Immunisation → is required for all children less than six years of age, in the project against diphtheria, tetanus, cough, typhoid, ~~cough, typh~~ ^{tuberculosis}. Immunisation against tetanus is required for all the expectant mothers.

It is to be made sure that all the infants staying within the anganwadi centres should be administered vaccination against BCG, DPT, Polio and Measles before they reach one year of age.

Health Check-Up → on a regular basis is important for young children as well as for expectant and nursing mothers. This includes antenatal care of expectant mothers, post-natal care of the nursing mothers, care of infants and of all the children who are below six years of age. ✓

Referral Services → The problem of malnutrition is prevalent amongst young children, therefore referral services are required in the care of the problem of malnutrition. Children who are suffering from third or fourth degree of malnutrition or illnesses are taken to the hospitals, progressed PHCs, community health centres or district hospitals.

Non-Formal and Pre-school Education →

The provision of non-formal education is made to the children who are within the age group of three to five years through anganwadis. The major emphasis is laid upon play, resourceful and creative activities that have the main objectives of leading to psychological, intellectual and physical growth and development of the children.

SERVICE DELIVERY AND MONITORING IN ANGANWADI

In anganwadi center, various educational concepts such as reciting of rhymes, general knowledge, counting and learning the alphabets, numbers and so on. The 'revika' and 'sahayika' are the helpers that provide snacks and nutritious food everyday. Apart from teaching, these

These centres also seek to improve the nutrition level of the children.

My Experience

The anganwadi, I visited was near to my home. It was my first experience and it warms my heart to see that the little ones come to the centre without any fear and they are happy there. It is a well working anganwadi. The worker Usha V.D stated that "with the introduction of KG classes in the government schools, it has also put the future of anganwadi at stake". The number of children ^{in anganwadi} changed from 20 to 10. mainly because of this reason. She added that, the centre will continue to be a great institution supporting ^{the} public education system. I interact with few children and came to realise that, anganwadi centres are necessary for their development.

CONCLUSION

Through my visit, for assessing the growth of aganwadi centres, I can say that this aganwadi plays an important role in the development process. Aganwadi workers need to be trained regularly and their knowledge should update from time to time. Another recommendation is the need to address the problems faced by the workers. If this challenges can be overcome, then the aganwadi can be further progress.

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(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

Internal evaluation criteria

Preparation of four different types of timeline on any topic from secondary school textbook

Programme : B.Ed.
 Core Course : Understanding the Discipline of *Social* Education
 Category : Practicum
 Course Code : EDU105.19
 Name of the Student : *Liya Mathew*

Sl. No	Criteria	Rating				Score	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	<i>2</i>	EDU105.19 CLO 9 Prepare four different types of timeline on any topic in Social Science.
2	Accuracy of the content	2	1.5	1	0.5	<i>1</i>	
3	Procedure Adopted	2	1.5	1	0.5	<i>2</i>	
4	Creativity/innovativeness	2	1.5	1	0.5	<i>2</i>	
5	Timely Submission	2	1.5	1	0.5	<i>2</i>	
Total score obtained						<i>9/10</i>	

Liya Mathew
 9/12/22

ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA



EDU 105.19-PRACTICUM

(2022-2024 B.Ed. Batch)

Prepare four different types of timeline based on any topic from secondary school social science textbook.

Submitted By:

Name : *Liya Mathew*

Class No : *39*

Subject : Social Science

Reg. No :

Date of Submission: 15/11/2022

Submitted To:

Dr. Sunu Austin

Assistant Professor,

St. Thomas College of Teacher Education, Pala, Kerala

Evaluation Column

Signature *St*

Date: *9/12/22*

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Beena

Principal



Lavina Dominic

College Coordinator

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Progressive Timeline	2
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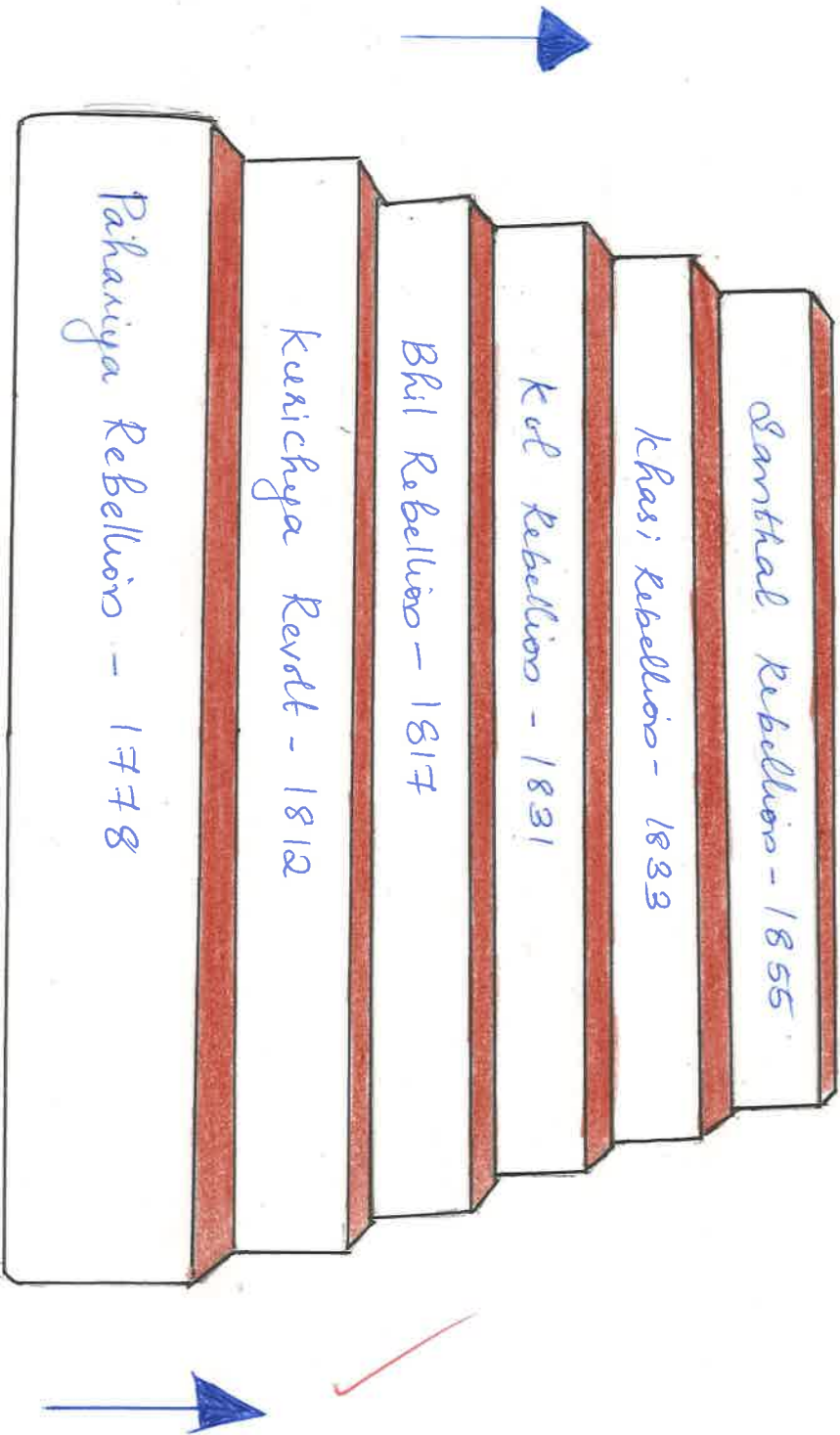
INTRODUCTION

According to Ghose "Time sense, is undoubtedly a capacity to conceive life and actions under certain relations". There are some important dates which point to some of the world event. The knowledge of the students about these events will be vague and incomplete. In such case, timeline helps to retain dates in their mind. It is a ^{effective} device to develop time sense.

In this ^{work} progressive, regressive, pictorial charts, comparative timelines are included. In progressive timeline, the first phase of tribal movements from 1778-1855 are shown. In regressive timeline, important events of Indian national movement (1900-1920) are ^{represented} shown. In comparative chart, ^{India} revolutionary organisations activities and their activities in abroad in the same period compared. In pictorial charts, the peasant movements are shown.

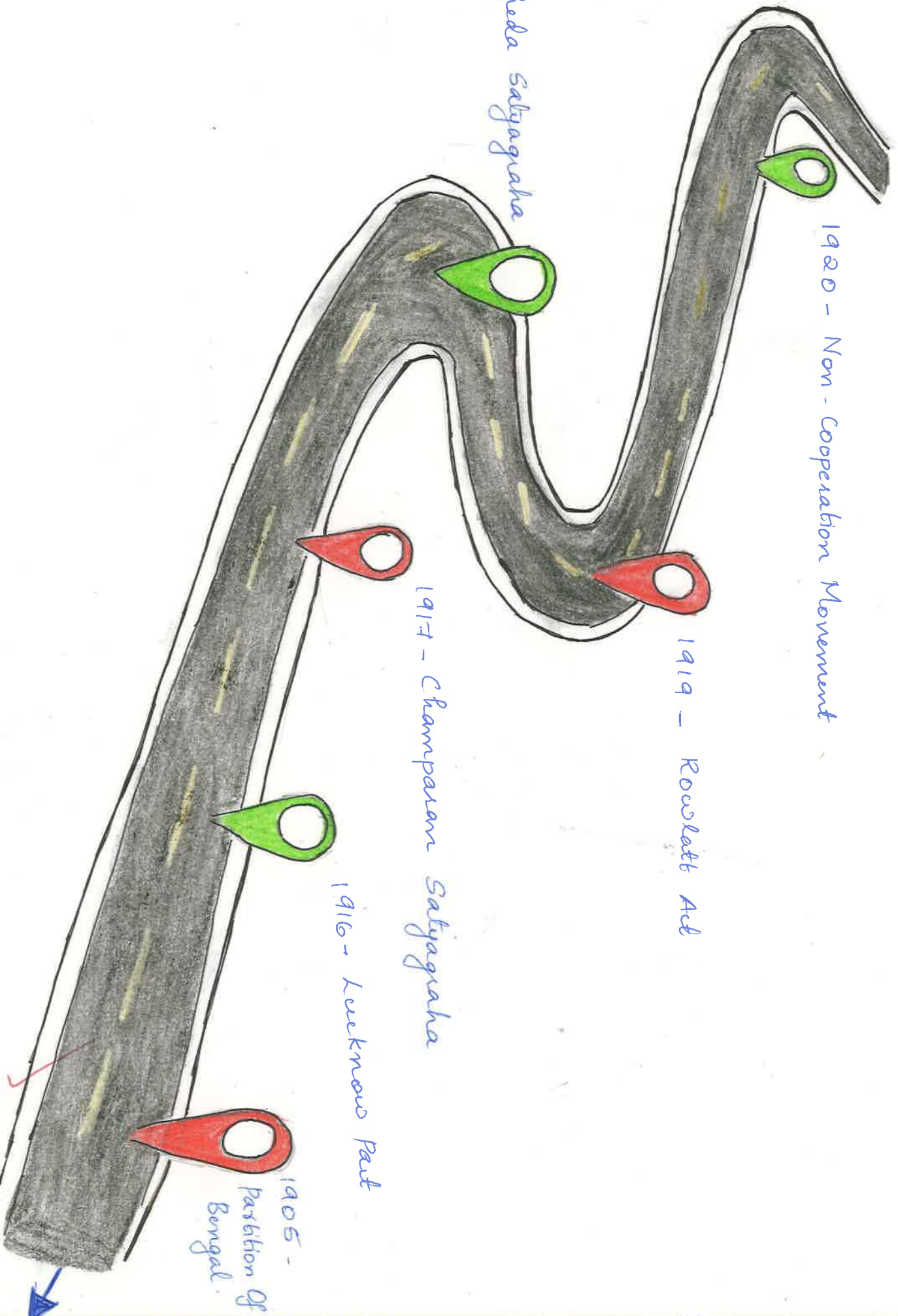
PROGRESSIVE TIMELINE

Tribal Movements from 1778 - 1855 - 1st Phase



REGRESSIVE TIMELINE

Important Events of India National Movement (1900-1920)



COMPARATIVE TIMELINE

Revolutionary Organisations in India -

Indian Revolutionary Organisations - Abroad

1st revolutionary association in Bengal

1902 - Anushilan Samithi

1905 - 1st Indian Organisation in London
The Indian Home Rule Society (IHR)

1904 - Forward Bhawan started by

merging Mutamela in Maharashtra

1913 - Indian revolutionaries founded Bhadar
Party in the United States of America and
Canada

1910 - Yuganta - Bengal weekly

newspaper - founded

1913 - Hindustan Bhadar - weekly publication in
San Francisco

1917 - Zimmermann Plan /
German Plot

1914 - Komagata Maru incident

PICTORIAL CHARTS

Peasant Movements - Main Personalities



Indigo Revolt (1859-60)
Dina Bandher Nitā
Bengal



Champaran Satyagraha (1917)
Mahatma Gandhi
Bihar

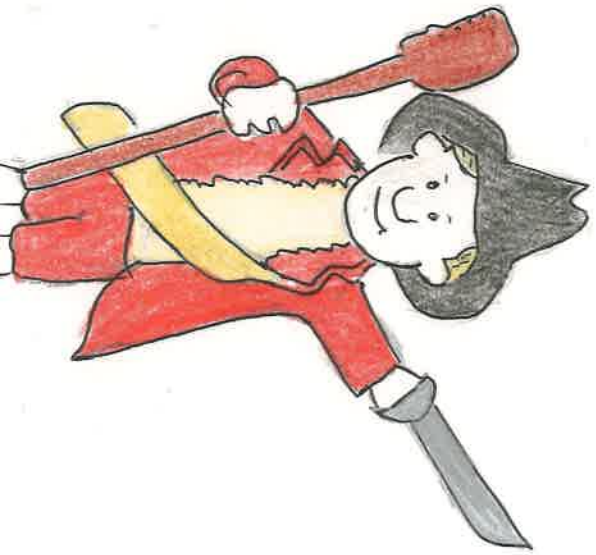


Moplah Rebellion (1921)
Ali Musaliar
Malabar

Bardoli Satyagraha (1928)
Sardar Vallabhai Patel
Gujarat



Tebhaga Movement
Ula Nitā
Bengal



CONCLUSION

Timeline is the simplest and the most effective of all the time charts. Though the preparation of timeline, it imparts a true sense to us. It helps to summarize historical movements or events and provide a visual imagery of the distance between any two events. Recapitulation of historical lessons is another important advantage of timeline.

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ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA, KERALA

(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Guidance and Counselling - Tool

Programme : B.Ed.
 Core Course : GUIDANCE AND COUNSELLING
 Category : Practicum
 Course Code : EDU 106.12
 Name of the Student : *LIVA MATHEW*

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	<i>2</i>	EDU106.12 CLO 10 Identify any one behavioural problem among adolescents, causes and remedial measures
2	Accuracy of the content	2	1.5	1	0.5	<i>2</i>	
3	Procedure Adopted	2	1.5	1	0.5	<i>2</i>	
4	Creativity/ innovativeness	2	1.5	1	0.5	<i>1</i>	
5	Timely Submission	2	1.5	1	0.5	<i>2</i>	
Total						<i>9/10</i>	<i>20/11/22</i>

**ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA**



EDU 106.12 PRACTICUM

(2022-2024 B.Ed. Batch)

CAUSES OF EATING DISORDER AND ITS REMEDIES

Submitted By:

Name : Liya Mathew
Subject : Social Science
Roll No : 39

Submitted To:

Dr. Pratheesh Abraham
Assistant Professor
St. Thomas College of
Teacher Education, Pala

Date of Submission: 28/11/2022

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Beeva

Principal



Lavina Dominic

College Coordinator

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INTRODUCTION

Adolescence is the most important period of human life, the word adolescence comes from a Latin word 'Adolescere' that means to grow to maturity. It is a transitional period between childhood and adulthood. Stanley Hall calls it as a period of 'stress and strain' and 'storm and strife'. Hollingworth calls it a period of 'temporary insanity'. An individual reaches adolescence when he is capable of reproduction or attains puberty. He ceases to be an adolescent when he is mature enough to play the role of an adult in the society.

EATING DISORDER

Adolescence is often associated with behavioural problems. Problem behaviour is socially defined as a problem which is undesirable by the social or legal norms of accustomed society and its institutions of authority.

Eating disorders have been one of the increasing disorders of adolescents. Eating disorder is defined as a psychological disorder centring on the avoidance, excessive consumption or purging of food. These disorders are more common amongst teenage girls and young women. Eating disorders are basically of three types, they are:

- Anorexia nervosa
- Binge eating disorder
- Bulimia nervosa

CAUSES OF EATING DISORDER

A mix of genetics, environment and social factors play a role in the development of eating disorders. Some of them are:

- Genetics and Biology - certain people may have genes that increase their risk of developing eating disorders.
- Psychological and emotional health: People with eating disorders may have psychological and emotional problems, including low self esteem, perfectionism, impulsive behaviour, and troubled relationship.
- Dieting and starvation - Dieting is a risk factor for developing an eating disorder. Starvation affects the brain and influences mood changes, rigidity in thinking, anxiety and reduction in appetite.
- Stress → is an important factor in increasing the risk of an eating disorder.

REMEDIAL MEASURES

Eating disorder appear to be increasing in prevalence and are associated with significantly morbidity and mortality. There are various treatments for eating disorders.

There is no 'one size fits all' approach to treating eating disorder since everyone is different. Some of the treatment approach include :

Counselling - Cognitive behavioural Therapy (CBT), which helps individuals identify and change the thoughts, feelings associated with disorder.

Nutrition Education - A dietitian can help a person with an eating disorder, learn healthy habits and return to a normal weight.


Family Approach - Treat the person with eating disorder, while also supporting and educating the entire family.

Medication - Antidepressants are sometimes used to reduce symptoms of depression and anxiety.

CONCLUSION

Eating disorders affect not only the diagnosed patients, but the families surrounding them. Although these conditions are treatable, the symptoms and consequences can be detrimental and deadly if not addressed. Eating disorders are a lifelong battle even after treatment is completed.

REFERENCES

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING


(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Report - Evaluation Tool

Programme	: B.Ed.
Core Course	EDU 202 Learning and Teaching
Category	Practicum
Course Code	EDU202
Name of the Student	LIYA MATHEW

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Average		
1	Report with Evidence	4	3	2	1	4	EDU202 CLO6 - Discuss the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
2	Organization of the Report	4	3	2	1	4	
3	Interpretation	4	3	2	1	3	
4	Language (Writing Style)	4	3	2	1	4	
5	Timely Submission	4	3	2	1	4	
Total						19/20	


 4/07/2023

ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA



EDU 202 - PRACTICUM

(2022-2024 B.Ed. Batch)

**REPORT ON THE LEARNING DIFFICULTIES FACED BY STUDENTS
IN THE SCHOOL CLASSROOMS**

Submitted By:

Name : Liya Mathew
Subject : Social Science
Reg. No : 223240112102
Date of Submission: 04/07/2023

Submitted To:

Dr. Alex George
Assistant Professor,
St. Thomas College of Teacher Education,
Pala, Kerala

Evaluation Column	19 20
Signature	
Date:	4/07/2023

Principal



College Coordinator

INTRODUCTION

Learning difficulties are a group of disorders involving significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are specific to the individuals and are presumed to be due to central nervous systems dysfunction. Individuals who have a learning difficulty may not learn in the same way or as quickly as their peers, and they might find certain aspects of learning, such as the development of basic skills, to be challenging.

Learning difficulties which are neurological challenges, store and analyzes information. A learning difficulty is typically recognized and diagnosed while an individual is in school. Learning difficulties indicate an individual's need for alternative learning methods.

Learning Difficulties Faced By Students In The School

A learning difficulty can be described as an issue with the brain's ability to process information. It might often be termed as "hidden disability". A person challenged by a learning difficulty is generally of average or above average intelligence, and many are able to hide the fact that certain aspects of academic learning give them issue for years, leaving their issues unaddressed until high school or later.

The common difficulties often experienced by the child with learning difficulties are:

- slow vocabulary growth
- Difficulty in rhyming words
- Trouble in learning numbers, days of the week, colours and shapes.
- Extremely restless and easily distracted
- Trouble in interacting with peers
- slow to learn new skills
- Unable to complete tasks
- Poor coordination and tends to appear unaware of physical surroundings.

1) Dyslexia

Dyslexia is a language-based learning disability characterized by a severe impairment in the ability to read and spell.

Characteristics of Dyslexic Children.

- Oral language - late learning to talk, difficulty in learning the alphabets, difficulty in pronouncing words, difficulty in acquiring vocabulary, confusion with left or right etc.
- Reading - Difficulty in learning to read, difficulty in learning the sound of letters, stumbles through longer words, poor reading comprehension.
- written language - Difficulty in putting ideas on paper, many spelling mistakes, difficulty proofreading etc.

Education of Dyslexic Children

- Help the dyslexic students discover their personal learning style.
- Adopt a systematic, explicit, multi-sensory method.
- utilize demonstrations, observations and experimentations.

2) Dyscalculia

The word 'Dyscalculia' means 'difficulty with calculations'. It is a learning disability involving mathematical learning disorder where the mathematical ability is far below expected for a person's age, intelligence and education.

Symptoms of Dyscalculia. Children with dyscalculia experience difficulty in following areas: (a) clarifying mathematical signs, reading a clock and telling time (b) calculating basic amounts like bills, (c) learning multiplication, (d) using calculator etc.

Education of Dyscalculia Children

- ✓ use everyday examples with real objects to help the student visualize the math problem.
- ✓ use repeated reinforcement to remove potential negative feeling toward maths.
- ✓ encourage students to work math problems on graph paper.
- ✓ always present a small amount of new material and make sure the new concepts build on old ones in sequence.

CONCLUSION

With proper help, children with any learning abilities can learn to read, write well. Early identification and proper educational assistance is the key to help the children with learning disabilities achieve in school and in life.

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TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Assessment For Learning - Tool

Programme : B.Ed.
 Core Course : ASSESSMENT FOR LEARNING
 Category : Practicum
 Course Code : EDU203
 Name of the Student :

Sl. No	Criteria	Rating				Score (10)	Outcome
		Excellent	Very Good	Good	Poor		
1	Richness of the content	2	1.5	1	0.5	2	EDU203 CLO 14 Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2	Accuracy of the content	2	1.5	1	0.5	1	
3	Procedure Adopted	2	1.5	1	0.5	2	
4	Organisation	2	1.5	1	0.5	2	
5	Timely Submission	2	1.5	1	0.5	2	
Total						9/10	<i>Lavinia Dominic</i> <u>13/6/23</u>

ST. THOMAS COLLEGE OF TEACHER EDUCATION,
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EDU 203 - PRACTICUM

(2022-2024 B.Ed. Batch)

THE EVALUATION SYSTEMS IN THE SCHOOL LEAVING
EXAMINATIONS OF STATE, CBSE AND ICSE BOARDS.

Submitted By:

Name : Liya Mathew

Subject : Social Science

Class No : 39

Date of Submission: 10/05/2023

Submitted To:

Dr. Lavina Dominic

Assistant Professor,

St. Thomas College of Teacher Education,
Pala, Kerala

<u>Evaluation Column</u>	$\frac{9}{10}$
Signature	
Date:	13/6/23

Principal



College Coordinator

INTRODUCTION

Education is continuous process. It has various steps like input, process and output. The word 'input' refers to 'admission of students', 'output' refers to 'evaluation of students', when 'process' refers to 'learning experiences at school'. The mechanism of input, process and output can only result well when examined ~~well~~ effectively.

Examination is an important stage of the complete process. Many educationalists have different views on examining the students. Secondary Education Commission expressed that, 'Evaluation is a standard procedure to measure or scale the students'.

As part of EDU 203, Assessment for Learning, we will evaluate systems in the school leaving examinations of state, CBSE and ICSE.

EVALUATION SYSTEM

Evaluation is the systematic determination of merit, worth and significance of something or someone. In the context of school education, evaluation stands for a structural process of collecting, analyzing and interpreting students' progress in curricular and non curricular areas.

Conducting examinations in education systems works like a regulatory mechanism in improving the quality of education. In the modern school systems there has been the existence of various Boards of Education. These different boards adopt different policies related to evaluation of students.

STATE BOARD OF EXAMINATION

State Board Examinations are variously referred to as Madhyamik, secondary state certificate and Higher Secondary Certificate Examinations. They are conducted and managed by education boards of different states in the country. The examinations generally held in the months of February and March.

The Secondary School Certificate is a certification obtained by a student on successful completion of an examination at the end of study. SSLC is a common eligibility examination popular in many states in India. Grading systems which is being introduced to replace the mark and ranking systems has several dimensions. It has been described as a major initiative of the state government in the area of general education.

Grading System

Grades are awarded to the students by the state Board on their marks in SSLC class 10 exam. The grade represents the performance of students in the exam. This grading system is simple and given below.

Marks Range	Grade Points	Grade	Remarks
90 - 100	9	A+	Outstanding
80 - 89	8	A	Excellent
70 - 79	7	B+	Very Good
60 - 69	6	B	Good
50 - 59	5	C+	Above Average
40 - 49	4	C	Average
30 - 39	3	D+	Marginal
20 - 29	2	D	Need Improvement
<20	1	E	Need Improvement

CENTRAL BOARD OF SECONDARY EXAMINATION

The central Board of secondary Examination is a national level board of education in India, managed by the Union Government of India.

CBSE always works with a mission of stress-free education to students by adopting innovative teaching methods. CBSE conducts the final examinations for class 10 and class 12 every year in the month of March. For promotion from secondary level to senior secondary level, a student must obtain for all subjects 33% overall,

Students of class IX and X will be evaluated on a 9-point grading system. Each grade, given on the basis of both formative and summative assessments, will correspond to a range of marks as indicated below.

Now

New Grading System of CBSE Marks-

Mark Range	Grade	Grade Point
91-100	A ₁	10.0
81-90	A ₂	9.0
71-80	B ₁	8.0
61-70	B ₂	7.0
51-60	C ₁	6.0
41-50	C ₂	5.0
33-40	D	4.0
21-32	E ₁	C
00-20	E ₂	C

INDIAN CERTIFICATE OF SECONDARY EXAMINATION

The Indian Certificate of secondary Examinations conducted by the Council for the Indian School Certificate Examinations, a private board of secondary examinations in India. It has been designed to provide an examination in a course of general education, in accordance with the recommendations of the New Education Policy 1986. medium of English.

ICSE board examinations includes

1) External Examination

Attainment in a subject is indicated by a grade system. Only 1-7 grades are recorded in the certificate. The interpretation of grade is as follows. represented in the box. (fig 1.1)

2) Internal Examination

The interpretation of grades are represented in the box. (fig 1.2).

Grade	Standard
1 2	Very good
3 4 5	Credit
6 7	Pass
8 9	Fail

External Examination

Grade	Standard
A	Very good
B	Good
C	Satisfactory
D	Fail
E	Fail

Internal Assessment:



CONCLUSION

The education systems in India is re-shaping and refreshing itself day by day. The most sensitive part of curriculum change is change in the assessment and evaluation systems. The Educational Boards and Councils in different states and union territories are applying their own scales & evaluate. Through this Practicum helps us to focus on the evaluation systems in the school learning examination of state, CBSE and ICSE boards.

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- ✓ Dr. Nilam P. Trivedi, 'A comparative study of Admission and Evaluation Procedure of CBSE, ICSE and IB secondary school, International Journal for Research in Education, 2015
- ✓ <https://www.jagran Josh.com>.

✓
13/6/23

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(Affiliated to Mahatma Gandhi University, Kottayam, Kerala)

TWO YEAR BACHELOR OF EDUCATION (B.Ed) CREDIT AND SEMESTER SYSTEM WITH GRADING


(Reviewed w. e. f. July, 2018)

INTERNAL EVALUATION CRITERIA

Master Time table/Album/Report Evaluation Tool

Programme : B.Ed.
Core Course : Knowledge and Curriculum
Category : Practicum
Course Code : EDU201
Name of the Student : LIYA MATHEW

Sl. No	Criteria	Rating				Score (20)	Outcome
		Excellent	Very Good	Good	Poor		
1	Relevance and Coverage	4	3	2	1	4	EDU201 CLO10 Analyse and apply the principles of effective management and practices of the schools
2	Content	4	3	2	1	4	
3	Analysis with evidences	4	3	2	1	3	
4	Organisation	4	3	2	1	4	
5	Timely Submission	4	3	2	1	4	
Total						19/20	


10/4/23

ALBUM

EDU 201- PRACTICUM

(B.Ed. 2022-24 Batch)

An album on educational quotes of western and Indian Philosophers.

Submitted by,
Liya Mathew
Social Science

Submitted to,

19/20

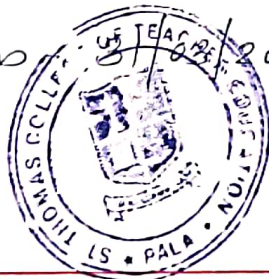
Dr. T.C Tharaskaran
Assistant Professor

St. Thomas College of Teachers
Education, Pala.

Date of Submission

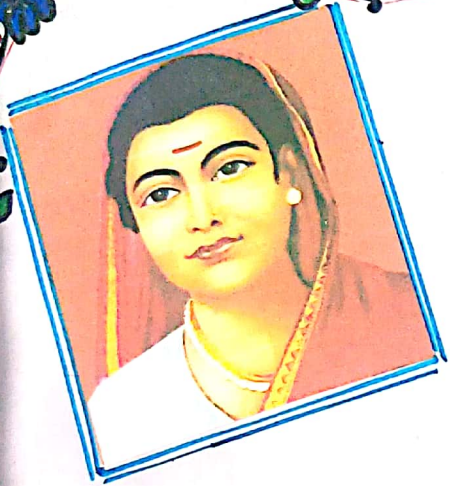
Lavina Dominic

College Coordinator



Bener

Principal



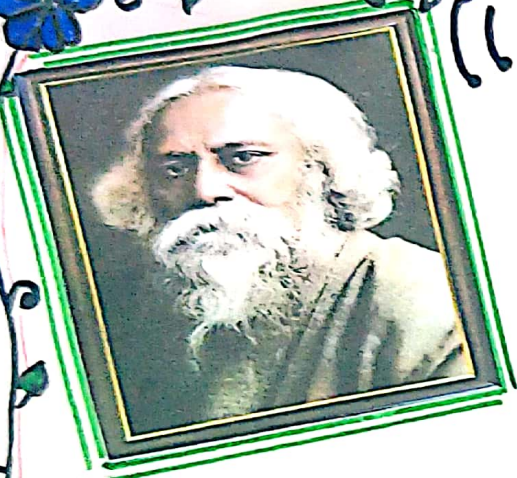
!! Awake, arise and educate. Smash traditions -
Liberate !!
Savitribai Phule.

!! Education is the chief remedy for all those great evils
which afflict the country. Education's will not only
cultivate and improve the intellect of the nation,
but also purify its character !!

Keshab Chandra Sen.



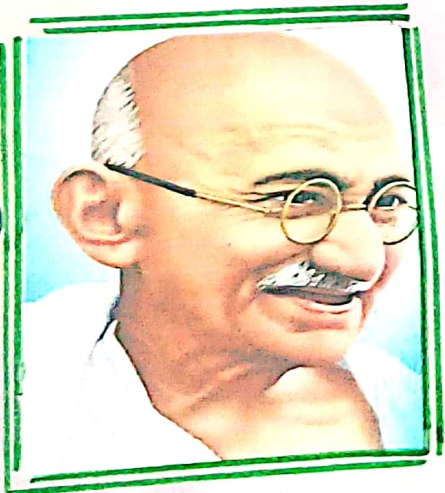
The highest education is that which does not merely give us information but makes our life in harmony with all existence)) Rabintranath Tagore.



Education is the manifestation of perfection already in man)) Swami Vivekananda.



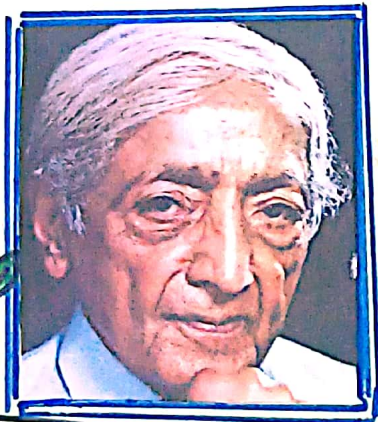
Education which does not mould character is absolutely worthless.)) Mahatma Gandhi





“ True knowledge is not attained by thinking.
It is what you are; it is what you
become.” Sri Aurobindo Ghose.

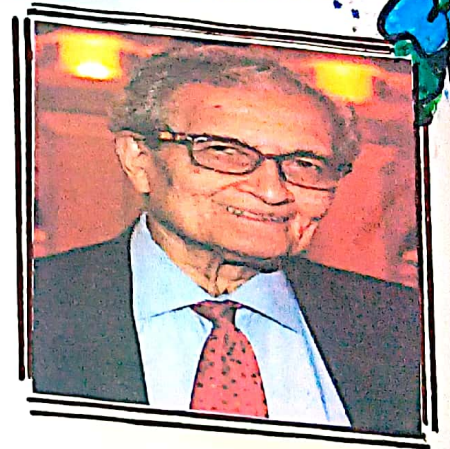
“ The end product of education should be a free creative
man, who can battle against historical circumstances
and adversities of nature.”
Dr. Sarvepalli Radhakrishnan



“ Right education should help the student, not
only to develop his capacities, but to understand
his own highest interest.”
Jiddu Krishnamurti

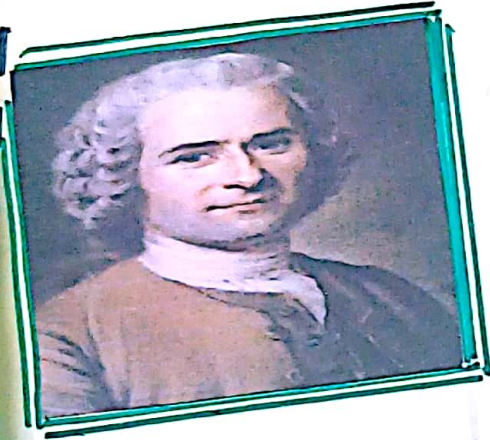
“ Imparting education not only enlightens the receiver, but also broadens the giver - the teachers, the parents, the friends. ”

Amaritya Sen.



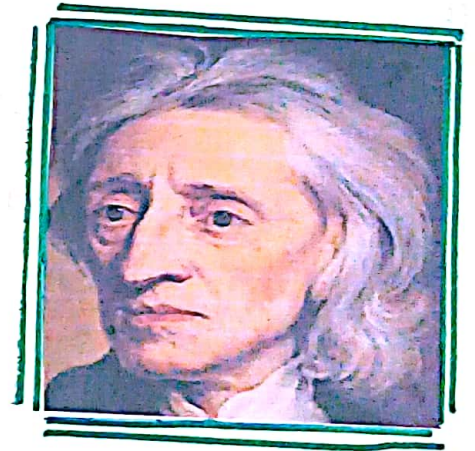
“ Learning gives creativity,
Creativity leads to thinking,
Thinking leads to knowledge,
Knowledge makes you great. ”

Dr. A.P.J. Abdul Kalam.



“ Everything we do not have at our birth and which we need when we are grown is given to us by education ”

Jean-Jacques Rousseau.



“ The only fence against the world, is a thorough knowledge of it. ” John Locke.



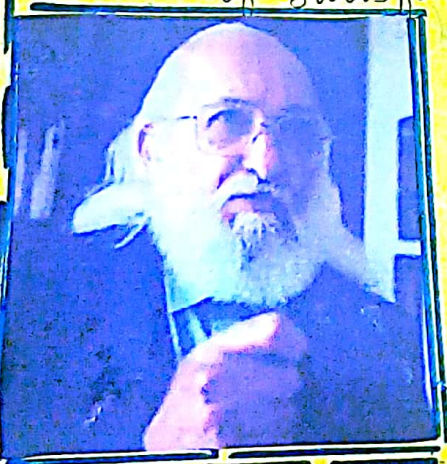
“ Receive the children with reverence, educate them with love, and send them forth with freedom ”

Rudolf Steiner

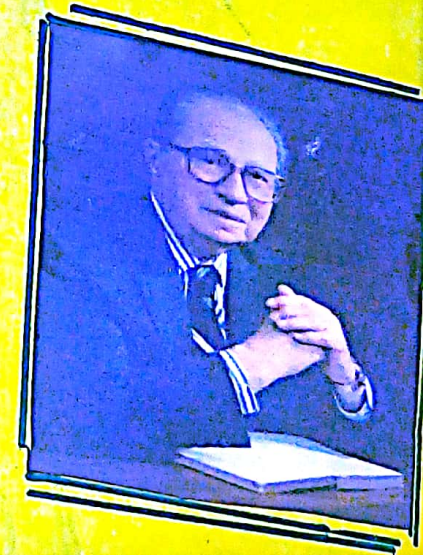


“ Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul.” Friedrich Froebel.

“ The ultimate end of education is happiness or a good human life, a life enriched by the possession of every kind of good, by the enjoyment of every type of satisfaction.” Mortimer J. Adler.



“ Education is an act of love, and thus an act of courage.” Paulo Freire



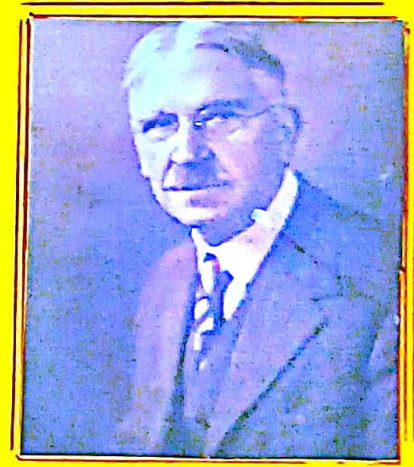


“ The aim of a college education is to teach you to know a good man when you see one. ”

William James

“ Education is not an affair of 'telling' and being told, but an active and constructive process. ”

John Dewey



((The reading of all good books is like a conversation with the finest minds of past centuries.)) Rene Descartes.



((The student is infinitely more important than the subject matter.))

Nel Noddings.

